FACTORS RESPONSIBLE FOR OCCUPATIONAL STRESS AMONG TRAVEL AND TOURISM TRAINERS IN GOVERNMENT SCHOOLS OF DELHI

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Abstract

Nowadays, occupational stress is becoming a major issue of increasing concern to workers and organizations. Stress has become a part of life for employees that is impossible to avoid. According to the experts stress is the main cause for all the problems of the modern era and that it affects both the individual and the organizational health. A little degree of stress at the workplace energizes the employees psychologically and physically, as it motivates them to learn new skills and master their jobs, resulting in increased productivity. The problem arises only when stress is not managed properly.

The population for the study is 319. 179 Travel & Tourism trainers are working in Delhi Govt. Schools and 140 Travel & Tourism Trainers worked earlier during the period of year 2015 to 2023, and left their jobs. A survey is conducted with these 319 Travel and Tourism Trainers to study the factors associated with Occupational Stress among them.

The Occupational Stress affects the Job Satisfaction level of the Trainers. There are some factors which are responsible for the Occupational Stress among the Travel and Tourism Trainers working in Government Schools of Delhi. The purpose of this study is to identify these factors.

Key words: Occupational Stress, Travel and Tourism Trainers, Government Schools, Delhi.

1. Introduction

The National Survey of India's report indicates that India's literacy rate is 77.7%. As per the 2011 census, 86.3% of the population of Delhi is literate with 91% of males and 80.9% of females. (Census, 2011)

For the fiscal year 2022-2023, out of the entire budgetary allocation of Rs. 75,800 crores, the Government of NCT Delhi has set aside Rs. 16,272 crores for the sector of education. (Prakash, 2022)
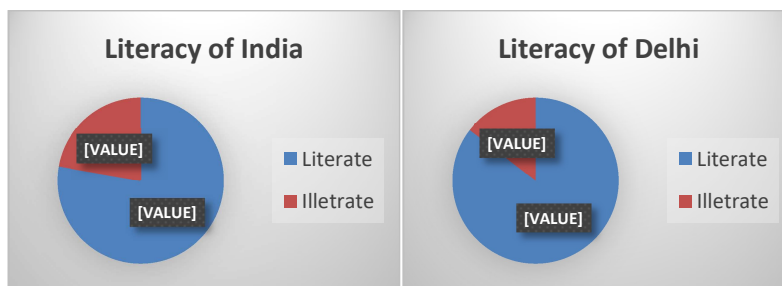
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Figure 1.1 Literacy Rate of India and Delhi; Source: Delhi Population Sex Ratio in Delhi Literacy rate Delhi NCR 2011-2022, Census 2011.

1.1   Education System of Schools in Delhi

Pre-primary, primary, middle, secondary, and senior secondary levels are the different levels of education offered at the school level in Delhi. For pre-primary and primary education, the municipal bodies act as the key authorities. The Directorate of Education, Government of NCT of Delhi, is responsible for middle, secondary, and senior secondary levels of education in Delhi. Although the local government bodies are primarily in charge of pre-primary and primary levels of education, the Delhi Government has transformed its 449 schools into composite schools that are now known by the name of Sarvodaya Vidyalayas and have courses from classes 1 to 12. Even though the New Delhi Municipal Council (NDMC) focuses mostly on primary education, it also manages a small number of middle, secondary, and senior secondary levels of schools in its region. In addition to this, several private organisations that receive Government Grants in Aid are engaged in providing education at all school levels in Delhi. In addition to these, unaided recognized schools are operated by trusts and societies registered in Delhi. There are 1040 Government schools which are operational under the supervision of the Directorate of Education, Government of NCT of Delhi. (Education Department, 2022)

