



**A STUDY ON STRESS FACTORS AMONG TEACHING FACULTIES  
WORKING IN THE ENGINEERING AND ARTS & SCIENCE COLLEGES  
(With special reference to Self-financing Colleges in Kanyakumari  
District)**

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### ABSTRACT

*In modern life everyone too busy in all activities. Generally everyone talks about stress. Because, every human-being have stress in all types of jobs and not only just high pressure executives are its key victims but it also includes labourers, slum dwellers, businessmen, home-makers, working women, professionals, students and even children. Stress is an inevitable and unavoidable part of life due to increasing or decreasing complexities, comparativeness and competitiveness in living style. Every human have experiences of stress, whether it is within the family, friends, work, study, business, organisation or any other social and economic activities. Every person is falling to stress either knowing or unknowing, Stress is a part of daily life so as to stress is hard to avoid. Thus in modern period, the professional role is extremely demanding because they are serve to the society. Stress among college teachers has become a part of the life and has received substantial attention in recent years. Everybody wants teaching job. Normally, the people talks about the teaching profession is a stress-free job. But, teaching is a stressed job are affecting such as, mental stress, physical stress, emotional stress, social stress, spiritual stress, etc. teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, anxiety, depression, frustration and nervousness, resulting from some aspects of their work (Kyriacou 2001). The study on stress factors among teaching faculties was conducted on random sample of 480 (240 Engineering and 240 Arts & Science) college teachers of Kanyakumari district. The questionnaire was used for data collection and simple percentage analysis, ANOVA, T-test, Mann-Whitney U Test and Kruskal Wallis Test of the tools were used for analysis. The study it is disclosed that majority of the teachers have stress experience in their work.*

**KEY WORDS:** College, Teachers, Stress, Job, Teaching faculties.

### I. INTRODUCTION

Stress is a fact of everyday life. When people reach out for serve to society, they are manage with situations, circumstances, consequences and stressors in their lives that leave them feeling emotionally and physically overwhelmed. Stress can be positive or negative, stress can be positive when the situation offers an opportunity for a person to gain something and also acts as a motivator for peak performance. Stress can be negative when a person faces social, physical, organizational and emotional problems. Everyone have experiences of stress, whether it is within the family, friends, work, study, business, organisation or any

other social and economic activities. Every person is falling to stress either knowing or unknowing, Stress is a part of daily life so as to stress is hard to avoid. Thus in modern period, the professional role is extremely demanding because they are serve to the society. Stress among college teachers has become a part of the life and has received substantial attention in recent years. Stress affects not only our physical health but our mental well-being, too. To overcome and manage stress in each and every day, individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best things are to reduce stress and make life easier.

The origin of the concept of stress predates antiquity. Derived from the Latin word "stringer". Stress is a term that is widely used in everyday life with most people having some appreciation about its meaning. Each and every age group of today's modern society is affected with stress. A stress-free life is not possible in today's environment end in today's competitive world.

A Teacher is a dynamic person and they has to perform multiple activities and vital roles like teaching, evaluation,communicating, guiding and counseling the student's personalities and problems, organizing the co-curricularactivities, participating the communicating program, etc., together with activities which are intrinsic to teachingand learning. This needs excellence in academic and professional preparation and hard work, as far as reward is worried, he neither gets the reasonable salary nor the prestige and social status which they precisely merits.

In the modern world, a teacher is a person who delivers the knowledge to the students' community. In common, the teacher plays their vital role in a place of giving formal education in schools, colleges and in universities. In this regard, the teacher works in the Engineering and Arts & Science College is known as Engineering college teacher and Arts & Science college teacher respectively. Teacher forms the crux of the educational system, preparing the young people to build their nation with purpose and responsibility to confront the challenges of tomorrow.

## II. STATEMENT OF THE PROBLEM

Stress is not aninnovative problem. However, in the modern time it has become more outward. Stress can be defined as environmental factors which level undue strain or pressure on a personand it can be affected through the factor either at home or in the work place.A college teacher is not free from stress This study is life-threatening in bright of the statement that it will in fill in as an eye opener to the teaching staff and professional that any type of stress one will experience should not be miscalculated and that it might hamper the execution of the staffs on the off chance that it will not be inclined to right on time. Generally, only a less work load, more leisure time and limited and avoidance of holiday period assured to the faculties in engineering and arts and science college teachers are having too less stress or no stress. In this period of concern, people have high levels of stress experience and because of over programmed and in the fast way. Commonly, each and every person living with fear. But, the fear brings a life-style feature. The researcher made an attempt to carry out a research work titled, "A study on stress factors among teaching faculties working in the Engineering and Arts and Science Colleges (with special reference to Self-financing Colleges in Kanyakumari District).

