

A Study on Occupational Stress among Arts and Science College Faculties in Kanya kumari District, Tamil Nadu

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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 coworkers. 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.

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

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.

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

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 co worker support. Finally, 78 percent faculties accepted about the unproductive leadership at department level.

Relationship between 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 fulfil 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 behaviour 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.