



# OCCUPATIONAL STRESS AMONG UNIVERSITY TEACHERS IN KATHMANDU VALLEY

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## Abstract

**Purpose** – The purpose of this paper is to analyze the occupational stress among Tribhuvan University teachers in Kathmandu Valley. Occupational stress is regarded as one of the major psychological problems for university teachers in Nepal. The study was conducted to explore the factors determining the occupational stress among Tribhuvan University teachers in Kathmandu Valley are work load, working condition, role and responsibility, peer relationship, recognition.

**Methodologies-** A non- experimental correlation design was used in this study. A total number of 130 teaching faculties from Tribhuvan University affiliated colleges were taken for the study and data were collected through questionnaire to investigate different factors regarding occupational stress. Statistical analysis was done using SPSS macro-PROCESS proposed by Hayes. Frequency analysis, reliability analysis, correlation analysis, regression analysis was performed. ANOVA was used for identifying the significance difference between the parameters that we have taken under the study. Level of statistical significance was set at  $p < 0.01$ .

**Results** – The mean age of the participants was  $34.54 \pm 4.62$  years while the mean year of work was  $6 \pm 4$  years. Results showed that the correlation between work load (0.546), working situation (0.643), role and responsibility (0.579), peer relationship (0.638), and recognition (0.606) all had a significant positive relationship on occupational stress. However, further research should be conducted to confirm these results.

**Findings-**The findings of the current research are beneficial for both the organization and faculties towards improving decisions and policy makings. The study concluded that to explore the factors determining the occupational stress among Tribhuvan University teachers in Kathmandu Valley are work load, working condition, role of responsibility, peer relationship, recognition.

**Key Words:** *Occupational Stress, work load, working conditions, role and responsibility, peer relationship, recognition*

## I. INTRODUCTION

Occupational stress refers to the physical, emotional and mental strain that an individual experiences as a result of their work load, working conditions, peer group relationship or other job-related expectations. In our fast pace world, it is impossible to live with out stress, whether you are a working professionals or normal human beings. Occupational stress or simply called work stress is the harmful physical and emotional response that occurs from the challenges and demand of work and can impact on individuals overall well-beings, job satisfaction and productivity. International Labor organization (ILO) considers occupational groups like policemen, prison officers, miners, doctors, nurses, teachers and journalists among the most stressful professions. Recently teachers' stress has received widespread recognition reflecting difficulties encountered by them and numerous research on occupational stress among school and university teachers during the past two decades has been showed. According to Adhikari (2012) the last two decades have been more about survival than growth for many educators.

A person experiences stress when they perceive an imbalance between the expectations placed on them and their ability to meet those demands, which, over time, leads to ill health (Palmer, 1989) "occupational stressor" can apply to any aspect of the workplace that poses a harm to the employee. This job stressor can relate to either a person's inability to meet job requirements or a lack of resources to do so (Caplan & Harrison, 1982; Schultz & Schultz, 2002) a rising number of persons in a variety of occupations are subjected to inappropriate levels of work-related stress. At work, each individual is exposed to a variety of stressors that eventually impact his or her performance. Positive pressure at work can lead to higher productivity.

Sign and symptoms of occupational stress can be different from person to person but can be categorized in to physiological, psychological, and behavioral manifestations. (Luthans, 2011)

### a. The physiological Symptoms

Stress has a significant impact on the physical health of individuals. The physical effects of stress include elevated blood pressure, increased heart rate, perspiration, hot and cold spells, difficulty breathing, muscle tension, and a rise in gastrointestinal disorders, among others (Luthans, 2011)

### b. Psychological Symptom

Apart from physical repercussions, stress has psychological implications of stress include rage, anxiety, sadness, reduced self-esteem, poorer intellectual performance (including an inability to concentrate and decision making) uneasiness and work discontent etc. (Luthans, 2011). Behavioral Symptom

Stress has a negative effect on the employee's conduct if it persists for an extended period of time. The behavioral effects of stress include decreased performance, absenteeism, a greater accident rate, a higher rate of employee turnover, increased alcohol and drug addiction, impulsive behavior, and communication issues (Beh & Loo, 2012).

High workloads, excessive working hours, lack of support from the management, lack of authority, shortage of staff, shortage of resources, aggressive management style, insufficient motivation, organizational culture, lack of peer group support, roles and responsibilities and policy are some of the major reasons of the stress found in the teachers, lecturers in the university level (Rohit , 2017).

## II. LITERATURE REVIEW

Brouwers (2001) tested a nonrecursive model of the relationships between perceived lack of social support, perceived self-efficacy in eliciting support, and burnout among secondary-school teachers in the Netherlands. Results indicated that teachers' perceived lack of support predicted their self-efficacy beliefs, which in turn predicted their level of burnout. Additionally, burnout was found to predict perceived lack of support. The

study suggests that perceived self-efficacy is a useful construct in predicting teacher burnout, and calls for further research in this area.

Dutta (2009) in his article “University teachers stress in higher education and relief strategies in the economic slowdown” says that teacher stress becomes problematic and potentially harmful, when the challenges teachers face outpaces their perceived ability to cope, or when they perceive that important needs are not being met. Perhaps the most effective strategy for reducing stress is knowing one’s own stress points and participating the coping technique that works.

