



OCCUPATIONAL STRESS AMONG THE TEACHING FACULTY OF SELECT ENGINEERING COLLEGES IN COASTAL ANDHRA PRADESH

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Abstract

Occupational stress often arises from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational stress can increase when people do not feel supported by management or colleagues, or feel as if they have little control over work processes. Job stress results from various interactions of the employee and the environment of the work they perform their duties. Location, gender, environment, and many other factors contribute to the buildup of stress. Job stress results from the interaction of the employee and the conditions of work. This pilot study reveals the various stress sources among the faculty of engineering colleges like inter-personal relationship, teaching, research and career development. The sample size is confined to 120 respondents; the convenience sampling method is deployed. The information was gathered through survey method and analyses through SPSS. The findings were presented. The result demonstrates that talent improvement is the best wellspring of worry to academic staff. The outcomes likewise showed that male and female academicians varied in outward feeling of anxiety in instructing.

Keywords: Occupational Stress, Career Development, Gender Differences, Talents, Anxiety.

Introduction

Life in today's competitive world is full of challenges. In every facet of life academicians come across many stressful situations. The workforce of a lecturer is both physical and mentally perplexed. A lecturer needs to use a lot of energy in his daily chores in the classroom coupled with his individual, household and external commitments. Organizational stress arises out of organizational ambience and structure. Job stress is the result of physical working situations while knowledgeable during the work performance of the employees. On the other hand, occupational stress is used in expansive way, which refers to the core aspects of jobs, organizational structure and climate as well as the role facets in the organization.

Review of Literature

An investigation of relevant literature assumes an imperative part to get a full picture of what has been finished with respect to the issue under examination. Such review achieves a profound and clear viewpoint of the overall field. The literature in any field frames the foundation of the investigation on which all future work will be built.

Tribhuvan Sunil Lakshman (2017) study o Independent variable: Type of the school (permanent and temporary school teacher) and Dependent Variables: occupational stress and Job satisfaction came to a conclusion that Permanent school teachers were experiencing low occupational stress and high job satisfaction compared to temporary school teachers.

Naina Sabhrewal and Deeya Ahujaet. al., (2015) studied on factors Time pressures, lack of student discipline, poor infrastructure, low pay scenario with 76% were women Respondents and found that Moderate stress identified among faculty members, but had no effect on the performance of the faculty members.

Ansarul Hassan (2014) compared the impact of two factors Nature of the job, working environment and concluded as Primary teachers working in Government sector and private sector had high stress levels.

Mika Kataokaet. al.,(2014) studied on Gender, profession, conditions of taking salaried leaves, work satisfaction, occupation control, social support and handling skills and Suggested that the paid leaves have to make free to improve mental health of the university teachers.

KoechJewen David (2014) study on Biological, psychological and social system and concluded with Employer related factors affected the performance of public primary school teachers.



Chaly P.E., Anandet.al., (2014) researched on Nature of the job and working conditions and concluded that Software professional were experiencing high stress than school teachers as the Study neglected age and gender wise stress variations.

Jeyaraj (2013) researched with working conditions, Personal and Social characteristics and result was Government teachers' had low stress compared to aided school teachers.

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Ali Qadimi and Praveen K.B. (2013) studied on Nature of the job and Age group of the respondent found that Age was not an influencing factor of occupational stress, but a little difference can be noticed with less age group experiencing low stress.

Dr. G.Lokanadha Reddy and Dr. R.VijayaAnuradha (2013) published an article on occupational stress. 327 teachers from Vellore district were examined that the faculty members are with moderate stress and it was suggested that working on self confidence, self esteem, sense of humour, practice of emotional intelligence, yoga and meditation, developing social circle were the coping strategies for stress.

Dr.G.Lokanadha Reddy and R.Poornima (2012) investigated university teachers occupational stress and burn out. Nine state universities selected from Tamilnadu and Andhra Pradesh and the study outlined that, maximum university teachers had moderate stress levels and professional burn out. The researchers identified positive correlation between professional burn out and occupational stress of university teachers.

Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their counterparts.

Dr.FigenEres and Dr.TatjanaAtanasoska (2011) A study on the factors Behavior of school authorities, Parent and student misconduct, deprived colleague relations, Decision making, professional status and results find out with High stress levels in deprived colleague relations, Less stress levels in parent and student misconduct.

Mondal et al. (2011) found that male teachers tend to report more psychological and physical stress than female teachers. Moreover, males were observed to have higher stress and anxiety than the females.

Robert M. Klassen and MingMing Chiu (2011) examined occupational commitment as dependent variable and self-efficacy, job stress and contextual factors as independent variables on 434 practicing teachers and 379 pre-service teachers. The outcome of the study revealed that higher occupational commitment and lower stress was observed in pre-service teachers, practice teachers were more capable than pre-service teachers with regard to dealing with classroom behavior.

