

# An Analysis of Occupational Stress among College and School Teachers During COVID-19 Pandemic with Special Reference to Pavaratty Region

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## Abstract

The COVID-19 pandemic has brought enormous changes in the working pattern of teachers. The noteworthy changes are work from home and usage of electronic gadgets for official work. The methodology of teaching too changed from physical classrooms to online modes. This compulsion to change the working pattern brought high challenge to the teachers which lead to occupational stress in them. In this paper, the attempts have been made to study the level of occupational stress, factors related to it and to identify the barriers that school and college teachers experienced while working during the pandemic. For this purpose, analytical research design was adopted and convenience sampling with self-administered questionnaire was used for data collection. IBM SPSS and Microsoft Excel is used for the data analysis and then the inferences were drawn. The study reveals that, there is a high level of prevalence of occupational stress among the school and college teachers during online teaching. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. So, this study calls for appropriate interventions taken by the authorities to reduce stress among school and college teachers and to resolve causes of occupational stress among them.

**Keywords:** COVID-19, Occupational Stress, Teachers, School, College

## INTRODUCTION

Today's life is full of challenges and we come across them. The world health organization declared the Covid-19 outbreak an international public health emergency on January 30, 2020 and a pandemic on March 11, 2020. Coincident with the unanticipated epidemic, this highly infectious virus has raised substantial anxieties among people. The Covid-19 lockdown has also significantly changed people's lives and work due to disrupted travel plans, social isolation and media information overload. As a result, the pandemic effect on people's psychological and mental health has become an important concern.

Studies have investigated physiological changes due to the Covid-19 pandemic. The Covid-19 pandemic is first and foremost health crisis that quickly expanded to the economic, social life and educational sectors. This pandemic affects occupations differently, where all professional have opted this safer option to sit at their home and work which shows deleterious to our physical and mental health. Due to scrupulous isolation measures and close down of the schools, universities, college, academic fraternity is under insurmountable mental pressure which is raising prevalence and rate of stress, anxiety and depression among them. Online education has become an important weapon to fight against the covid-19 pandemic. As the workplace transferred to the home, teacher's occupational stress also had grown rapidly. Teaching

is considered as one of the most stressful professions. Teachers are called "nation builders" as they provide inspiration, direction and meaning to all the activities of the school. Hence, teacher in our school is of paramount importance. If the teacher is unable to do his part of work effectively, then the whole schooling would collapse.

Occupational stress is a psycho-physical condition that impairs a person's performance, effectiveness, personal health, and level of job quality. The definition of teacher stress is "the experiencing by a teacher of unpleasant negative emotions such as irritation, wrath, worry, despair, and anxiousness related to aspects of their employment." Thus, the type of occupational stress that teachers experience is unique. High levels of occupational stress among teachers are associated with absenteeism, a decreased feeling of job satisfaction, and a propensity to leave the classroom. More significantly, the work attitude of teachers has an impact on both student achievement and educational quality. Therefore, the pandemic's effects on teachers could have an impact on how well current and future generations learn.

In this study, we look into how the COVID-19 pandemic has affected teachers' attitudes toward their jobs in schools and colleges. Schools and colleges need to make money in order to cover all of their operating expenses, such as staff pay. The management wants to give the students the greatest education possible while still surviving the competition because there is fierce competition among schools and colleges. Because of this pressure to work excessively online, teachers experience a lot of occupational stress. There can be a wide range of symptoms as the effects of occupational stress start to manifest in the body and mind. So our aim is to analyze how change in working pattern during this pandemic period lead to occupational stress among school and college teachers.

### **STATEMENT OF PROBLEM**

In the aftermath of national lockdown due to COVID-19, several organizations were forced to select remote working which provide several challenges for them. Among these teaching is considered to be a highly stressful occupation. The COVID-19 pandemic has led School and college teachers to an unpredictable scenario where lockdown situation has accelerated the shift from traditional to online education method and relationships have been altered by the avoidance of direct contact with students, with implications of occupational stress. As teachers arguably are the most important group of professionals for a nation's future, this study aims to explore how teachers have been affected by occupational stress during this pandemic period.

### **SCOPE OF THE STUDY**

This study is specially focused to analyze occupational stress among school and college teachers which would have potential consequences on the educational outcome on future generations. This study is conducted in order to find solutions to tackle occupational stress in teachers. The study is conducted over Pavaratty region.

### **OBJECTIVES OF THE STUDY**

- To examine the level of occupational stress among school and college teachers during covid-19 pandemic.
- To examine factors related occupational stress among school and college teachers during covid-19 pandemic.

- To identify the barriers that school and college teachers experienced in teaching during covid-19 pandemic.

### RESEARCH HYPOTHESIS

- Ho: There is no significant association in the frequency of male/female having occupational stress during pandemic.
- Ho: There is no significant agreement among the respondents on the ranking of different attributes.

### RESEARCH METHODOLOGY

This study is Analytical in nature. Analytical research involves critical thinking skills, evaluation of facts and information related to the study. The study is based on primary data. Considering the COVID-19 situation, primary data is collected with the help of Google form. A questionnaire is prepared in Google form and sent to several people through Whatsapp and Email. The response was recorded in the excel sheet from responded Google forms and then analysed. Secondary data used for this study is collected from websites, journals and the internet. By considering all the constraints, 103 respondents are selected as samples for the study from a population of school and college teachers. Convenience sampling method is used for collecting, the data from the school and college teachers. Chi-square test, Factor analysis and Kendall's coefficient of concordance were used as tools for analysis.

### LIMITATIONS OF THE STUDY

- Limitation of direct interaction due to pandemic situation.
- Data given by respondents may not be as much accurate as direct interactions.
- The finding given cannot be treated as a representation of the entire population.

### REVIEW OF LITERATURE

In order to identify the research gap, a review of significant works from related fields of the current research efforts is presented below. For this purpose, research thesis, journals, articles, working papers, periodicals, documents from different websites were reviewed and studied.

➤ **Shridevi and Dr. C. K. Hebbar(2021)** in their study "Occupational stress among Teachers" states that a small number of factors, such as workload and job uncertainty, were to blame for the stress level in the teaching environment. The study also looked at the coping mechanisms instructors used to lower their stress levels. However, the reality is that stress cannot be entirely eradicated from organisations. However, stress may only be optimally alleviated with the aid of workplace and personal measures.

➤ **Vaishalee Bhriugu, Shweta Dubey and Jyothi Singh(2021)** in their study "A study of occupational stress of secondary school teachers" reveals that teachers may experience stress due to the planning and carrying out of lessons, experimenting with different teaching methods, ensuring that students understand what is being taught, accountability for students' academic and social behaviour, and other works such as checking copies, answer sheets, and report cards while managing many tasks at once. Both male and female school instructors experienced stress levels that were above normal, according to this study. Results showed that women experience higher levels of stress than men. Those in semi-government and private schools reported higher levels of stress compared to teachers in government schools.

