


A STUDY ON OCCUPATIONAL STRESS AMONG ARTS AND SCIENCE COLLEGE FACULTIES IN KANYAKUMARI DISTRICT, TAMIL NADU

Auslien Nanci. J. RA, V. P. Velmurugan^B



ARTICLE INFO	<u>ABSTRACT</u>
<p>Article history:</p> <p>Received 30 Dezember 2021</p> <p>Accepted 07 February 2022</p>	<p>Purpose:The goal of this research is to explore the occupational stress level of faculties working in Arts and Science College in Kanyakumari District, Tamil Nadu, India. Teachers of any country are respectable and they are valuable to their country. Tomorrow's nation is in the hands of the teachers who sculpt the students. Among all the profession in the world, there is a significant place for teaching profession. Recent days, teacher's job is also like a managerial job as they play a multi-dimensional work commitment. In that case, the stress of the teacher's can't be avoided, but it can be nullified when they know how to control it.</p>
<p>Keywords:</p> <p>Faculties; Learning; Motivation; Occupational Stress; Work Environment.</p>	<p>Theoretical framework:The theoretical framework highlights the directions in carrying out the research. It shows the factors of occupational stress are independent variables and the facilities of Arts and Science colleges are dependent variables. The relationships between the variables are studied in this research.</p> <p>Design/Methodology/Approach:The primary sources of the data are collected through personal interview and structured questionnaire and the statistical analysis is carried out through Percentage analysis, T-test and correlation.</p>
	<p>Findings:From the study it is found that occupational stress of female faculties is high when compared with male teachers. The study shows the significant difference was observed among male and female faculties on occupational stress. The factors that cause occupational stress is also discussed in the study. A significant and positive correction is observed among the varieties of occupational stress.</p> <p>Research, practical & social implications: The college management should look for some aid from psychologists to direct faculties freeing from their frustration and anger. College management can provide training and workshops which helps to enhance the skills of faculties and develop a rapport among co-workers.</p> <p>Originality/value:The variables of the studies are analysed and it shows the meaningful effect on the occupational stress of faculties. Then the research is concluded with the certainty that occupational stress of the facilities is nullified and the performance will be increased.</p> <p>Doi: https://doi.org/10.26668/businessreview/2022.v7i2.0423</p>

^A Doctor. Research Scholar.Noorul Islam Centre for Higher Education. Department of Management Studies. Kumaracoil, 629- 180, Nagercoil.Kanayakumari District, Tamil Nadu, India. E-mail: nanciauslien@gmail.com
Orcid: <https://orcid.org/0000-0002-7375-0457>

^B Associate Professor. Faculty of Management Studies. Noorul Islam Centre for Higher Education. Kumaracoil, 629- 180, Nagercoil. Kanayakumari District, Tamil Nadu, India. E-mail: vpvharini@gmail.com
Orcid: <https://orcid.org/0000-0001-8181-0942>

UM ESTUDO SOBRE ESTRESSE OCUPACIONAL ENTRE AS FACULDADES DE ARTES E CIÊNCIAS NO DISTRITO DE KANYAKUMARI, TAMIL NADU

RESUMO

Objetivo: O objetivo desta pesquisa é explorar o nível de estresse ocupacional das faculdades que trabalham na Faculdade de Artes e Ciências no Distrito de Kanyakumari, Tamil Nadu, Índia. Os professores de qualquer país são respeitáveis e são de valor para seu país. A nação de amanhã está nas mãos dos professores que esculpem os alunos. Entre todas as profissões do mundo, há um lugar significativo para a profissão de professor. Nos últimos dias, o trabalho dos professores também é como um trabalho gerencial, pois eles desempenham um compromisso de trabalho multidimensional. Nesse caso, o estresse do professor não pode ser evitado, mas pode ser anulado quando eles sabem como controlá-lo.

Estrutura teórica: A estrutura teórica destaca as direções para a realização da pesquisa. Mostra que os fatores de estresse ocupacional são variáveis independentes e as instalações das faculdades de Artes e Ciências são variáveis dependentes. As relações entre as variáveis são estudadas nesta pesquisa.

Design/Methodologia/Proteção: As fontes primárias dos dados são coletadas através de entrevista pessoal e questionário estruturado e a análise estatística é realizada através de Análise de Porcentagem, Teste T e correlação.

