

## **A Study on Occupational Stress among Teaching Faculties Working In the Self-Financing Colleges in Tirunelveli District**

**M.Susheela<sup>1</sup>, Dr.M.Josephine Rani<sup>2</sup>**

<sup>1</sup>(Register No: 19213011012001), Ph.d Research scholar,

Annai Velankanni College, Tholayavattam,

E-mail: susheelakarthik1987@gmail.com

Affiliated to Manonmaniam Sundranar University,

Tirunelveli, Tamilnadu, India

<sup>2</sup>Associate Professor, Department of Commerce,

Annai Velankanni College, Tholayavattam.

### **Abstract**

Stress has been found in all types of organizations especially in schools and colleges. Stress is an inevitable part of life. The good stress named as eustress is good for organizational and personal development. Many researches have been conducted to understand the level of stress among school teachers but few research have been done among college teachers. Studies have proved that teachers have moderate to high levels of stress and those working in private schools have high levels of emotional exhaustion and depersonalization. The present study has been conducted to understand the level of stress among college teachers in the self financing colleges in Tirunelveli district. Teaching problems, work overload, student problems, classroom management, participatory problems which were the factors of classroom stress. The work related stressors of these college teachers identified were fragile environment, professional development, work autonomy, transitional academics and administrative cripples. Self efficacy and role erosion of role related stress and emotional imbalance and physiological problems of health related stress are the other stressors involved in field in these self financing colleges.

### **Introduction**

The progress of a nation depends largely on its education system. The success of any educational system depends on the quality of its teachers which, in turn, depends on the effective teaching-learning process. The teacher is at the centre of educative process. The effective and efficient functioning of an organization depends primarily on the quality and commitment of its human resources. In the pyramid of education, teachers are at the apex and control the objectives of education and his pupils at the same time. Therefore, teacher's dynamicity is always at the root of the success of any plan of education proposed or the policy of education declared by the government.

In the present socio-economic scenario and with the policies of liberalization, privatization and globalization, the emerging challenges of market driven forces greatly influenced the mental health of the people. The mantra of privatization and globalization is being tried on the field of education, which resulted into mushrooming growth of private institutions. Like other centre of education, the institutions of higher learning are being confronted with emerging issues and challenges. In this regime, the teacher who is the pillar of educational process is greatly affected. Undoubtedly, the effectiveness of an educational system largely depends upon the active, resourceful and competent teachers. Teachers with sound psychological and physical well-being

can contribute efficiently. Unhealthy competition and fragmented demands of the teaching, lead to overwhelming pressure on teachers, which further enhanced the mental stress and strain. Stress is a major concern in many, if not all, educational institutions all over the world. Most of the institutions continue to spend large sums of money in an attempt to prevent and, even, help their staff manage the stress while they experience in carrying out their roles and responsibilities. Administratively, the teaching faculties work as counselors, examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions. With regard to their workloads or responsibilities, some teach extremely large classes, supervise theses, dissertations and project work. Nevertheless, teachers are expected to publish high-quality research in reputable journals to be promoted within the institution. Thus, the lecturers work under increasing pressure to meet targets set by the University and College administrators. This research study, therefore, attempts to study the stress factors among teaching faculties working in the Science Self-Financing Colleges in Tirunelveli District.

## **Types of Stress**

### **Active Stress for Short time**

Active stress is usually for short time and may be due to work pressure, increased physical activity, searching something but you misplaced it, or similar things. Symptoms of this type of tension are headaches, back pain, stomach problems, rapid heartbeat, muscle aches or body pain.

### **Acute Stress due to many responsibilities**

Acute stress is common in people who take too many responsibilities and are over loaded or over worked, disorganized, always in a hurry and never in time. These people are generally in positions of importance at their work place and stressful lifestyle. Symptoms of this type of stress are prolonged tension, headaches, hypertension, migraines, chest pain and heart disease.