- **Hena Yasmin, Salman Khalil and Ramsha Mazhar (2020)** in their article “Covid 19: Stress Management among Students and its Impact on Their Effective Learning” reveals that stress levels among students are quite high, and they are becoming worse as the number of days passes. In addition to these traditional coping mechanisms, students are now turning to other forms of treatment including yoga, exercise, and television and family time. Stress is largely influenced by issues in the classroom, surroundings, social environment, and with one's health. The most significant sources of stress for students are academic factors, which highlights the necessity for focused, specialised solutions to significantly reduce this load. To meet the demands of the students, teaching methods and college settings should be modified.
- **Dr.R.S.Kanimozhi and Preethi.M(2019)** in their study “A Study on Stress Management among Private Employees” reveals that along with pay, workload and time constraints are other factors that contribute to stress in the private sector. Since no organisation can achieve a stress-free way of life, it cannot be entirely removed. The administration can, however, take action to lessen it. More than half of those surveyed experience physical discomfort as a result of stress, with headache, elevated blood pressure, and back pain being the three most common complaints. Nearly all of the people surveyed said they found deep sleep and music listening to be effective stress-reduction techniques.
- **Taher Mohamed(2018)** in his study “Sources of Occupational Stress Among Teachers: A Field of Study for Teachers Working in Libyan Schools in Turkey” The article examined why work stress affects teachers more frequently in Libyan schools in Turkey. The factors include the nature of the work, salaries and incentives, physical work environment, and social and educational relations. Relationships with supervisors, instructors, parents, and students, where the primary cause and major cause of occupational stress is the nature of work. And salaries and incentives are the last source of occupational stress.
- **Shenbhagavadivu Thangavel(2017)** in her study “A Study on Occupational Stress and Job Satisfaction among the Textile Managers in Tirupur” reveals that in the textile industry, stress is an inescapable and inevitable problem. The majority of workers experience intense workplace stress and several psychological issues. The most important component in determining an organization's success is the productivity of its workforce. The level of employee happiness in turn affects productivity. Employee innovation is also crucial, particularly in service firms.
- **K. D. V. Prasad, Rajesh Vaidya and V. Anil Kumar(2016)** in their article “Teacher’s Performance as a Function of Occupational Stress and Coping with Reference to CBSE Affiliated School Teachers in and around Hyderabad” reveals that one way to combat stress is by using coping mechanisms. Compared to instructors without social assistance, those who got it were better able to manage their stress. They also proposed that school administration must address occupational stress since it is a dynamic component by adopting coping strategies, revamping the job, and modifying the school environment while being flexible in how it applies school ethics and policies.

- **G. Indhu mathi and M. Thirumakkal (2015)**, in their study “A Study on Role of Occupational Stress on Employees Productivity” shows that the managers' current practise of controlling the atmosphere has an impact on how motivated employees are at work. An employee's income has an impact on their level of work-related stress. The employee who is the first son or daughter of the family needs special consideration since they experience stress at a higher rate than other employees. Standing for extended periods of time causes stress in the worker, hence steps need to be done to rotate jobs. Innovative solutions to the challenges that employees are experiencing on a psychological level can boost productivity.
- **DR. R. Krishnakumar and S. Lalitha(2014)** in their study “A Study on Emotional Intelligence and Occupational Stress” reveals that those with emotional intelligence will also experience stress at work. Furthermore, it is obvious that the commercial organizations were task-oriented. Even training and development initiatives follow a productivity model. Employee stress is mostly caused by work-related strain. In order to reduce employee stress, firms must implement stress management programs.
- **Dr. S.S.Jeyaraj(2013)**, in his article “Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District” reveals that, that occupational stress is a very personal issue and that one's perspective of the situation helps them to deal with it successfully by being aware of the sources of occupational stress and doing appropriate monitoring. The occupational stress among higher secondary school instructors should be lessened for the benefit of educational institutions. The advantages of a methodical, collaborative approach to stress reduction include better teacher morale, less compensation claims, decreased workplace accidents, decreased absenteeism, increased enrollment in schools, and decreased drop-out rates.
- **Dr.S.Karuppaiyan(2012)** in his study “A Study on Job Stress among the sales executives of Kangaroo Implex in Karur District, Tamil Nadu” reveals that although there are numerous factors that might cause stress in our lives, one well-researched factor is the workplace. As a result of improved knowledge of stress's negative effects and the stress response, both psychological and physical stress management techniques have been developed. With the assistance of occupational psychologists, both employers and employees have recognised the risks and put into place appropriate measures.
- **Johansen Sue Ellen(2011)** in his study "An Analysis of the Occupational Stress Factors Identified by Certified Teachers" reveals that there is a moderate level of occupational stress among instructors. Teachers at all levels of experience endure stress, and there are no variations in stress levels depending on the number of years of employment or based on gender. According to the grade levels they teach, teachers at elementary schools showed higher levels of stress than did those of middle schools or high schools.

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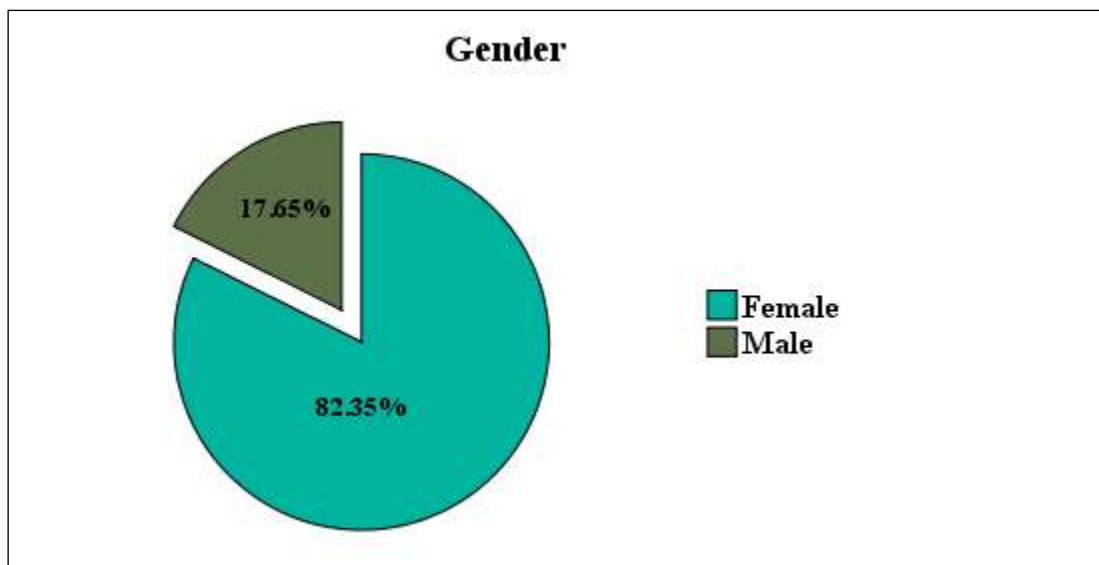
### IBM SPSS

