

Factors Causing Stress among College Teachers in Rohtak Region (Haryana)

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ABSTRACT

Teaching is such type of special job in which the hope of student's guardians are very large regarding to the student's learning progress, future career and about the establishment of the personality of students along with education (Wilson, 2002). This research has been conducted to find out the factors causing stress among college teachers. Further the objective of the study is to suggest some ways to minimize the stress among college teachers. A well structured questionnaire was developed for conducting this study. This study comprises of 86 faculty members of different colleges of Rohtak City. To collect the responses of targeted respondents random sampling techniques was used. This study is based on both qualitative and quantitative techniques of data collection. Semi-structured interviews were also conducted to take views from the college teachers. Factor analysis was applied and revealed four factors causing stress among college teachers. The first factor which is more stressful is related to internal environment of the college and second factor is related to the stress due to family problems and extra duties. Third factor is associated with inadequate rewards and benefits and the last but not least stressful factor is related to students.

1. Introduction

According to Kyriacou (2001), 'Teacher stress may be defined as the experience faced by a teacher of impatient, depressing emotions, such as anger, anxiety, tension, irritation or depression, resulting from some aspect of their work as a teacher'. It is obvious that teachers can be showed to a number of sources of stress. There exists a significant and precious relation between a teacher and its students. A teacher can affect the progress of a student positively and negatively as well. There is a most important relationship between the stress of self motivation level in teachers. Statistical analysis shows that there is no special role of inspiration in the work performance (Hanif and Rubina, 2004).

Kyriacou (2001), reports that the main sources of teacher stress are teaching those students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions. The author appropriately warns that the main sources of stress experienced by a particular teacher will be unique to him or her and sources will depend on the real complex interaction between his or her personality, values, skills, and circumstances.

2. Review of Literature

Narahari, L., Koneru, K. (2017). in their paper named "A study on stress Management among college teachers in Andhra Pradesh" revealed that factors such as job insecurity, long hours, continuous change and impractical deadlines can cause serious problem for workers. The aim and goal of the paper was to know the various factors to stimulate stress level among teachers in college level. They found that 82% of respondents had much pressure to take up results and also 82% respondents have always heavy work load within the organisation. They further concluded that majority of the

respondents were always satisfied with good working environment.

Laxman, T. S. (2017). in the paper named "Job satisfaction and occupational stress among permanent and temporary school teachers" aimed to search the job satisfaction among permanent and temporary school teachers. The study concluded that permanent school teachers found significantly high job satisfaction than the temporary school teachers. Temporary school teachers found significantly high occupational stress than the temporary school teachers. There was negative correlation found between job satisfaction and occupational stress among school teachers.

Suganya, S., Rajkumar, A.D.(2016). conducted a review study titled "Job stress among teaching faculty – A Review" In this present study, the investigator explored the pertinent factors relating to Job Stress among teachers by reviewing the relevant literatures from the previous studies. The analysis of studies related to job stress, revealed that stress among teachers was very high level in the present scenario. Hence, the government need to be aware of these factors of stress and to take necessary steps along with private management, in order to reduce job stress among teachers.

Revathi, G., Raju D.V. (2015). in their study titled "A study on stress among women teachers in colleges at Chennai city" identified the causes, effects and managing the stress among women teachers in various arts and science colleges at Chennai city. They conducted this study on 50 women teachers. They designed a structured questionnaire and found that different age group have different causes of stress. For all the age groups the stress led to increased in blood pressure, depression and anxiety and increase in perspiration. They suggested regular exercise, positive attitude, yoga and meditation to manage the stress of respondents.

Tandon, J.K.et.al (2014). in their paper titled "Effect of age and gender on occupational stress: A Study on Teaching

Fraternity” found the effect of age and gender on occupational stress among teachers. They revealed that male teachers experienced higher occupational stress than females.

Sindhu, K.P. (2014).conducted a study on “A study on stressors among college teachers”. This study was conducted on a random sample of 200 college teachers of Kerala State. Questionnaire was used for data collection. Frequency, percentages and chi-square were used for analysis. From the analysis they concluded that majority of the teachers experienced stress in their work.

