

Assessment of Occupational Stress among Teacher Educators

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Abstract— *The purpose of this study is to assess occupational stress among teacher educators based on gender and type of college. This study was descriptive in nature, and 200 teacher educators from different districts of Karnataka State, India, were selected by random sampling technique. The investigator used the Teacher Educators Occupational Stress Scale for collecting data. The t-test and F test statistical technique was employed for data analysis and interpretation. The present study result revealed that there is a significant difference in occupational stress among teacher educators with respect to location (rural and urban locality). Specifically, rural locality teacher educators exhibit higher levels of occupational stress than the urban locality teacher educators in this sample. But there is no significant difference in occupational stress between teacher educators from the arts stream and the science stream. The nearly indicated mean scores suggest that the teaching stream attended does not have a notable impact on teacher educators' occupational stress..*

Index Terms—Occupational Stress, Teaching stream, Teaching service and locality.

I. INTRODUCTION

In the evolving realm of higher education, teacher educators play an instrumental role in preparing future generations of schoolteachers. As the custodians of pedagogical standards and educational reform, they are entrusted with multifaceted responsibilities ranging from academic instruction and research supervision to curriculum innovation and policy implementation. However, these expanding roles often subject them to significant occupational stress. Occupational stress is defined as the harmful physical and emotional responses that occur when job requirements do not match the worker's capabilities or resources (Leka, Griffiths, & Cox, 2003). Among educators, especially teacher educators, stress has emerged as a critical issue, influencing both personal well-being and professional performance.

Research indicates that occupational stress among teacher educators is precipitated by various factors such as heavy workloads, inadequate institutional support, student behavioral challenges, administrative expectations, and lack of recognition (Sulaiman et al., 2009; Kyriacou, 2001). These stressors, when unaddressed, can lead to burnout, job dissatisfaction, and reduced teaching effectiveness (Travers & Cooper, 1996). A study by Nagra and Arora (2013) found that teacher educators frequently experience moderate to high levels of stress due to pressure to publish research, participate in continuous professional development, and meet accreditation norms. Similarly, Pestonjee and Mishra (1999) emphasize that organizational climate and role ambiguity contribute significantly to educators' stress levels.

Furthermore, the advent of technological changes, such as the mandatory integration of Information and Communication Technology (ICT) in teaching-learning processes, has added another layer of psychological and technical stress for teacher educators, especially for those in resource-constrained environments (Yuen, Law, & Wong, 2003). The COVID-19 pandemic further exacerbated stress levels by shifting teaching modalities to digital platforms, demanding swift adaptation without adequate training or support (Dubey & Pandey, 2020).

Given the complexity of their professional environment and the impact of stress on teaching quality and mental health, there is an urgent need to systematically assess the occupational stress levels among teacher educators. Such an assessment will not only help identify the primary stressors but also aid in designing institutional strategies to mitigate stress, promote work-life balance, and enhance overall job satisfaction. This paper, therefore, aims to evaluate the nature, sources, and extent of occupational stress experienced by teacher educators and suggest

evidence-based recommendations for academic institutions and policy-makers.

II. REVIEW OF RELATED LITERATURE

A considerable body of research has been conducted to examine occupational stress among teacher educators, focusing on its correlates, sources, demographic variables, and implications for professional effectiveness and well-being.

Sarkar and Paroi (2024) explored occupational stress in relation to self-confidence and emotional intelligence among teacher educators and found that the majority of teacher educators experienced above-average levels of stress. Notably, female educators reported significantly higher stress than males, although no significant relationship was observed between occupational stress and emotional intelligence. Similarly, Halder et al. (2024) studied stress levels among teacher educators of self-financed B.Ed. colleges and found elevated stress in dimensions such as time management, professional distress, and work-related stress, though physiological manifestations such as fatigue and cardiovascular symptoms were relatively low.

Cabanero et al. (2024) highlighted a moderate level of stress among early childhood educators in Tagum City, linked primarily to working conditions, classroom management, and curricular responsibilities. Despite this, teachers exhibited high self-efficacy, indicating resilience in their professional roles. In the Indian context, Mahadevaswamy and Praveena (2022) found that nearly half (48.3%) of teacher educators experienced high stress, although gender and institutional type (government vs. private) did not show statistically significant differences.

