

WORKSTRESS OF SELF-FINANCING COLLEGE TEACHING FACILITIES IN KANCHIPURAM DISTRICT

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ABSTRACT

Generally teaching job was observed as a low stress occupation and the light job, flexibility and other perks such as foreign trips for study and conference. But, many recent studies reveal that college faculty is among the most stressed occupational group. The present study was conducted to explain the faculty's perception towards occupational stress using established equations, data were collected from five different self-financing colleges in Kanchipuram district. To collect the opinion about teaching and handling students, to find out the stress creators, to analysis of sharing stress problems faced by the College faculties.

Keywords: Occupational Stress, Job stress, Factors fortress, and Job Insecurity.

INTRODUCTION

Stress was once considered alien to the Indian lifestyle, but now it has become a major health problem and a hazard. The level of stress experienced by people seems to be on the increase in today's society. No individual is free from stress. Everyone experiences stress while being in a business, organisation, studying, working, or engaging in any social or economic activity. No profession is stress-free. The origin of stress research took place in 1914, when Walter Cannon, a noted physiologist and early inventor of stress, for the first time described the body's reaction to stress. He identified stress reactions as "fight or flight," an involuntary response that occurs in an emergency situation in an individual must either challenge or escape from a risky situation. In other words, stress is considered to be any pressure that exceeds the individual's capacity to maintain physiological, psychological, and/or emotional stability. Some people have high levels of tolerance for stress and thrive very well in the face of several stressors in the environment. Later, numerous research studies were conducted in continuation of the research of Walter Cannon. Cartwright and Cooper (1997) postulated that when an individual is confronted with a challenging situation, such as tension or pressure, the sympathetic nervous system can be triggered to activate a wide variety of hormonal secretions. According to Tucker-Ladd

(1996), hormonal responses determine the severity of an individual's anxiety reactions, mindset, energy level, level of depression, and physical state of health after experiencing a stressful event. The interest has reflected itself in an ever-increasing research direction into work-related stress, the impact of life events, and stress. With an increasing and worrying range of investigations being undertaken into the sources and manifestations of stress, it was felt that we should step back and reflect on what should or needs to be done, that is to focus on the urgencies or issues or problem areas of importance.

STATEMENT OF THE PROBLEM

This examination is critical in light of the fact that it will serve as an eye-opener to the staff and administrators that any type of stress one will experience ought not to be underestimated and that it could hamper the implementation of the personnel on the off chance that it won't be tended to right on time. The examination could be a good source of data for developing an esteem framework with the end goal of enabling teaching faculties to improve their educational performance. Likewise, by planning projects and stress management classes, they could develop methods for managing stresses that they may understand by leading imaginable lives. It would assist them in evaluating the workforce's strengths and weaknesses, and they could provide knowledge in believing approaches to renovation based on the staff's performance. The outcomes would enable them to recognize their weak and strong points, allowing them to discover ways and plans to improve their shortcomings and ensure their qualities in order to improve their show plans and procedures. On the other hand, since they are the beneficiaries of the evaluative procedure, the efficiency and competence of the show execution of the personnel would enhance the substitutes' educational implementation.

NEED FOR THE STUDY

If education to all is one the policies of the Government. Need for education at the under graduation level and at Post graduation level is important to mould the youth of the country. Faculty plays a vital role in the creation and development of knowledge and improvement, in addition to education and training. An academican can work to the fullest extent only if he/she is stress free. Teaching like other professions includes stress as an unavoidable tool of challenges, flavor, and change which adds enthusiasm for living. Attracting developing and retaining future faculty s as nation builders are major concerns to the various stakeholders in education. (Alaba .O. Agbatogun 2020) It is important to study and manage the source of stress in faculty s rationalistically as they have the important duty of educating individuals. The study was carried out in order to enable a better thoughtful of work-related stress among the faculty s in self-financing colleges.

