

A SURVEY ON WORKPLACE STRESS AMONG NURSING TEACHING FACULTIES- A SILENT KILLER: CROSS-SECTIONAL STUDY

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ABSTRACT

Introduction: Stress is a multidimensional and multi-level phenomenon that is influenced by personal, situational, or structural factors. The World Health Organization (WHO) Global Burden of Disease Survey estimates that by the year 2020, stress-related mental health conditions will be the second most prevalent after ischemic heart disease. In many countries, teaching is often considered one of the most stressful professions. According to evidence, school teachers are more likely to be affected by stress and burnout than any other public service professional. **Methods:** The objectives of this are to assess the level of workplace stress and its associating factors among nursing teaching faculties. **Methods:** A multi-site cross-sectional study with conducted with 160 participants, who were selected by snowball sampling. The Workplace stress scale was used to meet the objectives. **Results and Analysis:** In total there were 160 participants. 78% of them were in the age group of 23-32, 57.5% were married and 42.5% were not. 41% of them were married and living with family and 4% were married but single. 44% were postgraduates, 46 % were having 2-5 years of experience, regarding current working experience, 40 % of them were having 2-5 years of experience. Concerning the level of stress in the workplace 24 % of them were having low-stress levels, 29% were fairly low levels, 17% of them were having moderate stress levels, 24% of them had severe stress levels, and unfortunately, 7 % were in potentially dangerous levels. Relate to the second objective Chi-square test found an association between stress level and living status as a p-value of $0.002 > 0.05$. **Conclusion:** Poor working conditions, poor learning opportunities, poor organizational support, unfriendly working condition, high targets, and demands of inadequate staff are highly contributing factors for workplace stress with work-related stress. Teachers should have self-motivation to learn and adapt to the system, developing skills to utilize the working time in a quality manner may help to reduce workplace stress.

Key words: Work Place stress, Nursing teachers, silent killer, Work Stress.

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INTRODUCTION

According to WHO, Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues, as well as little control over work processes. Work pressure at the workplace is unavoidable due to the demands of the contemporary work environment. Pressure

perceived as acceptable by an individual may even keep workers alert, motivated, and able to work & learn. However, when that pressure becomes excessive or otherwise unmanageable it leads to stress. Work-related stress can be caused by poor work organization, poor work design, poor management, unsatisfactory working conditions, and lack of support from colleagues and supervisors[1].

Stress can be harmful to our health and increase mental health challenges. Mental health challenges can include clinical mental illness and substance use disorders



as well as other emotions like stress, grief, feeling sad, and anxiety, where these feelings are temporary and not part of a diagnosable condition. While many things in life induce stress, work can be one of those factors.[2]

Teacher job burnout refers to the emotional and behavioral exhaustion caused by the long hours and high-intensity nature of the daily teaching process. It consists of three components referred to as emotional exhaustion, reduced personal accomplishment, and depersonalization [3]. Stress is a multidimensional and multi-level phenomenon that is influenced by personal, situational, or structural factors. Stress is recognized as an occupational disease resulting in significant human illness, both physical and psychological.[4]

Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression, and nervousness, resulting from some aspect of their work as teachers. Teachers have higher levels of psychological stress and burnout compared with other occupations. Workplace stresses not only directly affects the teaching quality and physical and mental health of teachers, but also have many negative effects on the academic achievement and social behavior of students. Stress levels among school teachers don't get much notice with limited literature availability due to false consideration about their stress related to the working pattern of schools. Therefore, this study aimed to the exploration of workplace stresses among nursing faculties and find ways to handle workplace stress.

Objectives:

This survey aimed to assess workplace stress among nursing teaching faculties and to find out the association between background variables and workplace stress.

Methods

Design and Sampling Process:

The researcher instituted the Multisite cross-sectional survey approach to conduct the study with a snowball/networking sampling technique. The target population was teaching faculty and those who are working in a nursing college with a background of nursing qualification. Identified a list of nursing faculties currently working from various colleges who will act as primary participants, through referrals other participants were reached out to participate in the survey.

Eligibility criteria:

The study participants were included based on full-time nursing teaching faculties who have an overall minimum of one year of experience and a minimum of six-month experience in their current job. Nursing teaching faculty involved in the administration were excluded from the study.

Online Survey:

A URL link to an online survey was sent to the listed people. They were asked to send it to known people by using the methods of snowball sampling. Data collection was from October to February 2023. No responses were taken after the end date. In total 160 nursing teaching faculties participated.

Tools and technique:

Online survey comprised of Consent, background variables, and questions related to workplace stress. After giving consent, participants were asked to proceed to the next sections.