Senthil Kumar and Indira (2021) emphasized that occupational stress arises from both institutional and external sources and negatively impacts individual performance and institutional productivity. Waqar and Rajak (2021), in their study in the Mithlanchal region, observed a positive relationship between occupational stress and job satisfaction among teacher educators, with no significant differences in stress across gender or college type.

Akbari (2020) examined women teacher educators in the Hyderabad Karnataka region and found significant correlations between stress management and work

motivation, though no relationship was found between occupational commitment and stress. Earlier, Datta (2018) conducted a study in West Bengal and identified both external (e.g., workload, lack of resources, poor communication) and internal (e.g., personality traits, unrealistic expectations) sources of stress. The study emphasized the need for institutional and personal coping strategies.

Zhuwao et al. (2015) investigated occupational stress among higher education employees in South Africa and revealed a significant inverse relationship between stress and organizational commitment, with job demands and work relationships being primary stressors. Similarly, Sikand and Vig (2015) analyzed the sources of stress among teacher educators and identified conflict, student behavior, time pressure, and lack of recognition as major contributors.

Sabherwal et al. (2015) examined occupational stress among faculty in Pune and found that long working hours, lack of communication, harassment, and low pay were prominent stress-inducing factors. The study also noted that demographic variables like age, gender, and marital status influenced stress levels.

Nagra and Arora (2013) discovered a significant relationship between occupational stress and health among teacher educators, with gender and marital status being influential variables. Aggarwal (2011) also found moderate levels of stress related to role ambiguity and insufficiency among academic faculty members, especially among females. Zhang (2011), in a study among Chinese university academics, identified neuroticism as the strongest predictor of stress, while conscientiousness contributed positively to adaptive coping. Extraversion and openness played minor roles, and agreeableness had minimal influence.

Tahir (2011) examined stress among college teachers in Pakistan and found that both intrinsic and extrinsic factors had a positive influence on performance but also contributed to occupational stress. Similarly, Kaur (2011) reported that private college teacher educators faced higher stress than their counterparts in government-aided institutions, with female and rural educators experiencing comparatively higher stress levels.

Collectively, these studies highlight that occupational stress among teacher educators is a global

phenomenon with varying degrees of intensity and numerous contributing factors. Stress is significantly influenced by institutional type, gender, professional responsibilities, and psychological attributes. Despite the increasing interest in this area, research in the Indian context—particularly focused on teacher educators in self-financed institutions—remains limited, underscoring the need for further empirical investigation.

III. SIGNIFICANCE OF THE STUDY

The significance of this study lies in addressing the pressing issue of occupational stress among teacher educators, a group deemed vital to the educational system as emphasized by the Education Commission (1964–66), which recognized teachers as the most crucial determinant of educational quality and national development. Teacher educators, responsible for shaping future generations, often work under difficult conditions—facing low salaries, lack of recognition, and poor working environments. In developing countries, the teaching profession is further burdened by overcrowded classrooms, prolonged standing hours, and constant verbal communication, all of which contribute to stress. Kyriacou (2001) defines teacher stress as the negative emotional responses, such as anxiety or frustration, resulting from professional duties, which in turn adversely impact both individual health and institutional effectiveness. Despite a wealth of international research on this subject, there remains a significant gap in Indian studies, particularly concerning teacher educators in private, self-financed institutions, who report greater stress due to inadequate pay, excessive workload, poor administrative support, and limited institutional backing. This study aims to bridge that gap by analyzing occupational stress among teacher educators in Karnataka, considering variables such as institutional location, teaching experience, and subject stream. The results are expected to provide valuable insights for policymakers and educational leaders in creating supportive and healthier academic environments.

III. OBJECTIVES OF THE STUDY

1. To study the difference in Occupational stress among Teacher Educators with respect to subject streams.

2. To study the difference in Occupational stress among Teacher Educators with respect to locality.

3. To study the difference in Occupational stress among Teacher Educators with respect to teaching service.

IV. HYPOTHESIS OF THE STUDY

1. There is no significant difference in Occupational stress among Teacher Educators with respect to subject streams.

2. There is no significant difference in Occupational stress among Teacher Educators with respect to locality.

3. There is no significant difference in Occupational stress among Teacher Educators with respect to teaching service.

V. VARIABLES OF THE STUDY:

The variables considered are Teacher Educators' Occupational stress, locality (Urban and Rural), Teaching subject Streams (Arts and Science) and teaching service.