1.2   Vocational Education

According to the 12th Five-Year Plan (2012-2017), only less than 5% of the workforce in India between the ages of 19 to 24 acquired formal vocational education. Whereas, the percentage is 52% in the USA, 75% in Germany, and 96% in South Korea. These facts only highlight the urgency of the need to accelerate the spread of vocational education in India. (MHRD, 2020)
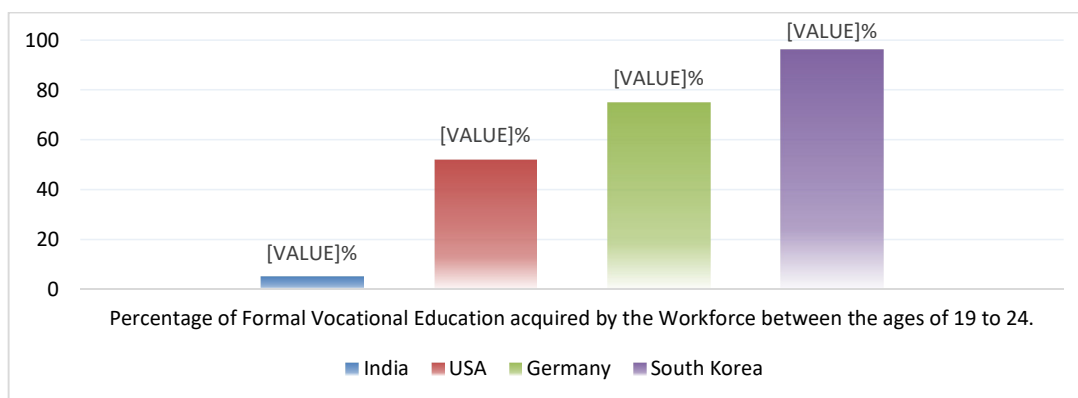
Figure 1.2 Comparison of Vocational Education acquired by the Workforce of India, USA, Germany & South Korea

1.3 NSQF

The National Skills Qualifications Framework (NSQF) is designed by The National Skills Development Corporation (NSDC). For each discipline, and profession, more information about the National Skills Qualifications Framework will be provided. The International Labour Organization's International Standard Classification of Occupations will also be matched with criteria of India. This Framework will serve as the foundation for prior learning recognition. Dropouts from the formal system will be reconnected through this by matching their real-world experience with the appropriate Framework level. Additionally, the credit-based Framework will ease transitions between universal and vocational education. (MHRD, 2020)

1.4 Travel and Tourism Trainers

A skills-based framework called the National Skills Qualifications Framework (NSQF) classifies all qualifications into different levels of knowledge, skills, and aptitude. These levels, which range from 1 to 10, are described in terms of learning outcomes that all learners must achieve, regardless of whether they do so formally or not. In this regard, the NSQF is a quality assurance system that enhances our students' employability abilities by integrating applied learning skills with academic stream. Government secondary and higher secondary schools offer vocational education in classes 9 to 12. Different career opportunities in various areas have been identified in order to offer school students in the field of vocational education. In Class 9, a student chooses a certain job role whose curriculum is spread over 4 years.

Directorate of Education: Vocational Branch, Govt. of NCT Delhi, circulates an order regarding execution of Vocational Education under NSQF scheme in IX class in 205 Delhi Govt. schools through circular no. F.DE-45/NSQF/VE/936/2015/1727, dated-06/11/2015. Heads of these 205 schools were allowed to choose any two of the six streams/subjects viz. IT, Retail, Security, Automobile, Travel and Tourism, Financial Marketing Management, for their students. For the session of 2021-2022, the number of these schools has been updated to 251 from 205. These schools recruited qualified Vocational Trainers/Teachers through Vocational Training Partners (VTPs) in each of the six subjects mentioned above. The Vocational Trainers who are hired for teaching the Travel and Tourism subject are known as 'Travel and Tourism Trainers'. (Directorate of Education, 2015)

There are 773 Vocational trainers hired in 388 Government schools in Delhi (137 schools under Samagra Shiksha and 251 schools under State Funded Scheme). The

