



## LEVEL OF STRESS AMONG THE COLLEGE TEACHERS WITH SPECIAL REFERENCE TO ARTS AND SCIENCE COLLEGE IN TRICHY CITY

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### ABSTRACT

Stress is the debilitating effects caused by constant pressure both at work and home are modern phenomenon. However, stress or at least temporary stress, is a very necessary part of our life. One important function of short term stress is to channel our resources to deal with challenging or even life-threatening situations. Stress is a common problem that affects almost all of us at same point in our lives. Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous, or even anxious. Stress is caused by an existing stress – causing factor or stressor. Stress is defined as an organism's total response to environmental demands or pressures. More recently, however, the word stressor has been used for the stimulus that provoke a stress response. One recurrent disagreement among researches concerns the definition of stress in humans. Stress in human results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their well-being. The element of perception indicates that human stress responses reflect differences in personality, as well as differences in physical strength or general health.

Stress is the way that you feel when pressure is placed on you. A little bit of pressure can be productive, give you motivation, and help you to perform better at something. However, too much pressure or prolonged pressure can lead to stress, which is unhealthy for the mind and body. This study brings down the level of stress among teachers in various colleges.

**KEY WORDS:** STRESS, EDUCTAORS, WORK-LIFE

## **INTRODUCTION TO HRM**

Human resource management refers to the process that deals with the human elements in an organisation with regard to their knowledge, ability, skill and potential. The concept of human resource management basically evolved from the traditional concept of trade union. Earlier, under this system of trade unions, a labour officer was appointed who worked towards the welfare of the employees. Further, with the emergence of factory system, a need was felt to appoint a person who would be given greater responsibilities regarding the recruitment of personnel, their selection and final placement.

In this regard, the organisations appointed 'personnel officers'. With further development, business environment faced greater changes and complexities. Thus, to train the employees accordingly, there emerged personnel managers who were mainly appointed to look into the entire process right from recruitment to the training of personnel. Nowadays, with greater expansion of activities and business, the role of personnel managers has further expanded to activities such as development of the overall structure of the organisation, enforcing the employee laws and acts, etc. thereby, they have been replaced by human resource managers.

## **STRESS IN HRM**

Stress refers to the responses, body and mind have to the demands placed on them which is a normal part of life and a normal part of any job. Without stress, one would not meet deadlines, strive to hit sales or production targets, or line up new clients. Meeting the demands and challenges of a job is part of what makes work interesting and satisfying, and it is often what allows people to develop new skills and advance in their careers. In the workplace, people regularly experience stress-causing situations, react to them with heightened tension, and then return to a more relaxed state when the crisis, big or small, is resolved. However, problems occur when stress is so overwhelming or constant that the tension never abates and one can never get to relax.

Stress is a psychological and physiological response to events that upset a person's personal balance in some way. When faced with a threat, whether to physical safety or emotional equilibrium, the body's defences kick into high gear in a rapid, automatic process known as the 'fight-or-flight' response. It is well known, what this stress response feels like: heart pounding in the chest, muscles tensing up, breath coming faster, every sense on red alert. According to the American Medical Association, Stress is defined as

"Any interference that disturbs a person's mental or physical well-being."

## **REVIEW OF LITERATURE**

1. **Harris and Bexfer (2010)** in their study, job stress is exactor that is occurring in both small business and large enterprises. Employee who work for small business may be more stressed then this who work in another environment. Data from several studies suggest that stress arise in small business settings from time major sources over workload. Uncertainty understanding lack of sufficient experience and personal problems.
2. **Eleni Moustaka and Theodoros C Constantinidis (2010)** in their study demonstrated that a great deal is known about the sources of stress at work, about how to measure it and about the impact on a range of outcome indicators. Aspects of the work itself can be stressful, there are work overload and role- based factors such as lack of power, role ambiguity, and role conflict. Threats to career development and achievements, threats of redundancy, being undervalued and unclear promotion prospects are stressful. In that to understand how work-associated stress affects college teachers, and what factors in their working environment causes greatest burden. Great importance to gain more knowledge that might be used to decrease their occupational stress and increase their job satisfaction.
3. **Eswari .M and Saravanan.S (2011)** in their study titled, "A study of job stress among women teachers in Coimbatore city, Tamil Nadu " stated that the teachers face lot of problems in working place and many factors contribute to dissatisfaction of their work. Most of them face conflict between team members and they feel lack of security in the work, insufficient training, disturbance at work place due to overcrowding, frequent change of work pattern arealso affecting the college teachers. Recognition of frustrations, such as turnover, lack of internal empowerment, burnout, and elimination of external sources can decrease satisfaction in the field of teaching.
4. **Lua .PL and Imilia(2011)** in their study work- related stress among college teachers providers of various sectors in peninsular Malaysia", they aims to compare job stress levels of employees based on sector, category and specialization. they conclude no significant difference between government and