The SPSS software platform offers advanced statistical analysis, a vast library of machine learning algorithms, text analysis, open source extensibility, integration with big data and seamless deployment into applications. Its ease of use, flexibility and scalability make SPSS accessible to users of all skill levels. What’s more, its suitable for projects of all sizes and levels of complexity, and can help you and your organization find new opportunities, improve efficiency and minimize risk. Within the SPSS software family of products, SPSS Statistics supports a top-down, hypothesis testing approach to your data while SPSS Modeler exposes patterns and models hidden in data through a bottom-up, hypothesis generation approach.

**TABLE NO.1: Table showing Gender wise distribution of respondents.**

Source: Primary data

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	84	81.6	82.4	82.4
	Male	18	17.5	17.6	100.0
	Total	102	99.0	100.0	
Missing	-1	1	1.0		
Total		103	100.0		



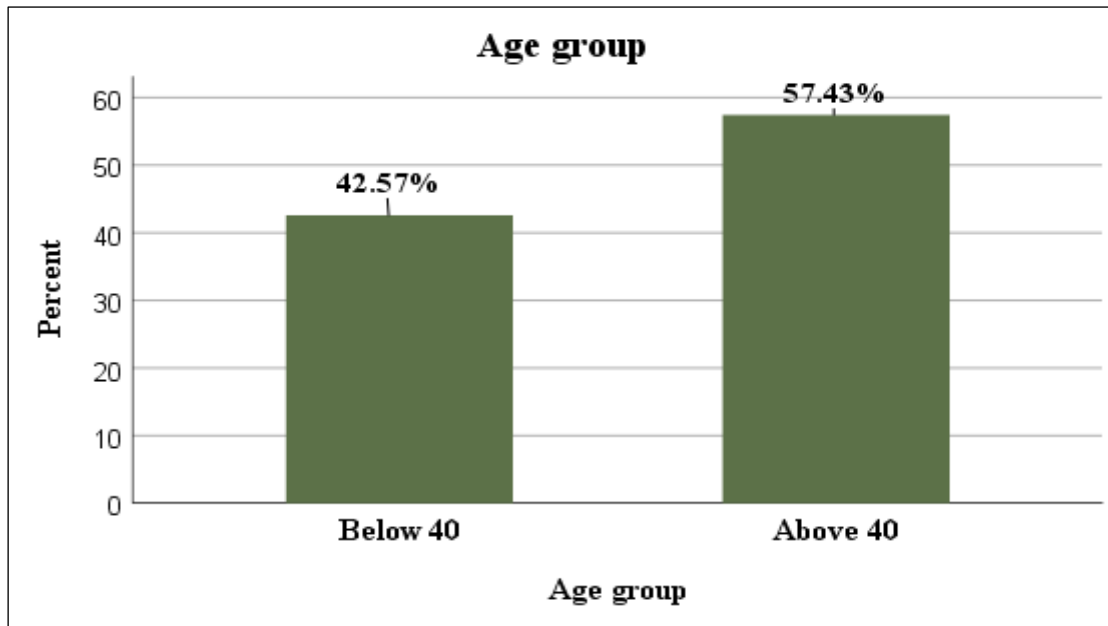
**CHART NO.1: Chart showing Gender wise distribution of respondents.**

**INTERPRETATION:** The gender in the frequency table presented above, out of 103 respondents, 82.35% are females and 17.65% are males, this establishes the presence of highest frequency for women than for men. Therefore, the majority of the opinion will be shown by females through samples.

**TABLE NO.2: Table showing age wise distribution of respondents.**

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 40	43	41.7	42.6	42.6
	Above 40	58	56.3	57.4	100.0
	Total	101	98.1	100.0	
Missing	-1	2	1.9		
Total		103	100.0		

Source: Primary data



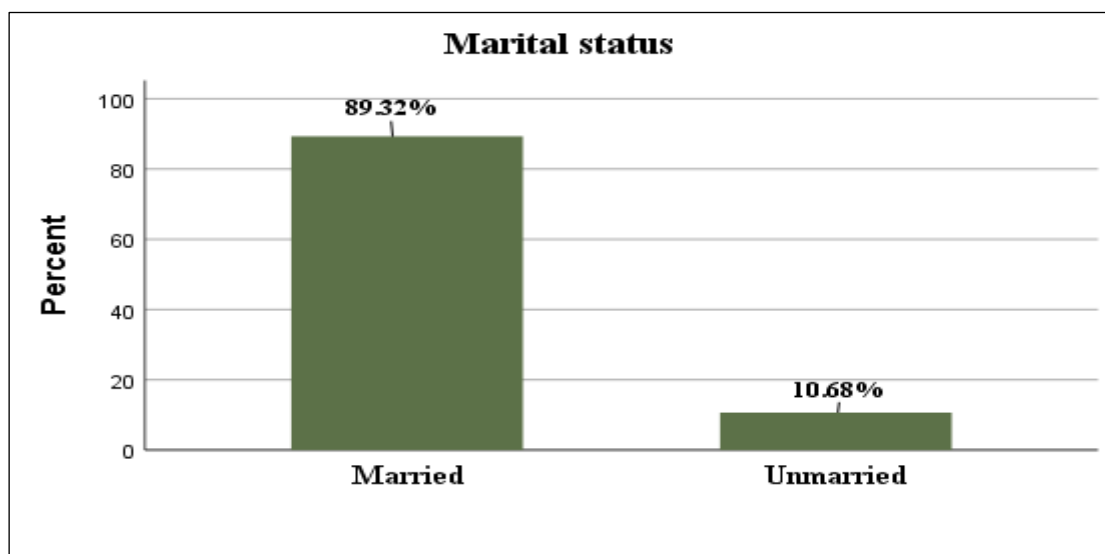
**CHART NO.2:** Chart showing age wise distribution of respondents.

**INTERPRETATION:** The above table elaborately explains the different age groups of the teachers. Data extracted from the table specifies that the sample unit comprises 42.57% of respondents are below 40 years and 57.43% are of above 40 years of age.