Babu, R.P.,Vembu, K. (2014).conducted a study titled “Occupational stress experienced by women employees in banking sector”. In this paper researchers discovered the work place stressors among the women employees in the banks. They concluded that women executives experienced a lot of stress due to various problems like glass ceiling, lack of training, and development opportunities, sexual harassment at workplace and so on. They also faced some problems like work, family conflict, hostile environment at home, children and elderly care etc.

Ali, W.U. et.al. (2014). conducted a study titled “Impact of stress on job performance: An Empirical study of the employees of private sector universities of Karachi, Pakistan” which was based on empirical research. This study was based on 1333 employees of private sector universities in Karachi. They concluded that work load and role conflict and poor monetary rewards were the prime reasons of causing stress in employees and this stress reduced their efficiency. Thus it was recommended that employees should minimise stress by lowering the work load, reducing the role conflict, paying adequate salary and providing training and counselling to employees in order to improve their job performance and job satisfaction.

Vasantha,M., Santhi, R. et.al. (2013). explored a study on “An analysis of work stress among college teachers in self financing college, Perambalur District, Tamilnadu”. The study found that external factors create lot of stress among the college teachers. Only 38% of the College teachers were satisfied their work. 52% of College teachers were stressed through the poor student behaviour and results. 56% of the College teachers were sharing stress problems with friends. 30% of the College teachers were reading books for managing stress.

Abirami, V. (2012).conducted a study on “Level of stress among college teachers with reference to Coimbatore District”. This study was aimed at examining the levels of stress among the arts and science college teachers working in Coimbatore District, Tamilnadu, India. It was found that the maximum level of stress was perceived by the college teachers who were below 25 years of age. Female teachers had perceived maximum level of job stress than the male teachers. In the case of marital status, majority of the married teachers had perceived maximum level of job stress when compared to the unmarried teachers. It was also found from the analysis that the maximum level of job stress was perceived by the college teachers who had experience.

Kumar, D., Deo, J.M. (2011).explored a study on “Stress and work life of college teachers”. The purpose of this study was to measure different aspects of work life of college teachers in general and to find out differences in perception of male and females as well as junior and senior teachers with regard to responses in particular. They revealed that junior college level teachers experienced significantly more stress in comparison to senior teachers.

Geeta, N. et al. (2010). in their paper titled “A study on the causes of work related stress among college teachers” In the study results showed that the teachers were unsatisfied with their job due to changing job related environments, insecurity of job, poor salary, biasness in promotions, work overload, role conflict, powerlessness, motiveless, harassment etc.

3. Research Methodology

Objective of the study

The main objective of this research is to explore the factors of stress among college teachers and to suggest some ways and techniques to minimize the stress.

Sample unit and sample size

For the purpose of the study, researchers selected a sample of 86 college teachers from different colleges of Rohtak region of Haryana. The sample of 86 respondents was chosen through the random sampling technique.

Research design

The study was conducted with well structured questionnaire which comprises of 16 items regarding job stress. A five point scale with 5 being “always” and being 1 “never” was used. Hence a higher score indicated greater stress with a statement than a lower score.

Data analysis tools

The information collected from the survey has been analysed through applying factor analysis using (SPSS) 21 version. Factor analysis is a good way to reduce the set of variables in a data set. Kaiser-Meyer-olkin was used to determine the sufficiency of the sample size, and Bartlett test of sphericity was applied to calculate the meaningfulness of the correlation matrix. The result of KMO and Bartlett’s Test are given in Table 1.

Table 1 :KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.820
Approx. Chi-Square		893.645
Bartlett’s Test of Sphericity	Df	120
	Sig.	.000

Source: Researcher’s calculation

The value of KMO sample is 0.820, which shows the data is fit for factor analysis. Bartlett’s chi-square test value is 893.645, the degree of freedom is 120, and the significant level is 0.000, which shows the data is fit for factor analysis. Principal component analysis is adopted to extract factors in the exploratory factor analysis. Varimax factor rotation method is applied to select factors with Eigen value more than 1.