Louis George and Tara Sabhpathy (2010) examined the association between degree college teachers' work motivation and leadership styles of college principals. The outcome of the study after analysis reveals that transformational leadership style supported the teachers to motivate at work, which should enhance enthusiasm, optimism and team spirit.

Statement of the Problem

Whatever be the nature of the job, stress is inevitable in today's fast paced world, some level of stress is acceptable rather necessary to bring out the best in a employee, but when the stress level exceeds the limits then problems set in. While stress is common for all types of jobs, it is important to see that stress levels are extremely high in some categories of jobs like teaching. Thus the problem under study is to examine what sort of techniques been deploying by the teachers working in Engineering Colleges of Coastal Andhra Pradesh to coping stress.



Objectives

1. To find out the difference in the degree of occupational stress experienced between Government and private engineering colleges teaching faculty.
2. To find out the difference in the degree of occupational stress experienced between male and female engineering colleges teaching faculty.
3. To put forth suggestions and conclusions for the reduction of occupational stress.

Hypothesis

H1: There is no significant difference in the degree of occupational stress experienced between government and private engineering colleges teaching faculty.

H2: There is no significant difference in the degree of occupational stress experienced between male and female engineering colleges teaching faculty.

Research Methodology

Research design proposed for the study is Descriptive type of research. The sample of the study is 120 members composed of engineering teaching staff employed in the two universities viz; JNTU-Kakinada, and Andhra University, located in the coastal Andhra. It covers both female and male teaching staff varying in age 28 to 55 years. Primary data is collected by questionnaire survey method based on pilot study. Secondary data is collected from journals and research articles to support research.

Measures

Occupational Stress Index (OSI): This scale was developed by Srivastava and Singh (1981). It was used to measure the extent of employee perceived stress arising from various constituents and conditions of their job. The OSI consists of 46 items, each to be rated on 5 point scale. Out of 46 items, 28 are 'true-keyed' and rest 18 are 'false keyed'. The scale assesses the extent of stress arising from following 12 dimensions of job life: Role overload; Role ambiguity; Role conflict; Group and political pressures; Responsibility for persons; Under-participation; Powerlessness; Poor peer relationships; Intrinsic impoverishment; Low status; Strenuous working conditions; Unprofitability.

Data Analysis & Interpretation

Table 1: Means and SDS of the Four Varied Groups of Faculty Members on the Measure of Twelve Dimensions of Occupational Stress

Occupational Stress Dimension		Government college		Private college	
		Male Teachers (n=30)	Female Teachers (n=30)	Male Teachers (n=30)	Female Teachers (n=30)
Role Overload	M	17.03	18.55	19.38	24.60
	SD	3.82	4.37	5.16	2.84
Role Ambiguity	M	9.38	9.38	10.13	15.90
	SD	2.86	2.67	2.37	2.60
Role Conflict	M	12.45	13.20	13.4	18.33
	SD	3.54	2.90	3.15	2.18
Unreasonable group and political pressure	M	11	12.33	12.10	16.38
	SD	2.48	2.94	3.17	2.11
Responsibility for persons	M	9.4	9.08	10.38	12.58
	SD	1.65	2.32	2.59	1.65
Under participation	M	13.2	12.7	11.95	15.45
	SD	3.95	3.15	3.74	2.5
Powerlessness	M	10.05	10.08	8.1	11.58
	SD	2.68	2.71	2.62	2.05
Poor peer relations	M	9.78	9.83	10.0	16.03



	SD	3.11	2.57	2.94	2.63
Intrinsic impoverishment	M	8.98	9.45	8.95	16.03
	SD	2.8	2.92	2.23	2.07
Low status	M	6.88	6.5	6.35	12.0
	SD	2.55	2.0	2.14	2.31
Strenuous working conditions	M	8.13	8.55	9.25	16.2
	SD	2.43	2.3	2.92	2.44
Unprofitability	M	5.93	5.8	6.23	8.53
	SD	1.94	1.96	2.08	1.13

A close perusal of the mean scores on the measure of stress shows that the government and private college's female teaching faculty report higher level of stress than male faculty. The overall occupational stress score too reveals the same.