private sector workers. Supportive staff reported significantly higher stress frequency in contrast to professionals who demonstrated significantly worse stress frequency in all components compared to professional practitioners. because stress levels are affected by job category and specialization, flexible strategies to ensure employees' job productivity, contentment and personal well-being should be implemented. We conclude that the overall level of work related stress among the Malaysian employees was still within adequate management.

5. **Sakineh Gholamzadeh, et.al., (2011)** in their study "Sources of occupational stress and coping strategies among teachers who work for admission in colleges reveals that the problem related to physical environment created the most stress for teachers who work in admission department. Work load, lack of teachers, safety hazards, dealing with students or aggressive behaviour. these stressful working conditions it effects their health.
6. **Loo-See Beh and Leap-Han Loo (2012)**"Job stress and coping mechanisms among teaching staff," their purpose of this study is to investigate the prominent causes and effects of job stress and coping mechanism among teachers. The result indicated that the major contributor of job stress among teaching is the job itself. Heavy workload, repetitive work, and poor working environment were among the stressors identified in the category of job itself. Respondents identified that inconsiderate and inequitable superior, lack of recognition, conflict within and between groups were the stressors. Respondents also view social support as a buffer against the dysfunctional consequences of stress emanating from the workplace and established network of friends, family superior, peers, and colleagues to seek emotional support when faced with job-related stress in the workplace. Further, respondents adopt more than one coping mechanisms to combat job stress based on scenarios, situations, and level of job stress.

### **OBJECTIVES OF THE STUDY**

- To study the level of stress among the college teachers with special reference to educational institutions.
- To analyse the effect of stress on job performance and personal growth.
- To access the management and peer's coordination to overcome the stress prevailing in the institution.

**RESEARCH METHODOLOGY**

The research work is a descriptive one. The article is done using both the primary and secondary data. The research design focus on the educators as the sample population of various educational institutions. The research has used simple random technique for selecting the respondents. The analytics part has occupied various tools like: simple percentage method, chi- square analysis, cross tabulation and ANOVA.

**ANALYSIS AND INTERPRETATION**

**ANOVA**

The one – way ANOVA is considered only one factor and then observe that the reason for said factor to be important is that several possible types of samples can occur within that factor. After then determine if there are difference within the factor.

**TABLE 1: DEMOGRAPHIC VARIABLES WITH FAMILY RELATED STRESS**

		Sum of Squares	df	Mean Square	F	Sig.	Significance
problem with children	Between Groups	1.111	3	.370	.365	.778	Not Significant
	Within Groups	198.844	196	1.015			
	Total	199.955	199				
illness of family members particularly children	Between Groups	4.292	3	1.431	1.848	.140	Not Significant
	Within Groups	151.703	196	.774			
	Total	155.995	199				
conflict with family members	Between Groups	2.572	3	.857	.831	.478	Not Significant
	Within Groups	202.183	196	1.032			
	Total	204.755	199				
less revenue with more dependents	Between Groups	6.027	3	2.009	1.744	.159	Not Significant
	Within Groups	225.793	196	1.152			
	Total	231.820	199				
misunderstanding among family members	Between Groups	6.166	3	2.055	1.752	.158	Not Significant
	Within Groups	229.914	196	1.173			
	Total	236.080	199				

**Interpretation:** There exists no significant relationship between problem with children, illness of family members particularly children, conflict with family members,

less revenue with more dependents and misunderstanding among family members related stress.

**TABLE 2: DEMOGRAPHIC VARIABLES WITH JOB RELATED STRESS**

		Sum of Squares	df	Mean Square	F	Sig.	Significance
Over time	Between Groups	4.092	3	1.364	1.293	.278	Not Significant
	Within Groups	206.788	196	1.055			
	Total	210.880	199				
No change in curriculum	Between Groups	2.028	3	.676	.908	.438	Not Significant
	Within Groups	145.927	196	.745			
	Total	147.955	199				
Lack of job security	Between Groups	2.979	3	.993	1.005	.392	Not Significant
	Within Groups	193.576	196	.988			
	Total	196.555	199				
Responsibility not given	Between Groups	.697	3	.232	.263	.852	Not Significant
	Within Groups	172.898	196	.882			
	Total	173.595	199				
Additional work	Between Groups	13.413	3	4.471	4.298	.006	Significant
	Within Groups	202.858	195	1.040			
	Total	216.271	198				

**Interpretation:**

There exists significant relationship with Additional work-related stress. There exists no significant relationship between over time, no change in curriculum, lack of job security and responsibility not given related stress.