VI. METHODOLOGY OF RESEARCH

The present study adopted the descriptive survey method of research, which is widely recognized for its effectiveness in gathering quantitative information regarding the current status of phenomena and identifying prevailing trends, opinions, and relationships. This method was deemed appropriate for assessing the occupational stress levels among teacher educators, as it allows for the collection of standardized data across a large sample and facilitates the generalization of findings.

VII. SAMPLING DESIGN

To ensure representativeness and minimize selection bias, the study employed a simple random sampling technique. This probabilistic sampling method ensures that every individual in the population has an equal chance of being selected, thereby enhancing the reliability and objectivity of the results. A total of 200 teacher educators were randomly selected from various teacher education institutions across multiple districts in Karnataka state, India. The sample included teacher educators from both urban and rural areas, spanning a range of subject specializations, teaching experience levels, and types of institutions (government and self-financing).

VIII. TOOL USED FOR DATA COLLECTION

To measure occupational stress among teacher educators, the study utilized the Teacher Educators' Occupational Stress Scale (TEOSS-2021), developed by Harpreeth Kaur. This standardized instrument is designed to assess multiple dimensions of occupational stress specifically experienced by teacher educators. The scale has been validated through rigorous psychometric testing and is reported to possess high reliability and content validity, making it suitable for academic research purposes. The tool consists of multiple items rated on a Likert-type scale, covering areas such as workload, role conflict, lack of institutional support, time pressure, and professional dissatisfaction.

IX. STATISTICAL TECHNIQUES EMPLOYED

The data collected through the TEOSS-2021 scale were systematically coded, tabulated, and subjected to statistical analysis using SPSS. In alignment with the research objectives and hypotheses, the following statistical techniques were applied:

- Percentage analysis was conducted to describe the distribution of responses across various demographic variables and stress levels.
- Independent samples t-test was used to examine significant differences in occupational stress with respect to dichotomous variables such as gender, type of institution (government vs. private), and locality (urban vs. rural).
- Analysis of Variance (ANOVA or F-test) was employed to investigate differences in occupational stress across groups with more than two categories, such as teaching experience, academic qualifications, and subject specializations.

These statistical procedures enabled the researcher to draw meaningful inferences about the levels and variations of occupational stress among teacher educators, thereby fulfilling the core objectives of the study.

X. ANALYSIS OF RESULT AND INTERPRETATION OF DATA

Hypothesis. 1: There is no significant difference in Occupational stress among Teacher Educators with respect to subject streams.

Table-1: Mean, SD and t-value of Occupational Stress among Teacher Educators with respect to streams (Arts and Science)

Occupational Stress						
Subject Streams	N	Mean	Std. Deviation	Std. Error Mean	t	Significance
Arts	10	66.1	31.2	3.1	0.73	Not Significant
Science	10	58.1	34.0	3.4		

For Occupational stress the difference between Teacher Educators from arts stream (M=166.10) and science stream Teacher Educators (M=158.10) is minimal, with t-value 1.730 which is well below the threshold for statistics significance. This indicates that there is no significant difference in Occupational stress teacher Educators from Arts stream and Science stream. The nearly indicated mean scores suggest that the teaching stream attended does not have a notable impact on teacher educators' occupational stress.

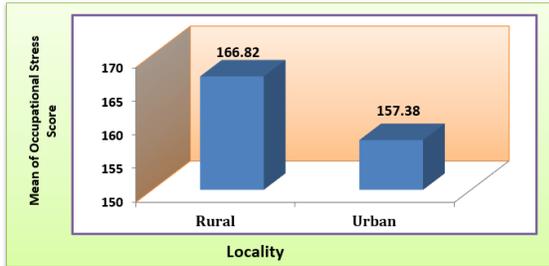
Hypothesis. 2: There is no significant difference in Occupational stress among Teacher Educators with respect to Locality.