OBJECTIVES OF THE STUDY

- To know the reasons of work stress.
- To analyze impact of stress on individual's efficiency & Effectiveness.

LIMITATIONS OF THE STUDY

- 1) The study is only for Self-financing colleges at kanchipuram district and cannot be widespread for the other districts.
- 2) The study has unfair response for certain questionnaire because they had fear of further significances.
- 3) The study was conducted only for a time period of three months, hence all the aspects of stress management was not covered.
- 4) Busy schedule of the teaching faculties was interference to collect data's. So they dont find enough time to read the questionnaire carefully.
- 5) Unwillingness and fear for unknown reasons on the part of the respondents to reveal information was one of the major restrictions.
- 6) The study had to be confined only to 120 teaching faculties out of 150.

RESEARCH METHODOLOGY

The study used primary data as well as secondary data. Total of 120 questionnaires were spread among 120 teaching facilities of different self-financing colleges in Kanchipuram district of Tamilnadu. Percentage analysis method has been used to analyze & interpretation of data. Rank has been assigned through score value analysis.

REVIEW OF LITERATURE

Jeffrey M. Stanton did a study on a General Measure of Work Stress. In his study, he focused on the development and validation of scores on the Stress in General scale. Psychometric validity evidence provided by Three diverse samples of workers ($n=4,342, n=572, n=36$). The evidence congregates that the subsistence of two distinct subscales, each of the subscales calculates the different aspect of common job stress. This study also gives useful patterns of correlations with stressor measures, a physiological measure of blood-pressure reactivity stress which is called chronic stress, common work behavior measures, and intentions to leave the job. Joseph Shari did a study on occupational stress. In his study, he deals with the measurement, sources, and management of stress as well as the relationship between stress and coronary heart disease. Concepts related to stress (mental load, fatigue, and arousal) are defined and differentiated. Daniel C. Gangster and John did a study on work stress and employee health. The authors have given enough reviews on work stress, with particular emphasis. In that, they explain the effects of work characteristics on employee health. Furthermore, while there is no conclusive evidence that job stressors cause health effects, it provides indirect evidence and strong suggestions on job stress and its effects. Occupational studies show that differences in health and transience

are not simply explained by other factors, and within-subject studies show that work experiences have a contributory effect on physiological and emotional responses. They dispute that studies relying on self-report of working environment and results, whether cross-sectional or longitudinal, are improbable to add significantly to the accumulated results. At last they gave suggestions for how organizational researchers are most likely to contribute to the knowledge of work stress.

Aziz's (2014) scrutinized the role stress among women in the Indian Information technology sector. The roles of 264 women professionals in IT industry were inspected and the results showed that resource insufficiency arose as the most potent role stressor followed by role overload, personal insufficiency, role inactivity, role erosion, inter role distance, role expectation battle, self-role distance, role uncertainty and role separation.

Kyriacou.C and Chien. P (2014) observed teachers' stress in Taiwanese primary schools. 203 teachers were examined, and the results showed that the variable education rules of the government were the strongest stressor. It was followed by public attitude and misconceptions about primary teachers' workload, additional administrative work, being observed by generations, student-teacher ratio, college teachers or parents, special needs of pupils in the class, and pupil misbehavior.

Lemmon Mathew (2015) conducted an investigative study on work-related stress and coping plans of special educators in South India. 35 special educators who had experience of more than two years were studied. The study found that school structure and climate, home/work interface, relationships with other people, low salary, job insecurity, work overload, and high teacher-student ratio were the sources of stress. The major management strategies used by special educators included social support, task plans, and a balance of home and work associations.

Molded, M. (2015) studied work-related stress among Algerian teachers. 126 teachers of primary schools were studied. The teacher's major sources of stress recognized were society, parents, the teaching setting, pupils, supervision, the prospectus, generations, and administration.