Tool:

The workplace stress scale (WSS) was developed by the Marlin Company, North Haven CT, USA, and the American Institute of stress, (2001) The WSS consists of eight items describing how often a respondent feels toward his or her job. The items in the scale include: conditions at work are unpleasant or sometimes even unsafe and "I feel that my job is negatively affecting my physical or emotional well-being" In terms of scoring, item numbers 6, 7, and 8 are reverse scored. The scale is in the five-point liker scale response format, ranging from never (Scored 1) to very often (Scored 5). High scores are indicative of higher levels of job stress. Respondents' total scores are interpreted as follows. Scores of 15 and below: Relatively calm, 16-20: Fairly low, 21-25: Moderately levels of work stress, 26-30: severe levels of work stress, and 31-40: potentially dangerous level of work stress. It was reported that Cronbach's alpha reliability coefficient for this scale is 0.80.

Analysis and results

Data were analyzed utilizing descriptive and inferential statistics methods and the same was illustrated with suitable figures as demographic variables, levels of workplace stress, and association with background variables. In total there were 160 participants. 78% of them were in the age group of 23-32, and 22 were between 33-46 years. Concerned about the marital status of the respondents 57% were married and 43% were not. Regarding the living status of the respondents, 41% of the were married and living with family and 4% were married but single. Among participants, 44% were possessing post-graduate qualifications. Participants were having total years of experience from 1 to 10 plus years of experience among them 46 % were having 2-5 years of experience, and 11 % of the participants were having above than 10 years of experience. Regarding current working experience, 40 % of them were having 2-5 years of experience.

The chi-square test was used to find the association between background variables and workplace stress. P value was 0.151 with age, the P value was 0.47 with marital status, the P value was 0.321 with



qualification, P value was 0.897 with total years of experience, P value 0.473 with current years of experience, above mentioned variables, are not significant

at 0.05 level. But there is an association between stress level and living status as p-value 0.002 > 0.05

Figure 1: Percentage distribution of Respondents by Age.

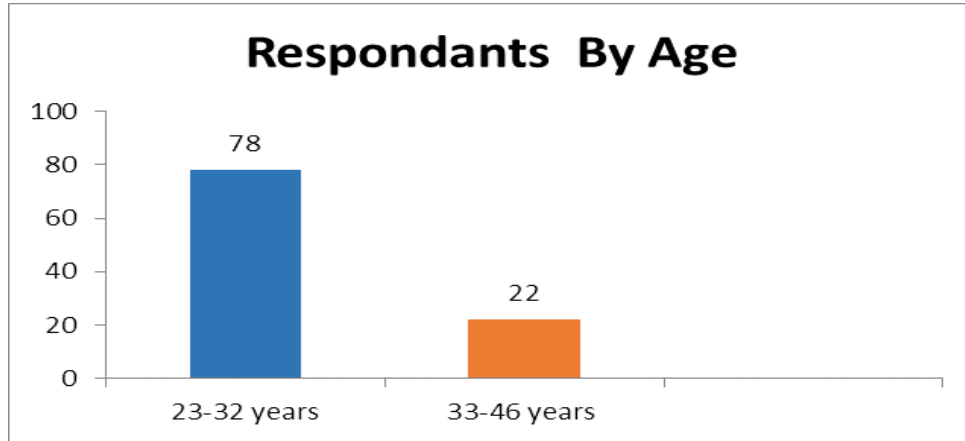


Figure 2: Percentage distribution of Respondents by Marital Status.