Constatações: Do estudo conclui-se que o estresse ocupacional das faculdades femininas é alto quando comparado com o dos professores masculinos. O estudo mostra a diferença significativa que foi observada entre as faculdades masculinas e femininas sobre o estresse ocupacional. Os fatores que causam o estresse ocupacional também são discutidos no estudo. Uma correção significativa e positiva é observada entre as variedades do estresse ocupacional

Pesquisa, implicações práticas e sociais: A direção da faculdade deve buscar alguma ajuda de psicólogos para direcionar as faculdades, livrando-as de sua frustração e raiva. A administração da faculdade pode fornecer treinamento e oficinas que ajudam a melhorar as habilidades das faculdades e a desenvolver uma relação entre os colegas de trabalho.

Originalidade/valor: As variáveis dos estudos são analisadas e mostra o efeito significativo sobre o estresse ocupacional das faculdades. Então a pesquisa é concluída com a certeza de que o estresse ocupacional das faculdades é anulado e o desempenho será aumentado.

Palavras-chave: Faculdades, Aprendizagem, Motivação, Estresse ocupacional, Ambiente de trabalho.

ESTUDIO SOBRE EL ESTRÉS LABORAL EN LAS FACULTADES DE ARTES Y CIENCIAS DEL DISTRITO DE KANYAKUMARI, TAMIL NADU

RESUMEN

Objetivo: El objetivo de esta investigación es explorar el nivel de estrés laboral de los profesores que trabajan en la Facultad de Artes y Ciencias del distrito de Kanyakumari, Tamil Nadu, India. Los profesores de cualquier país son respetables y son valiosos para su país. La nación del mañana está en manos de los profesores que esculpen a los alumnos. Entre todas las profesiones del mundo, hay un lugar importante para la profesión docente. Últimamente, el trabajo de los profesores es también como un trabajo de gestión, ya que desempeñan un compromiso de trabajo multidimensional. En este caso, el estrés de los profesores no puede evitarse, pero puede anularse si se sabe cómo controlarlo.

Marco teórico: El marco teórico pone de relieve las orientaciones para llevar a cabo la investigación. Muestra que los factores del estrés laboral son variables independientes y las instalaciones de los colegios de Artes y Ciencias son variables dependientes. En esta investigación se estudian las relaciones entre las variables.

Diseño/Methodología/Enfoque: Las fuentes primarias de los datos se recogen a través de una entrevista personal y un cuestionario estructurado, y el análisis estadístico se lleva a cabo mediante un análisis de porcentajes, una prueba T y una correlación.

Conclusiones: El estudio revela que el estrés laboral de las profesoras es elevado en comparación con el de los profesores. El estudio muestra que se ha observado una diferencia significativa entre el estrés laboral de los profesores y las profesoras. En el estudio también se analizan los factores que causan el estrés laboral. Se observa una corrección significativa y positiva entre las variedades de estrés laboral

Investigación, implicaciones prácticas y sociales: La dirección de la universidad debería buscar la ayuda de psicólogos para dirigir las facultades y liberarlas de su frustración y su ira. La dirección de la universidad puede proporcionar formación y talleres que ayuden a mejorar las habilidades de las facultades y a desarrollar una relación entre los compañeros de trabajo.

Originalidad/valor: Se analizan las variables de los estudios y se muestra el efecto significativo sobre el estrés laboral de las facultades. La investigación concluye con la certeza de que el estrés laboral de las instalaciones se anula y el rendimiento aumenta.

Palabras-clave: Facultades, Aprendizaje, Motivación, Estrés laboral, Ambiente de trabajo.

INTRODUCTION

The victory of any program related to education highly depends upon the effectual way of work of the faculties. The faculties manifest the significant relationship with the education system. Faculties give guideless, inventiveness and meaning to all the pursuit of the organization and they are called Nation builders. If the faculty doesn't perform well and work ineffectively which will directly in negative impact the education system. Due to evolution in colleges, the educational system is experiencing a period of radical change. Faculties have to perform multiple roles as a manager, philosophers, counselor and role models for the scholars which in turn increase stress among faculties. So, it is understood that today's faculties experiences lot of stress in their profession.

