Work Stress among College Teachers in Self-financing College: An Explorative Study

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Abstract-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.

I.INTRODUCTION

Stress is a term commonly used to describe feelings of tensions or exhaustion usually associated with work overload or overly demanding work. Stress is natural phenomenon in an individual's daily life. . Stress refers to the strain from the conflict between our external environment and us, leading to emotional and physical pressure. In our fast paced world, it is impossible to live without stress, whether you are a student or a working adult. There is both positive and negative stress, depending on each individual's unique perception of the tension between the two forces. Stress bears deliberating effects on both the employees and the employer. In the workplace, it can serve to enhance an individual's motivation, performance, satisfaction and personal achievement. In other words, stress is considered to be any pressure which 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. On the other hand some individuals are not able to perform well except when subject to a level of stress that activates and energizes them to put forth their best efforts (Sekaran, 2004). This shows that individual differences may cause some to interpret these stressors as positive stress or Eustress (which stimulate them), while other experience negative stress or distress (which detracts from their efforts). These effects may be short term and diminish quickly or they may last long time (Newstrom, 2007).This interest has reflected itself in an ever increasing research orientation into occupational stress, the impact of life events, stress with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation 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 priorities or issues or problem areas of importance.

II. OBJECTIVES OF THE STUDY

i.   To know the causes of work stress that affects a teacher in the college atmosphere.
ii. To analyze impact of stress on individual's efficiency & Effectiveness.
iii. To workout techniques used by the College teachers to manage work stress.

III. HYPOTHESIS-SETTING

i. H : There is no cause of work stress that affects a teacher in the college atmosphere.
     H : There is cause of work stress that affects a teacher in the college atmosphere

ii. 𝙷𝙷𝙷𝙷𝙷𝙷𝙷*H* : There is no impact of stress on individual's efficiency & Effectiveness
H : There is impact of stress on individual's efficiency & Effectiveness

iii. 𝙷𝙷𝙷𝙷𝙷𝙷𝙷*H* : There is no technique used by the College teachers to manage work stress.
H : There is technique used by the College teachers to manage work stress.

IV. RESEARCH METHODOLOGY

The study is based on primary data as well as secondary data. A total of 120 questionnaires were distributed among 120 teachers of different self -financing colleges in Panipat district of Haryana. Percentile method has been used to analyze & interpretation of data. Rank has been assigned

V. REVIEW OF LITERATURE

Jeffrey M. Stanton had undergone a study on a General Measure of Work Stress. He study focused on the development and validation of scores on the Stress in General scale. Three diverse samples of workers (n = 4,342, n = 572, n = 36) provided psychometric and validity evidence. All evidence converged on the existence of two distinct subscales, each of which measured a different aspect of general work stress. The studies also resulted in meaningful patterns of correlations with stressor measures, a physiological measure of chronic stress (blood-pressure reactivity), general job attitude measures, and intentions to quit.

Joseph Sharit has undertaken a study Occupational Stress. He focuses on 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. Ganster and John had undergone a research on Work Stress and Employee Health. They reviewed and summarized on the literature on work stress with particular emphasis on those studies that examined the effects of work characteristics on employee health. Although there is not convincing evidence that job stressors cause health effects, the indirect evidence is strongly suggestive of a work stress effect. This evidence comes from occupational studies that show differences in health and mortality that are not easily explained by other factors and within-subject studies that demonstrate a causal effect of work experiences on physiological and emotional responses. They argue that studies relying on self-report of working conditions and outcomes, whether cross-sectional or longitudinal, are unlikely to add significantly to the accumulated evidence. Finally, they make recommendations for how organizational researchers are most likely to contribute to this knowledge.

Gardner, Sallie has undergone a study Stress among Prospective Teachers on Student-teacher distress has the potential to impact on the individuals who are to become teachers, the profession and the education system. This review examines what is known of psychological distress among university students, teachers and student-teachers, the demands associated with their practical experiences and the known impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer contends that the potential problem for prospective teachers requires a holistic approach, beginning through understanding contemporary strategies available to individual university students, and preventative stress management programs provided within tertiary education, which may be made available to future student-teachers.

Sharron SK Leung has undergone Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong. This study aimed to examine occupational stress and mental health among secondary school teachers in Hong Kong, and to identify the differences between those actively engaged in stress management behaviors and those who were not. Secondary teachers in Hong Kong have high occupational stress but insufficient stress coping resources. Cognitive-behavioral programs to enhance teachers' stress management resources are recommended.

Ravinder kaur has undergone a study on psycho-social problems of women teachers working in schools and colleges of Punjab. This paper is a study of the psycho-social problems of women teachers due to institution. Administrators, policymakers should help to create a work environment that conveys caring and promotes fairness. If employees feel that the work place climate supports balancing work and family responsibilities, they may

experience higher levels of work/family enrichment as well as work and family satisfaction. Family support organizational policies may be designed to provide assistance to employees coping with psycho-social problems.

VI. RESULTS AND DISCUSSIONS

GENDER WISE CLASSIFICATION: The demographic profile of the respondents on the basis of gender is given in table-1.

TABLE 1: GENDER WISE CLASSIFICATION

Gender	Number of Respondents	Percentage
Male	48	40
Female	72	60
Total	120	100

Source: Primary Data

EXPERIENCE WISE CLASSIFICATION: The demographic profile of the respondents on the basis of experience group is given in table-2.