**TABLE NO .3:**Table showing marital status of respondents.

Marital status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	92	89.3	89.3	89.3
	Unmarried	11	10.7	10.7	100.0
	Total	103	100.0	100.0	

Source: Primary data



**CHART NO.3:** Chart showing marital status of respondents.

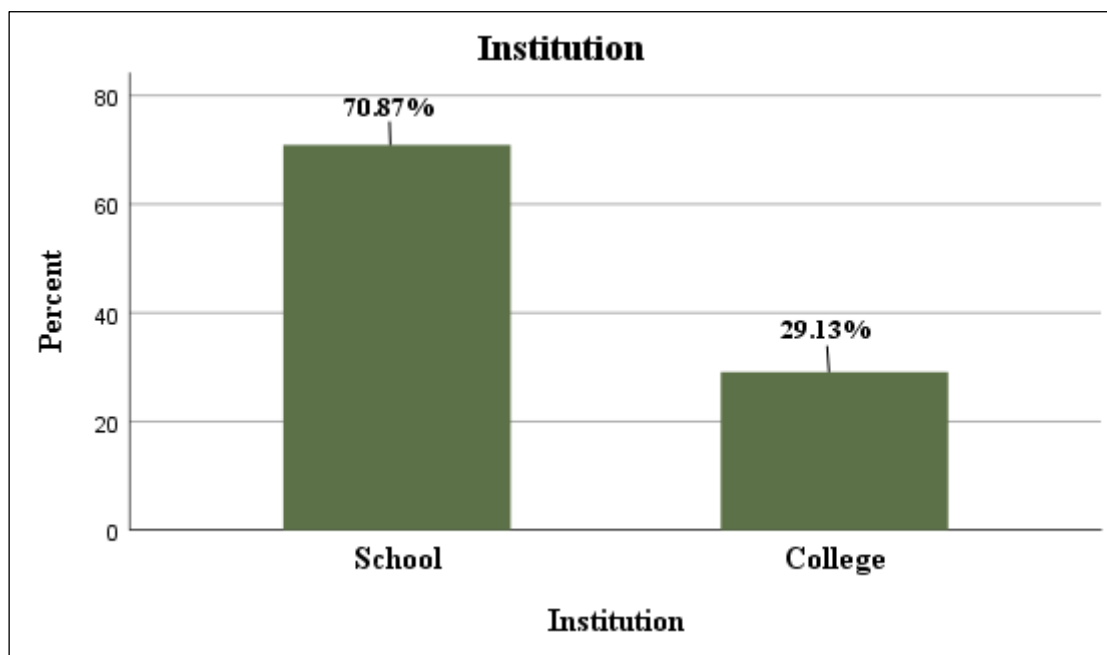


**INTERPRETATION:** The above table elaborately explains that the 89.32% of the respondents are married and the others are single. Hence, the majority of the opinion will be shown by married ones.

**TABLE NO.4: Table showing institution of respondent.**

		<b>Institution</b>			
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>School</b>	73	70.9	70.9	70.9
	<b>College</b>	30	29.1	29.1	100.0
	<b>Total</b>	103	100.0	100.0	

Source: Primary data



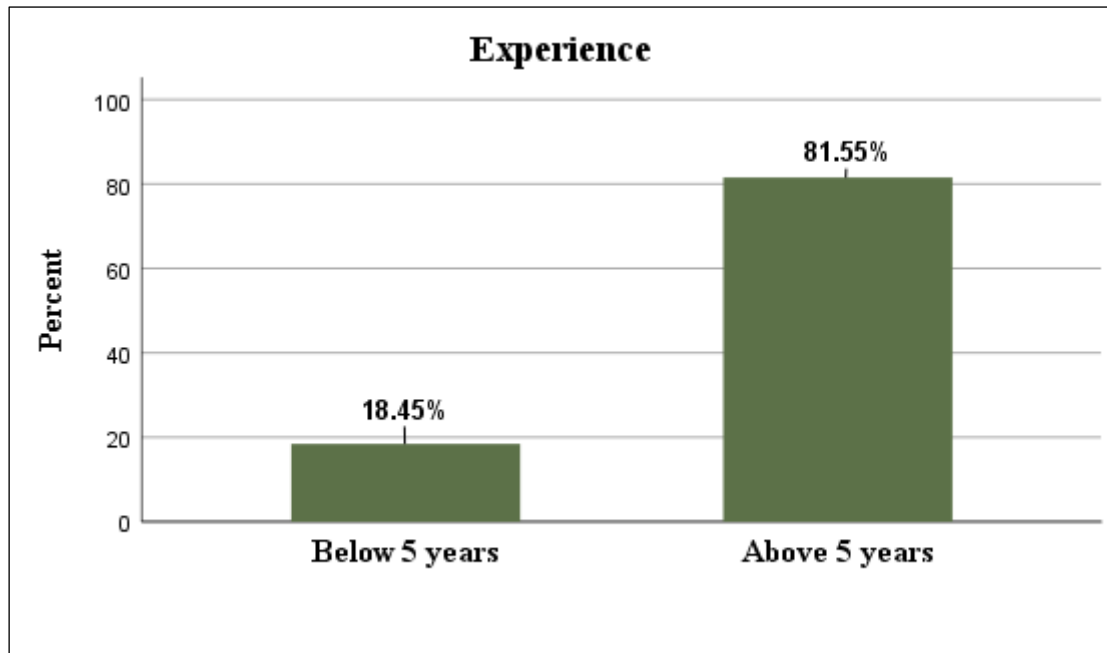
**CHART NO 4: Chart showing institution of respondent.**

**INTERPRETATION:** The above data depicts that, majority of the opinion is contributed by school teachers than college teachers as 70.87% of the respondents works in schools and 29.13% works in colleges.

**TABLE NO. 5: Table showing experience level of respondents.**

		<b>Experience</b>			
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>Below 5 years</b>	19	18.4	18.4	18.4
	<b>Above 5 years</b>	84	81.6	81.6	100.0
	<b>Total</b>	103	100.0	100.0	

Source: Primary data



**CHART NO.5: Chart showing experience level of respondents.**

**INTERPRETATION:** The above table shows that, most of the respondents are experienced ones. 81.55% of the respondents has experience above 5 years and the other 18.45% are having only below 5 years of experience.

**CHI-SQUARE FOR SHOWING OCCUPATIONAL STRESS IS HIGHER IN FEMALES THAN MALES DURING THE PANDEMIC.**

Ho: There is no significant association in the frequency of male/female having occupational stress during pandemic.

H1: There is significant association in the frequency of male/female having occupational stress during pandemic.

