

A STUDY OF OCCUPATIONAL STRESS AMONG SELF-FINANCING ENGINEERING COLLEGES TEACHERS IN RELATION TO THEIR GENDER

M. Valan Rajkumar¹ & D. Venkadesh²

*¹Research Scholar, Department of Management Studies, A. V. V. M Sri Pushpam College (Autonomous),
Thanjavur, Tamil Nadu, India*

*²Assistant Professor & Research Advisor, PG and Research Department of Commerce, A.V. V. M Sri Pushpam College
(Autonomous), Thanjavur, Tamil Nadu, India*

Received: 10 Apr 2019

Accepted: 15 Apr 2019

Published: 30 Apr 2019

ABSTRACT

In this study spotlight lying on verdict exposed the seeming point of occupational stress (OLS) in the midst of teachers in self-financing engineering colleges associated with Anna University-Region III-Madurai (AU-RIII-M), Tamilnadu, India. Anxiety is the foremost cause which impinges on the fitness along with the competence of an educator. Consequently, the investigator has primed a questionnaire to evaluate the altitude of OLS and descriptive research design is used. The samples are accumulated as of the cosmos, stratified random sampling is used, and to perform this cram 620 samples are collected out of 3015 teachers. The data amassed has been explored throughout the function of percentage analysis and T-Test for the gender of demographic characteristics (DGC). As a final point, the pollster explored the data using statistical package for the social science (SPSS). Thus the engineering colleges have to seem frontward to a get better sagacity work fulfillment with the lessening of OLS and as a final point pollster brings into being that DGC like gender has a crash on occupational stress index (OLSI) of educators. As a result, the organization ought to acquire essential paces to condense OLS in the midst of educators, to enlarged work satisfaction and excellence of edification.

KEYWORDS: *Occupational Stress (OLS), Teachers, Demographic Characteristics (DGC), Anna University-Region III-Madurai (AU-RIII-M)*

INTRODUCTION

Stress is characterized as a customary incidence in workable neighboring, a physiological respond to a few contrasts, which is capable of being in addition advanced or alarming. According to Jit, S. Chandan, (1995), it is a circumstance of astuteness which replicates persuaded 'biochemical' reaction in the individual cadaver and is banal by a cleverness of edginess, is apprehensive and desolation and is rational by such be resolute by the conservation influences or inner concerns so as to cannot be met by the tenures accessible to the personage. Srivastava, A.K. (1997), explains so as to the ruggedness of nervous tension and its deprived consequences are each occasion authorities the laypeople in apiece wander of subsistence in modern the social order and authoritative psycho-communal anxiety and investigational make out in making higher employment anxiety.

Kyriacou, C. (2001), describes the incidence of exertion-recounted anxiety is complimenting increasingly added wide-reaching and manipulates each realm and every lone of activities. The analysis on career-related trauma, in entire, blemish out so as to one of the considerable procession of jobs wherever the members of staffs are embellished by job associated nervous tension at the sole instance or a supplementary is 'educating'. Teacher stress has been spectacted as a put in the ground-relation process which take places in the midst of educators and their educating impression which straights to tremendous be resolute being positioned on them and consequence in 'physiological and psychological distresses'. Educating association anxiety, frequently named 'teacher stress' is lucid as educators acquaintance of "unpleasant, subdued attitudes, such as aggravation, disquiet, jumpiness, pestering or desolation, ensuing from a little facet of their employment as a teacher".

REVIEW OF LITERATURE

According to Winefield Anthony, H. et al. (2002), a cipher of extensive varies in the elevated edification segment include regard as disfigured the situations underneath which the university teachers accomplish their professions. Iqbal Adnan, Kokash Husam, (2011) noted that the whitish extent of consideration in the midst of a stressful existence of teaching line of work. Nema, G., Dhanashree Nagar, Y. (2010) enlightened the cram of the sources of employment-related anxiety in the midst of college educators. Kavitha, P. (2012) discussed the institute have to attach instructive psychotherapists who would support the educators to be acquainted with the grounds of their problems and resolution them. Association ought to get better employment concert by provided that job security, adequate forfeit, involvement in outcome-creation and an elevated excellence executive surroundings.

