

Job Stress among College Teachers at Bishop Heber College, Tiruchirappalli, India

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Abstract: In this modern world, which is said to be a world of achievement and competitions, has left no occupation untouched of stress. Gone are those days when teaching was regarded as a low-stress occupation. Stress among college teachers not only affect their psychological and physiological well-being but will also alter the quality of education and research. This study aims to explore the various factors that are contributing to the occupational stress among the Faculty members at Bishop Heber College, Tiruchirappalli. The stress factors considered were organizational stress, emotional stress, work stress and group stress. The stress related to peer pressure and work as a whole was high when compared with organizational and emotional stress.

Keywords: Job Stress, College teachers, emotional stress

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I. Introduction

Stress is the way human beings react both physically and mentally to changes, events, and situations in their lives. People experience stress in different ways and for different reasons. The reaction is based on your perception of an event or situation. If you view a situation negatively, you will likely feel distressed—overwhelmed, oppressed, or out of control. Distress is the more familiar form of stress. The other form, eustress, results from a “positive” view of an event or situation, which is why it is also called “good stress.”

Eustress helps you rise to a challenge and can be an antidote to boredom because it engages focused energy. That energy can easily turn to distress, however, if something causes you to view the situation as unmanageable or out of control. Many people regard public speaking or airplane flights as very stressful—causing physical reactions such as an increased heart rate and a loss of appetite—while others look forward to the event. It's often a question of perception: A positive stressor for one person can be a negative stressor for another.

Stress is the “wear and tear” our bodies experience as we adjust to our continually changing environment. According to Hans Selye, a pioneer researcher in stress reaction, “stress is the human response to changes that occur as a part of daily living.” “Stress comes from any situation or circumstance that requires behavioral adjustment. Any change, either good or bad, is stressful, and whether it's a positive or negative change, the physiological response is the same” (Lazarus, 2000).

Managing stress:

You may feel like the stress in your life is out of your control, but you can always control the way you respond. Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. Stress management involves changing the stressful situation when you can, changing your reaction when you can't, taking care of yourself, and making time for rest and relaxation.

Remember the four As: avoid, alter, adapt, or accept.

- a) **Avoid** unnecessary stress. Not all stress can be avoided, but by learning how to say no, distinguishing between “shoulds” and “musts” on your to-do list, and steering clear of people or situations that stress you out, you can eliminate many daily stressors.
- b) **Alter** the situation. If you can't avoid a stressful situation, try to alter it. Be more assertive and deal with problems head on. Instead of bottling up your feelings and increasing your stress, respectfully let others know about your concerns. Or be more willing to compromise and try meeting others halfway on an issue.
- c) **Adapt** to the stressor. When you can't change the stressor, try changing yourself. Reframe problems or focus on the positive things in your life. If a task at work has you stressed, focus on the aspects of your job you do enjoy. And always look at the big picture: is this really something worth getting upset about?

- d) **Accept** the things you can't change. There will always be stressors in life that you can't do anything about. Learn to accept the inevitable rather than rail against a situation and making it even more stressful. Look for the upside in a situation—even the most stressful circumstances can be an opportunity for learning or personal growth. Learn to accept that no one, including you, is ever perfect.
- e) **Set aside relaxation time:** Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the stress response.
- f) **Exercise regularly:** Physical activity plays a key role in reducing and preventing the effects of stress. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- g) **Eat a healthy diet:** Well-nourished bodies are better prepared to cope with stress. Start your day with a healthy breakfast, reduce your caffeine and sugar intake, and cut back on alcohol and nicotine.
- h) **Get plenty of sleep:** Feeling tired can increase stress by causing you to think irrationally. Keep your cool by getting a good night's sleep.

OBJECTIVES:

1. To evaluate the stress level among the college teachers at Bishop Heber College, Trichy.
2. To find out the major contributing factors causing stress among college teachers.

HYPOTHESES

1. There is no significant association between the respondent's years of experience and promotion opportunities.
2. There is no significant Association between Gender & Job difficulty.

II. Review Of Literature

Indoo Singh(March,2014) in his study "Competencies of Emotional Intelligence for Managing Occupational Stress among Faculty Members of Private Medical and Engineering Colleges" found that specific EI competencies are significant for managing stress among the faculty members. Managing relations was revealed as the most significant competency for managing occupational stress. This was followed by self-motivation, commitment, emotional stability and self-awareness. Stress and emotion are interdependent because emotions play an important role in the perception of stress. He concluded that emotions becomes important for managing stress and managing emotions one needs EI which comprises of various competencies.

Rupinder kaur et al(March,2013) in their study discussed the various factors that contribute towards the job stress among college teachers. They concluded that the most important factor that creates stress is Salary and other benefits followed by working conditions, relations with colleagues, job security and work load so by improving these factors job stress can be reduced among college teachers.

III. Methodology And Tools Used

The Descriptive study was carried out at Bishop Heber College. Simple Random Sampling method is used in this study. The sample size selected for the survey is 100.

IV. Results And Discussion

Data were treated statistically using SPSS package to find out the result and alculation. Percentage analysis, Chi-square were used to find out the results. The results were as follows:-

Table Showing Respondents Based On Gender

GENDER	Frequency	Percent
Male	41	41.0
Female	59	59.0
Total	100	100.0

Interpretation:

It is inferred from the above table that 41% of the respondents are male and 59% of the respondents are female.

Distribution Of Respondents According To The Reason For Stress

RESPONSE	NO. OF RESPONDENTS
Peer pressure	5
Work time	14
Supervisory reasons	32
Salary	49
Total	100

It is inferred from the above table that 49% of the respondents say that the salary being paid to them are major cause of job stress is at Bishop Heber College.

Association Between The Respondents Experience And Promotion Opportunity

EXPERIENCE	PROMOTION OPPORTUNITY			Total	Statistical Inference
	strongly agree	Agree	Disagree		
0-2yrs	7	10	0	17	$X^2 = 9.865^a$ df=2 P<0.05 Significant
3 to 5yrs				55	
above 6 yrs	36	18	1	28	
	9	18	1	28	
	52	46	2	100	

The above table indicates the significant level is <0.05 , so we reject the null hypothesis. Hence there is a significant association between experience and promotion opportunity. It is obvious that with years of experience the promotional opportunities is provided for the faculty.

Association Between The Respondents Gender And Job Difficulty

Gender	Job Difficulty			Total	Statistical Inference
	strongly agree	Agree	Disagree		
Male					$X^2 = 9.488^a$ df=2 P<0.05 Significant
	10	5	26	41	
Female					
	19	25	15	59	
Total	29	30	41	100	

The calculate value is greater than the table value. So the null hypothesis is rejected. Hence we conclude there is significant Association between Gender & Job difficulty. The flexible work timings and equal importance given for the Men and Women teachers does not seem to influence the job difficulty.

V. Conclusion

The present study was conducted at Bishop Heber college Trichy. The aim was to find the stress levels among teachers. This was done using a detailed questionnaire. The study revealed that most of teachers fall under low stress category and only a negligible percentage is highly stressed.

Minimizing the stress not only implies to the organizational but also implies to the environment and to the great extent to their family and its members. From the above survey it is concluded that the level of stress faced by the workers is normal only due to peer competition, supervisory reasons whereas the faculty feel they can very well manage stress with proper support from the college management and family.

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