"Unveiling the Strains: Exploring Stress Factors Among Degree College Lecturers"

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Abstract

This paper examines the teachers stress among degree college lectures and its correlates. Stress is a common problem in professional and personal life of people. The problem of stress has an implication in the quality of education in the country. The management of stress among teachers is prerequisite for successful educational attainment. The study analyses the degree of stress and its correlates among 50degree college lectures in Srikakulam City in Andhra Pradesh. Teachers stress scale was used to collect the data from the respondents. The stress correlates namely occupational hazards, workload, professional growth, students behavior, family, and society are analysed along with demographic variables like sex, educational qualifications, experience and type of management of the college. The study found that the degree college lectures have moderately high stress. Teachers are able to adjust with stress while the less experienced could not adjust with stress correlate workload. The experience matters in respect of teacher stress. Similarly the lecturers of private management face more stress than the lecturers of government management. The study suggests that the effective stress management practices should be made familiar among lectures to mitigate stress at workplace and family.

Keywords Teacher stress, Occupational Hazards, Professional Growth, Students Behaviour, Quality Education.

Introduction

Job stress is the most common psychological phenomenon that is prevalent among people who are indifferent to jobs and professions. Kryiacou and Sutclifee (1977-78) state that "stress studies are initially directed towards industrial organizations within the private sector. Researchers have come to believe that the stress may be especially prevalent among human service profession particularly teaching profession." Further Pettergrew L.S and Wolf G.E

(1982) consider, "Teacher stress as nationwide concern and relatively new area of empirical research. "Coleman (1970) defined stress as "an adjustive demand placed on organism". Teacher stress is a mental disposition and influences the feeling aspects of the teacher (Zuber and Altrichter, 2018). Pressure acts on an individual competing with others, meeting occupational demands, meeting rapid pace in modern life, group prejudice, economic and social problems causing anxiety — extra organizational, organizational, group and individual.

Arthur P, et al., (1981) have mentioned the antecedents of job stress which are apt and they include social, family (extra organizational stressors) student behaviour, group stressors and a hindrance to professional growth (individual stressors). High level of stress causes physical illness such as blood pressure, ulcers and even cancer (Salleh, 2008). It also causes psychological problems such as anger, anxiety, depression, nervousness, irritability, tension and boredom. Moreover, job stress causes sleeplessness, under-eating or overeating, smoking and drinking and drug abuse. Some research studies have established some strong correlatives of teacher's stress.

Many research studies have established some strong correlates of teacher stress. From these researches, it is found that teacher stress is related to job dissatisfactions, (Rudd and Wiseman 1962). Absentism (Bridger 1980), (Kaiser and polyczynsky 1982) greater intension to leave the profession (Krylaoou and Suteliffe 1979) physical distress (Coast and Thoreusen-1979). Hence (Pettergrew and Wolf (1982) say that "teacher stress is a new area of empirical research".

Panda (1991) while presenting a trend report of research in psychology of education views that "life stress and Burnout and coping behaviour influence teacher behaviour, teacher styles and related activities in schools". Stress studies are not significantly found prior to 1980s. Naik (1982) analyzed job satisfaction and adjustment of married and un-married women teachers. Agrawal (1985) studied the influence of stress on students. Kiran Rao, Subba Krishna and Prabhu (1990) studied how students and teachers experience stress and strain in the educational system.

Thus, the review of research studies gives us an idea that the studies are conducted mostly at school level but not explored in at college level, though they give an idea about the causes and results of teacher stress. Hence, the investigator felt the need to explore the teacher stress and its correlates among the college lecturers. Indian Education Commission (1964- 66)

states that "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence, character and adjustment of teachers are undoubtedly the most significant". The teachers have significant role in ensuring the quality of education. The problem of work stress has immense impact in quality education.

Objectives of the Study

1.To develop and standardize stress scale

2.To find out relationship among stress correlates, namely (a) Occupational hazards (b) Workload

  (c) Professional growth (d) Students behaviour (e) Family and (f) Society.

3.To find out the significant difference between the means of different correlates and the demographic

   variables such as sex, educational qualifications, experience and type of management.