Table 2: Relationship between the Respondents Stress Dimensions and the Degree of Occupational Stress Experienced Among Private and Govt. Sector Teaching Faculty

S. No	Dependent Factor	Private		Government	
		'F' Value	Remark	'F' Value	Remark
1	Role Overload	3.015	0.04	3.386	0.043
2	Role Ambiguity	9.388	0.01	1.938	0.08
3	Role Conflict	3.288	0.004	2.007	0.074
4	Unreasonable group and political pressure	7.304	0.008	2.029	0.006
5	Responsibility for persons	4.286	0.038	2.455	0.091
6	Under participation	1.657	0.09	1.525	0.082
7	Powerlessness	4.065	0.05	0.392	0.506
8	Poor peer relations	4.512	0.046	1.876	0.203
9	Intrinsic impoverishment	5.067	0.009	0.385	0.081
10	Low status	4.175	0.045	0.579	0.088
11	Strenuous working conditions	3.461	.037	7.221	0.001
12	Unprofitability	6.686	0.005	1.158	0.356

It is obvious from the ANOVA analysis that the factors like Role Ambiguity, Unreasonable group and political pressure, Intrinsic impoverishment and Unprofitability are significant at 1% level with respondents' level of job satisfaction followed by Role Overload, Role Conflict, Responsibility for persons, Powerlessness, Poor peer relations, Low status and Strenuous working conditions are significant at 5% level with level of job satisfaction perceived by the private sector employees. The remaining factor under participation is not associated with the respondents' level of occupational stress.

On the other hand, factor strenuous working conditions and Unreasonable group and political pressure are significant at 1% level with respondents' level of stress followed by Role Overload is significant at 5% level with the level of stress perceived by Govt. sector respondents.

ANOVA was used to examine the effect of gender and type of college (government and private) on overall occupational stress of lecturers.

Table: 3 Summary of ANOVA for Composite Occupational Stress

Source of Variance	Df	MS	F
Gender	1	6784.23	119.93**
Type of college	1	38626.23	125.94**
Gender X type of college	1	29322.23	95.60**
	156	306.71	



** $p < .01$ Results of ANOVA show that both gender $F(1,156) = 119.93$, $p < .01$ and type of college $F(1,156) = 125.94$, $p < .01$ have highly significant main effects. The interaction of gender and type of college $F(1,156) = 95.60$, $p < .01$ of gender and type of college was also significant.

The interaction of gender and type of college was also significant, $F(1,156) = 95.60$, $p < .01$. It is clear that in the case of males the type of college has negligible influence. In contrast, college has major effect in case of female. The private college female teachers are subjected to very high level of stress than their government college counterparts.

Findings

1. The major factor overload interfering with personal life is unhappiness with the amount of time for personal activities because of over work load putting personal life on hold.
2. Lack of recognition and appreciation from the institution influence stress related factors interfering personal life.
3. Female teaching academicians have a strong belief that supportive work environment is instrumental in reducing stress.
4. Survey also indicates that the negative health impact is more pronounced for women as they have more domestic responsibilities as well.

Suggestions

1. The efforts of the teaching staff are to be recognized and they should be rewarded by giving increments and promotions.
2. A flexible work environment has to be embodied to overcome stress factors observed in the employees.
3. The institution can also take initiative in reducing the stress of employees by conducting training programs, meditation sessions and by reducing the workload.
4. Female academicians should be given liberty by implementing stress free environment.

Conclusions

The present study was led to inspect the impacts of occupational stress among the Government and Private colleges teaching faculty. It additionally endeavored to look at the impacts of nature of stress on the measures of occupational stress of teachers. Alongside this, sexual orientation contrasts in were additionally investigated. Female are more stressed due to overburdening. They need to take care of their wards need to cook food and other house hold work for which they are assumed in man centric arrangement of society. Because of heavy work load i.e. at work place and at home this makes more pressure normally.

It was discovered that sexual orientation has very huge impact on the view of occupational stress. Investigation of the information uncovered that there is very significant difference in government and private colleges' faculty in the degree of occupational stress. The faculty of private colleges announced higher stress in the greater part of the spaces and by and large occupational stress. Enrollment additionally gives off an impression of being influenced by portrayals of stress.

Colleges confront costs related with enlisting and supplanting wore out faculty who select to leave the calling through and through. Along these lines, understudies of focused on faculty have less successful expert and individual consideration with specialist negative instructive outcomes.

There is additionally a general network cost. Temporarily, work pressure results in over the top debilitated leave and different types of non-appearance. In the more drawn out term it might mean less duty to the association, early retirement and abdications and in this way, untimely loss of skill from the training framework. Subsequently, it is imperative to realize that how occupational stress and its different segments influence the authoritative responsibility of the faculty and what preventive measures we should take with the goal that the instructors might be more dedicated to their associations.



Limitations of the Study

1. The outcome of the study will be applicable only to these respondents.
2. There may be Chance of Personal Bias.
3. Data Analysis is done totally based on the information that is collected from the Questionnaire.
4. Lack of co- operation of the respondents.
5. Time constraint.

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