Bakshi Poonam., Kochhar Veeran. (2012); Chaudhry, A.Q., (2013) explored a faculty is rigidly always bestowed with the possessions they necessitate to get mutually the eminent anxiety and panorama positioned on them. The enlightening knowledge in the track of work of fiction tackles has added to phase of strain on faculty, which to end with bestow assurances the pollsters of edification institute to be taught the alliance of employment anxiety with different unpredictable unceasing university faculty members. Partap Singh, Sangeeta Rani., (2015) described the edification profession is presently the just the once surveillance as a diminutive anxiety profession and longing for tenancy, light job consignment, flexibility and circulation stress dilemmas, to establish away techniques serviceable by the academy educators for organization anxiety. Sukumar, A., Kanagarathinam, M. (2016); Shannon V.Ryan, et al. (2017) explored the anxiety reaction as brawl or running away, instinctive answers so as to acquire a place in imperative circumstances in which and individual have to also undertake or escape from an insecure situation. The gain knowledge proofs diagonally frequent circumstances so as to psychoanalysis typical accountability strategies might anticipate superior teacher take homing's objective, in adding together to superior junctures of educator heaviness.

Naresh Gandhi, (2018) evidenced that the profession strain of teachers functioning in govt. aided colleges of Punjab and Rajasthan State and disclosed that there is no momentous dissimilarity in the job stress of teachers. Vriti Sharma, et al. (2017) discussed the association amid professional stress and job contentment are in education faculty of the group of people and classified educational organization in India and crash of association management on job-related stress. Harish K.A., JeyaPrabha B. (2018) have highlighted in their study stated the issue that causes strains accompanied by the educators and a proportional fill up accompanied by the private and the government teachers is as well approved out to examine the stage of professional anxiety and work happiness on a variety of stressors. Savita Gahlawat, (2017) reported

that imminent to private powers that be to be acquainted with the grounds at the back anxiety and annoyance to augment awake the astuteness of security and happiness in the midst of private college educators.

METHODOLOGY AND DEMOGRAPHIC SURVEY

To find out the impact of occupational stress (OLS) amid educators in self-financing engineering colleges associated with Anna University-Region III-Madurai (AU-RIII-M), Tamilnadu, India. The descriptive research design is used, in this study; thirty-six colleges having crossed four years are chosen from the population of 48 colleges. Out of which teachers who have served for two and more years in their present institution are taken as sample for data collection. 3015 teachers having crossed two and more years are working during 2017-18. Out of which 620 samples are collected. Stratified random sampling is used, to collect the samples, used questionnaire having 28 OLS index (OLSI) and demographic characteristics (DGC) include like age, sex, etc. Measuring the OLSI of the faculty members, a five point’s Likert type scale is used to measure the superficial point of OLS amid educators.

OSI-DATA ANALYSIS AND INTERPRETATIONS

Measuring the OLSI of the faculty members, a 5-point’s Likert type scale is used. In this paper, the analysis of the OLSI which are compared with only the gender or sex of the DGC of the respondent (teachers) is shown in Table 1. The hypotheses are given below.

H0: There is no significant disparity between the DGC-Sex through so as to of OLSI of educators

H1: There is a significant disparity between the DGC-Sex through so as to of OLSI of educators

DGC-Sex Versus OLSI of Educators

From Table 1 shows, the T-test significance point, the whole dissimilarity is divided into two elements. “Between groups” signifies the difference of the group denotes in the order of the on the whole mean and “within groups” signifies the difference of the entity gains in the order of their respective collection means. It represents a T-test significance point. This value points less than 0.05, having group difference. Consequently, the null hypothesis (NLHS) is discarded and alternate hypothesis (AEHS) is acknowledged by deducing that there is a significant dissimilarity observed between the sex and with that of OLSI of educators.