Hypotheses

There is no significant difference between the variables viz., Sex (Male/Female), Educational Qualifications (PG&PG with research), Professional Experience (Below 15 years & Above 16 years) and Type of Management (Government & Private) — towards (A) Teacher stress scale (overall scale) Correlates, (B) Occupational hazards, (C) Workload, (D) Professional growth (E) Students behaviour, (F) Family, (G) Society.

Methodology

The investigator collected the data by using the tools like Linkert scaling technique and Teachers Stress Scale. The investigator developed and standardized the scale on teachers stress. The investigator according to the objective of the study and the operational definition of teachers stress prepared items based on the correlates of stress. The items (63) area wise for the Teacher Stress Scale are

> 1.Occupational Hazards (1,2,3,14,15,24,25,34,35,45,46,49=12)
>
> 2. Work Load (6, 16, 17, 26, 27, 36, 37, 47, 48, 57=10)
>
> 3. Professional growth (4,5,18,19,28,29,38,55,56,58=10)
>
> 4.Student behaviour (7,8,20,21,30,39,40,50,51,59,60=11)

5.Family (9,22,31,32,41,42,52,53,61=9)

6.Social (10,11,12,13,23,33,43,44,54,62,63=11)

The above correlates have been decided based on books, discussion with experts and related literature. The reliability and validity were established after computation of the values. The teacher stress scale is standardized and its reliability score and validity score are given below. A reliability index of the sample is calculated by using Spearman Brown prophecy formula. Reliability 'R' = 0.86 so the text is highly reliable. H.E.Garret states that `R' value sometimes be used to find our validity by using the formula - measure of validity index of reliability = ']the co-efficient of reliability q0.86. Thus value indicates the tool has highly valid.- = 0.92.

The sample consists of 50 college lecturers of Srikakulam City in Andhra Pradesh. The sample selected for the study was based on Random Sampling. The principal investigator took permission from the appropriate authorities to participate in the data collection. During the fieldwork, the tool was given to the respondent with a request to give their own judgment on each statement of the tool. The respondents were given assurance that the responses would be kept confidential and they would be used only for research.

Means, standard deviation and C.R. values were calculated. For reliability, Spearman Brown prophecy formula was used. To find out the relationship "C.R" values-was computed. CR values were calculated to test the Hypothesis concerning the significant difference in respect of demographic variables in relation to correlates of teachers stress (Garret .G.E "Educational Statistics P.165). The responses of lecturers —demographic variables and teacher stress correlates are calculated to find out significant difference of the C.R. value. If the C.R value is less than 1.96 and above the value is significant while if it is below 1.96 it is not significance).

Besides the numerous significances, the study has some limitations. The study is limited to lecturers working in Srikakulam city, Andhra Pradesh. Of many factors affect teaching stress the investigator included in this scale the correlates Occupational hazards, Workload, Professional growth, Student's behavior, Family, and society.

Conceptual Framework

Teacher stress is defined as stress caused by occupational hazards, workload, professional growth, students' behaviour, family and society. Educational objectives can be effectively achieved only when teachers are efficient in performing their job in a given situation. The teacher can undertake complex tasks when he/she can cope with the job. When a teacher is subjected to stress, it affects his teaching. "When stress occurs, it is usually associated with a variety of personal, social, and physical events, and from interpersonal experiences in school or classroom" (Michael J. Fimian, 1982).

Analysis and Interpretation

Means scores on the variables have been studied in relation to correlates of teacher stress. The data pertaining to the perceptions of all the sampled college teachers towards teacher stress the mean score was 218, which falls in the category of moderately high perception which means that the teachers are under stress. The total perceptual score for this stress for the 63 items of the scale would range from 63 to 315 (as for the Likert scaling technique used in this tool).

The observed score in this sample through this study varied from 153 to 243 and an average score for this sample was 218, which is moderately high, which indicates there is moderately high stress among college lecturers. Table 1 represents the summary of the results of the analysis of the perception of the college teacher towards teacher stress as a whole basing on their variables.