Table-2: Mean, SD and t-value of Occupational stress among Teacher Educators with respect to Locality (Rural and Urban)

Occupational Stress						
Locality	N	Mean	Std. Deviation	Std. Error Mean	t	Significance
Rural	10	166.8	30.1	30.1	0.048	Significant t at 0.5 Level
Urban	10	157.3	34.8	34.8		

In this table, Rural locality Teacher Educators have a higher mean Occupational stress score (166.82) compared to Urban locality Teacher Educators (157.38). That t-value 2.048 suggests that the difference is statistically significant. A higher t-value

indicates that the difference in means is unlikely random chance. Therefore we can reject the null Hypothesis and concluded that “there is a significant difference in Occupational stress between Rural and urban locality Teacher Educators”. Specifically, rural locality Teacher Educators exhibit higher levels of occupational stress than the urban locality Teacher Educators in this sample. The difference could be influenced by various factors as Personal Characteristics, Professional Characteristics, Role of Stress, Autonomy, Conditions of service, Interpersonal Relations and Home-work Interface, but these factors would need further investigation.



Graph -1 Mean of Occupational Stress among Teacher Educators with respect to Locality

The bar graph above illustrates the mean occupational stress scores for Rural and Urban Colleges Teacher Educators. Rural area Colleges Teacher Educators have a mean score 166.82 with a standard error of 30.13. Urban area Teacher Educators have a mean score 157.38 with a standard error of 34.89. The bars highlight the difference in score; with rural area Colleges Teacher Educators have a significantly higher mean occupational stress compared to urban area Teacher Educators, as indicated by t-value (2.048) being significant at the 0.05 level. This graphical representation confirms the statistical analysis at the rural area Colleges Teacher Educators, on average, exhibit higher occupational stress than their urban area Teacher Educators counterparts.

Hypothesis. 3: There is no significant difference in Occupational stress among Teacher Educators with respect to teaching service.

Table: 3. Difference in Occupational Stress among Teacher Educators with respect to teaching service.

ANOVA
Occupational Stress

	Sum of Squares	df	Mean Square	F	Significance
Between Groups	66.878	36	1.858	3.309	Significant at 0.05 level
Within Groups	91.517	163	.561		
Total	158.395	199			

The null hypothesis (H03) states that there is no significant difference in occupational stress among Teacher Educators with respect to their teaching service. To test this, an ANOVA was conducted, and the results are presented in table 3.

The F- value for the difference in occupational stress across the three types of service is 3.309, which is greater than the critical F- value 3.0178 that is statistically significant at the 0.05 level (p<0.05). This indicates that there is a statistically difference in occupational stress among Teacher Educators with respect to teaching service period.

The sum of squares between groups is 66.878, which reflects the variance in occupational stress across the Teacher Educators teaching service (1-5 years, 6-10 years and above 10 years) the sum of squares within groups 91.517, indicating the variability of occupational stress within each teaching service. The mean for the between-groups variation is 1.858, and the mean square within groups is .561.

Since the F-ratio is large and difference is statistically significant, we reject the null hypothesis (H03). This means that occupational stress does vary significantly among Teacher Educators from different teaching service period.



Graph: 2. Mean of Occupational stress among Teacher Educators with respect to type of teaching service period

XI. DISCUSSION AND CONCLUSION

The present study found that, the two mean scores of teacher educators teaching in rural area teacher educators have higher mean score (M=166.82) on the variable of occupational stress as compared to teacher educators teaching in urban area colleges (M=157.38). The t-value for the difference mean scores on occupational stress of teacher educators with respect to locality of colleges came to be 2.048 ($p < 0.05$). It clearly indicates that teacher educators teaching in rural colleges are higher level of occupational stress compared to the urban area colleges. Moreover Kaur (2011) found the rural teacher educators experienced higher occupational stress than teacher educators working in urban areas. The t-value for the difference in mean scores on occupational stress of teacher educators with respect to teaching streams came out to be 1.730 which is not significant 0.05 level of confidence. It leads to the conclusion that arts stream and science stream teacher educators did not have equal mean scores on Occupational Stress. Therefore it nearly indicated mean scores suggest that the teaching stream attended does not have a notable impact on teacher educators' occupational stress. Result related Teacher Educators teaching service showed that there, is a statistically difference in occupational stress among Teacher Educators with respect to teaching service period. It means that occupational stress does vary significantly among Teacher Educators from different teaching service period. Similar study Radhakanta Gartia & Sushama Sharma (2013) indicates that significant differences were found experienced teacher educators more stressed than their less experienced counterparts. Educational institutions can encourage an atmosphere that supports the well-being of teacher educators and the students they mentor by recognizing the causes of stress and putting supporting techniques into place.

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