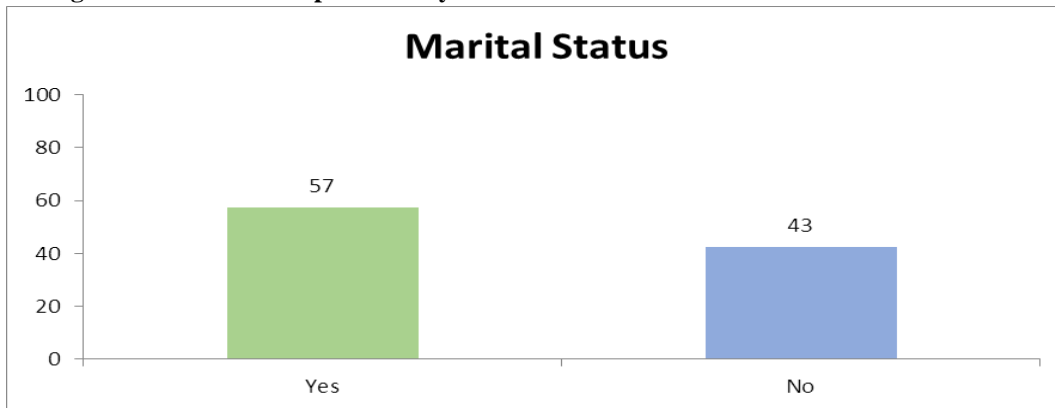
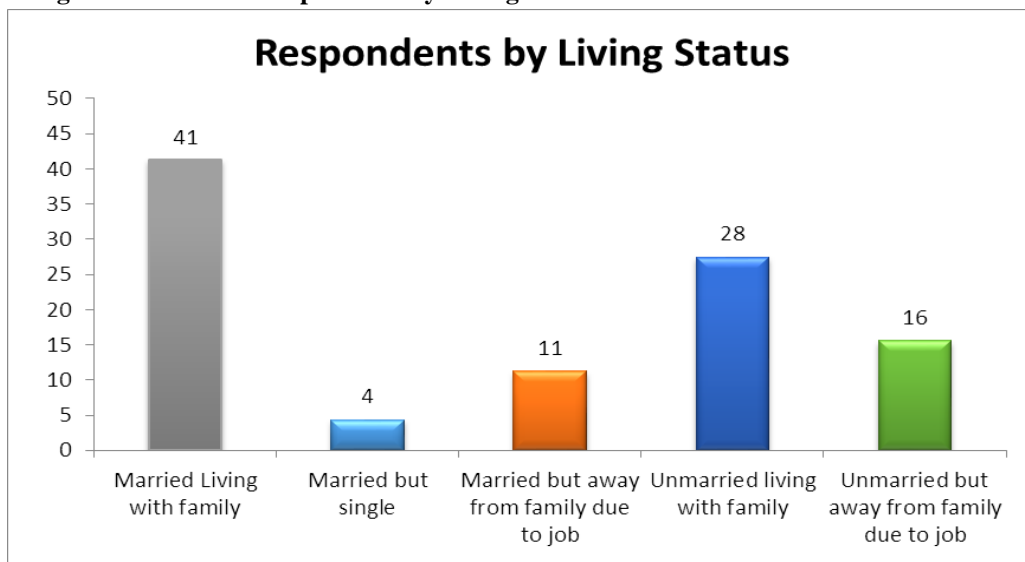


Figure 3: Percentage distribution of Respondents by Living Status.



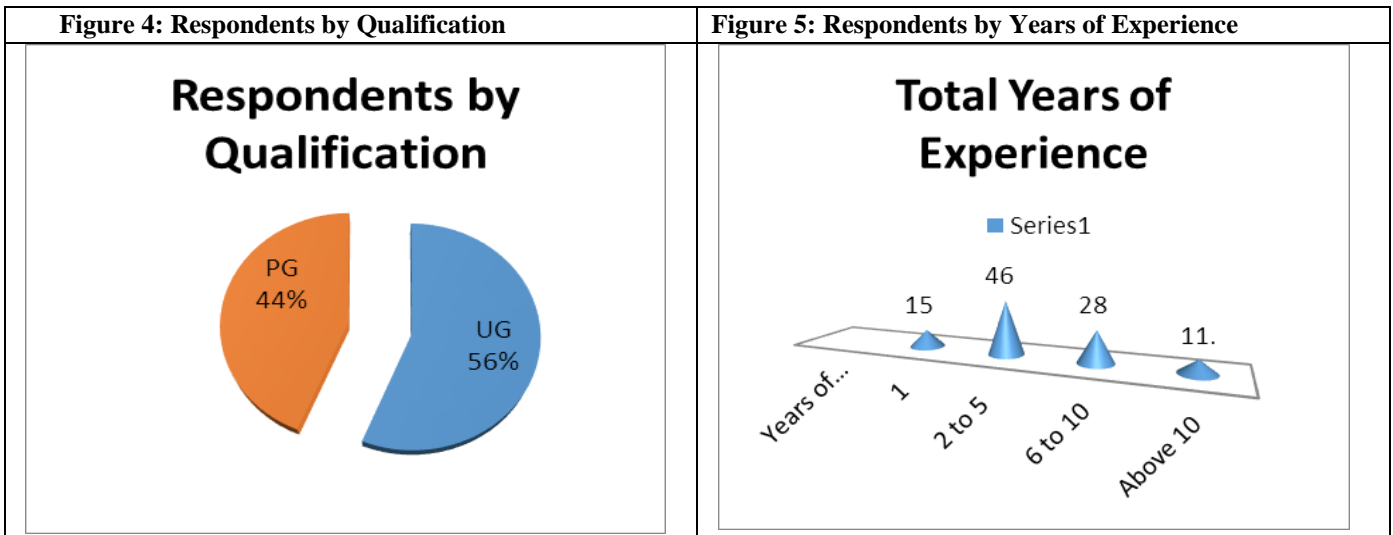


Figure 6: Percentage distribution of Respondents by Current Workplace Experience.