TABLE 2: EXPERIENCE WISE CLASSIFICATION

	Number of Respondents	Percentage
0-6 years	48	40
6-12 years	48	40
More than 12 years	24	20
Total	120	100

Source: Primary Data

ANALYSIS OF STRESS CREATOR FACTORS

Table 3: Analysis of Stress Creator Factors

Opinion	No. of Respondents			
	Agree	Disagree	No Response	Total
Job Insecurity	113(94)	7(6)	-	120(100)
Poor students behavior and their negative attitude towards Study				
Ineffective leadership at Department Level/ Management Politics	108(90)	12(10)	-	120(100)
Lack of Motivation				
Negative Attitude of Colleagues	102(85)	12(10)	6(5)	120(100)
Excessive Additional duty				
Involvement in non-teaching duty	96(80)	23(19)	1(1)	120(100)
Lack of Research & Personal Growth Opportunities				
Work-home conflicts	72(60)	36(30)	12(10)	120(100)
	48(40)	60(50)	12(10)	120(100)
	96(80)	11(9)	13(11)	120(100)
	60(50)	37(31)	23(19)	120(10

				0)
	109(91)	-	11(9)	120(100)
Total				120

Source: Field Data

The above table shows that opinions or stress creator factors about the teaching and handling students. 94% of the College teachers assume job insecurity, 90% of respondents assume Poor students behavior and their negative attitude towards study, and 85% of respondents assume Ineffective leadership at Department Level / Management Politics lack of motivation, 80% of respondents assume lack of motivation, 60 % of respondents believe negative attitude of colleagues, 40% of respondents think excessive additional duty, 80 % of respondents feel involvement in non-teaching duty, 50% of lack of research & personal growth opportunities and 91% of respondents believe that work-home conflicts are the key stress creator factors.

PHYSICAL AND MENTAL IMPACT OF STRESS

TABLE 4: IMPACT OF STRESS

Opinions	No. of Respondents			
	Agree	Disagree	No Response	Total
Mood disturbance Psychological distress	108(90)	7(6)	5(4)	120(100)
Negative about career Lowered efficiency	113(94)	7(6)	-	120(100)
Anxiety Lowered morale	60(50)	36(30)	24(20)	120(100)
Depression Cardiovascular disease	96(80)	23(19)	1(1)	120(100)
Fatigue Increased efficiency	114(95)	1(1)	5(4)	120(100)
Increased Effectiveness	72(60)	37(31)	11(9)	120(100)
	112(93)	-	8(7)	120(100)
	96(80)	11(9)	13(11)	120(100)
	116(97)	4(3)	-	120(100)
	53(44)	60(50)	7(6)	120(100)
	35(46)	41(34)	24(20)	120(100)
Total				120

Source: Field Data

The table 4 shows that majority of respondents believe that stress create negative impact on teachers community. 90% of respondents assume that stress create mood disturbance, 94% of respondents think it create psychological distress, 50% of respondents feel it create negative about career, 80% of respondents assume it create lowered efficiency, 95% of respondents feel stress create anxiety, 60% of respondents think it lowered morale, 93% of

respondents assume stress create depression, 80% of respondents create cardiovascular disease, 97% of respondents feel that stress create fatigue, 44% of respondents assume that it increase efficiency & effectiveness.

STRESS MANAGING TECHNIQUES

TABLE 5: TECHNIQUES ADOPTED TO MANAGE STRESS

OPINION	NUMBER OF RESPODENTS	PERCENTAGE
Yoga and exercise	24	20 II
Believe in actions rather than fruits	48	40 I
Playing with children	7	6 VI
Interaction with positive Colleagues	10	8 V
Reading Motivational Books	14	12 III
Rest	5	4 VII
Positive Attitude	12	10 IV
Total	120	

Source: Field Data

The table 5 indicates the stress managing techniques. 40% of the college teachers accept 'Believe in actions rather than fruits' can be used to manage stress and they rank it at I while only 4% of the college teachers assume rest can be used as stress managing techniques and rank it at VII. 20% of the college teachers undertake yoga and exercise, 12 % read motivational books, 10% of college teacher believe in positive attitude, 8% believe in interaction with positive colleagues, 6% of college teachers play with children and they rank II, III, IV, V , and VII respectively to each techniques.

VII. FINDINGS

- The key factors of stress like Job Insecurity, Poor students' behavior and their negative attitude, Ineffective leadership at Department Level/ Management Politics, Lack of Motivation, Negative Attitude of Colleagues, Excessive Additional duty, Involvement in non-teaching duty, Lack of Research & Personal Growth Opportunities, and Work-home conflicts has been observed.
- The key stress management techniques like Believe in actions rather than fruits, Yoga and exercise, Reading Motivational Books, Positive Attitude, Interaction with positive Colleagues, Playing with children, Rest has been observed. The 'Believe in actions rather than fruits' has been used to manage stress and it was ranked at I while Rest can be used as stress managing techniques and it was ranked at VII.

VIII. CONCLUSION

Stress issue has become contemporary, being an occupational hazard in fast pacing IT profession, needs to be addressed without delay. Hence the importance of the study of stress at various levels, among IT employee is growing. At organizational level, well designed coping strategies have become the attention of companies like Tata Consultancy Services, Infosys, Wipro, Microsoft, and Cognizant etc., Stress can make an individual productive and constructive when it is identified and well managed. In times of great stress or adversity, 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 perspective of life will definitely change the perception of stress. Let us hope that we will be successful in making distress into stress for our healthy lifestyle as well as organizational well being.

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