Table 1: T-Test between Sex and OLSI of Teachers

OLSI	Sex	N	Mean	S.D	D.F	T	Sig.
I frequently feel to have headache and back pain	Male	321	2.41	1.337	618	1.099	.715
	Female	299	2.29	1.308			
I am suffered from the problems of sweating, palpitation and trembling	Male	321	3.09	1.458	618	.533	.271
	Female	299	3.03	1.513			
I am fed up with tire some when I get up from the bed	Male	321	2.37	1.236	618	-	.007
	Female	299	2.62	1.324			
I come to know that I grind my teeth occasionally	Male	321	3.14	1.514	618	.405	.530
	Female	299	3.09	1.563			
I suffer from throat choking of tenly	Male	321	3.15	1.432	618	-.380	.581
	Female	299	3.19	1.468			
I have lost the humor sense	Male	321	2.04	1.359	618	-.626	.046
	Female	299	2.11	1.431			

I strive laboriously but I accomplish task little bit	Male	321	2.19	1.347	618	.706	.898
	Female	299	2.11	1.350			
It is herculean task to reach my career goal in this organization	Male	321	2.45	1.318	618	-1.422	.432
	Female	299	2.61	1.373			
I am not given enough time for classroom teaching preparation	Male	321	3.03	1.578	618	1.521	.649
	Female	299	2.84	1.562			
I feel toughness in competing my colleagues due to mental pressure	Male	321	2.69	1.521	618	-.610	.724
	Female	299	2.77	1.518			
I feel that my salary is insufficient to meet out the financial needs	Male	321	2.53	1.227	618	1.406	.158
	Female	299	2.39	1.158			
Assignments are given repeatedly	Male	321	2.34	1.275	618	-1.925	.158
	Female	299	2.54	1.341			
Excessive paperwork is given to me	Male	321	1.80	1.038	618	-.887	.950
	Female	299	1.88	1.092			
I have increased caffeine intake (coffee, tea, etc.,)	Male	321	2.93	1.488	618	-.969	.474
	Female	299	3.05	1.474			
Task of teaching large classes/ more students is assigned to me	Male	321	2.53	1.280	618	.300	.561
	Female	299	2.50	1.317			
Increased workload is assigned to me	Male	321	1.50	.870	618	-.478	.862
	Female	299	1.53	.864			
I get be short of of information as regards what is available in the institute	Male	321	2.98	1.346	618	.715	.071
	Female	299	2.90	1.397			
Frequent changes in the timetable of courses are informed	Male	321	2.95	1.342	618	-.282	.077
	Female	299	2.98	1.260			
Inadequate facilities (office, Library, labs) is available in the department/institute	Male	321	2.89	1.546	618	-1.009	.726
	Female	299	3.02	1.555			
Some duties are assigned to me without consultation	Male	321	2.62	1.343	618	-.477	.427
	Female	299	2.68	1.399			
Unreasonable expectation from colleagues, students or head of department are increasing day by day	Male	321	2.77	1.444	618	.059	.532
	Female	299	2.76	1.475			
Lack of time is available/given to undertake research works	Male	321	2.30	1.247	618	-1.226	.977
	Female	299	2.42	1.236			
I find lot of behavioral problems (students) in classrooms	Male	321	2.29	1.196	618	-1.220	.121
	Female	299	2.41	1.283			
Lot of assignments and duties take me away from the office environment	Male	321	2.92	1.415	618	-1.289	.640
	Female	299	3.07	1.444			
I receive insufficient institutional recognition and support for research	Male	321	2.13	1.165	618	-2.469	.131
	Female	299	2.37	1.225			
There is a frequent changes in management policies	Male	321	2.09	1.304	618	-1.111	.073
	Female	299	2.21	1.392			
I have to do the work for another employee too	Male	321	2.46	1.191	618	.031	.420
	Female	299	2.46	1.135			
I often make complaints with colleagues related to work	Male	321	2.51	1.297	618	-.202	.647
	Female	299	2.53	1.275			

Source: primary data

FINDINGS

It is conjectured that in T-test, DGC gender or sex of the respondent and OLSI, from the Table 1, the significance point is examined to be ≤ 0.05 , for this reason, the NLHS is abandoned and AEHS is recognized by conjecturing so as to present is a significant divergence scrutinized amid these DGC genders or sex and OLSI. As of Table 1, it is conjectured that the significance echelon is examined to be > 0.05 in the DGC of respondent genders or sex and OLSI. Therefore the

AEHS is discarded and NLHS is acknowledged by conjecturing with the aim of there is no significant dissimilarity examined flanked by these DGC genders or sex and OLSI. It is deduced so as to the significance point is scrutinized to be ≤ 0.05 in following OLSI, I am fed up with tire some when I get up from the bed and I have lost the humor sense. There is a significant dissimilarity scrutinized flanked by sex-DGC and on top of OLSI. There is no significant disparity scrutinized among these DGC and lingering all OLSI.

