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A study on occupational stress among women college teachers of Belthangady Taluk

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Abstract

Stress is responsible for physical, emotional and psychological strain. Stress is an individual's response to a disturbing factor in the environment and the consequence of such reaction. Stress obviously involves interaction of the person and environment. Teaching profession was once viewed as the low stressed occupation in the world. Teachers were enjoying their profession due to the freedom they had to implement their plans in their profession. They had enough time to prepare themselves to handle the lessons. In the present world, due to drastic changes in the education system, such as, entry of private schools and colleges, involving the teaching faculty in non-teaching jobs, changes in the methodology of teaching, expectations of the new-generation students and their exposure to the various information Medias etc are the biggest challenges for the teachers at present. The present study _ was conducted to explore the women faculty perception towards occupational stress using established questionnaire, data collected from various pre university and degree colleges. The findings of the study shows that women college teachers in Belthangady Taluk are broad minded and have assumed their work as Worship and hence majority of them are free from work related stress.

Keywords: college, stress, women, work, faculty, causes of stress, perception

Introduction

Stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning. Stress is an individual's response to a disturbing factor in the environment, and the consequence of such reaction. It obviously involves interaction of the person and environment. It can manifest itself in both a positive way and a negative way. Stress is set to be positive when the situation offers an opportunity for one to again something. Eustress is the term used to describe positive. Eustress is often viewed as motivator since in its absence the individual lacks that 'edge' necessary for peak performance. It is negative when stress is associated with heart disease, alcoholism drug abuse, marital breakdowns, absenteeism, child abuse and lot of other social, physical organizational and emotional problems. There are various sources of risk. They are, external factors like; Economic uncertainty, Political uncertainty, technological changes, organizational factors like; task demands, role demands, interpersonal demand, personal factors like; Family problems, Economic problems, Personal problems etc and individual factors like; Perception, Job experience, Social support, Belief in laws of control, Self-efficiency, Hospitality etc. The symptoms of stress are: Physiological symptoms like; Headache, High blood pressure, Heart disease, Anxiety, Depression, Decrease in the job satisfaction and behavioral symptoms like, Productivity, Absenteeism, turnover etc.

Job stress among the employees has very bad impact on the performance of the employees. It reduces the productivity of the employees. Human resource of an organization is the most valuable asset of an organization. But it would become a useless asset, if the employees are highly stressed in their work-place. Hence, an organization should train the employees to cope with various sources of stressor. In the present study, we have made an attempt to measure the stress level experience by the women college teacher of Belthangady Taluk.

Literature Review

Abhirami. V (2012) ^[1] in her study entitled "Levels of stress among college teachers with reference to Coimbatore District" found that self-financing college teachers, teachers belongs to the joint family, professor level of college teachers, less experienced teachers, teachers of city, teachers who are working for more than 8 hours in a day are experiencing more stress than the teacher of other category.

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Sindhu. K.P (2014) ^[3], in her research entitled, "A study on stressors among College Teachers" studied the stressor among the college teacher under the following category; work stressors, role stressor, personal development stressor, inter personal relationship stressors and organizational climate stressor and found that majority of the teachers experience stress in their work.

Partap Singh (2015) ^[6], in a study on the topic, "Work Stress among College Teachers in Self-financing college: An explorative study" have identified that job insecurity, poor students behavior and their negative attitude, ineffective leadership by the higher authority, lack of motivation, negative attitude of the colleagues, excessive workload, involvement in no teaching work, lack of growth opportunities and work life imbalance are the key stress factor.

Sukumar A and Kanagarathinam M (2016), made a research on the topic "A study on occupational stress among college teachers in self-financing college in Coimbatore District" and identified the following as the key factor of stress; excessive additional duty, poor students behavior, and their negative attitude towards study, job in security, involvement in non-teaching duty, negative attitude of the colleagues, poor motivation, Jack of growth potentialities.

Research Gap

The purpose of literature review is to identify the research gap. After reviewing the following available research articles, the researchers have identified that there have been no studies found in the recent years on the topic under study. It is also found that there are no such studies in the area under study. Hence, we have undertaken the current research.

Research Objectives

The main objective of the study is to identify the stress level faced by the women college teachers in the area under study. The study is also aimed at finding the relationship between demographic factors stress level experienced by the respondents.

Research Methodology

The data for the current research was collected from both primary sources and secondary sources. Well-structured questionnaire was used for collecting the primary data, books and websites are used for collecting the secondary data. Likert's five-point scale is used in the questionnaire to give more quantitative touch to the responses. Cluster sampling technique is used for selecting the sample and the sample size is 30% of the population. Statistical tools like percentage and mean are being used for the analysis. For testing the hypotheses, parametric test tools; One Way Analysis of Variance (ANOVA) were used. The tests were conducted at 95% confidence level.

Hypotheses

In addition to the above objectives the researchers have also formulated the following hypotheses:

H₁ = There is no significant difference in stress level experienced by the women college teachers of different age group

H₂=Stress level experienced by the women college teachers does not depend upon their area of residence

H₃ = Level experienced by the married and unmarried women college teachers is similar

H₄=There is no relationship between educational qualification and stress level experienced by the women college teachers

H₅ = There is no significant difference in stress level experienced by the women college teachers belongs to different type of colleges

H₆=Income of the teachers have no significant impact on the stress level experienced by them

H₇=Years of teaching experience and stress level experienced by the women college teachers is independent to each other.