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researcher has selected those 158 schools in which Travel & Tourism Trainers are recruited. 140 Travel & Tourism Trainers worked at Government Schools of Delhi during the last 9 years, from 2015 to 2023, and left their jobs. 179 Travel & Tourism trainers are still working. (Education Department, Govt. of NCT of Delhi, 2022)

1.5 Occupational Stress

Occupational stress is a common problem in modern organisations and has received extensive research in the fields of organisational behaviour and psychology. It describes the stress that people experience as a result of issues related to their jobs on a physical, emotional, and mental level. (WHO, 2020)

Occupational stress might occur for a variety of reasons. High job demands, a lack of control or autonomy, a lack of social support, role ambiguity or conflict, organisational culture, and an unbalanced work-life schedule are just a few of the major factors that researchers have identified. High workload requirements, time constraints, and competing demands may frustrate workers and cause stress. Stress levels may also be influenced by a lack of autonomy or control over decision-making and work processes. Stress can also be increased by a lack of adequate social support from superiors, peers, and the company. Stress can be brought on by role ambiguity or conflict, where people are faced with ambiguous expectations or contradictory responsibilities. Occupational stress can also be influenced by organisational culture and practises, such as a lack of appreciation, poor communication, and unfair treatment. (Vallasamy et al., 2023)

The stress level among Indian generation between the ages of 18 to 34 is 95%. According to a survey by a reputable health insurance company, this figure is higher than the 86% global average. Workplace is the biggest cause of stress for the majority of Indians. Over 75% of Indians feel uncomfortable asking a doctor

for advice. Our culture's saddest aspect is how stress is accepted as normal. To think that dealing with stress at work is just a regular event is a terrible mistake. In our nation, occupational stress is a growing epidemic that will have serious consequences if ignored. (Madunuri, 2021)

2. Review of the Related Literature

Klassen et al. (2018). This study emphasises the value of teachers' relationships with their students as an essential part of their fundamental psychological requirements. In order to improve teachers' wellbeing and job satisfaction and eventually reduce occupational stress, the authors underline the importance of developing healthy teacher-student connections.

Salmela-Aro and Upadyaya (2018). This study examines the connection between teacher burnout, engagement, and occupational stress by looking at the demands-resources model. The study emphasises how crucial it is to give teachers sufficient tools and support in order to increase their engagement and reduce burnout.

Fernet et al. (2018). This study looks into how teachers react to the challenges of their jobs based on their own intrinsic motivation at work and their satisfaction of basic needs. The results show that teachers are less stressed and better equipped to handle the demands of their jobs when they have high levels of self-determined motivation and their basic needs are satisfied.

Malka and Covington (2019). This study investigates the role of classroom justice and need fulfilment with a focus on perceived teacher fairness and its effect on academic motivation. According to the research, students are more motivated when they consider their teachers to be fair and supportive, which fosters a positive learning environment and may lessen teacher stress.

Zembylas and Schutz (2019). An overview of the present state of teacher

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burnout is provided in this review article. It examines the aspects that lead to burnout's prevention and intervention, as well as its causes and effects. The article emphasises the necessity for additional study and the creation of successful approaches to deal with teacher burnout.

Capone et al. (2020). This cross-sectional study in Italy's primary and middle school teachers looks at the connection between job stress and psychological health. The results indicate that high levels of workplace stress have an adverse impact on teachers' psychological health, highlighting the significance of treating occupational stress for teachers' overall wellbeing.

Koutsogiannouli and Montgomery (2020). The association between work engagement and burnout among several professional groups, including teachers, is examined in this systematic review and meta-analysis. The study reveals insights into the factors that affect engagement and burnout and makes the case for the necessity of designing interventions to improve work engagement and prevent burnout in teachers.

Berg et al. (2021). The COVID-19 pandemic's effects on teachers' job stress, engagement, job satisfaction, and emotional exhaustion are examined in this study. The results draw attention to the elevated stress levels among teachers during the epidemic and its detrimental impact on their well-being and results in their professional lives.