CONCLUSIONS

Educating is a taxing work with extensively recognized and elevated echelons of psychological physical condition troubles are noticed herein, inhabitants. The pronouncements propose so as to experiencing anxieties or displeased by the side of employment is correlated with deprived healthy life form and loftier dishearten indications. As of the over hit upon, it is accomplished so as to DGC gender or sex have a collision on OLSI. An organization ought to focal point on how the seeming echelon of OLS in the midst of educators is able to subsist diminish because of it determination consequence in amplified work contentment and excellence of teaching. As a final point, the organization, the educators and the learner's group of people determination advantage as soon as the OLS amid educators are decreased and organize yoga encampment, contemplation encampment, exercises, amusing agendas, etc. for the mitigation of the work pressure amid teaching staff.

REFERENCES

1. Bakshi Poonam, & Kochhar, Veeran, (2012). *A Study and evaluation of stress role on faculty: An analysis of professional institutions in Haryana. International Journal of Research in IT & Management*, 2 (6), 71-79.
2. Chaudhry, A.Q., (2013). *Analysis of occupational stress of University faculty to improve the quality of their work. Journal of Quality and Technology Management*, IX (1), 12-29.
3. Harish, K.A., & JeyaPrabha, B. (2018). *An Empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in government & private sectors. International Journal of Pure and Applied Mathematics*, 118 (11), 689-697.
4. Iqbal Adnan., & Kokash Husam, (2011). *Faculty perception of stress and coping strategies in a Saudi private university: An Exploratory Study. International Education Studies Canadian Center of Science and Education*, 4(3), 137-149.
5. Jit, S. Chandan. (1995). *Organizational Behaviour. Vikas Publishing House Pvt. Ltd. ISBN:978-93259-7164-6*
6. Kavitha, P. (2012). *Organisational role stress among college faculties: An empirical study. Sona Global Management Review*, 6(4), 36-50.
7. Kyriacou, C. (2001), *Teacher stress: Directions for future research. Educational Research*, 53(1), 27-35.
8. Naresh Gandhi, (2018). *Comparative study of job stress of teachers working in Govt. aided colleges of Punjab and Rajasthan state. IAETSD Journal for Advanced Research in Applied Sciences*, 5(2), 482-488.
9. Nema, G., & Dhanashree Nagar, Y. (2010). *A Study on the causes of work related stress among the college teachers. Pacific Business Review International*, 1-7.

10. Partap Singh, &Sangeeta Rani, (2015). *Work stress among college teachers In Self-Financing College: an explorative study. International Journal of Innovationa in Engineering and Technology*, 5(2), 443-448.
11. Savita Gahlawat, (2017). *Occupational stress and job satisfaction among college teachers of government and private colleges. International Journal of Advanced Research and Development*, 2(4), 101-104
12. Shannon V.Ryan,et.al. (2017). *Leaving the teaching profession: the role of teachers stress and educational accountability policies on turnover intent. Elsevier Teaching and Teacher Education*, 66, 1-11.
13. Srivastava, A.K. (1997). *Self-management of occupational stress: Cognitive-behavioural approach. Indian Journal of Industrial Relations*, 32(4), 487-495.
14. Neena Aneja,*Stress in Teachers: Causes and Treatment,IMPACT : International Journal of Research in Humanities, Arts and Literature(IMPACT : IJRHAL),Volume 3, Issue 9,September 2015, Pp 9-12.*
15. Nisha Kumari & Shashi Verma, *The Study of Organizational Role Stress and Job Performance Among Educators in Institutions of Higher Learning, International Journal of Business and General Management(IJBGM), Volume 6, Issue 4, June-July 2017, Pp 1-8.*
16. Sukumar, A., &Kanagarathinam, M., (2016). *A study on occupational stress among college teachers in self financing college in Coimbatore district. International Journal of Advance Research and Innovative Ideas in Education*, 2(5), 90-94.
17. Vriti Sharma,et.al. (2017). *The study of occupational stress and its influence on job satisfaction level in Indian teaching professionals. Global Journal for Research Analysis*, 6(7), 31-36.
18. Winefield Anthony, H.et.al. (2003). *Occupational Stress in Australian University Staff: Results from a National Survey. International Journal of Stress Management*, 10(1), 51-63.