Occupation is regarded as one of the significant roles of our day-to-day life which induce a great deal of job stress. Due to workplace competitiveness, most of the individual around the world hang around work related purposes which results in neglecting work and life. Generally, individuals are more worried about the consequence of their job that may even influence the method they treat other individuals and the way they communicate with their co-workers. It is observed that individuals with high measure of occupational stress may not feel happy in their profession as they are not satisfaction with their job. So, it is very significant for faculties to understand that stress is the root of all negative effects.

In recent days, faculties are considering teaching as a stressful profession due to the impact of modern world. Stress affects any individual physically as well as emotionally. This occurs in certain situation. This occupational stress occurs among teachers due to the individual's imbalance between their ability and assets to cover there demands. Occupational stress in certain is the incompetence to manage with the pressure in a work as it is a physical and emotional state which influence employee's productiveness, cooperativeness, health and quality of work. Occupational stress may influence individual and poor psychological welfare, as well as lower job satisfaction.

REVIEW OF LITERATURE

Saravanan and Lakshmi (2017) conducted their study in Higher Secondary Schools in Nagapattinam District in Tamil Nadu on Occupational stress and found that private school teachers experiences less stress compared to the teachers working in government higher

secondary school. They suggested that policy makers should examine the assessment and training of teachers, assuming that individual and social attributes and work environment may influence the degree of stress among teachers. They pointed that due to over workload and less salary teachers experiences high level of stress.

Jeyaraj (2013) on their study found that occupational stress of aided schools is high when they are compared to government teachers. It is also observed that teachers who are less satisfied in their profession experience high occupational stress whereas the teachers who are more satisfied experience less occupational stress. The teachers who experience high occupational stress might avoid taking up teaching as their profession.

Kaur and Kumar (2019) In their research on occupational stress among teachers in urban areas in India suggested that by continuously assessing employees stress level aids to deliver counselling which supports in lowering the occupational stress which helps to enhance their Quality of Work Life.

Harsen et al. (2018) pointed that the co-ordination between student and teachers is highly significant to lower the stress level of teachers. So, it is very important for the teachers to maintain a healthy relationship with students.

Bhuin (2017) In their study on occupational stress among faculty members and administrative staff of business school in West Bengal faces work overload, pressure from the department and role ambiguity are the stress causing factors. It is suggested by the researcher job enrichment and sense of control must be given to teachers to eradicate occupational stress. Kabito and Wami (2020) In their study pointed that work stress among faculties is connected with experience, qualification and high job demand. The researcher suggests to take action that is needed to balance experience and work demand to lower the stress level. Additionally, faculties should be given chance to improve their skills by improving their educational qualification. A healthy relationship among faculties also aids them minimize the stress related to their job.

Yusoff, Khan and Azam (2013) In their study they found that faculties working in Universities of Pakistan facing work related stress which directly impact the productiveness of the faculty and their emotional intelligence. Hence, they state that when work stress increases the work performance of the faculties decreases.

Karihe, Namusonge and Iravo (2015) conducted their studies in public universities in Kenya on the performance of employees and the effect of working facilities stress factors and found that faculties who are under stress cannot do their routine work well. There may be a lack

of motivation and job satisfaction and it impacts the behavior of faculties such as absenteeism, work mistakes, drug usage and violence at work.

OBJECTIVES

1. To study the occupational stress level of male and female faculties of Arts and Science College.
2. To understand the cause of occupational stress that influences a faculty of Arts and Science College.
3. To determine the association between the variables of occupational stress among the faculties of Arts and Science college.

HYPOTHESIS

1. There is no significant difference between the occupational stress of male and female faculties.
2. There is no significant difference between the cause of occupational stress that influence a faculty of Arts and Science College.
3. There is no significant difference between the variables of occupational stress among the faculties of Arts and Science College.

METHODOLOGY

This study is based on quantitative research and comprises of descriptive analysis. The study was carried out among the faculties of Arts and Science College in Kanyakumari district, Tamil Nadu, India. The samples are chosen from Arts and Science College through Purposive Sampling Method from Kanyakumari district and the sample size is 90 faculties. The primary source was collected through personal interview and structured questionnaire. Data from previous research studies, magazines, website, and journal are used as secondary source. The statistical analysis was carried out through SPSS Version 20. The tools used for the data analysis are Percentage analysis, T-test and Correlation.