Gu and Day (2021). The consequences for comprehending and treating occupational stress among teachers are discussed. This article is a summary of recent study findings on teacher stress. It emphasises the significance of taking into account the complex nature of teacher stress and the requirement for future studies to concentrate on certain stressors and efficient solutions.

Sun and Chen (2021). This study explores the mediating effect of psychological empowerment by examining the relationship between job stress and depressive symptoms among Chinese teachers. The results indicate that psychological empowerment is essential for reducing the negative impact of work stress on teachers' mental health.

These studies collectively contribute to the understanding of occupational stress among teachers, identifying key factors, consequences, and potential methods for addressing and reducing stress in the teaching profession.

3. Sample Design used in the Study

There are 388 Government schools in Delhi (137 schools under Central Funded Scheme and 251 schools under State Funded Scheme) in which 773 Vocational trainers are working. (Education Department, Govt. of NCT of Delhi, 2022) The researcher has selected those 158 schools in which Travel & Tourism Trainers have been recruited. There are 179 Travel & Tourism trainers working in Delhi Govt. Schools and 140 Travel & Tourism Trainers worked earlier and left their jobs. The population for the study is 319. The sample count from which responses are received for the study is 250.

Table 3.1 Break Up of the Sample

Total no. of Govt. Schools in Delhi	1040
Total no. of Govt. Schools having Vocational Education under NSQF	388
Total no. of Govt. Schools having Travel & Tourism Trade under Vocational Education Scheme	158

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No. of Vocational Trainers working in Govt. Schools in Delhi	773
No. of Travel & Tourism Trainers recruited in Govt. Schools in Delhi from the year 2015 to 2023	319
No. of Travel & Tourism Trainers left the job	140
No. of Travel & Tourism Trainers still working in Govt. Schools in Delhi	179
No. of Travel & Tourism Trainers who gives response	250
No. of Travel & Tourism Trainers who gives response (Male)	87
No. of Travel & Tourism Trainers who gives response (Female)	163

The questionnaire has been shared with the 319 Travel and Tourism Trainers. The response of 250 trainers were recorded in tabular form for statistical analysis.

Reliability– To check the reliability of the questionnaire Cronbach's Alpha test has been applied. The value of Cronbach's Alpha is 0.856. According to the test, the questionnaire that is designed by the researcher is reliable and can be carried out for the further study.

Table 3.2 Reliability Statistics

Cronbach's Alpha	N of Items
.856	50

Table 3.3 Case Processing Summary

		N	%
Cases	Valid	250	100.0
	Excluded[a]	0	.0
	Total	250	100.0

[a]List wise deletion based on all variables in the procedure.

Validity- According to the Case Processing Summary the cases are 100% valid.

4. Data Analysis

4.1.1.1 Tools for the Data Analysis
Factor Analysis- Factor analysis, is the process of reducing a large number of measured and observable variables to a smaller number of unobservable latent variables that share a common variance (Bartholomew et al., 2011). These unobservable factors are not determinable directly but are essentially hypothetical constructs that are used to represent variables (Cattell, 1973).

Factor Analysis with Rotated Component Variable Matrix- Factors are rotated for better interpretation because unrotated factors are ambiguous. The aim of rotation is to attain an optimal clear structure which attempts to have each variable load on as few factors as possible, but optimises the number of high loadings on each variable (Rummel, 1970). In the end, the clear structure attempts to have each factor define a distinct cluster of interrelated variables so that interpretation is easier (Cattell, 1973).