Table 1 Mean Scores, SD's and CR values of respondents on Sex, Qualification, Experience and Type of Management towards teacher stress

Variable		N	Mean	SD	CR Value
Sex	Male	25	216.0	24.24	0.46
	Female	25	218.9	19.50	
Qualification	PG	25	218.0	20.20	
	PG with Research qualification	25	220.6	17.50	0.46
Experience	Below 15 years	25	216.7	23.90	
	Above 16 years	25	218.0	19.20	0.21

		25	220.8	17.50	
Type of Management	Government				0.44
	Private	25	218.5	19.56	

Source: Primary Data.

Table 1 shows that the variables viz., sex, qualification, experience and type of management do not significantly differ and expressed similar association towards all correlates viz., occupational hazards, workload, professional growth, student's behaviour, family, and society. The lecturers under the study have similar perception that they have moderately high stress.

Table 2 Mean Scores, SD's and CR values of respondents on Sex, Qualification, Experience and Type of management towards Occupational hazards

Variable		N	Mean	SD	CR Value
Sex	Male	25	43.2	4.99	1.23
	Female	25	41.4	5.42	
Qualification	PG	25	425	5.10	1.31
	PG with Research qualification	25	40.4	6.50	
Experience	Below 15 years	25	42.8	4.59	110
	Above 16 years	25	40.9	5.24	
Type of Management	Government	25	43.0	4.80	0.90
	Private	25	41.2	5.22	

Source: Primary Data.

Table 2 shows that the variables viz., sex, qualification, experience and type of management do not significantly differ and expressed similar opinion towards occupational hazards in the teacher stress scale and hence the hypothesis is accepted which means all the teachers of the sample do not differ in their opinions towards teacher stress in respect of the correlate - Occupational hazards.

Table 3 Mean Scores, SD's and CR values of respondents on Sex, Qualification, Experience and Type of Management towards Workload

Variable		N	Mean	SD	CR Value
Sex	Male	25	33.2	4.35	
	Female	25	31.8	3.81	1.21
Qualification	PG	25	32.8	4.15	
	PG with Research qualification	25	31.4	3.40	1.32
Experience	Below 15 years	25	33.6	4.50	
	Above 16 years	25	31.0	5.67	3.32*
Type of Management	Government	25	31.5	4.53	
	Private	25	34.6	5.67	2.91*

Source: Primary Data.

Table 3 shows that the variables viz., Sex, Qualification, do not significantly differ and expressed similar opinion towards work load in the teacher stress scale and hence "C" hypothesis is accepted while the remaining variables Experience and Type of management of the teachers significantly differ in their opinions towards teacher tress in respect of the correlate work load this is because the highly experienced.

Teachers are able to adjust with stress while the less experienced could not adjust with stress correlate workload. The experience matters in respect of teacher stress. Similarly the lecturers of private management face more stress than the lecturers of government management. As per the perception of the respondents workload in the private management institution is more than in the government institution. Hence, the lecturers of private management face more teacher stress.

Table 4 Mean Scores, SD's and CR values on Sex, Qualification, Experience and Type of Management towards Professional growth

Variable	N	Mean	SD	CR Value

Sex	Male	25	35.7	4.06	1.44
	Female	25	33.9	4.75	
Qualification	PG	25	36.5	3.95	1.75
	PG with Research qualification	25	34.4	4.56	
Experience	Below 15 years	25	34.9	4.37	0.76
	Above 16 years	25	35.8	4.00	
Type of Management	Government	25	37.2	3.56	3.72*
	Private	25	32.8	4.78	

Source: Primary Data.

Table 4 reveals that the variables viz., lecturers relating to Sex, Qualification and Experience do not significantly differ and expressed similar opinion towards professional growth in the teacher stress scale and hence, the hypothesis accepted. However the lecturers of government colleges significantly differ in their opinions with the lecturers of private management. This is because in the decision making, the government authorities are bureaucratic and hence they face more stress compared the lectures of private management.

Table 5 Mean Scores, SD's and CR values of respondents on Sex, Qualification, Experience and Type of Management towards student behaviour.