RESULTS AND DISCUSSION

Occupational Stress level of Male and Female faculties

Table 1: Frequency and Percentage of Occupational Stress level of Male and Female Faculties

Levels of Occupational Stress	Gender of Faculty				Total N
	Male N=24		Female N=66		
	f	%	f	%	
Low stress	1	4	5	8	6
Average stress	16	67	46	70	62
High stress	7	29	15	22	32
Total	24	100	66	100	100

Table 1 depicts the occupational stress level of male and female faculties in arts and Science College. It is observed that 70% of female teachers experience average stress whereas 67% of male teachers experience average stress similarly 29% of male teachers experience high stress whereas 22% of female teachers experience high stress. It is also understood that 8% of female teachers experience low stress whereas 4% of male teachers experience low stress.

Table 2: Comparability among the male and female faculties on the level of occupational stress

Faculty Gender	N=90	Mean	Standard Deviation	t-value
Male	24	2.63	1.010	-0.438
Female	66	2.95	0.969	

Note: * P value=0.05

Table 2 draw the comparability among male and female faculties level of occupational stress. It shows that P-value (-0.438), hence the null hypothesis is rejected, and it shows there is a difference among the occupational stress level of male and female faculties.

Causes of occupational Stress

Table 3: Occupational stress level cause factors

Factors	No of Respondents			
	Agree	Neutral	Disagree	Total
Job Insecurity	79 (88)	Nil	11 (12)	90 (100)
Negative attitude of student behavior	75 (83)	Nil	15 (17)	90 (100)
Work life balance conflicts	82 (91)	1 (1)	7 (8)	90 (100)
Absence of motivation	62 (69)	10 (11)	18 (20)	90 (100)
Extra duty	20 (22)	15 (17)	55 (61)	90 (100)
Lack of career development	66 (74)	12 (13)	12 (13)	90 (100)
Lack of co-worker support	72 (80)	4 (4)	14 (16)	90 (100)
Unproductive leadership (at department level)	70 (78)	7 (8)	13 (14)	90 (100)

The above table 3 outlines, the factors that has contribution on causing occupational stress among faculties. It is observed that 88 percent faculties accept about their job insecurity, 83 percent faculties assume that the negative attitude of student behavior. Similarly, 91 percent faculties accepted the work life balance conflicts. It is observed that, 69 percent faculties agreed about absence of motivation. It is also found that 61 percent faculties disagreed with extra duty. Similarly, 74 percent faculties accepted about the fact of lack of career development, 80 percent faculties accepted about the lack of coworker support. Finally, 78 percent faculties accepted about the unproductive leadership at department level.

Relationship between the variables of Occupational stress

Table 4: Correlation among the variables of occupational stress

Occupational Stress Variables	JI	NAS B	WLBC	AOM	ED	LCD	LCWS	UL
JI	1	.411*	.613**	.413**	.223**	.472**	.253**	.422**
NASB		1	.421**	.274**	.342**	.231**	.314**	.322**
WLBC			1	.521**	.453**	.283**	.571**	.300**
AOM				1	.655**	.432**	.681**	.400**
ED					1	.547**	.737**	.562**
LCD						1	.526**	.631**
LCWS							1	.349**
UL								1

** Correlation is significant at the 0.01 level (2-tailed)

Note: JI - Job Insecurity, NASB - Negative Attitude of Student Behavior, WLBC – Work Life Balance Conflict, AOB – Absence of Motivation, ED – Extra Duty, LCD - Lack of Career Development, LCWS - Lack of Co-worker Support, UL – Unproductive Leadership

The above analysis on table 4 depicts the correlation among the variables of occupational stress. A significant and positive correlation is observed among the variables of occupational stress. The correlation between the Job Insecurity and Negative Attitude of Student Behavior are observed as positive with 41.1%, Work Life Balance Conflict with 61.3%, Absence of Motivation with 41.3%, Extra Duty with 22.3%, Lack of Career Development with 47.2%, Lack of Co-worker Support with 25.3% and Unproductive leadership with 42.2%. Similarly, Negative Attitude of Student Behavior has a positive correlation with Work Life Balance Conflict with 42.1%, Absence of Motivation with 27.4%, Extra Duty with 34.2%, Lack of Career Development with 23.1%, Lack of Co-worker Support with 31.4% and Unproductive leadership with 32.2%. Similarly, Work Life Balance Conflict has a positive correlation with Absence of Motivation with 52.1%, Extra Duty with 45.3%, Lack of Career Development with 28.3%, Lack of Co-worker Support with 57.1% and Unproductive leadership with 30.0%.