## III.OBJECTIVES OF THE STUDY

1. To assess the jobprofile and personal traits of teaching faculties in the study area.
2. To study the faculties perception towards work environment andinter-personal relationships.

## IV. REVIEW OF LITERATURE

**Chamundeswari S. and S. Vasanthi (2009)**<sup>[1]</sup> in their study "**Job Satisfaction and Occupational Commitment among Teachers**". The study identified that there is a significantdifference in job satisfaction and occupational commitment between teachers indifferent categories of schools. The commitment of teachers depends on variousfactors like, the instructional strategies, classroom management, personal

disposition, temperament and tendencies, evaluation and feedback, interpersonal relations, job satisfaction, interactive and enthusiasm, professional values and innovativeness in their every-day teaching and learning situations.

**Urška Treven et. al., (2011)**<sup>[2]</sup> in their research titled “Effective approaches to managing stress of employees”. The study found that, where the workers are said to be stress is more likely to be unsuccessful in their work. Various approaches of managing stress like, good work organization and good management are the effective ways of preventing stress. They categorized stress broadly into three types; such as i) Transient Stress ii) Post Traumatic Stress Disorders (PTSD) and iii) Chronic Stress.

**Kavitha .P (2012)** <sup>[3]</sup> in her research titled “Role of stress among women employees forming majority workforce at IT sector in Chennai and Coimbatore”, the study focuses on the organizational role stress for the employees in the IT sector. The research found that, women faces more stress than men in the organization and viewed to be more specific married women faces more stress than the unmarried women.

**Dr. Sindhu K.P (2014)**<sup>[4]</sup> in her research article entitled, “Study on Stressors among College Teachers”, collected a random sample of 200 (100 each of male and female) degree college teachers of Kerala State and made an analysis. From the analysis it is clear that majority of the teachers experienced stress in their work and also the analysis clear that 86 per cent of the respondents were affected by stress under the work stress, role stress, personal development stress, inter-personal relationship stress and organizational climate stress. So, it can be concluded that majority of the respondents were affected by under the work stressors. Therefore, it is recommended that they must adapt some coping strategies for overcoming the stress.

**Swathikishore et. al., (2017)**<sup>[5]</sup> in their research article entitled, “A Study on Stress Management among Self-Financing College Faculties of Calicut District”. The study was conducted 200 sample size under the simple random method, this study found that 55.5 per cent of the respondents having stress symptoms and reducing stress through meditation and doing exercise.

## V. LIMITATIONS OF THE STUDY

1. The study is only for self-financing colleges in Kanyakumari district and cannot be widespread for other districts.
2. In busy schedule of the teaching faculties was difficulty to fill the data and they don't get enough time to read the questionnaire carefully.

## VI. HYPOTHESIS

1. There is no significant difference in perception about work environment among different designation of teaching faculties.
2. There is no significant difference in level of perception about management with employees among different category of institution of teaching faculties.
3. There is no significant difference in psychological stress among different gender group of teaching faculties.
4. There is no significant difference in biological stress among different designation of teaching faculties.

## VII. RESEARCH METHODOLOGY

Research Design	Descriptive and Explanatory Study
Sampling study	480 samples of Respondents
Period of Study	6 months
Tools of Data Collection	Primary and Secondary
Primary Data	The data collected from 12 Engineering Colleges and 12 Arts and

	Science Colleges of four Taluks namely, Vilavancode, Kalkulam, Agasteeswaram and Thoivalai in Kanyakumari District through well-structured questionnaire and interview-schedule method
Secondary Data	Websites, Magazines, Journals, etc.
Sampling Techniques	Multi-stage Random Sampling
Statistical Tools	Simple Percentage Analysis, ANOVA, T-Test, Mann-Whitney U Test and Kruskal-Wallis Test

### VIII. ANALYSIS AND INTERPRE

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#### Demographic Profile of Teaching Faculties

In order to findout the personal information, organizational details and job profile among the teaching faculties, simple percentage analysis is used and the result is presented in Table 1.