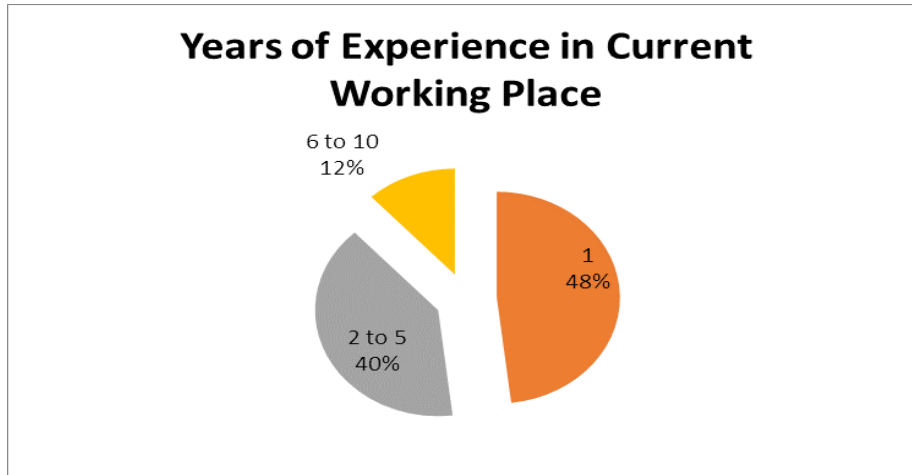


Figure 7: Line graph of Respondents by the Level of Workplace Stress.



Discussion:

Present study depicts that 24 % of them were having low-stress levels, 29% were fairly low levels, 17% of them were having moderate stress levels, 24% of them had severe stress levels, and unfortunately, 7 % in potentially dangerous levels.

A study was to evaluate the association between workplace stress and productivity among employees from worksites participating in a WorkWell KS Well-Being workshop and assess any differences by sex and race. Results revealed out of the 186 participants who completed the survey, most reported being white (94%), female (85%), married (80%), and having a college degree (74%). A significant inverse relationship was observed between the scores for PSS and HWQ, $r = -0.35$, $p < 0.001$; as stress increased, productivity appeared to decrease. Another notable inverse relationship was PSS with the Work Satisfaction subscale, $r = -0.61$, $p < 0.001$. One difference was observed by sex; males scored significantly higher on the HWQ Supervisor Relations subscale compared with females, 8.4 (SD 2.1) vs. 6.9 (SD 2.7), respectively, $p = 0.005$. [5]

A similar study was conducted on the level of occupational stress and its associated factors among teachers of two private schools in the metropolitan city of Maharashtra. And the results revealed around half of the teachers were in the age group of 31 to 45 years (50.08%) and the mean age was 38.5 (SD + 9.25). Around 12.5% of the teachers had inadequate social support and about 54.17% of teachers had stress. Bivariate analysis showed accomplishment pressure and lack of social support to teachers add to their stress levels ($p < 0.05$). Similar findings were seen by multivariate analysis i.e. higher expectation of performance (OR: 2.59) and lack of social support (OR: 2.87) had higher odds of having stress. [6]

Higher levels of stress compared to the current study were reported in the majority of studies. [7, 8, 9] Reasons for high levels could be unfriendly working environment, workload, relation with colleagues, activities other than teaching, etc. The lower levels of stress in the current study could be due to the use of different stress scales, and the geographical distribution of rural and urban areas. High performance on the job was considered a predisposing factor to stress in teachers. This finding was following other studies. [10, 11, 12] Possible explanation

for this could be the high workload related to teaching and non-teaching activities. Also, the higher number of students in the class can lead to additional stress among teachers.

The current study found an association between stress level and living status but not with other demographic variable like age, gender, marital status, qualification, total years of experience, and years of experience in the current working place.

A study on Work-related stress and associated factors among employees of Hawassa industrial park, southern Ethiopia: an institutional-based cross-sectional study reveals that Stress in the workplace is a worldwide public health problem. Studies in African countries focusing on work stress, especially among industrial park workers, are scarce. The overall prevalence of work-related stress among employees was found to be 47.5% with a 95% CI (43.2, 52.1). In the same study having work experience of less than two and half years was found to be significantly associated with work-related stress among employees similar to the present study 29% of the participants were having moderate stress were belong to 2-5 years of experience.[13]

CONCLUSION

Work-related stress and its detrimental effects on human health have rapidly increased during the past several years. It causes many different stress reactions, related diseases, and unhealthy behavior among workers. Private employment, poor working conditions, work experience, poor learning opportunities, poor organizational support, unfriendly working condition, high targets & demands, and inadequate staff are highly contributing factors to workplace & work-related stress. Teachers should have self-motivation to learn and adapt to the system, developing skills to utilize the working time in a quality manner may help to reduce workplace stress.

Recommendations:

This study can be carried out with a focus group by matching the variables, and large-scale and effectiveness of stress management studies can be carried out. Enhancing stress management skills and primary prevention of identified risk factors was recommended.

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