Data analysis and interpretation:

Table 1: Personal profile of the respondents

Option	Number of respondents	Percentage
Age of the respondents		
Less than 25years.	4	10
25 years to 40 years	30	75
More than 40 years	6	15
Total	40	100
Area of residence		
Rural	21	52.5
Semi-urban	18	45
Urban	1	2.5
Total	40	100
Marital status		
Married	35	87.5
Unmarried	5	12.5
Total	40	100
Educational qualification		
P.G	32	80
P.G & M.Phil	4	10
P.G & Ph.D	4	10
Total	40	100
Type of college		
Government	11	27.5
Private	29	72.5
..	40	100
Monthly income		
UptoRs.15,000	8	20
Rs.15,001-Rs.30,000	19	47.5
Rs.30,001-Rs.50,000	8	20
Above Rs. 50,000	5	12.5
Total	40	100
Total years of experience		
Lessthan5year-s	12	30
5years-10years	8	20
10years-15years	12	30
Morethan15years	8	20
Total	40	100

Table 2: Job stress opinion of women college teachers

S. N	Statements	Mode
1	I feel comfortable at my work	5
2	My personal problems will not affect my work	4
3	I am confident enough to face my work challenges	5
4	I am trained to manage my work smoothly	4
5	My workload never affected my leisure time	4
6	I am guided by the higher authority to manage my work pressure efficiently	4
7	I am not forced to work for long hour in my work place	4
8	I will get enough sleep in the night to protect my health	4
9	I never feel irritated by the evaluation of my performance	4
10	I am able to adjust my work schedule during any urgency	5
11	I Will get flexible leave facility to meet my personal needs	4
12	I have better career growth opportunities in the current job	4
13	I find it very easy to control the class	5
14	I have a well-established library in the college to get equipped for the classes	4
15	I need not carry any of my office work to home	4
16	I share the work with my colleagues whenever needed	4
17	I can adjust my working schedule to attend to my life priorities	4
18	I enjoy the privileges I am offered by the organization	5
19	I feel comfortable to meet the expectations of the management and principal	4
20	I never feel irritated by my students and they are highly cooperative	4

The mode values for the various statements related to factors affecting job stress offered to the respondents is equal or more than four. It indicates that majority of the women employees in the area under study are free from work related stresses. They enjoy their work and work place. They are comfortable with the leisure time available for them. They are having good management, colleagues and students. They will be having well established libraries in their college which will help them get required materials for their class preparation and enrichment of their knowledge. The women college teachers are happy with the infrastructural facilities that they have in their college. The college will offer them required leave facilities. They are satisfied with their workload.

Table 3: Age of the respondents and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	13.688	.090
One Way ANOVA	5.472	0.008

Source: Primary Data

The P value is less than 5% level of significance it is concluded that there is significant difference in stress Level experienced by the women college teachers belongs to different age group.

Table 4: Area of residence of the respondents and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	5.389	.715
One Way ANOVA	.831	.444

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to different area of residence.

Table 5: Marital Status of the respondents and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	.911	.923
One Way ANOVA	0.76	0.389

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to marital status.

Table 6: Educational Qualification of the respondents and level of jobs stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	14.823	.063
One Way ANOVA	2.227	.122

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to Educational qualifications.

Table 7: Type of college of the respondents and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	2.546	.636
One Way ANOVA	.747	.393

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to type of colleges.

Table 8: Income of the respondents and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square	6.850	.867
One Way ANOVA	.310	.818

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to income of the respondents

Table 9: Years of experience and level of job stress

Type of Test	Calculated Value	P value
Pearson Chi-Square-	11.887	.455
One Way ANOVA	1.329	.280

Source: Primary Data

The P value is greater than 5% level of significance it is concluded that there is no significant difference in stress Level experienced by the women college teachers belongs to years of experience.

Findings of the study

- It can be observed from the study that 75% of the respondents belongs to the age group of 25 to 40 years
- It is found in the study that majority (52.5%) of the respondents belongs to rural area.
- It is fact from the study that 87.5% of the women college teachers in the sample are married and only 10% of them are unmarried
- It is true from the study that majority (80%) of the women college teachers having PG qualifications
- It can be identified in the study that 72.5% of the college teachers studied in the private college.
- It is crystal clear from the study that majority (47.5%) of the respondents belongs to Rs.15, 001 to Rs.30, 000 income class
- It is fact that 30% of the respondents are having less than five years of experience and again one more 30 percent of the respondents are having 10 to 15 years of experience
- The results of hypotheses tested are presented below

H1=According to Chi-square test, the hypothesis is accepted and according to One Way ANOVA, the hypothesis is rejected. As under One Way ANOVA, the p value is lesser than the level of significance, the hypothesis is rejected. Hence, non-normal distribution assumption, it is concluded that there is significant difference in stress Level experienced by the women college teachers belongs to different age groups.

With regard to the remaining hypotheses, the P values are higher than the level of significance, i.e, 5%, all other hypotheses were accepted.

Conclusion

Stress is natural phenomenon in an individual's daily life. In our fast faced world it is impossible to live without stress. Stress can_ make an individual productive and constructive when it is identified and well managed. Failure to manage the stress will cause to productivity of the employee and lead to all types of health problems. In times of great stress, it is always better to keep busy, to plow anger and energy into something positive. Positive attitude and meditation will be helpful for coping the stress.

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