### **Chronic Stress**

This type of stress is the most serious of all the three types of stress. Chronic stress is a prolonged stress that exists for weeks, months or even years. This stress is due to poverty, broken or stressed families and marriages, chronic illness and successive failures in life. People suffering from this type of stress get used to it and may even not realize that they are under chronic stress. It is very harmful to their health.

## **Effects of stress**

### **Negative Effects of Stress**

The effects of stress are classified under four distinct domains namely physiology, behaviour, subjective experience and cognitive function. The physiological effects of stress include alterations in neuro endocrine, autonomic nervous system and immune function.

### **Positive Effects of Stress**

The effects of stress are not entirely negative. The positive aspects of the stress process, includes favorable outcomes that follow in the wake of stress. Successful coping with a stressful experience may increase desirable personality characteristics such as self-confidence or an

internal locus of control, especially for individuals who were previously lacking in these characteristics.

### **Effects of Continual Stress**

The body does not distinguish between physical and psychological threats. When a person is stressed over a busy schedule, an argument with a friend, a traffic jam or a mountain of bills, his body reacts just as strongly as if he was facing a life or death situation. If he has a lot of responsibilities and worries, his emergency stress response may be “on” most of the time.

### **Statement of the problem**

Stress is not an innovative problem. In the modern time it has become more outward. Stress can be defined as environmental factors which level excessive strain or pressure on a person and it can be affected through the factor either at home or in the work place. A college teacher is not free from stress. . The researcher made an attempt to carry out a research work titled, “A Study on Occupational Stress among Teaching Faculties Working In the Self-Financing Colleges in Tirunelveli District.”

### **Objectives:**

- To measure the sources of stress faced by Self finance Arts & Science college teachers and Techniques adopted to manage stress by them.

### **Review of literature:**

Aslaug et. al., (2000)[1]in their research entitled “The impact of a participatory organizational intervention on job stress in community health Institutions”, identified the main stressors in the study that lacks of information, communication and respect between professions, as well as the need for professional and personal development. The participatory intervention had a positive, but limited effect on work-related stress, job characteristics, learning climate and management style and seemed to have started a beneficial change process. There were no negative short-term effects on work-related stress and job demands. Organizational interventions may be a potential training ground for acquiring participatory skills and resources and if sustained over the intervening period, they can have long-term effects on problem solving, job stress and employee satisfaction.

Bhatti, et. al., (2011)[3]conducted a study titled “Job stress and job satisfaction among university teachers in Pakistan”. Data were collected from 400 respondents from cross sectional method from all four provinces by using the simple random technique. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload pressure, homework interface, role ambiguity and performance pressure. The results show that there is a significant negative relationship between job stress and job satisfaction. It reveals that 70 percentof the faculty members are not satisfied with their salaries. Job stress also has a negative impact on their health.

**Vasantha and Deepalakshmi (2013)** had undergone a study on An Analysis of Work Stress among College Teachers in Self-financing College, Perambalur District, Tamilnadu. Stress at the workplace is the major cause of most of the health problems. The data collected from 50 respondents with the objectives of To find opinion about teaching and handling students, to find out the stress creators, to analysis of sharing stress problems, to find out techniques applied by the College teachers for managing stress. It finds that college teachers having lot of work stress due to their work, and students performance. Majority of the teachers share their problems with friends. The stress cannot be avoided, so it should be managed with the proper usage of management techniques. Mainly in rural area the college teachers should use lot of techniques for managing stress like yoga, meditation, and listening music's, reading books and rest. Stress Management is the important techniques it is used depends upon their work schedule.

### Sampling method:

The study provide adequate data on variability for analysis, the study was conducted with the help of the structured questionnaires which was administered among the sample of 80 respondents in Tirunelveli district.

### Data analysis and interpretations:

**Table: 1 Gender factor of the respondents**

Gender	No. of respondents	Percentage
Male	48	60
Female	32	40
	<b>80</b>	<b>100</b>

It is inferred from the above table that out of 80 respondents 60% are male and 40% are female.

