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Work Related Stress among the Teaching Faculty

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Abstract

Teachers are the most resourceful persons not only for schools and colleges but also for the society. They shape the society through their mighty intervention in the life of students. Stress is unavoidable part of life due to increasing workload and complexities in daily life. Now-a-days the world is said to be world of achievement and also the world of stress. Stress is anywhere and everywhere, whether it is in family, friends, business, institute or society. Right from birth to death, each and every individual is exposed to stress. In this present study, the investigator explored the pertinent factors relating to Job Stress among Teachers by reviewing the relevant literatures from the previous studies. The analysis of studies related to job stress, revealed that stress among teachers are very high level in the present scenario. Hence, the government needs to be aware of these factors of stress and to take necessary steps along with private management, in order to reduce job stress among teachers.

Keywords: Work stress, teaching faculty, school teachers, college teachers

Introduction

Teaching is such a kind of unique profession in which the expectations of student's guardians are very high regarding to the student's educational progress, future carrier and about the establishment of the personalities of students along with education (Wilson, 2002). There exists a critical and worthy relation between an instructor and its pupils. At a time attitude of a teacher can adversely affect the progress of a student positively and negatively as well. There is a major relationship between stress and productivity. A negative correlation is found between job performance and the self-motivation level in teachers. Statistical analysis shows that there is no special role of motivation in the job performance (Hanif and Rubina, 2004). This is worthy to understand that stress can be essential as well as harmful. Stress has both pros and cons which can affect both mind and body. Teachers now a day are facing stress and the serious side of it is that 30% teachers are going to leave this occupation. The same kind of stress may be for each teacher but every person faces it in his own manner. Depression is also a result of high level of cholesterol in female staff or housewives. If turnover of teachers is compared with other professions it is regarded as high. Teachers have to know different methods that how to control stress in order to be a good teacher. There are a less number of teachers and students are being enrolled day by day. Like many other situations in life where there are hurdles and people prepare themselves for future in advance than to face difficulties at the spot, teachers must follow this approach for managing stress. One of these techniques which are adopted at a larger scale is to acquire and establish a good healthy body through proper work out, healthy meals and sound sleep. Although they can do their best but their work was not recognized so they were less instinctive in such a way (Nayak, 2008). If teachers fail in coping stress even after following proactive techniques then they must look for another alternative which can provide them a thorough guidance. Teachers say that stress is also because of the reason that there is interference between their job and personal (family) duties (Nayak, 2008). College teachers don't pass through training sessions before starting job and even they are not trained when they are on the job (Brent & Felder, 2003). Most of the teachers utter that they are not under stress because of their tough routine work (Nayak, 2008). Teachers said in the research that they feel stress when they planned out to relax but could not so they were unable to get relaxed because remaining busy all the day with incomplete workload caused stress (Nayak, 2008). The level of stress in

teachers is not the same in all the places but it is different to the level of job and the workplace. Stress level is different in both public and private sector colleges. Degree College teachers also claim that they are not being involved in process of making decisions so they feel themselves less responsible and accountable. As there is secrecy about the decisions made so teachers take it as hateable (Nayak, 2008). Qualified male members try to occupy as a teacher when they are unwaged but they at once favor to leave it as soon as they found any other chance is better and appreciated than teaching.

Stress

Stress is the summation of effects on all nonspecific biological experience extracted by difficult and unpleasant exterior pressures. One can feel it when he/she is confronted with a difficult and/or unavoidable situation. Stress has been defined by so many scholars in different period of time. All their points seem to be important in one point of view i.e., stress as an external event or internal drive threatens to upset the equilibrium of organism (Selye 1956), stress is a dynamic state within an organism in response to a demand for adaptation (Wolf and Goodell, 1968), as a perceived imbalance between demand and response capacity under conditions where failure to meet demand has important consequences (McGrath 1970). Spielberger (1979) defined stress in two different ways. According to him, it is a dangerous potentiality, harmful/unpleasant external situation/conditions (stressors) that produce stress reaction; and secondly the internal thought judgment, emotional state and physiological process that are evoked by stressful stimuli. Stress is the state of an organism; it is perceived that its well-being is endangered and it must direct all its energies to its protection (Ryhal and Singh, 1996).