Sarah (2009) in her article, “Stress among teacher educators” reveals that the stress related to work environment is known as occupational stress or job stress. Teacher stress is a specific type of occupational stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher”.

Sarikwal (2010) in his research paper “Studied Work Stress with Types of Workers”. Investigate the effect stress on different types of workers i.e., skilled and unskilled on work Stress. The study explores the prevalence of work stress in relation to the problems that develop as a result of the interplay between job Stress and worker type.

kennedy (2011) in his article, “Stress management techniques for teachers” reveals that the stress can be observed in any kind of job, but due to the unique circumstances that teachers are involved in, they seen to have increased levels of stress than others. Because of the nature of their job, they are so stressed out daily so that there is a need for them to practice techniques for the managing their stress the right ways. Techniques of receiving stress not only improve their health but also their careers as well. The teacher must take a quick nap these techniques for relieving stress can improve the overall health and helps to improve career of the teacher.

Adhikari (2012) studied on “School Teachers: Job Stress and Job Satisfaction, Kaski, Nepal”. Main Purpose of the study was to identify the level of job stress and job satisfaction among instructors in consideration with their gender differences along with age and experience and result was concluded that school instructors were partly satisfied and experienced mild to moderate stress from their profession overall.

Tquabo, Gebregziabher, and Tesfaldet (2021) This study aimed to investigate the prevalence and associated factors of work-related stress among college faculty in Eritrea. Results showed a high prevalence of stress, with factors related to uncertainty of career prospect, role confusion, and lack of resources. The study highlights the need for further research and interventions to address work-related stress in Sub-Saharan Africa.

Wankar, Borgaonkar, and Panchal, (2022) assess occupational stress and associated factors among private school teachers. Results indicated that inadequate social support and high-performance expectations were significant predictors of stress. Competent work accomplishments and adequate social support were identified as protective factors against occupational stress.

### III. OBJECTIVES OF THE STUDY

- To explore the factors affecting occupational stress of Tribhuvan University teachers in Kathmandu valley.
- To analyze the level of occupational stress among Tribhuvan University teachers in Kathmandu Valley.
- To analyze the relationship between workloads, working condition, role of responsibility, peer relationship, recognition and occupational stress among Tribhuvan University teachers in Kathmandu Valley.

#### Hypothesis framed

*H1:* There is significant relationship between work load and occupational stress.

*H2:* There is significant relationship between working condition and occupational stress.

*H3:* There is significant relationship between peers’ relationship and occupational stress.

*H4:* There is a significant relationship between recognition and occupational stress.

*H5:* There is significant relationship between roles and responsibility and occupational stress.

#### IV. METHODOLOGIES

Descriptive research design using quantitative research method and convenient sampling procedure was used. The sample size of this study was 150 academic teaching faculties associated with Tribhuvan University Kathmandu Nepal. The majority of the respondents were male with 62.31 % & 37.69% were female. Data was collected through self-structured questionnaire using Likert-5 point scale. Questionnaire before being distributed to the respondent is tested for validity and reliability first, and all statement items are declared valid because Cronbach's Alpha values for the work load, working condition, peers' relationship, recognition, and roles and responsibility are all greater than 0.70. As a result, the scale is highly reliable and satisfactory. Books, internets, journals etc. were used for the secondary data analysis. SPSS macro-PROCESSOR proposed by Hayes was used to analyze data and interpret the results and come up with the findings.

#### V. DATA ANALYSIS

*Table 1: Descriptive statistics'*

	Mean	Mini.	Max.	SD	C.V	N
Work load	17.33	6	23	3.44	19.88	130
Working Condition	17.68	7	24	3.26	18.45	130
Peer Relationship	22.71	10	29	3.41	15.01	130
Recognition	21.74	10	29	3.90	17.96	130
Roles and Responsibility	22.32	13	28	3.15	14.13	130
Stress	21.76	10	29	4.07	18.72	130

Table 1. shows that out of the total number of respondents reaction, the average work load and working condition of university teachers is  $M=17.33$  &  $SD=3.44$  and  $M=17.68$  &  $SD=3.26$  which is above the average mean,  $M= 15$ . It means that university teachers accepted the work load in her/his college. And respondents said that working condition is good in his/her college. The average value of peer relationship, recognition, role and responsibility and stress are  $M=22.71$ ,  $M=21.74$   $M= 22.32$  and  $M=21.76$  respectively which average value is greater than 20. It means that peer relationship, recognition, role and responsibility and stress had significant impact on their occupation.



**Table 2. Correlation**

	Stress	Sig.	Results
Work load	.546**	0.000	Significance
Working Condition	.634**	0.000	Significance
Peer Relationship	.579**	0.000	Significance
Recognition	.638**	0.000	Significance
Roles and Responsibility	.606**	0.000	Significance
N	130		

\*\* Correlation is significance at the 0.01 level (2-tailed)

The stress and work load, working condition, peer relationship, recognition, and role and responsibility all have correlation coefficients of 0.546, 0.634, 0.579, 0.638, and 0.606 respectively. There was a positive correlation between stress and work load, working condition, peer relationship, recognition, and role and responsibility, which was statistically significant at the 0.01 level (2-tailed) ( $r = 0.546, 0.634, 0.579, 0.638 \& 0.606, n = 130, p < 0.001$ ) which means that all hypothesis is significance.