**Table: 2 Age factor of the respondents**

Age	No. of respondents	Percentage
Above 20 yrs	15	18.75
25 to 30 yrs	20	25
36 to 45 yrs	21	26.25
Above 45 yrs	24	30
Total	80	100

It is inferred from the above table that 18.75% are above 20yrs, 25% are 25-30yrs, 26.25% are 36-45yrs 30% are above 45yrs.

**Table: 3 Designation of respondents**

Designation	No. of respondents	Percentage
Assistant Professor	21	26.25
Associate Professor	48	46.25
Professor	24	30
Total	80	100

It is inferred from the above table that 26.25% are Assistant Professor, 46.25% are Associate Professor, and 30% are Professor.

**Table: 4 Sources of Stress in Self Finance Arts & Science College**

Sources of Stress	No. of respondents	Percentage	Rank
College working environment	10	12.52	5
Administration	13	16.25	3
Colleagues	14	17.5	2
Regulations and Policy	15	18.75	1
Attitude of Parents	5	6.25	7
Personal Circumstances	7	8.75	6
Factors related to work	11	13.75	4
Teaching difficulties	05	6.25	7
<b>Total</b>	<b>80</b>	<b>100</b>	

It is inferred from the above table that 18.75% of respondents are facing stress due to regulations and policies and ranked first, 17.5% of respondents are facing stress due to their colleagues and ranked second, 16.25% of respondents are facing stress due to administration and ranked third, 13.75% of respondents are facing stress due to factors related to work and ranked fourth, 12.52% of respondents are facing stress due to college working environment and ranked fifth, 8.75% of respondents are facing stress due to attitude of parents and teaching difficulties and ranked seventh.

**Table 5: Techniques Adopted To Manage Stress**

Manage stress	No. of respondents	Percentage
Yoga and exercise	16	20
Believe in actions rather than fruits	9	11.25
Playing with children	6	7.5
Interaction with positive Colleagues	3	3.75
Reading Motivational Books	16	20
Rest	18	22.5
Positive Attitude	12	15
<b>Total</b>	<b>80</b>	<b>100</b>

It is inferred from the above table that 22.5% of the respondents are taking rest during stress, 20% of the respondents, each are doing yoga and exercise, and another reading motivational books, 15% of the respondents are having positive attitude towards stress, 7.5% of the respondents were playing with children for managing stress, and 3.75% of the respondents are interacting with positive colleagues for managing stress.

### CONCLUSION

In this analysis, the sources of stress of the respondents in arts and science colleges are studied. The hierarchy of sources of stress faced by the respondents of arts & science college are, stress factors related to attitude of parents, stress factors related to work, stress factors related to teaching difficult, stress factors related to regulations and policy, stress factors related to colleagues, stress factors related to school environment and facilities, stress factors related to personal circumstances and stress factors related to administration, coping strategies such as yoga and exercise, playing with children, interaction with positive colleagues, reading motivational books, taking rest are the factors for managing stress.

### REFERENCES

1. Dr. Alyas Qadeer Tahir (2011), "Effectiveness of Teaching Stress on Academic Performance of College Teachers in Pakistan", *International Journal of Humanities and Social Science* Vol. 1 No. 3; page no 123- 129.
2. James L. Rumbold et al., (2012) had investigated that A Systematic Review of Stress Management Interventions with Sport Performers.
3. Kristen Ferguson (2012), "Predicting Teacher Anxiety, Depression, and Job Satisfaction", *Journal Of Teaching And Learning*, Vol. 8 No. 1, page no 27-42
4. V. Abirami (2012), "level of stress among college teachers in Coimbatore district", In this analysis, the sources of stress of the respondents in arts and science colleges are studied. The hierarchy of sources of stress faced by the respondents of arts & science college are "stress factors related to perception of teachers on students", "stress factors related to attitude of parents", "stress factors related to work", "stress factors related to teaching difficulties", "stress factors related to regulations and policy", "stress factors related to colleagues", "stress factors related to school environment and facilities", "stress factors related to personal circumstances" and "stress factors related to administration".