Nadine Mon (2016) investigated the level of stress among lecturers in Nigerian universities. A total of 218 samples were studied. Poor salaries, lack of instructional resources, poor interpersonal relationships among staff and students, uncontrollable student population, preparation of examination results, invigilation of examinations, government interference, lack of annual leave/holiday, and underfunding of education were the basis for stress. The finding also indicated that Nigerian lecturers are highly stressed, regardless of their sex, marital status, and experience.

Analysis and Results

Table–1-DEMOGRAPHICFACTORSWISECLASSIFICATIONOFRESPONDENTS

		No. of Respondents	Percent
Age Group	Below30Yrs	41	34.2
	31 to40 Yrs	55	45.8
	Above40Yrs	24	20.0
Marital Status	Married	71	59.2
	Single	49	40.8
Educational Qualification	PG	48	40.0
	M.Phil.	40	33.3
	Ph.D.	24	20.0
	Others	8	6.7
Designation	Asst.Professor	87	72.5
	Asso.Professor	17	14.2
	HoD	11	9.2
	Others	5	4.2
Experience	Upto3 Years	47	39.2
	3to 6 Years	44	36.7
	Above6Years	29	24.2
Monthly Income	BelowRs.10,000	46	38.3
	Rs.10,001 to Rs.20,000	40	33.3
	Rs.20,001to Rs.30,000	19	15.8
	Above Rs.30,000	15	12.5
Family Size	Upto4Members	69	57.5
	5to6Members	39	32.5
	Above6Members	12	10.0
	Total	120	100.0

Source: Primary Data

1.1.INTERPRETATION

The above table was prepared for analysis the impact of stress and it shows that 'Depression' ranked first as an impact of stress, 'Lowered efficiency' ranked second, Third and fourth ranks given to 'Lowered morale' and 'Mood disturbance', 'Psychological distress' ranked fifth, 'Fatigue' ranked sixth, 'Anxiety' and 'Negative about career' ranked seventh and eighth ranks and 'Cardiovascular disease' ranked ninth as an impact of stress. From the above it is concluded that 'Depression', 'Lowered efficiency' and 'Lowered morale' are the top three impacts of stress.

Table2:

ANALYSIS OF STRESS CREATING FACTORS

S.No.	Factors	Agree		Disagree		No Response		Total	
		No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%
1	Insecurity in Job	97	80.8	15	12.5	8	6.7	120	100
2	Poor and negative attitude of students towards Study	102	85	11	9.2	7	5.8	120	100
3	Ineffective leadership at Department Level/ Management Politics	88	73.3	27	22.5	5	4.2	120	100
4	Lack of Motivation	78	65	38	31.7	4	3.3	120	100
5	Negative Attitude of Colleagues	81	67.5	30	25	9	7.5	120	100
6	Excessive Additional duty	104	86.7	12	10	4	3.3	120	100
7	Involvement in non-teaching duty	92	76.7	22	18.3	6	5	120	100
8	Lack of Research & Personal Growth Opportunities	71	59.2	40	33.3	9	7.5	120	100
9	Work-home conflicts	68	56.7	40	33.3	12	10	120	100

Source: Primary data

1.2.INTERPRETATION

From the above table, we come to know that 86.7% of respondents declares that 'Excessive Extra duty' is the reason for stress, 85% of respondents saying that the 'Poor and bad attitude of students towards Study' is the reason for stress, 80.8% of respondents agreed that 'Insecurity the Job' is the reason for stress, 76.7% of respondents accepts that 'Participation in non-teaching duty' is the reason for stress, 73.3% of respondents state that 'Ineffective Leadership at Department Level/ Management Politics' is the reason for stress, 67.5% of respondents opined that 'Bad Attitude of Colleagues', 65% of respondents hold that 'Lack of Motivation' is the reason

for stress, 59.2% of respondents accepts that 'Lack of Research & Personal Growth Chances' is the reason for stress and 56.7% of respondents are saying that 'Work-home conflict' is the reason for the stress. This to accomplish that Excessive Extra duty given to staff is having greater influence on the stress.

