



Work Stress Among Arts College Faculty in Madurai – An Empirical Study

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ABSTRACT

Modern civilization has made the life of man more complex, full of hazards of his own creation. It is an era of stress. Frustration, conflict, tension and anxiety have become regular features of life. Arising both at work and at home, these conditions have a detrimental effect on the behavior of people and performance of any organization. The education is no exception to this, as it is an expanding service sector in India and faculty are like to experience greater job related stress caused by the nature of work and higher accountability in colleges. The educational institutions are screened with so many certifications like NAAC, NBA, AICTE, ISO, etc. These committees' enhances the quality of teaching and expects the standard to be maintained in educational sector. The present study has made an attempt to analyze the work stress among the faculty in educational institutions. The result shows that there are significant organizational work stress factors influencing the stress among faculty. The significantly influencing work stress factors are teaching, examination and administrative work.

Keywords : Work Stress, teaching, examination and administrative work and Faculty

INTRODUCTION

Work is an important aspect of man's life and behaviour. Most active part of people's lives goes in work and work related activities. But in this modern world, stress and anxiety have become pervading features of one's work life. Majority of people all over the world seems to be experiencing high psychological stress in various spheres of their life. It also plays major role in teaching profession also.

Teaching was mere preparing lessons, lecturing in the classes and evaluating the students in past. But, now the teaching includes so many aspects apart from the core activities, especially in higher studies. The 'autonomy' given to the colleges provide freedom with responsibilities on the teachers to play multifaceted role. There is a greater demand for the teachers to equip themselves with required talent of publishing, presenting papers in national and international conferences. Heavy workloads, Constant fear of job insecurity, the departure of co-worker, and the conflicting demands of work and family have turned many downsized operations into modern day sweatshops. Stress and its manifestation include low morale, high turnover, burnout, excessive absenteeism, violence, substance abuse, and hypertension. Teachers were reported to be an occupational group with psychiatric morbidity levels that 'should give some cause for concern'. Unless the job stress among the teachers is reduced, it affects the production of quality student and also the establishment of academic excellence. Therefore, an in-depth investigation on role stress among the college teachers is undertaken in the study.

OBJECTIVES OF THE RESEARCH

- To examine the work stress among faculty.
- To find out the association between gender and work stress.
- To find out the association between profile of male and female teachers and work stress.

LOCALE OF THE RESEARCH

This research has been conducted among the arts college teachers in Madurai District. The research sample size is 208. The researcher has adapted descriptive research design.

REVIEWS OF LITERATURE

All organisational dimensions like task, role, structure, leader-

ship, physical working conditions and inter personal relationship have the potential to produce stress. Abirami(2012) has identified the level of stress among teachers in Coimbatore. Laudy and Trumbo (1976) identified job insecurity, excessive competition, hazardous working conditions, task demands and long or unusual working hours as five categories of stressors.

The work stressors in the teaching professions were identified by Mc Caffrey et al. (2004) Burket (1984) and Thum (2002). These are students behaviour, question paper-setting, office work, placement teaching equipments, paper valuation, attendance, extra curricular, unitization, lesson plan, record-keeping, admission, college committee, co-curricular, result preparation, panel preparation, practical orientation, communication and result analysis.

Cooper and Marshall (1976) classified as intrinsic to job, role, career development, relationship with others and organisational structure and climate as five main clusters of work stressors.

Hendrix et al. (1994) identified work overload, work autonomy and control supervision and support, role ambiguity and role conflict as major organisational stressors. Lim and Hian (1999) identified key factors at the work place which generate stress. Kaug and Singh (2004) identified the rising work, overloads, office politics, work/life balance issues, commuting and pace of technology as stressors

Varghese (1993) revealed that the involvement of the teachers at the thinking, planning and decision making levels for bringing about autonomy was rather low. At the level of implementation their participation has been very high. About 50 per cent of the teachers in autonomous colleges are involved in some kind of professional improvement programmes, such as writing research papers and books, participation in conducting of refresher courses.

Sudha Rao (1995) identified that without autonomy, academic excellence is farce and without accountability, autonomy is impossible. It is for the UGC, universities, State Governments and the colleges to evolve a mechanism of ensuring accountability at all levels to promote autonomy and inturn academic

excellence in colleges.

Bajaj (1995) noted that the teachers are more important in the new scheme of autonomous colleges than anything else and attitudinal changes are called for at all levels for this. It has to be realized that unless teachers are ready for this in this perceptions, this system with wherever it has come to be adopted, this will receive their half-hearted support and after a few years will result into yet another educational failure at the tertiary level. The teachers have to be properly supported and encouraged by the universities, Governments, managements and above all the UGC.