**Table 2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729	0.531	0.512	2.85

a. Predictors: (Constant), Roles and Responsibility, Workload, Peer Relationship, Working Condition, Recognition

b. Dependent Variable: Occupational Stress

The R-square value is 0.531 which reflects that the independent variables i.e., roles and responsibility, workload, peer relationship, working condition, recognition impact on occupational stress (dependent variable) is 53.10%. The dependent variable explains by independent variables explain is 53.10 percent.

**Table 4: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1137.38	5	227.476	28.088	.000
	Residual	1004.228	124	8.099		
	Total	2141.608	129			

a. Predictors: (Constant), Roles and Responsibility, Workload, Peer Relationship, Working Condition, Recognition

b. Dependent Variable: Occupational Stress

The table 4 shows the significance of roles and responsibility, workload, peer relationship, working condition, recognition influencing occupational stress of Tribhuvan University teachers. The P value is 0.000, which is less than 0.001. There is a significant relationship between roles and responsibility, workload, peer relationship, working condition, recognition and occupational stress of 99% confidence interval level.

**Table 3: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	0.768	1.949		0.394	0.694		
Work load	0.094	0.105	0.08	0.9	0.04	0.483	2.068
Working Condition	0.303	0.121	0.243	2.51	0.01	0.404	2.473
Peer Relationship	0.118	0.113	0.098	1.04	0.03	0.421	2.373
Recognition	0.251	0.103	0.241	2.429	0.02	0.385	2.599
Roles and Responsibility	0.263	0.113	0.203	2.334	0.021	0.498	2.009

Table 5 shows that the all parameters of independent variable i.e., work load, working condition, peer relationship, recognition and role and responsibility as independent variable ( $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ , and  $X_5$ ) and occupational stress as the dependent variable, the model is constructed with equation as below:

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + ei$$

Based on the coefficients, the regression equation for the occupational stress can be written as:

$$\hat{Y} = 0.768 + 0.094 X_1 + 0.303 X_2 + 0.118 X_3 + 0.251 X_4 + 0.268 X_5 + ei$$

Regression coefficient of work load, working condition, peer relationship, recognition and role and responsibility are 0.094, 0.303, 0.118, 0.251, and 0.263 respectively in occupational stress.

Simultaneously, the above table also reflects that all independent variables such as work load, working condition, peer relationship, recognition and role and responsibility have significant results since their respective p-values are less than level of significant ( $p < 0.01$ ).

This illustrates that 1 unit increase in work load, working condition, peer relationship, recognition and role and responsibility 0.094, 0.303, 0.118, 0.251, and 0.263 increase respectively in occupational stress. The variance inflation factor (VIF) values of all predictors are less than 5, indicating that there is no problem of multicollinearity in the model.

## VI. FINDINGS AND CONCLUSIONS

The research findings can be concluded that organization stress is caused by different factor such as workload, working conditions, peer relationship, recognition and roles and responsibilities can definitely state as the major factors that significantly impact on stress of university teachers who worked in Tribhuvan University in Nepal. As findings, there was a positive correlation between stress and work load, working condition, peer relationship, recognition, and role and responsibility, which was statistically significant at the 0.01 level (2-tailed) ( $r = 0.546, 0.634, 0.579, 0.638 \& 0.606, n = 130, p < 0.001$ ). Similarly, the R-square value is 0.531 which indicates that the independent variables i.e., roles and responsibility, workload, peer relationship, working condition, recognition impact on occupational stress (dependent variable) is 53.10%. There is a significant relationship between roles and responsibility, workload, peer relationship, working condition, recognition and occupational stress at 99% confidence interval level. The purpose of this study was to find out the factors affecting occupational stress, levels of occupational stress and the relationship between the parameters of the study of teaching faculties in Tribhuvan University.

This study has been conducted to find the factors responsible for occupational stress among academic professional in Nepalese context. (Saha, 2011) Work load and working condition are primary factor causing occupational stress. Similarly, he found positive correlation between 12 sub variables and concluded that problem of the stress in academic sector is unavoidable. Similarly, on the stress management aspect this research is found to be consistent with study of (Mondal, 2011)

They concluded that mediation and organizational recognition are two primary elements for stress management. On the other hand, this research is inconsistent to their research in the aspect of relationship between stress and gender. Same result was obtained with the study (Ahmed & Khan, 2012). The research findings and concludes with the goal of answering the study's research questions and attaining the research objectives. The study concluded that to explore the factors determining the occupational stress among Tribhuvan University teachers in Kathmandu Valley are work load, working condition, role of responsibility, peer relationship, recognition. Because the scale of those variables has significance relationship with occupation stress and the research results also concludes that majority teachers accepted that there is occupations stress in, he/her colleges.

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