Similarly, Absence of Motivation has a positive correlation with Extra Duty with 65.5%, Lack of Career Development with 43.2%, Lack of Co-worker Support with 68.1% and Unproductive leadership with 40.0%. Similarly, Extra Duty has a positive correlation with Lack of Career Development with 54.7%, Lack of Co-worker Support with 73.7% and Unproductive leadership with 56.2%. Similarly, Lack of Career Development has a positive correlation with Lack of Co-worker Support with 52.6% and Unproductive leadership with 63.7%. Finally, It is observed that Lack of Co-worker Support has a positive correlation with Unproductive leadership with 34.9%.

SUGGESTIONS

The following suggestions support the college management to lower occupational stress among faculties

They are

1. The college management should look for some aid from psychologists to direct faculties freeing their frustration and anger in productive manner.
2. Faculties must accept extra works if they can complete them in stipulated time, this way will help the faculties to not get stress unnecessarily
3. Colleges must include extra-curricular activities such as yoga, exercises, meditation in the routine line of faculties which aids the faculties in channelizing their energy.
4. College management can provide training and workshops which helps to enhance the skills of the faculties and develops a rapport among the co-workers.
5. The college management should monitor that various departments in colleges are sufficiently staffed which indirectly help the faculties in not doing excessive work which lower their stress.

CONCLUSIONS

In India, each class room occupies with 70-80 students in average. It is the accountability for the faculties to fulfill their learning needs of students in the class. Planning, method of teaching, implementing it, experimenting various methods of learning and teaching process attend the requirements of every student and it is essential for the teacher to make sure that the subject discussed in the class is able to grasp by the student in the class. The teachers are responsible to look after student behavior and academic and thus teachers are made to handle multiple tasks in which they experience occupational stress. This paper discusses the influence of occupational stress on Arts and Science College faculties. This study outlines the

causes of occupational stress on faculties and it also draws the comparison of occupational stress experienced by the male and female faculties and also depicts the correlation among the variables of occupational stress. The researcher provides suggestion based on the findings which helps to lower the occupational stress and enhance productiveness. The faculties who are unhappy, dissatisfied, frustrated and stressful cannot support the students to experience happiness. It is important for the faculty to reduce the occupational stress level and create a harmony environment for education.

REFERENCES

- Bhuin, P.K. (2017). A study on work related stress among the teachers and administrators of privately managed Business schools in West Bengal. *Bhatter College Journal of Multidisciplinary Studies*, 7(2), 7-16.
- Harmsen, R., Lorenz, M.H., Maulana, R., & Venna, K.V. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behavior and attrition, 24(6), 626-643.
- Jeyaraj, S.S. (2013). Occupational stress among the teachers of Higher Secondary Schools in Madurai District, Tamil Nadu. *IOSR Journal of Business and Management*, 7(5), 63-76.
- Kabito G.G. & Wami S.D. (2020). Perceived work-related stress and its associated factors among public secondary school teachers in Gondor city: a cross sectional study from Ethiopia. *BMC Research notes*, 13(36).
- Karihe, J.N., Namusonge, G.S., Iravo, M. (2015). Effects of working facilities stress factors on the performance of employees in public universities in Kenya. *International Journal of Scientific and Research Publications*, 5(5), 1925-1930.
- Kaur & Kumar (2019). Determinants of Occupational Stress among Urban India School Teachers. *Russia in Education*, 105(1), 3-17.
- Saravanan, K. & Lakshmi, K.M. (2017). A study on occupational stress among teachers of Higher Secondary Schools in Nagapattinam District. *Journal of Teacher Education and Research*, 12(2), 144-156.
- Yuosuff, R.B.M., Khan, A., & Azan, K. (2013). Job Stress, Performance and Emotional Intelligence in Academia. *Journal of Basic and Applied Scientific Research J. Basic. Appl. Sci. Res.*, 3(6), 1-8.