Work Stress

Stress is created because of workers' under privileged skills that are not matched with the demands of job as it creates job dissatisfaction among the workers state of mind. Otherwise, the expanded dissatisfaction with one's job may show the way to job stress. Job stress can be defined as the harmful physical and emotional responses that occur when the 20 requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury (United States National Institute of Occupational Safety and Health, Cincinnati, 1999). It is a physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Akinboye et al., 2002).

Effects of Stress

Consequences of the professional stress on the teaching staff of the college effects individually or effects the individuals life by disturbing relations and it may lead toward risk for the repute of organization in which employees performance poorly or it may effects the working activities of students due to the less efficient teaching motivation of the teachers of college due suffering with stress, their poor teaching methods, unprepared lectures, low application or any other cause which usually harmful for students (Wilson, 2002). Effects of stress on

the individual level effects psychologically individual results in the falling health due to work load and unhygienic environment, absenteeism occurs due to unhealth environment causes illness etc. (Wilson, 2002). Stress causes teaching staff low motivation level results in low performance on the work site and motivate them to retire and there may be some other domestic problems which forces an employees to retire from the job and it may force a teacher to remain stick with the organization due to any reason which leads toward any loss which can occur by leaving existing institute (Wilson, 2002).

Causes of Stress

Stress related to work environment is known as work stress or job stress. Teacher stress is a specific type of occupational stress. It is "the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher" (Kyriacou, 1987). Workplace stress differs from person to person. It can depend on your personality type and how you respond to pressure. Many researches were conducted on the sources of stress in teaching professions also found that workload contributes a significant part in producing stress (Dewe, 1986; Manthei and Solman, 1988). Student related issues involve faculty to conflict with students over evaluation, advising and teaching. Organizational structural & procedural characteristics are supported by many researches as a considerable source of stress (Hardie, 1996; Ramage, 2001). Disruptive behavior by students was also found to be one of the important stressors for faculty (Griffith et al. 1999; Kyriacou, 2001). Work load includes sheer number of hours on the job, administrative work (Kinman, 2001), being frequently called by the institutional works, also found statistically significant correlation between workload in form of hours of work and its ill effects on physical health (Gmelch, 1984). Abouserie (1996) found poor relationship with colleagues as one of the important factors producing stress. Regarding students feedback on faculty, administrators may not even see the results at all or if they do, the results can easily be ignored or selectively invoked (Palmer 1998). While all the possible permutations of the causes and effects of stress have yet to be thoroughly investigated, it is probable that other things being equal, stress tends to affect younger, less experienced teachers over older, more experienced ones; those of lower academic rank over higher; single teacher over married; and women over men, although men are at greater risk of self-destructive reactions to stress (Griffith et al., 1999). Research evidences have shown that there is high stress prevailing among teachers of higher educational institutions and a very few studies have been conducted in ascertaining the reasons for generation of stress in engineering colleges that too identified the meager reasons for generations of stress.

Stress among Teachers

Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their

work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou 2001). In general, people believe that the teacher's life is stress free or less stressed in nature. It's because of the myth in the community that teachers has to work only two to three class hours in school or college and they are in leisure for the remaining five to six hours. Whether it is true or not, teaching profession is also not exempted from the stringy stress. Wilson (1979) in his work on 'Teaching Teachers to De-stress', found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers are willing to take stress coping training events to manage their stress. Vance, Miller, Humphreys & Reynolds (1989) in their study for the 'Teacher Education Division Council for Exceptional Children' pointed out that in an average 30,000 teachers involved in special education wants to leave from their profession every year to stay away from the stressful special school environment. Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Cooper, 1991).