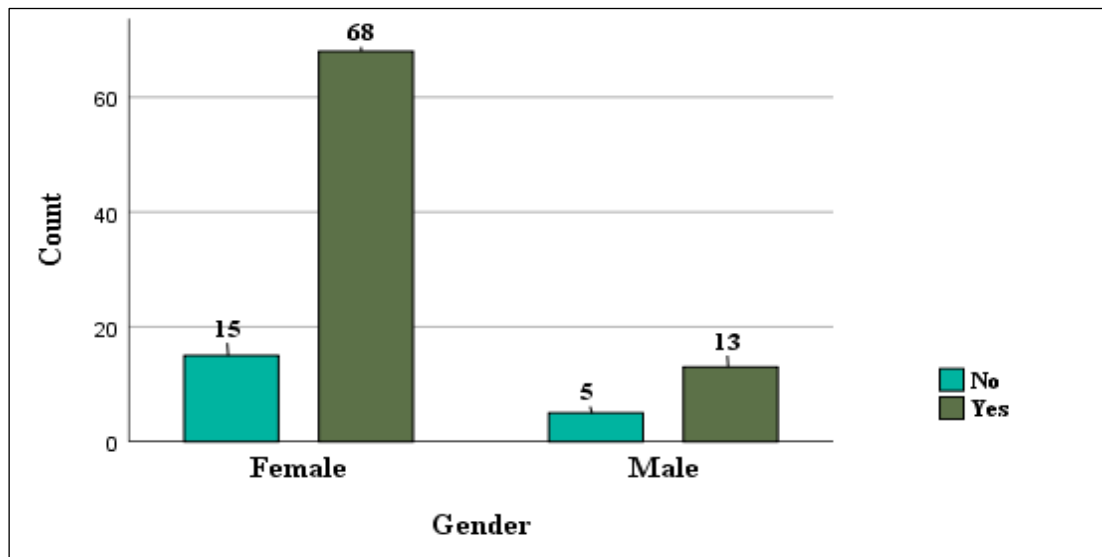
**TABLE NO.6.1 : Cross tabulation on presence of stress in males and females.**

Cross tabulation					
			Presence of stress		Total
			No	Yes	
Gender	Female	Count	15	68	83
		Expected Count	16.4	66.6	83.0
	Male	Count	5	13	18
		Expected Count	3.6	14.4	18.0
Total		Count	20	81	101
		Expected Count	20.0	81.0	101.0

Source: Primary data

**TABLE NO.6.2: Chi square test on presence of stress in males and females.**

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
<b>Pearson Chi-Square</b>	.877 <sup>a</sup>	1	.349		
<b>Continuity Correction<sup>b</sup></b>	.873	1	.342		
<b>Likelihood Ratio</b>	.821	1	.365		
<b>Fisher's Exact Test</b>				.343	.262
<b>Linear-by-Linear Association</b>	.869	1	.351		
<b>N of Valid Cases</b>	101				



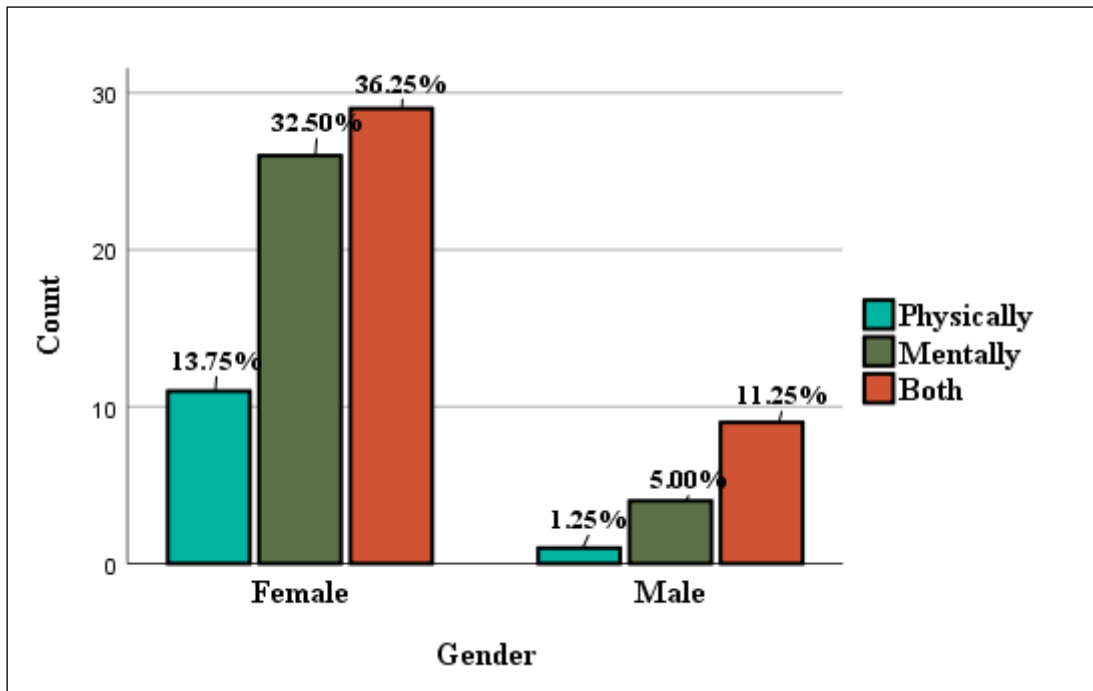
**CHART NO.6: Chart showing presence of stress in males and females.**

**INTERPRETATION:** The value of the test statistic is .877<sup>a</sup>. as no cells had an expected count less than 5, the assumptions was met. The p value is .349 which is greater than level of significance 0.05. Hence we accept the null hypothesis that there is no significant association in the frequency of male/female having occupational stress during pandemic. This reveals that, the level occupational stress in males and females differ to each other. The above chart shows that the females have higher stress level than males.