Research Design:

The design used in this paper study is descriptive type.

Research Instrument

A structured Questionnaire was used the study. The work stressors at the college level are drawn from the above said reviews. These are students behaviour, question paper-setting, office work, placement teaching equipments, paper valuation, attendance, extra curricular, unitization, lesson plan, record-keeping, admission, college committee, co-curricular, result preparation, panel preparation, practical orientation, communication and result analysis. The faculties are asked to rate the above said work stressors according to their perception at five point scale namely highly agree, agree, moderate, disagree and highly disagree. The marks assigned on the above scales are 5, 4, 3, 2 and 1 respectively. The research was conducted with questionnaire to collect the data from the respondents.

Population profile and Sampling

The study was confined to Madurai district of Tamil Nadu. This district was selected keeping in mind that it is well endowed as education belt with many engineering and arts colleges. Madurai Kamaraj University is the second biggest university in Tamilnadu. For the purpose of identifying work stressors in the college environment, 10 arts colleges affiliated to MKU were selected. 25 respondents from each art colleges were selected but received 208 responses from arts and analyzed for the study. The sample adopted was Non-Probability convenience sampling

LIMITATIONS OF THE STUDY

1. The present study is confined to Madurai alone.
2. The sample size of the present study is Convenience method of sampling.
3. The scope of the study is limited to arts colleges affiliated to Madurai Kamaraj University only.

TOOLS FOR ANALYSIS

Factor analysis, T-Test and Percentage analysis are used for the study.

RESULTS AND DISCUSSIONS

On analyzing the respondents, the profile of the faculty was 58 percent belong to the male and 42 percent female. 42 percent belong to the age group of less than 45 age and the educational qualification among them was PG with 55 percent. Considering the experience it was found that 42 percent have an experience of 5 to 10 years. 33 percent of them have income between Rs 10000 to 20000 and 35 percent of the respondents belong to designation was Asst. Professor.

FACTOR LOADING OF WORK STRESS VARIABLES

The work stressors in each factor, its respective factor loadings, its reliability co-efficient and per cent of variation are illustrated in Table 1.

TABLE 1
Stressors at Work among the Respondents

Factor (Eigen Value)	Work stressors	Factor Loading	Reliability Co-efficient	Percentage of Variation
Teaching	Students' behavior	0.8601	0.7023	20.17

3.9127	Teaching equipments	0.7663		
	Unitization	0.6944		
	Lesson plan	0.6326		
	Practical orientation	0.6039		
	Communication	0.5724		
Examination work	Question paper setting	0.9124	0.7811	16.32
3.4068	Paper valuation	0.8608		
	Result preparation	0.8192		
	Result analysis	0.7331		
	Panel preparation	0.6934		
Administration work	Office work	0.9021	0.7162	14.11
2.5617	Attendance	0.8174		
	Record keeping	0.7306		
	Admission	0.6419		
Committee work	Placement	0.8996	0.8132	10.08
2.0328	Extra curricular	0.8232		
	College committee	0.7191		
	Co-curricular	0.6737		

The most important work stress factor among the faculties are teaching which consists of six work stressors with the reliability co-efficient of 0.7023. The eigen value and the per cent of variation of this factor are 3.9127 and 20.17 per cent respectively. The next two important work stress factors are examination work and administration work since the respective eigen values are 3.4068 and 2.5617. The examination work consists of five work stressors with the reliability co-efficient of 0.7811 whereas the administration work consists of four work stressors with the reliability co-efficient of 0.7162. The last factor is called as the 'committee work' which consists of four work stressors with the reliability co-efficient of 0.8132. The eigen value and the per cent of variation of this factor are 2.0328 and 10.08 respectively. The most important work stressor in teaching, examination, administration and committee work are students behaviour, question paper setting, office work and placement since the respective factors loadings are higher in the respective factors than in other factors. The factor analysis reveals that there are four important work stress factors for further analysis.

WORK STRESS FACTORS AMONG THE FACULTY

In order to examine the significant difference between male and female faculty on work stress variables the 't' test is administered. The mean score on each work stress among the male and female are presented below. The resulted mean score of the factors and its respective 't' statistics are presented in Table 2.