**Table No. 1**

#### Demographic Profile of Teaching Faculties

S No.	Category	Distribution	No.	%	Total	
1.	Personal Information	Less than 25	34	7.10	480	
		25-35	249	51.87		
		35-45	142	29.57		
		45 and Above	55	11.46		
2.	Gender	Male	156	32.5	480	
		Female	324	67.5		
3.	Marital status	Married	384	80	480	
		Unmarried	96	20		
4.	Number of Children	Nil	46	11.97	384	
		1	84	21.87		
		2	223	58.08		
		3 and Above	31	8.08		
5.	Organisational Details	Engineering	240	50.00	480	
		Category of Institution	Arts and Science	240		50.00
6.	Nature of College	Self-Financing	380	79.16	480	
		Aided	100	20.84		
7.	Job Profile	Up to 5 hours	120	25.00	480	
		College working time	5-8 hours	320		66.67
		More than 8 hours	40	8.33		
8.	Working hours per week	16-20 hours	203	42.30	480	
		20-23 hours	124	25.83		
		Above 23 hours	153	31.87		
9.	Monthly salary	Less than Rs. 10, 000	111	23.12	480	
		Rs. 10, 000-20, 000	141	29.37		
		Rs. 20, 001-30, 000	94	19.60		
		Rs. 30, 001-40, 000	90	18.75		
		Rs. 40, 001-50, 001	16	3.33		
10.	Reason for choosing teaching profession	Above Rs. 50, 000	28	5.83	480	
		Expecting reasonable salary	59	12.30		
		Status	173	36.04		
		Less physical work	19	3.95		
		To live with family	167	34.79		
Local preferences	62	12.92				

**Source: Primary Data**

The above Table highlights that personal traits and job profile of the respondents. The personal informationshows that, more than half of the respondents belong to the age group of between 25-35 years, majority of the respondents are female, a predominant proposition of the respondents are married, three-fifth out of 384 married respondents have 2 children. The organizational details shows that, the respondents are equally divided and working in two institutions namely Engineering and Arts and Science Colleges, above three-fourth of the respondents are working in self-financing colleges, majority of the respondents are working in the college time between 5-8 hours, nearly half of the respondents work in less than 20 hours, half of the respondents earn the monthly salary between Rs.10, 000-Rs.30, 000, nearly two-fifth percent of the respondents choose teaching profession for status fulfilment and equal number of them select this profession to live with their family.

**PERCEPTION ABOUT WORK ENVIRONMENTAMONG DIFFERENT DESIGNATION OF RESPONDENTS**

In order to find out the significant difference in the perception about work environment among different designation of teaching faculties, 'ANOVA' test is used with the null hypothesis as, **"There is no significant difference in perception about work environment among different designation of teaching faculties in Kanyakumari District"**. The result of 'ANOVA' test is presented in Table2.

**Table No.2****Perception about work environment among different designation**

Particulars	Designation					F Statistics
	Head	Professor	Associate Professor	Asst. Professor	Lecturer	
Infrastructural facilities	3.9286	4.1765	3.5400	4.1698	3.9200	12.316*
Work Quality	4.6429	4.3529	3.9900	4.2191	4.3600	7.289*
Staff Assessment Techniques	4.2143	4.5294	4.4100	4.0000	3.9600	7.842*
Quality Policy	4.0000	4.1765	3.3200	3.8364	3.1600	7.767*
Reward System	3.5000	4.0000	2.4500	3.6914	3.8800	25.381*
Holistic Education	4.0000	3.8235	3.2300	3.5833	3.2800	4.659*
Staff Appointment Procedures	4.4856	4.0000	3.0400	3.4475	3.0800	6.945*
Staff Strength	4.2758	4.3269	3.3200	4.1790	4.1200	27.899*
Student Strength	4.4286	4.3529	2.9900	3.9321	4.3100	43.229*
Academic Achievements	4.2789	4.3368	3.7100	3.8302	4.0000	2.751*
Work Culture	4.0000	4.7059	3.3200	3.9259	3.8800	11.732*
Professional Zeal	4.1429	4.1765	3.3800	3.8951	4.1200	8.709*

**Source: Primary data \* -Significant at five per cent level**

The above Table indicates that,work qualityand staff appointment proceduresare the important perception towards work environmentamong the teaching faculties who are head of the departments as their mean scores are 4.6429 and 4.4856 respectively and the perception of work culture and staff assessment techniques are the work environmentamong the professors as their mean scores are 4.7059 and 4.5294 respectively. The perception of staff assessment techniques and work qualityare the work environment among the associate professors as their mean scores are 4.4100 and 3.9900 respectively, work

quality and staff strength among the assistant professors as their mean scores are 4.2191 and 4.1790 respectively and work quality and staff strength among associate professors as their mean scores are 4.3600 and 4.3100 respectively. Regarding the perception towards work environment among different designation of teaching faculties, infrastructural facilities, work quality, staff assessment techniques are statistically significant at 5 per cent level.