**TABLE NO.7: Table showing effects of occupational stress with respect to gender classification.**

Cross tabulation					
Count		Physically	Mentally	Both	Total
Gender	Female	11	26	29	66
	Male	1	4	9	14
Total		12	30	38	80

Source: Primary data



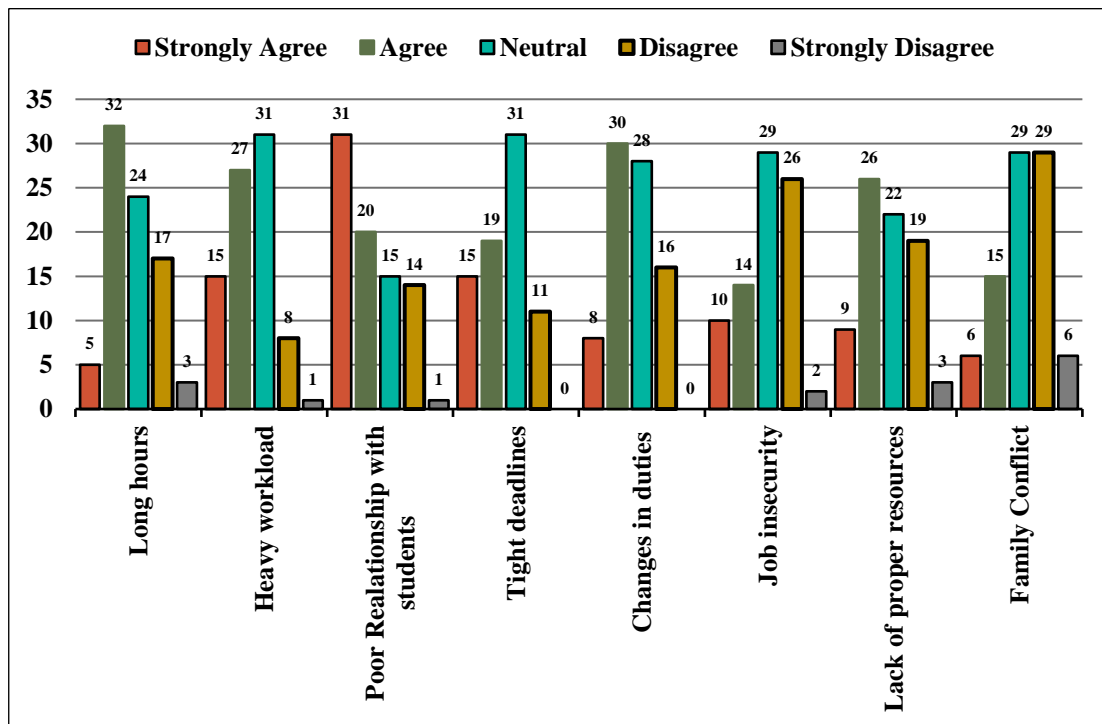
**CHART NO.7:** Chart showing effects of occupational stress with respect to gender classification.

**INTERPRETATION:** The project reveals that, majority of males and females are stressed both physically and mentally most. That is, in case of females in total of 82.5%, 36.25% of respondent’s are facing both and in case of males, in total of 17.5%, 11.25% are facing both. The project also reveals that most are facing mental stress than physical stress as 32.5% of females are facing mental stress and only 13.75% are facing physical stress and in case of males 5% are facing mental stress and only 1.25% is facing physical stress.

**TABLE NO.8:** Table showing role of various factors in causing occupational stress during the pandemic

Factors	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Long hours	5	32	24	17	3
Heavy workload	15	27	31	8	1
Poor Relationship with students	31	20	15	14	1
Tight deadlines	15	19	31	11	0
Changes in duties	8	30	28	16	0
Job insecurity	10	14	29	26	2
Lack of proper resources	9	26	22	19	3
Family Conflict	6	15	29	29	6

Source: Primary data



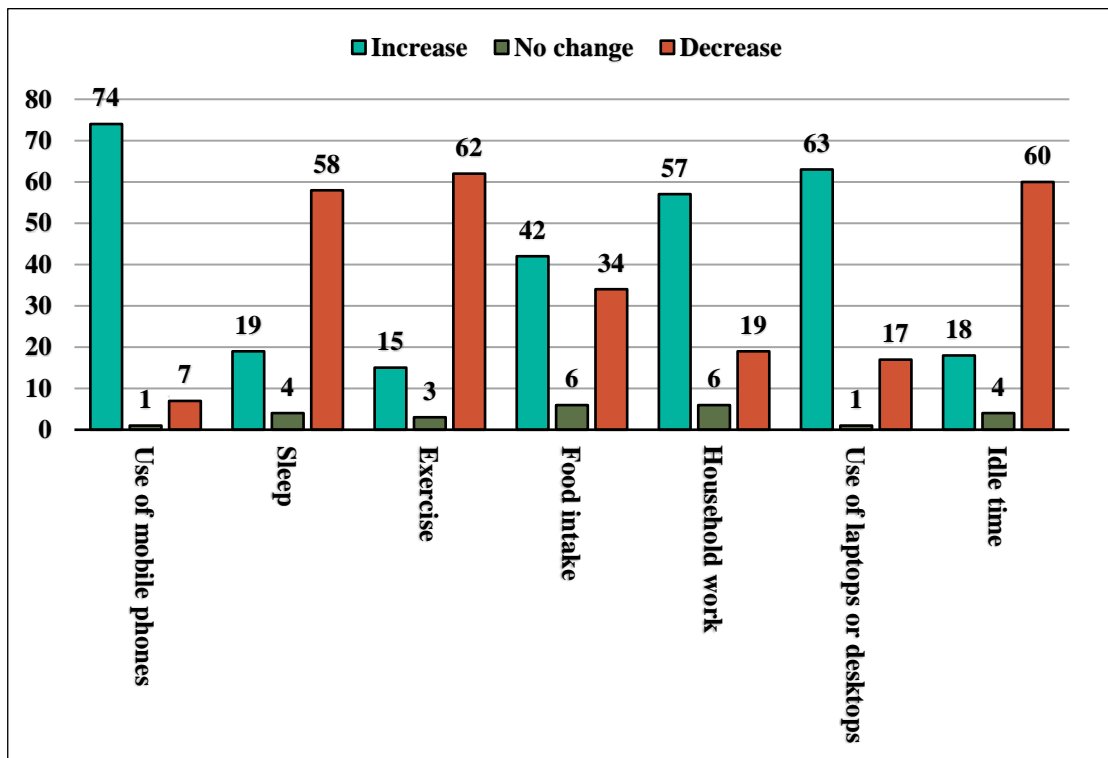
**CHART NO.8: Chart showing role of various factors in causing occupational stress during the pandemic**

**INTERPRETATION:** The above table elaborately explains that, ‘poor relationship with students’ is the factor which is most responsible for causing occupational stress during the pandemic as 31 respondents strongly agree on it. Factor - ‘long hours’ is the second most responsible factor as 32 respondents agree on it. 30 respondents agree upon the factor ‘changes in duties’, hence, it is the third most factor. Lack of proper resources is the next most factor, as 22 agrees on it. Even though, 31 respondents are neutral about the factor ‘heavy workload’ 27 agrees on it. On the factor ‘tight deadlines’ majority responded neutral. And in case of job in security and family conflicts most are having neutral and disagreeing response.

