



CAUSES OF OCCUPATIONAL STRESS AMONG JUNIOR COLLEGE LECTURERS

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ABSTRACT

Occupational stress is a noticeable and widespread aspect of contemporary businesses. The right amount of stress may motivate someone and boost performance, while too much stress results in poor performance. One of the jobs with the highest stress is teaching. Psychiatric disorders can result from excessive stress. The study's goal is to identify the main factors contributing to junior college lecturers' stress. The present study involves 79 lecturers from private junior colleges (43 male and 36 female). Two sections (Part A & B) make up the questionnaire. Part-A contains demographic data on junior college lecturers, and Part-B has nine stress-related factors against which lecturers have to give ranking from most stress factor 1 to least stress factor 9. Statistical analysis employs the Garrett ranking approach. The findings show that lecturers experience the highest stress from students' misbehavior, followed by work pressure and no job security.

KEYWORDS : Stress, private junior college lecturers, students' misbehavior, work pressure, job security.

INTRODUCTION

The growth of a nation is accelerated by educational institutions. Senior Secondary School Education (Intermediate Education) serves as a bridge between secondary school and higher education. There is significant stress on both students to get ranks and, college administration and lecturers to produce ranks after intermediate as students appear for competitive entrance tests like IIT-JEE, NEET, and CA-Foundation.

Occupational stress is a concept used by researchers in the fields of organisational psychology and management to describe the psychological condition of workers who are under stress due to a workplace environment or set of employment situations that have high and varied demands. The right amount of stress may motivate someone and boost performance, while too much stress results in poor performance. Stress at work is a major and ubiquitous aspect of modern organizations due to growing complexity of work and its numerous demands. One of the jobs with the highest stress is teaching. Psychiatric disorders can result from excessive stress.

Effects of Occupational Stress

Key effects of Occupational Stress are i). **Physiological:** headache, high blood pressure, and heart disease. ii) **Psychological:** Emotional instability and depression that have an impact on students, colleagues and affects work performance (Newstroom, J.W., & Davies, K., 2002). iii) **Behavioral:** Under stress, one may hurt self or others (Moolla 2005).

Need for Current Research

The findings of the study will be beneficial to both lecturers and management as stress should never be ignored because, if it is not properly managed, it can negatively impact lecturers' performance and health. It will also assist the HR department in creating a system to manage stress.

Review of Related Literature

Occupational stress, which is one of the most serious health issues in the modern world (Lu et al., 2003), is the perception of a gap between environmental demands (pressures) and personal abilities to meet these demands (Topper, 2007). Stress is a general term used to describe the stress that people face in life (Jepson and Forrest, 2006). However, studies on occupational stress have revealed that specific occupations (such as medical, nursing, teaching, police services, social

work, etc.) that require interaction with the needy people are more stressful and are linked to a higher risk of undesirable behavioural consequences such as burnout (Holt, R.R., 1982). In addition, teachers endure higher stress than other occupations owing to their workload, students' tardiness, subpar academic performance, and a lack of assignments. Teachers oversee administrative, extracurricular, and disciplinary activities in addition to teaching pupils. Being a teacher is not as simple as it seems because of the demanding and complex workload that they must maintain (Eres & Atanasoska 2011). Workload, role overload, lack of management support, the increased number of students, and their severe lack of discipline are identified as major sources of stress for teachers in surveys conducted by teachers' trade unions (ETUCE, 2007) and the European Agency for Safety and Health at Work (2008). A review of 43 studies conducted in the US between 1979 and 1998 found that teachers ranked first in terms of levels of mental fatigue compared to other professions (Firth-Cozens's and Payne's 1999).

Research Methodology**Research Design**

A two-part questionnaire is the research tool used in current study. Part-A contains demographic data on junior college lecturers, and Part-B has nine stress-related issues against which lecturers have to give ranking from most stress factor 1 to least stress factor 9.

Respondents and Data Collection Procedure

Participants of the study include 79 Lecturers from Private Junior Colleges of Hyderabad, India (43 men and 36 women). After receiving permission from the college administration, the researcher personally visited and gave questionnaires to lecturers.

Statistical Treatment of Data

For Statistical analysis The Garrett ranking method was used to determine the order of stress from most to least. The key benefit of this approach over basic frequency distribution is the possibility of ranking differently the same number of respondents for two or more stress categories. Garrett's formula for translating ranks into percent is $\text{Percent position} = 100(R_j - 0.5)/N_j$ Where, R_j = Rank given by j^{th} respondent for i^{th} factor N_j = Number of factor ranked by j^{th} respondent

The percentage position of each rank was converted into scores using the table by Garrett and Woodworth (1969). The

scores of each respondent were totaled together and divided by the total number of respondents for each component. The average scores for all factors were ranked accordingly.

RESULTS

Table 1. Rank for stress factors among Lecturers

S.No.	Factor No.	Cause of Stress	Garrett Score	Average Score	Rank
1	F1	Students' Misbehaviour	3819	48.34	1
2	F2	No Job Security	3685	46.6	3
3	F3	Family Problems	1639	20.75	9
4	F4	Health Problems	2522	32	7
5	F5	Over Workload	3225	40.82	5
6	F6	Work Pressure	3725	47.15	2
7	F7	Economic Problems	2601	32.92	6
8	F8	Result Pressure	3321	42.04	4
9	F9	Poor Management	2197	27.81	8

CONCLUSION

It is evident from the results of Table-1 that Lecturers have most stress due to students' misbehavior followed by work pressure, no job security, result pressure, over workload, economic problems, health problems, poor management and family problems. These findings are very much in line with Mapfumo et al (2012) and Sindhu, K.P., (2014).

Recommendations

The following recommendations have been proposed on the basis of the research:

1. Research must be conducted to determine the causes of students' misbehaviour, which is the main cause of stress for lecturers.
2. Lecturers should be relieved of unnecessary strain.
3. The assurance of Job security should be given to lecturers.

Limitations of the research

The research is carried out in Hyderabad, India. The respondents are private junior college lecturers.

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Data availability statement

Not applicable

Conflict of interest

No conflict of interest

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