Table 4.1 Demographic Profile of the Respondents

		Valid Frequency	**Valid Percent**
Gender	Male	87	34.8
	Female	163	65.2
	Total	250	100.0
Age (in Years)	Below 25	13	5.2
	25 to 45	237	94.8
	Total	250	100.0
Marital Status	Married	99	39.6
	Unmarried	151	60.4
	Total	250	100.0
Residence	Delhi	131	52.4
	Outside Delhi	119	47.6
	Total	250	100.0
Highest Qualification	Ph.D.	5	2.0
	Post Graduate	245	98.0
	Total	250	100.0
Work Experience	Less than 1 year	25	10.0
	1 to 5 years	195	78.0
	5 years and above	30	12.0
	Total	250	100.0

The current table indicates the demographic profile of the Travel and Tourism Trainers working in Government Schools of Delhi. A survey has been conducted in which a structured questionnaire has been shared among the 179 Travel and Tourism Trainers. 150 respondents provide the responses. According to the survey, the valid frequency and valid percentage are as shown in the Table 4.1.
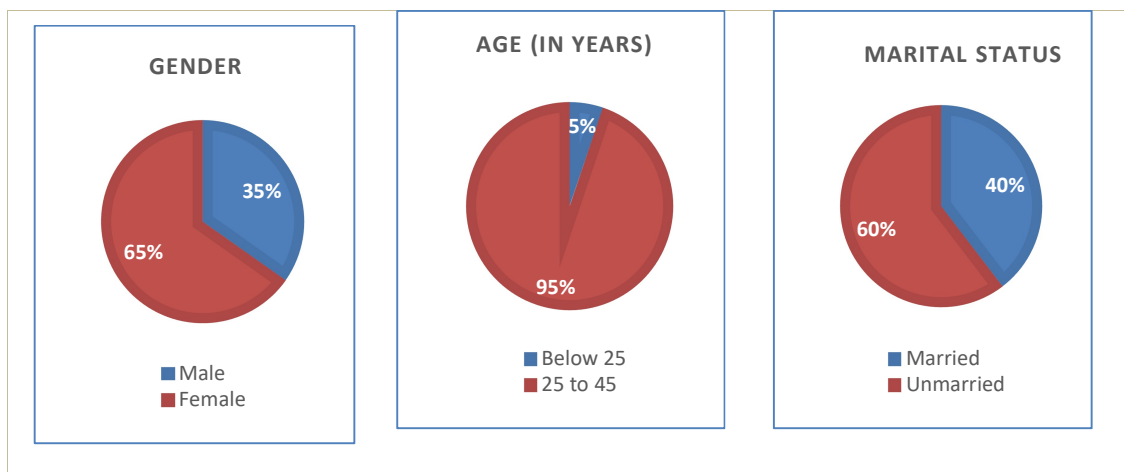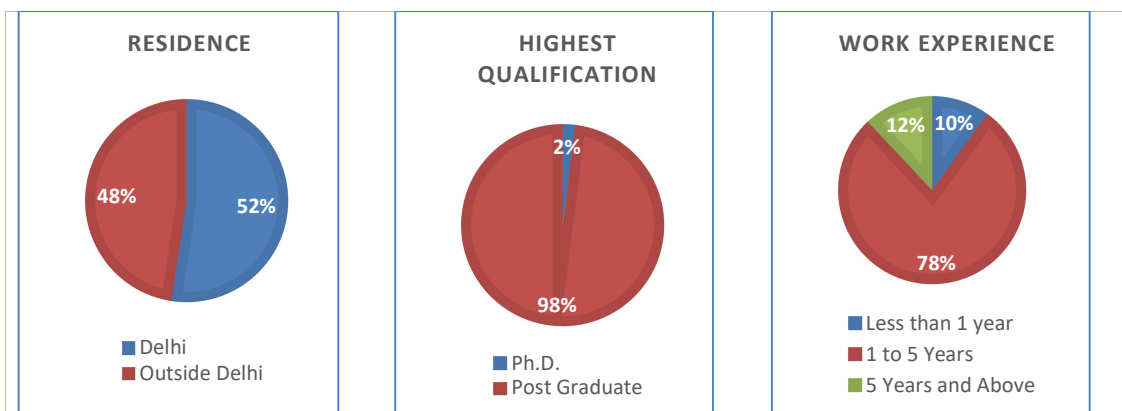
Figure 4.1 Demographic Profile of the Respondents