**TABLE NO.9: Table showing level of variance occurred in respondent’s daily activities caused by change in working pattern during the pandemic.**

Activities	Increase	No change	Decrease
Use of mobile phones	74	1	7
Sleep	19	4	58
Exercise	15	3	62
Food intake	42	6	34
Household work	57	6	19
Use of laptops or desktops	63	1	17
Idle time	18	4	60

Source: Primary data



**CHART NO.9:** Chart showing level of variance occurred in respondent’s daily activities caused by change in working pattern during the pandemic.

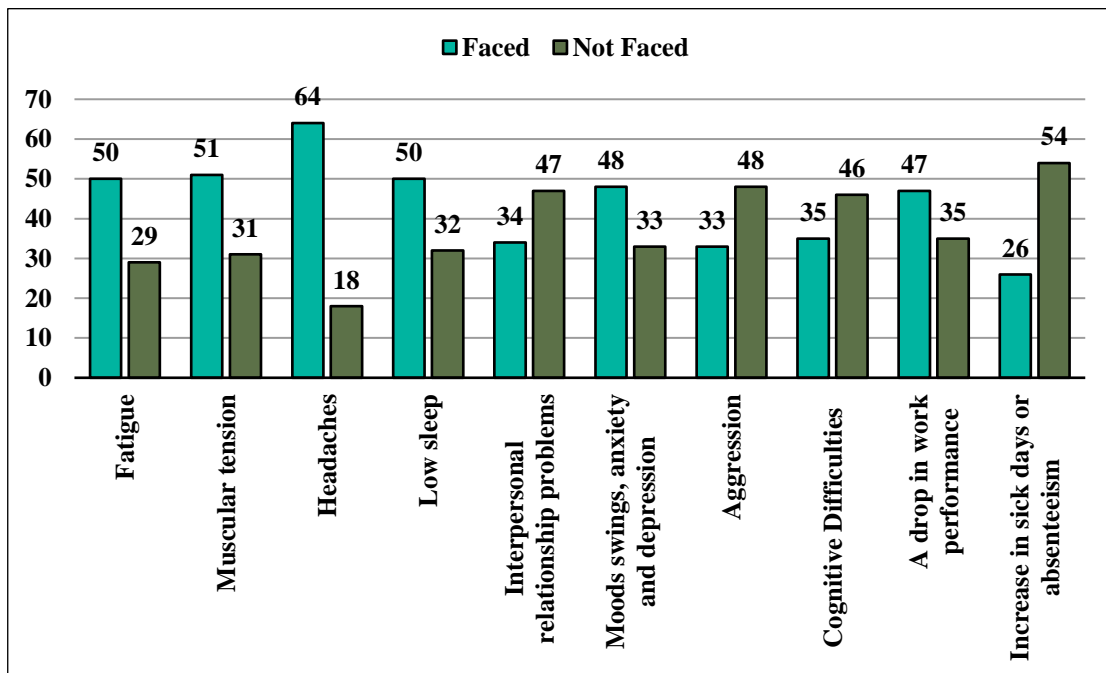
**INTERPRETATION:** In view of the table enumerated above, it is found that, activities like, ‘use of mobile phones’, ‘use of laptops or desktops’ and ‘household work’ increased highly due to the change in working pattern during the covid-19 pandemic. And ‘food intake’ increased moderately. And the activities like, ‘exercise’, ‘idle time’ and ‘sleep’ decreased highly for the respondents.

**TABLE NO. 10:** Table showing level of various side effects caused by occupational stress during the pandemic in respondents

Side effects	Faced	Not Faced
Fatigue	50	29
Muscular tension	51	31
Headaches	64	18
Low sleep	50	32
Problems with interpersonal relationship	34	47
Moods swings, anxiety and depression	48	33
Aggression	33	48
Cognitive Difficulties like reduced ability to concentrate or to make decisions	35	46
A drop in work performance	47	35
An in increase in sick days or absenteeism	26	54

Source: Primary data





**TABLE NO. 10:** Table showing level of various side effects caused by occupational stress during the pandemic in respondents.

**INTERPRETATION:** The above table elaborately explains that, majority faced headache (64 respondents), fatigue (50 respondents), muscular tension (51 respondents), low sleep (50 respondents), moods swings, anxiety, and depression (48 respondents), and a drop in work performance (47 respondents) as side effects due to occupational stress during the pandemic. And majority does not face side effects like, interpersonal relationship (47 respondents), aggression (48 respondents), cognitive difficulties (46 respondents), and increase in sick days or absenteeism (54 respondents).

**FACTOR ANALYSIS FOR BARRIERS FOR ONLINE TEACHING DURING COVID-19 PANDEMIC**

**TABLE SHOWING 11.1:** Table showing KMO and Bartlett’s test for barriers for online teaching during the pandemic

KMO and Bartlett's Test		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>	.640	
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	122.509
	<b>df</b>	15
	<b>Sig.</b>	.000

Source: Primary data

From the above table, it is found that the KMO value for measuring the sampling adequacy is 0.810. Bartlett’s test of Sphericity helps to decide, whether the results of factor analysis are worth considering and whether we should continue analyzing the project work. Bartlett’s test of Sphericity significant to a level of significance is <0.001 which shows that there is a high level of correlation between variables, which make it adequate to apply factor analysis.

**TABLE NO 11.2: Table showing communalities for barriers for online teaching during the pandemic.**

Communalities		
	Initial	Extraction
Lack of digital literacy and technical issues	1.000	.813
Excessive workload	1.000	.784
Difficulty to teach numerical problems	1.000	.492
Low response and motivation from students]	1.000	.754
Inability to identify whether students are listening or not	1.000	.829
Salary issues	1.000	.141

Source: Primary data

The communality Table identifies the variance exhibited by 6 variables of barriers. Every variable in the communality is expected to share 100% variance. Hence initially every item is having value 1.00 which mean 100% variance share by each item. The extraction value is ranging from 0.492 to 0.829 which shows that minimum variance share to item after extraction is 49.2% and maximum variance share to item is 82.9%.

**TABLE NO 11.3: Table showing total Variance for barriers for online teaching during the pandemic.**

Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	total	% of variance	Cumulative %	total	% of variance	Cumulative %
1	2.44	40.824	40.824	2.44	40.824	40.824	1.91	31.925	31.9
2	1.36	22.712	63.536	1.36	22.712	63.536	1.89	31.611	63.5
3	.932	15.535	79.071						
4	.616	10.273	89.344						
5	.323	5.388	94.731						
6	.316	5.269	100.000						

Extraction Method: Principal Component Analysis.

Source: Primary data

From the analysis it is found that the 6 variables are reduced dominant factors with Eigen Values 1.91 and 1.89 .The individual variances are 31.925 and 31.611 .Thus the 6 variables of satisfaction exhibited 63.5% which is suitable and appropriate to form the pre-dominant factors.