Table– 3:

ANALYSIS OF IMPACT OF STRESS (Source: Calculated data)

S.No.	Problems	Agree	Disagree	No Response	Total		Rank
		No.of Respondent s	No.of Respondent s	No.of Respondent s	No.of Respondent s	Score	
1	Anxiety	63	44	13	120	170	VII
2	Cardiovascular disease	56	55	9	120	167	IX
3	Depression	72	39	9	120	183	I
4	Fatigue	62	47	11	120	171	VI
5	Lowered efficiency	72	38	10	120	182	II
6	Lowered morale	66	45	9	120	177	III
7	Mood disturbance	64	45	11	120	173	IV
8	Negative about career	60	50	10	120	170	VII
9	Psychological distress	64	44	12	120	172	V

1.3.INTERPRETATION

The above table was prepared to analysis the impact of stress and it shows that 'Depression' ranked first as an impact of stress, 'Lowered efficiency' ranked second, Third and forth ranks given to 'Lowered morale' and 'Mood disturbance', 'Psychological distress' ranked Fifth, 'Fatigue' ranked sixth, 'Anxiety' and 'Negative about career' ranked seventh and eighth ranks and 'Cardiovascular disease' ranked ninth as an impact of stress. From the above it is conclude that 'Depression', 'Lowered efficiency' and 'Lowered morale' are the top three impacts of stress.

Table – 4 TECHNIQUES ADOPTED TO MANAGE STRESS

Techniques	Total	Percentage	Total
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Yoga and exercise	5302	44.18	V
Believe in actions rather than fruits	5575	46.46	II
Playing with children	5528	46.07	III
Interaction with positive Colleagues	5107	42.56	VI
Reading Motivational Books	4722	39.35	VII
Rest	5421	45.18	IV
Positive Attitude	5665	47.21	I

1.4. INTERPRETATION

Table 4 indicates the stress managing methods. From the given 7 techniques the first rank was given to “Positive Attitude”, it was followed by “Believe in actions rather than fruits” with second rank, third and fourth ranks were shared by “playing with children” and “Rest” respectively, “Yoga and exercise” gets fifth rank, sixth rank given to “Communicating with positive colleagues” and “Reading Motivational Books” given with seventh rank. From the above it is concluded that Positive attitude and Believe in actions rather than fruits are the most common techniques used by the college teaching facilities to manage stress.

FINDINGS

From the study it is found that 45.8% of respondents are in the age group of 31 to 40 years 59.2% of respondents are married, 40% of respondents are with PG as their educational qualification, 72.5% of respondents are Assistant Professors, 39.2% of respondents are earning Below Rs.10, 000 as their salary and 57.5% of respondents are from the family continues upto 4 members.

The key factors of stress like Excessive Extra duty, Poor students' behavior and their negative attitude towards study, Job insecurity, Participation in non- teaching duty, Unsuccessful leadership at Department Level/ Management, Negative Attitude of colleagues, Lack of Motivation, Lack of Research & Personal Growth , Work-home conflicts have been observed. The key impact of stress like Depression' ranked first as an impact of stress, 'Lowered efficiency' ranked second, Third and fourth ranks given to 'Lowered morale' and 'Mood disturbance', 'Psychological distress' ranked fifth, 'Fatigue' ranked sixth, 'Anxiety' and 'Negative about career' ranked seventh and eighth ranks and 'Cardiovascular disease' ranked ninth as an impact of stress.

CONCLUSION

Stress issue has become modern, being an occupational danger in the education

profession, needs to be addressed without delay. Stress can make a separate creative and positive when it is identified and well managed. In times of great stress or hardship, it's always best to keep busy, to plow anger and energy into something positive. Positive attitude and meditation will be helpful for coping the stress. Having broader viewpoint of life will definitely change the insight of stress. Let us hope that we will be successful in making suffering into stress for our healthy lifestyle as well as structural happiness.

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