King and Peart (1992) found that 66% of teachers had vigorously considered leaving the teaching profession which is an outcome of stress. Schaufeli and Enzmann (1998) scrutinized 73 different studies pertaining to the United States with an aim to find which work-related field is more vulnerable to stress. They found that emotional fatigue level is high among the teachers. Reglin & Reitzammer (1998) stated that the teachers are more stressed in this regard. Kyriacou et al. (2003) found that the school level factors impact negatively on teacher preservation. Factors which include emoluments, workload, troublesome pupils and the position of the teaching career are the reasons behind teachers leave the profession early. Jayashree Nayak (2008) in her study about the factors influencing stress and coping strategies among the degree college teachers of Dharwad city stated that 28.5% of (34% of male and 23% of female teachers) college teachers are always blended with stress due to the complex nature of work. In a study on job satisfaction and occupational stress among primary school teachers and school Principals in Ireland, explored that 45% of teachers and 70% of Principals are experienced job-related stress (Merike Darmody and Emer Smyth, 2011). The above studies reveal that the teachers are also not exempted from stress, but the proportion of vulnerability is different in every case.

Literature Review

Dr. Partap Singh, Sangeeta Rani (2015)

Teaching profession was once viewed as a 'low stress occupation' and they have been envied for tenure, light workload, flexibility and other perks such as foreign trips for study and conference. However, some recent studies suggest that university faculty is among the most stressed occupational group. The present study was conducted to explore the faculty perception towards occupational stress using established questionnaire, data collected from five departments in the private colleges. 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. Keywords: Stress, Academic stress, Managing Stress, and Job Insecurity.

Vibhuti Gupta, et al (2015)

The literature available on stress amongst faculty members highlights the fact that with emergence of business dynamics, academics no longer remains a profession which is stress free. Increased globalization and competition has made the role of faculty members more challenging. Their role is not restricted to only teaching rather they also have to contribute towards other institution building activities. The paper identifies various common stressors amongst faculty members; after an extensive global literature review. It also focuses on individual as well as organizational interventions adopted by faculty members to cope with occupational stress.

Dr. A. Dunstan Rajkumar, S. Suganya (2016)

Teachers are the most resourceful persons not only for schools and colleges but also for the society. They shape the society through their mighty intervention in the life of students. Stress is unavoidable part of life due to increasing workload and complexities in daily life. Now-a-days the world is said to be world of achievement and also the world of stress. Stress is anywhere and everywhere, whether it is in family, friends, business, institute or society. Right from birth to death, each and every individual exposed to stress. In this present study, the investigator explored the pertinent factors relating to Job Stress among Teachers by reviewing the relevant literatures from the previous studies. The analysis of studies related to job stress, revealed that stress among teachers are very high level in the present scenario. Hence, the government needs to be aware of these factors of stress and to take necessary steps along with private management, in order to reduce job stress among teachers.

Walter H. Gmelch, et al (2017)

Previous studies on the role of the professor reflect the existence of a multifaceted complex of strains on faculty. This research study investigated identifiable patterns of faculty stress. From a sample of 80 doctorate-granting institutions, 1,920 professors were selected and stratified by academic rank and Biglan's academic discipline model. The response rate was 75.28%. The multidimensional[^] of the 45-item Faculty Stress Index, investigated through factor analysis, resulted in five distinct dimensions of perceived stress: reward and recognition (55% common variance); time constraints (12% common variance); departmental influence (7% common variance); professional identity (6% common variance); and student interaction (6% common variance). Each factor was also analyzed according to professional and personal characteristics, and the analysis resulted in significant differences in the areas of tenure, rank, age, gender, and marital status. No differential pattern was discovered among disciplinary

Objectives

- To find out the evidence of work related stress among the teaching faculty.
- To identify the relation between colleagues regarding stress.

Hypothesis

- There is a strong evidence of good relationship in workplace.

- There is a positive evidence of stress among the teaching faculty regarding to their experience.
- There is a positive relationship between the colleagues.

- There is a association between age and stress.

Data Analysis and Interpretation

Table .1: T-Test Shows That Strong Evidence of Stress in Workplace.

S.NO	Variable	T	Mean	Significant Value
1	Work related stress (overall)	66.385	115.403	.000

H1: There is a strong evidence of stress in workplace.