TABLE 2
Significant Difference among Male and Female Respondents regarding Work Stressors

Sl. No.	Factors in work stressors	Mean Value		t-statistics
		Male	Female	
1.	Teaching	2.3092	1.8911	0.7086
2.	Estimation work	3.1149	2.0634	2.2162*
3.	Administration work	3.4508	3.1189	0.4681
4.	Committee work	4.0573	4.2608	0.3117

*Significant at 5 per cent level.

Among the male faculties, the important work stress factors are committee work and administration work since the respective mean scores are 4.0573 and 3.4508. Among the female faculties, these factors are also the same but with the mean score of 4.2608 and 3.1189 respectively. Regarding the perception on the work stress factors, the significant difference among the male and female faculties are identified especially in the case of 'examination work' since the respective 't' statistics is significant at five per cent level. The least impor-

tant work stress factor among the male and female faculties is 'teaching' since the respective mean scores are 2.3092 and 1.8911.

Association between the Profile of Faculty and their Perception on Work Stress Factors

The profile of the faculty may have its own role in the perception on the work stress factors. In order to analyze this association between the profile of faculties and the perception on each work stress factors, the one-way analysis of variance has been applied. The 'F' statistics have been computed regarding the perception on teaching, examination work, administration work and committee work separately. The resulted 'F' statistics are presented in Table 3.

TABLE 3
Association between Profile Variables and Work Stress Factors among Respondents

Sl. No.	Profile	F-Statistics			
		Teaching	Examination Work	Administration Work	Committee work
1.	Age	2.1708	2.8603*	2.5021*	3.1171*
2.	Educational Qualification	1.0916	1.2309	2.9617	3.0802*
3.	Marital Status	2.0671	1.8631	1.4432	1.0899
4.	Designation	2.4108*	2.7691*	2.8181*	2.6061*
5.	Department	1.6636	2.0801	1.3039	1.2661
6.	Nature of placement	2.0813	1.2984	2.0899	1.8636
7.	Category of placement	1.3431	1.6398	2.1144	1.4098
8.	Teaching experience	2.4144*	2.8018*	3.1143*	2.5902*
9.	Lecture hours	2.9192*	2.6313*	2.4961*	2.5902*
10.	Number of subjects handled	1.8833	2.0341	1.4783	2.1192
11.	Family size	0.9667	1.3317	2.8681*	2.9091*
12.	Number of earning members per family	1.1142	2.0671	2.4643	2.1703
13.	Spouse education	0.8387	1.1144	2.0679	2.2914
14.	Personal income	2.4086*	2.7831*	2.8996*	3.1132*
15.	Family income	1.9691	2.4086*	2.9917*	3.4081*
16.	Distance travelled to the institutions	2.6891*	2.3908*	2.9161*	3.0694*

*Significant at 5 per cent level.

The significantly associating profile variables with the perception on teaching factor are designation, teaching experience, working hours, personal income and distance travelled to reach institution since the respective 'F' statistics are sig-

nificant at five per cent level. Regarding the perception on the examination work, the important criterion variables are the age, designation, teaching experience, working hours, personal income, family income and the distance travelled to reach the institution since the respective 'F' statistics are significant at five per cent level. Regarding the perception on the administration work, the significant difference among the faculties are identified when they are classified on the basis of age, designation, teaching experience, working hours, family size, personal income, family income and distance travelled to reach the institution. The important criterion variables on the perception on committee work among the faculties are age, educational qualification, and designation, teaching experience, working hours, family size, personal income, family income and distance travelled to reach the institution since the respective 'F' statistics are significant at five per cent level.

RECOMMENDATION

Management should enhance faculty performance by considering the various contributions made by them to develop the college. Committee activities can also be included in the work load. Other wise, the over work load itself creates a lot of problems at the college level.

Stress management programme should be encouraged and the organization should dispense information about the fundamentals of stress and its managing tactics like dietetics, exercises and meditation.

Regularly college can conduct stress audit program to examine level of stress and also they can appoint professional counselor to manage stress among the faculty.

CONCLUSION

Education sector is one of the growing sectors. This sector demands highly qualified and committed faculty to enhance the quality of education and also to equip the student to meet demand of the industry. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depression and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling "tied up in knots." So this research study reveals the factors related to work stress and the remedial measures of managing stress. This enables the faculty and institution to identify and resolve issues to enhance the standards in educational sector

Scope for further research

This research has been conducted with teachers in Arts Colleges in Madurai alone. This can be extended with school teachers and also comparative study between engineering and arts colleges can also be done. This study has not attempted to develop any model. Future research can be carried out in developing work stress model for teachers.

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