Table 2 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	Variance in %	Cumulative in %	Total	Variance in %	Cumulative in %	Total	Variance in %	Cumulative %
1	6.191	38.696	38.696	6.191	38.696	38.696	3.502	21.887	21.887
2	2.402	15.011	53.707	2.402	15.011	53.707	2.842	17.760	39.647
3	1.831	11.442	65.150	1.831	11.442	65.150	2.838	17.737	57.383
4	1.323	8.271	73.420	1.323	8.271	73.420	2.566	16.037	73.420
5	.764	4.772	78.193						
6	.667	4.166	82.358						
7	.545	3.404	85.762						
8	.509	3.183	88.945						
9	.432	2.699	91.645						
10	.292	1.822	93.467						
11	.259	1.617	95.084						
12	.242	1.511	96.595						
13	.189	1.180	97.775						
14	.151	.946	98.720						
15	.109	.681	99.402						
16	.096	.598	100.000						

Source: Researcher's calculation

Table 2 (Total Variance Explained) shows that there are Four Factors having Eigen value more than 1. Eigen value shows the total variance explained by each factor. These four factors explained 21.887%, 17.760%, 17.737%, and 16.037% of the total variances respectively. Therefore these four factors explained 73.420 % of the total variance of the variables.

Naming of factors

Researchers are using the Rotated Components Matrix using 0.40 as a cut-off point for factor loading for naming of factors. Table 3 shows four factors related to stress among college teachers.

Table 3: Rotated Component Matrix^a

ITEMS	COMPONENTS			
Stress from peer groups	.909			
Stress from senior groups	.874			
Working conditions of the organisations	.838			
Management policies	.824			
Family hindrances		.796		
Nonteaching duties		.727		
Examination duties		.711		
Time constraints		.704		
Job insecurity			.899	
Remunerations			.881	
Efforts are not recognised			.794	
Irregularities of students in class				.865
Behaviour and attitude of students				.724
Joining of coaching classes by students outside colleges				.699
Poor standards of students				.581
Pressure to take up results				.543

Source: Researcher's calculation
 Extraction method: Principal component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a Rotation converged in 6 iterations.

Factor 1 (Stress related to internal environment): Table 3 shows factor 1 which comprises variables Stress from Peer Groups (0.909); Stress from Seniors (0.874); Working Conditions of the Organisations (0.838) and Management Policies (0.824). The Rotated components matrix reveals that

respondents have perceived this factor with the highest explained variance of 38.1%. 4 out of 16 stress items are loaded on significantly to this factor. Researchers have named this factor 'Stress related to internal environment', as it

includes peer group stress, seniors stress, working conditions and management policies.

Factor 2 (Stress related to family problems and extra duties): Table 3 indicates factor 2 which includes variables family hindrances (0.796), time constraints (0.727), non teaching duties (0.711) and examinations duties (0.704). The Rotated components matrix reveals that this is the second most important factor which accounts for four types of stress. Researchers have named this factor 'Family problems and Extra duties' as it includes family related problems and extra duties.

Factor 3 (Stress related to inadequate rewards and benefits): Table 3 shows factor 3 which comprises variables of job insecurity (0.899), less remuneration (0.881) and poor recognition (0.794). This is the next important factor of stress which explained variance of 11.442% out of 73.420%. Three out of 16 stress items are loaded on this factor. Researchers have named this factor 'stress related to inadequate rewards and benefits' as it includes poor rewards and insecurity.

Factor 4 (Stress related to students): Table 3 shows factor no. 4 comprises of variables Irregularities of students in class (0.865), Behaviour and attitude of students in class (0.724), joining of coaching classes by students outside the college (0.699), Poor standard of students (0.581),

Pressure to take up the results (0.543). Researchers have named this factor 'stress related to students' as it includes stress which is related to students of the college.

4. Suggestions and Conclusion

Study reveals that the main cause of stress among college teacher is internal environment of the college. Lack of cooperation among peer-groups and seniors may result unhealthy environment and this will create stress among college teachers. Hence proper communication, efficient management and positive attitude of management towards staff may reduce stress among college teachers. Some motivational steps can be taken to boost up the morale of staff like proper remuneration and job security can be given to staff to create stress free environment. Teachers should also focus on time management to reduce the work load of extra duties further stress related to students can be reduced through proper interaction with them and they can even meet the parents of the students to solve the issues with the students.

5. Limitations of the study

The findings of the study depend purely on the responses given by the college teachers of Rohtak city. The area and sample size of the study is small because of time constraints and money. The variables used in the study have been taken from the literature but these are used after little modifications.

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