Interpretation

From the above table it is clearly inferred that the table value is less than.05. So the alternative hypothesis is

accepted at 1% level of significance and the null hypothesis is rejected. This shows that there is strong evidence of stress in workplace.

Table .2: Anova- Showing Positive Evidence of Stress among the Teaching Faculty Regarding To Their Experience

S.no	Experience	Mean	F- Value	Significant Value
1	Less than 5 years	2.47	2.778	.049
2	5-10 years	2.00		
3	10-15 years	1.82		
4	Above 15 years	1.92		

H1: There is a positive evidence of stress among the teaching faculty regarding to their experience.

Interpretation

This shows that stress is based on experience. Through their work the teachers supportive their experience and stress. Based on the mean value the lesser experienced person are working more when comparing with other three

groups of teachers.

The p-value is less than 0.05, so the hypothesis is accepted at 5% level and the null hypothesis is rejected. This shows that there is a positive evidence of stress among the teaching faculty regarding to their experience.

Table .4: Shows That Positive Relationship between the Colleagues

One-Sample Kolmogorov-Smirnov Test		clleagues
N		60
Normal Parameters ^a	Mean	24.07
	Std. Deviation	3.494
Most Extreme Differences	Absolute	.145
	Positive	.145
	Negative	-.092
Kolmogorov-Smirnov Z		1.123
Asymp. Sig. (2-tailed)		.160

H4: There is a no positive relationship between the colleagues.

Interpretation

From the above table is clearly inferred that the table value is greater than.05. Null hypothesis is accepted. Therefore it

strongly shows that there is no positive relationship between the colleagues.

Table 4: Chi - Square Shows That Association between Age and Stress

S. No	Variable	Chi-Square Value	Significant Value
1	Below 25	.544	.043
2	25-35	.004	.000
3	35-45	.665	.006
4	Above 45	.027	.016

Hypothesis: There is association between age and stress.

Interpretation

From the above table is inferred that the table value is.043 for below 25,.000 for 25-35,.006 for 35-45,.016 for above 45. Therefore it is clearly inferred that the table value is less than.05. Therefore it strongly shows that there is association between the age and workplace stress. Therefore the null hypothesis is rejected. Since the p-value is less than.05.

The overall interpretation is there is positive association between the age and workplace. It says all are being stress in their workplace.

Findings

There is strong evidence of stress in workplace. From the above table it is clearly inferred that the table value is less than.05. So the alternative hypothesis is accepted at 1% level of significance and the null hypothesis is rejected. This shows that there is strong evidence of stress in workplace. There is significance difference between the experience and work related stress. Since p. value is less than 0.05. Null hypothesis is rejected. From the table is clearly inferred that is significance difference between experience and work related stress (positive). Based on the

mean value there is no much experience difference between the three groups of teaching faculty. The mean value is more or less equal in number. The experience group less than 5 years is more in number when comparing with other than 5-10 years, 10-15 years and above 15 years group teaching faculty in institute.

There is association between the age and stress. Since the p-value is less than .05. From the above table is inferred that the table value is .043 for below 25, .000 for 25-35, .006 for 35-45, .016 for above 45. Therefore it strongly shows that there is association between the age and workplace stress. Therefore the null hypothesis is rejected. The overall interpretation is there is positive association between the age and workplace. It says all are being stress in their workplace.

There is no positive relationship between the colleagues. From the above table is clearly inferred that the table value is greater than .05. Null hypothesis is accepted. Therefore it strongly shows that there is no positive relationship between the colleagues.

Conclusion

The problem of stress is inevitable and unavoidable in the educational institutions. Managing stress should be a responsibility of the individuals also. The most important thing for individuals to remember is that stress is created by people's reactions to situations, rather than the situation. The review of studies related to work stress, revealed that stress among teachers are very high level in the present scenario. According to these studies, teachers with work stress cannot deal with their life positively and it obviously affects their work life. Almost all the studies about work stress apparently concluded that stress is able to spread extreme negative impacts on work life.

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