**TABLE NO 11.4: Table showing Rotated Component Matrix<sup>a</sup> for barriers for online teaching during the pandemic.**

Rotated Component Matrix <sup>a</sup>		
	Component	
	1	2
Lack of digital literacy and technical issues	-.092	.897
Excessive workload	.206	.861
Difficulty to teach numerical problems	.513	.479
Low response and motivation from students	.850	.178
Inability to identify whether students are listening or not	.910	-.018
Salary issues	.227	.299

Source: Primary data

The variable ‘salary issues’ is not grouped to any dominant factors.

**FACTOR 1:**

The data is presented in the Rotated component matrix groups the variables into predominant factors. This factor comprises of three variables viz,

- Difficulty to teach numerical problems(.513),
- Low response and motivation from students(.850)
- Inability to identify whether students are listening or not(.910)

This factor possesses barriers that are caused due to the distance between teachers and the students. Barriers caused due to time and distance are called physical barriers to communication. Based on this, this factor is appropriately defined as “**physical barriers to communication**”.

**FACTOR 2:**

The grassroots of Factor 2, associates its variables to the predominant reduction technique. Balancing the integrative variables in this factor, the aggregate sums up to two and these are stated below.

- Lack of digital literacy and technical issues(.897)
- Excessive workload(.861)

Heralding the influential nature of these variables, which overlap with one another, it is challenged that there is an inter-relationship between these variable factors. Thus the internal dialogue can be pronounced as: good relationship prevails through lack of digital and technical issues and excessive workload. On convergence of these volatile variables, it is presumed that this factor can be dubbed as “**potentiality barriers**”.

**Related-Samples Kendall's Coefficient of Concordance**

H<sub>0</sub>: There is no significant agreement among the respondents on the ranking of different attributes.

H<sub>2</sub>: There is a significant agreement among the respondents on the ranking of different attributes.

**TABLE NO 12.1: Table showing Related-Samples Kendall's Coefficient of Concordance for barriers related to occupation during the pandemic**

		Homogeneous Subsets						
		Subset						
		1	2	3	4	5	6	7
Sample <sup>a</sup>	Lack of students-teachers relationship	1.671						
	Face to face interaction barrier		2.579					
	Lack of physical classroom facility			3.329				
	Communication barrier				4.159			
	Distracting environment					4.805		
	Transportation Barrier						5.341	
	Family Conflict							6.116
Test Statistic		.b	.b	.b	.b	.b	.b	.b
Sig. (2-sided test)		.	.	.	.	.	.	.
Adjusted Sig. (2-sided test)		.	.	.	.	.	.	.

Source: Primary data

The above table shows that, the rank order of the subset. 'Lack of students-teachers relationship' is having first rank that shows that, it is the most faced barrier relating to occupation during the covid -19 pandemic. The second most is 'face to face interaction barrier'. 'lack of physical classroom facility' is the third most faced barrier, 'communication barrier'(4th rank), 'distracting environment'(5<sup>th</sup> rank), 'transportation barrier'(6th rank), and family conflicts have 7<sup>th</sup> rank as it is least faced barrier.

**TABLE NO 12.2: Table showing Related-Samples Kendall's Coefficient of Concordance summary for barriers related to occupation during the pandemic**

Related-Samples Kendall's Coefficient of Concordance Summary	
Total N	82
Kendall's W	.532
Test Statistic	261.671
Degree Of Freedom	6
Asymptotic Sig.(2-sided test)	.000

Source: Primary data

The above table reveals that, the Kendall's  $W = .532$ . Here the rank confidence is said to be fair and Kendall's  $W$  is above 0.5, hence there is moderate agreement. Hence the null hypothesis is rejected and the alternate is accepted. Therefore, there is a significant agreement among the respondents on the ranking of different attributes.

**DISCUSSIONS AND RECOMMENDATIONS:**

The study shows that stress in males and females differ to each other and females have higher stress level than males. Facing this high level of occupational stress, majority faced headache, fatigue, muscular tension, low sleep, moods swings, anxiety, depression, and a drop in work performance as side effect. Steps should be taken to reduce the workload of the school and college teachers by understanding their family responsibilities sympathetically their stress level could be considerably reduced. School and college authorities should organize counselling and stress management programs like personality development courses, yoga courses and refresher courses for the teachers to enhance their personality traits in order to reduce occupational stress especially during this pandemic period. Interventions like training about relaxation techniques and more social interactions with school events might be helpful. These interventions must be supported with periodic health check-ups of the teachers to diagnose stress related problems. 'Poor relationship with students' is the factor which is most responsible for causing occupational stress during the pandemic. Activities like, 'use of mobile phones', 'use of laptops or desktops' and 'household work' increased highly due to the change in working pattern. The variables of barriers for online teaching during the pandemic were reduced to two dominant factors. They are coined under the head, physical barriers to communication and potentiality barriers. There is a significant agreement among the respondents on the ranking of barriers and 'Lack of students-teachers relationship' is the most faced barrier. Most of the respondents are married, family support should be provided to the married female teachers. In this respect, husbands should be more sensitive in providing helping hand to their wives to create a good environment for taking classes. Government should provide fund for enhancing the teaching aids during this pandemic period of online teaching, so that the students can be motivated to attend the classes without any disturbance and the stress level of the teachers can be reduced. Education department should modify the structure of syllabus so that the teachers can complete the courses in the fix time-limit. Salary should be increased among the private school teachers according to their qualifications, experience and teaching competencies. Incentives and job security might be given to motivate teachers and Board- Universities should address attention on health and well-being of teachers over profits.

**CONCLUSION:**

The study entitled “Analysis of occupational stress among school and college teachers during COVID-19 pandemic has made an attempt to conclude that the lockdown which brought the Work from Home situation has impacted the physical and mental health of school and college teachers. The COVID-19 pandemic has brought changes in several sectors, the notable among that is working from home and usage of electronic gadgets for official work. Along with this, the methodology of teaching has gone in to drastic change, chalks and boards are replaced by electronic gadgets and the teachers are forced to adapt the changes. This compulsion to change and challenges in conducting online classes gives enormous occupational stress to the teachers. Based on the results, it can be concluded that there is a high level of prevalence of occupational stress among the school and college teachers during online teaching. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. So, this study calls for appropriate interventions taken by the authorities to reduce stress among school and college teachers and to resolve causes of occupational stress among them. These interventions should include the provision of technical facilities, training for online teaching, and the upgrading the technical skills of teachers. Reduction in stress level will help to improve efficiency which will ultimately lead to better education.

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