### Level of perception about management with employees among different category of institution of Respondents

In order to find out the significant difference in the level of perception about management with employees among different category of institution of teaching faculties, 't' test is used with the null hypothesis as, "There is no significant difference in level of perception about management with employees among different category of institution of teaching faculties in Kanyakumari District". The result of 't' test is presented in Table 3.

**Table No. 3**  
**Level of perception about management with employees among different category of institution**

Level of Perception	Category of Institution		T Statistics
	Engineering	Arts & Science	
Our management is very effective	4.0337	3.8790	1.357
The recent decisions of management have clearly benefitted the organization	3.5225	3.8468	2.525*
The management is highly respected	3.8708	3.8387	1.268
Our top management is competent in jobs	3.7022	3.8710	1.513
The management encourages faculty to think about exciting and unusual career	3.4831	3.6774	1.588

Source: Primary Data      \*-Significant at five per cent level

The above Table reveals that management is very effective and management is highly respected are the important perception about management with employees among the teaching faculties belong to Engineering College as their mean scores are 4.0337 and 3.8708 respectively and management is very effective and the top management is competent in jobs are belonging to Arts & Science College as their mean scores are 3.8790 and 3.8710 respectively. Regarding the perception about management with employees among different category of institution of teaching faculties, the recent decisions of management have clearly benefitted the organization is statistically significant at 5 per cent level.

### PSYCHOLOGICAL STRESS BASED ON GENDER

An attempt was made to know the psychological stress based on the gender group of teaching faculties. To test the psychological stress with references to gender, the following null hypothesis was proposed.

$H_0$  : There is no significant difference in psychological stress among different gender group of teaching faculties.

The non-parametric statistics of Mann-Whitney U test was used to analyze the psychological stress based on gender group of teaching faculties and test the proposed null hypothesis. The details of the result of Mann-Whitney U test is presented in Table 4.

**Table No. 4**  
**Psychological Stress based on Gender**

Psychological Stress	Gender		U-value	Z-value	p-value
	Male	Female			
Getting easily irritated	250.22	231.70	26511.000	-1.520	0.129
Difficulty in concentrating for any length of time	251.49	221.46	24169.500	-2.509	0.012
Tired even when wake up in the morning	293.00	193.00	16758.000	-8.290	0.000
Depressed frequently / occasionally	280.84	204.00	19530.000	-6.268	0.000
Very powerful negative emotions	284.88	200.34	18608.500	-6.965	0.000

**Source: Computed data**

The above Table Mann-Whitney U test is found that 'U-value' for psychological stress relating to getting easily irritated, difficulty in concentrating for any length of time, tired even when wake up in the morning, depressed frequently / occasionally and very powerful negative emotions among different gender group of teaching faculties is (U-value) 26511.000, 24169.500, 16758.00, 19530.00 and 18608.500 which is significant at 5% with p value of 0.129, 0.012, 0.000, 0.000 and 0.000. Since p value is less than the 0.05, the null hypothesis is rejected. Therefore, it may be concluded that there is a significant difference in psychological stress relating to difficulty in concentrating for any length of time, tired even when wake up in the morning, depressed frequently / occasionally and very powerful negative emotions among different gender group of teaching faculties. It is concluded that gender is a significant variable determining the psychological stress relating to difficulty in concentrating for any length of time, tired even when wake up in the morning, depressed frequently / occasionally and very powerful negative emotions.

#### **BIOLOGICAL STRESS BASED ON DESIGNATION**

An attempt was made to know the biological stress based on the designation of teaching faculties. To test the biological stress with references to designation, the following null hypothesis was proposed.

$H_0$  : There is no significant difference in biological stress among different designation of teaching faculties.

The non-parametric statistics of Kruskal Wallis test was used to analyze the biological stress based on designation of teaching faculties and test the proposed null hypothesis. The details of the result of Kruskal Wallis test is presented in Table 5.

**Table No. 5**  
**Biological Stress based on Designation**

Biological Stress	Designation (Mean Rank)					Chi-Square $\chi^2$	p value
	Head	Profess or	Associat e Profess or	Asst. Profess or	Lectur er		



Deterioration in quality of sleep	206.46	191.09	164.24	267.89	243.30	49.530	0.000
Restlessness	150.57	188.88	181.88	267.58	212.32	46.306	0.000
Changes in eating pattern	120.43	156.09	260.16	245.12	226.62	21.412	0.000
Feel of frequent need to natural call	199.43	183.76	187.40	256.82	302.98	34.220	0.000
My driving is rather erratic and the judgement impaired	142.54	228.91	280.98	229.83	276.58	21.973	0.000
Frequent absence	177.86	211.12	228.35	248.67	238.32	6.007	0.199