According to the survey, 34.8% trainers are male and 65.2% are female. 94.8% respondents are from the age group of 25 to 45 years whereas only 5.2% respondents are from the age group of below 25 years. 39.6% respondents are married and 60.4% are unmarried. 52.4% respondents are the residents of Delhi whereas 47.6% respondents reside outside Delhi. 98%

respondents are Post-Graduate and 2% respondents are Doctorate in Philosophy. 78% respondents have the work experience of 1 to 5 years, 12% respondents have the work experience of 5 years and above; and the remaining 10% respondents have the work experience of less than 1 year.

Table 4.2 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.585
Bartlett's Test of Sphericity	Approx. Chi-Square	224.874
	df	45
	Sig.	.000

The KMO and Bartlett test evaluate the available data. A KMO value over 0.5 and a significance level for the Bartlett's test below 0.05 indicate there is substantial correlation in the data. KMO values above 0.5 are acceptable.

According to the Table 4.2, Bartlett's test statistics is large and significant (p value is .000) as desired. The Kaiser-Meyer-Olkin (KMO) measure is .585 i.e. larger than .5 and thus acceptable. The KMO values are above 0.5 so all variables can be used in the analysis.

Table 4.3 Rotated Component Matrix[a]

Rotated Component Matrix[a]	Component			
	1	2	3	4
Discrimination at Workplace	.706			

Job Insecurity	.683			
Involvement in Non-Teaching Work	.673			
Long Working Hours		.818		
Low Rewards & Recognition		.632		
Negative Attitude of Colleagues		.436		
Lack of Personal Growth Opportunities			.857	
Unsafe Work Environment			.606	
Management Politics				.849
Poor Human Resources Policies				.681

Rotation Method: Varimax with Kaiser Normalization.[a]
[a] Rotation converged in 5 iterations.

For the study, the researcher applied the Rotated Component Matrix, Factor Analysis Test. According to the test, 4 Factors are responsible for Occupational Stress among the Travel & Tourism Trainers in Government schools of Delhi. The factors are as follow:

Factor 1: **Insecure Employment**. There are 3 variables related to the Factor 1 which are Discrimination at Workplace .706, Job Insecurity .683 and Involvement in Non-Teaching Work .673.

Factor 2: **Poor Work Environment.** There are 3 variables related to the Factor 2 which are Long Working Hours .818, Low Rewards & Recognition .632, and Negative Attitude of Colleagues .436.

Factor 3: **Career Uncertainty.** There are 2 variables related to the Factor 3 which are Lack of Personal Growth Opportunities .857, and Unsafe Work Environment .606.

Factor 4: **Poor Policies.** There are 2 variables related to the Factor 4 which are Management Politics .849, and Poor Human Resources Policies .681.

5. Conclusion

Tourism industry is the most revenue generating industry for the Nation. The Travel and Tourism Trainers deliver the skills to the students of Tourism subjects. The trainers are leaving their jobs due to Occupational Stress. There are 4 Factors which are responsible for the Occupational Stress among the Travel and Tourism Trainers in Government schools of Delhi. The factors are Insecure Employment, Poor Work Environment, Career Uncertainty, and Poor Policies.

The Vocational Trainer Providers and the Department of Education (Vocational Branch), Delhi should look into the matter and try to solve this issue.

6. Limitations of the study

1) This study is limited to Government Schools. The study can be conducted for the Private Schools, Colleges, Institutions, Universities and other sectors.
2) This study is limited to Travel and Tourism Trainers. The research can be conducted for the other trade of Vocational Trainers, Teachers, and Non-Teaching Staff of the institutions.
3) This study is limited to the universe of Delhi only. The study can be carried out for the different areas. This can be done on National and International level.

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