	Variable	N	Mean	SD	CR Value
Sex	Male	25	37.3	3.71	
	Female	25	36.3	4.16	0.90
Qualification	PG	25	38.2	3.57	
	PG with Research qualification	25	35.8	4.56	2.10*
Experience	Below 15 years	25	36.5	4.15	1.41
	Above 16 years	25	38.0	3.51	
		25	37.6	3.70	

Type of	Government				1.48
Management	Private	25	36.0	4.10	

Source: Primary Data.

Table 5 shows that the variables viz., lecturers relating to sex, experience and the type of management do not significantly differ and expressed similar opinion towards student's behaviour in the teacher stress scale and hence the hypothesis is accepted. However, the lecturers with P.G qualification and lecturers with research qualification significantly differ in their opinions toward student behaviour. Lecturers with P.G qualification perceived more stress in respect of student behaviour. Moreover, the lecturers face some problems in the classroom with regard to student behaviour because of lack of welfare amenities.

Table 6 Mean Scores, SD's and CR values on Sex, Qualification, Experience and Type of Management towards family.

	Variable	N	Mean	SD	CR Value
Sex	Male	25	34.9	3.97	1.27
	Female	25	33.5	4.00	
Qualification	PG	25	34.0	3.57	0.74
	PG with Research qualification	25	33.2	4.00	
Experience	Below 15 years	25	33.0	3.95	1.40
	Above 16 years	25	34.5	3.57	
Type of Management	Government	25	33.5	4.00	0.91
	Private	25	34.5	3.90	

Source: Primary Data.

Table 6 exhibits that the variables viz., sex, qualification, experience and type of management do not significantly differ and expressed similar opinion towards family, in the teacher stress scale, hence the hypothesis is accepted. This means that the perceptions of all the respondents are similar towards family which indicates that the responses towards family issues in teacher stress is moderately high.

Table 7 Mean Scores, SD's and CR values on Sex, Qualification, Experience and Type of Management towards society

Variable		N	Mean	SD	CR Value
Sex	Male	25	39.3	3.86	0.20
	Female	25	39.1	3.44	
Qualification	PG	25	38.3	3.56	0.80
	PG with Research qualification	25	39.1	3.44	
Experience	Below 15 years	25	39.1	3.45	0.92
	Above 16 years	25	38.0	3.50	
Type of Management	Government	25	39.0	3.80	0.90
	Private	25	38.0	3.50	

Source: Primary Data.

Table 7 shows that sex, qualification, experience and type of management of the college that the respondents belong have no significant difference and thus they expressed similar opinions towards society, in the teacher stress scale. Hence, the hypothesis is accepted. This means that the perceptions of all the respondents are similar towards society which indicates that the responses towards social problems in teacher stress is moderately high.

Recommendations

➢ The study reveals that there exits moderately high stress among lecturers. Hence the policy makers and authorities may take suitable steps to reduce stress by reducing workload and encourage professional growth.

➢ The study reveals that there is teacher stress in respect or occupational hazards in respect of pay inequalities, shows sympathy towards problems of lecturers, pay attention for the provision of more library facilities and reduce outside activities other than campus.

➢ The study reveals that there is lack of facilities for in-service training to cope up with changes in the curriculum. Hence authorities must take steps for the organization of extension activities at the earliest.

➤ The study reveals that there is need for professional growth. In order to reduce teacher stress, the policy makers may provide better avenues for promotions.

➤ The study reveals some problem of student behavior in respect of student unrest. In this regard, the college authorities may provide welfare amenities so that the unrest could be reduced.

➤ The study reveals that the extra organizational affairs relating to family and society need to be tackled in order to reduce moderately high teacher stress. In respect of family, the respondents need some help to tackle health problems of the family. A health centre may set up in every college to treat common disease of the family of the lecturers. The study reveals the need to provide social support to the teaching community which would go a long way to reduce teacher stress.

Conclusion

Stress is the part of all walks of life who are engaged in any business have to face the stress. But the severe stresses among the teachers have affected the educational quality and thus future generation will suffer. This study proved that the college lectures are suffering from moderately high stress especially those who are working in private colleges. The stress at workplace has to be managed by simplifying workload, by building strong relationship between teacher and students and building positive working environment. Stress free teaching and learning environment is imperative for successful educational outcome.

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