Source: Computed data

The Table Kruskal-Wallis test it is found that the 'Chi-Square' value for biological stress relating to deterioration in quality of sleep, restlessness, changes in eating pattern, feel of frequent need to urinate and my driving is rather erratic and the judgement impaired among different designation of teaching faculties is ( $\chi^2$  value) 49.530, 46.306, 21.412, 34.220 and 21.973 which is significant at 5% with p value of 0.000, 0.000, 0.000, 0.000 and 0.000. Since p value is less than the 0.05, the null hypothesis is rejected. Therefore, it may be concluded that there is a significant difference in biological stress relating to deterioration in quality of sleep, restlessness, changes in eating pattern, feel of frequent need to urinate and my driving is rather erratic and the judgement impaired among different designation of teaching faculties. It is concluded that designation is a significant variable determining the biological stress relating to deterioration in quality of sleep, restlessness, changes in eating pattern, feel of frequent need to urinate and my driving is rather erratic and the judgement impaired.

## IX. FINDINGS AND SUGGESTIONS

### Findings

- It is understood that work quality and staff appointment procedures are the important perception towards work environment among the teaching faculties who are head of the departments as their mean scores are 4.6429 and 4.4856 respectively.
- Designation wise there is a significant difference in the perception towards work environment among teaching faculties are identified in the case of infrastructural facilities, work quality, staff assessment techniques, quality policy, reward system, holistic education, staff appointment procedures, staff strength, student strengths, academic achievements, work culture and professional zeal.
- It is found that I don't have enough time for myself and because of work I am unable to pursue my interest are the important perception about the problem faced in the work place among the teaching faculties who are head of the department as their mean scores are 2.0000 and 2.0000 respectively.
- Designation wise there is a significant difference in the perception about the problem faced in the work place among teaching faculties are identified in the case of I physically drained when I get home from work, I emotionally drained when I get home from work, I have to rush to get everything done, at time work done by me not match with others, I worry about my kids during my work, my family dislikes how often I am pre-occupied with my work while I am at home, because my work is demanding at home I am irritable at home and the demands of my job make it difficult to be relaxed all the time at home.
- It is understood that many functions of which ought to be part of my work being assigned to others and lack of interaction between my role and others roles are the important perception towards the reason



for work place stress among the teaching faculties who are head of the department as their mean scores are 2.9286 and 2.9208 respectively.

- Designation wise there is a significant difference in the perception towards the reason for work place stress among teaching faculties, work load, too heavy, not get the information needed to carryout responsibility, lack of and sometimes non-participation in social and religious activities, linking for more responsibility, gap between my interest and work, ambiguity in my role and lack of scope for personal growth.

### SUGGESTIONS

- It is suggested that the colleges are surprisingly inspect to know the infrastructure of the colleges and to give the suggestions to develop their infrastructure.
- The administrator of the colleges is expected to define employment policy or conditions clearly to the teaching faculty while they join. This includes tenure, condition for leavings, salary, working hours, acknowledgement for receiving the certificates and appointment order by stating all these things. If given to teaching faculty well in advance, it would increase their job satisfaction.
- There is a need for staff association or committee to address the issues related to dissatisfaction and grievances.
- Faculty members can be included for decision making with respect to academic matters. This would create better relationship between the employer and employee.
- It is suggested to have students mentoring system to share their personal, family and academic related issues and problems. Each faculty is allocated a group of students so that they may be continuously monitored by the teachers and this minimizes all sorts of misbehavior of the students.
- Through regular exercise, eating a healthy diet as occupational stress depletes vital nutrients, getting adequate rest, using tea and lunch break to read, listen to a relaxation CD or have a five-minute nap, playing relaxation music at home and burning aromatherapy oils, delegating responsibility wherever possible, taking time out to laugh by telling someone a joke, avoiding caffeine and sugar, taking time to do things that bring enjoyment and pleasure, making the good work environment, Hear relaxing sounds in the form of music or water fountain, keep a journal that monitors dates and times of stress to detect re-occurring patterns and to help one discover changes may need to make.

### X. CONCLUSION

The teaching faculties having lot of work stress due to their work and students performance. Majority of the teaching faculties share the problems with their friends. The stress cannot be avoided, so it should be managed with the proper usage of management techniques. Mainly, the teaching faculties should adapt lot of techniques for managing stress like, sleep in time, yoga, meditation, reading books, take rest and listening music. Stress Management is the important techniques is used depends upon their work schedule.

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