**TABLE 3**  
**DEMOGRAPHIC VARIABLES WITH PERSONAL RELATED STRESS**

		Sum of Squares	df	Mean Square	F	Sig.	Significance
more household work	Between Groups	2.972	3	.991	.716	.543	Not Significant
	Within Groups	271.028	196	1.383			
	Total	274.000	199				
leave facility	Between Groups	3.517	3	1.172	1.457	.227	Not Significant
	Within Groups	157.663	196	.804			
	Total	161.180	199				
job not suit	Between Groups	12.360	3	4.120	4.520	.004	Significant
	Within Groups	178.660	196	.912			
	Total	191.020	199				
travelling	Between Groups	1.815	3	.605	.595	.619	Not Significant
	Within Groups	199.205	196	1.016			
	Total	201.020	199				
health problem	Between Groups	7.900	3	2.633	2.507	.060	Not Significant
	Within Groups	205.855	196	1.050			
	Total	213.755	199				
less income	Between Groups	10.851	3	3.617	3.562	.015	Not Significant
	Within Groups	199.024	196	1.015			
	Total	209.875	199				

**Interpretation:**

There exists significant relationship with job not suit related stress. There exists no significant relationship between more household work, leave facility, travelling, health problem and less income related stress.

**TABLE 4: DEMOGRAPHIC VARIABLES WITH INSTITUTIONAL STRESS**

		Sum of Squares	df	Mean Square	F	Sig.	Significance
heavy work load	Between Groups	.154	3	.051	.040	.989	Not Significant
	Within Groups	249.641	196	1.274			
	Total	249.795	199				
unnecessary rules and control	Between Groups	3.506	3	1.169	1.302	.275	Not Significant
	Within Groups	175.889	196	.897			
	Total	179.395	199				
poor support from management	Between Groups	9.184	3	3.061	3.174	.025	Not Significant
	Within Groups	189.036	196	.964			
	Total	198.220	199				
no respect for hard work	Between Groups	2.751	3	.917	.956	.415	Not Significant
	Within Groups	188.124	196	.960			
	Total	190.875	199				
monetary reasons	Between Groups	1.103	3	.368	.419	.740	Not Significant
	Within Groups	172.017	196	.878			
	Total	173.120	199				
lack of recognition	Between Groups	2.063	3	.688	.706	.549	Not Significant
	Within Groups	190.892	196	.974			
	Total	192.955	199				

**Interpretation:**

There exists no significant relationship between heavy work load, unnecessary rules and control, poor support from management, no respect for hard work, monetary reasons and lack of recognition relation stress.

**FINDINGS OF THE STUDY**

- The calculated value of  $F = 1.848$  is illness of family members particularly children and more than value of 0.0365 is problem with children. Hence there is significant different between demographic variables with family related stress among the arts and science college teachers.
- The calculated value of  $F = 4.298$  is additional work and more than the value 0.263 is responsibility not given. Hence there is significant different between demographic variables with job related stress among the arts and science college teachers.



- There is a significant is 0.004 is job not suit and the calculated value of  $F = 4.520$  is job not suit is more than the value 0.595 is travelling. Hence there is significant different between demographic variables with personal related stress among the arts and science college teachers.
- The calculated value of  $F = 3.174$  is poor support from management and more than the value 0.040 is heavy work load. Hence there is significant different between demographic variables with institutional stress among the arts and science college teachers.

## **CONCLUSION**

Stresses of job life can be conveniently managed, to a large extent, at different stages through various institutional interventions such as; a) prevention of stress through organizational interventions at the management level, like, selection of suitably qualified teachers, proper job designing and training, adequate work conditions, effective supervision and incentive system, effective communication system, participative management, etc. b) minimizing the frequency and intensity of stressful situations integral to the job at the organizational level. c) moderating the intensity of integral job stressors and their consequent strains through the effect of other variables of positive values, such as high or extra salary, non-financial incentives, social support, generating team feeling, participative decision making, etc.

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