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Research Article

Work Stress Among Selected Engineering College Faculty Of Southern Districts Of Tamil Nadu

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ABSTRACT

There is stress in many kinds of organisations, but it is particularly prevalent in colleges and schools. Stress will always be a part of life. Eustress, a healthy form of stress, is beneficial for both individual and organisational growth. The amount of stress experienced by school teachers has been the subject of numerous studies, but not many have looked at college teachers. Research has demonstrated that educators experience moderate to high levels of stress, while those employed by private schools report significant levels of depersonalisation and emotional weariness. The purpose of the study is to establish the stress levels of college instructors at independently Self-Financing engineering colleges in Tamil Nadu's southern districts. The researcher was identified that four group factors adopted the factor analysis technique and the factors are named as “Social norms, perceived behavioural control, pro-environmental behaviour and push towards to sickness”. The researcher concluded that emotional imbalance causes female instructors to experience higher levels of stress, whereas college teachers often experience moderate to high levels of stress owing to a variety of stresses. The elements that contributed to classroom stress were procrastination, work overload, student issues, classroom management, participative issues, and teaching issues. The researcher were identified that four group factors adopted in the study and the factors are named as “classroom related statement”.

Keywords: Work-Stress, Self-Help technique, Organizational technique

Introduction

Professionals with training in the art of educating students make up the teaching profession, yet being a professional entail more than just knowing a certain subject matter. Expertise comes in a package. One needs to act and dress professionally in order to be treated as such. Being a teacher comes with a complicated work environment, which may be extremely stressful. Teaching is a difficult and demanding profession. To be effective in the classroom, teachers needed to draw from their physical, emotional, and intellectual resources. Teachers face a multitude of intricate challenges, just like any other job(Alaba and Kotansible 2010).

The teacher is the most crucial component of any educational program and is in charge of carrying out the learning process at all times. Even with a large investment in bettering the physical along with educational facilities, education cannot be improved unless there are a sufficient number of highly qualified teachers willing to bring out the educational progression in a way that results in the students' desired educational development. As a result, it's critical that the instructor is ready to operate successfully and efficiently (Bhawana and Nair 2015). The technologically sophisticated and stressful lives of today barely offer a conducive environment for thinkers to think, policymakers to craft constructive policies, and teachers, above all, to impart knowledge with sincerity and devotion. Overwhelming pressures and challenges are frequently brought on by everyday interactions with students, coworkers, and the endless and fragmented demands of teaching in general. These factors further contribute to stress and strain. For those embarking into the pedagogical field, teaching offers a plethora of benefits, both internal and external. Teaching does not, however, come without its share of issues (Clement et al., 2010).

Stress-related work-related issues continue to rank highly on the lists of many teachers' concerns. The tasks and obligations of teachers have always been seen as difficult. Teachers may find themselves in a lot of difficult

situations as a result of their jobs and other responsibilities(Falsa 2016). Although the term "stress" is widely used nowadays, its definition is getting harder to pin down. In essence, the expression "stress" originates from the Latin word "Stringer," which consider to draw anything tight. It is a sensation of tension brought on by psychological, physiological, and environmental factors. Tension is both physical and emotional(Hassan2013). A person's ability to successfully do a work entrusted to them, under the standard constraint of making acceptable use of the resources available, can be considered their job performance. A notion was put up to close the gap between job performance and stress measurements. When stress can also lead to an increase in productivity, there is a positive linear link between the two, which suggests a positive linear association(Jackson et al.,2006).

Further possibility is that production may rise early to a high before declining as a person descends into a distressed condition. When someone effectively completes a work that has been allocated to them, they are performing their job, subject to the standard restrictions of making acceptable use of the resources that are available. There exist four distinct types of correlations between job performance and measurements of occupational stress(Nomita 2016). One is a detrimental linear relationship, meaning that stress (distress) causes productivity to drop. Stress can also lead to an increase in production, suggesting a beneficial link amid the two. There may be a association in which persons who experience mild stress initially have higher levels of productivity until they reach a peak, at which point their productivity starts to fall (Sukumar 2016).

Since work is a person's livelihood or career, it is an essential component of daily life. A significant portion of people's lives in the modern world are spent at work. People work twelve hours a day on average, which equates to one-third of their lifetime spent at work. Therefore, teachers should bring happiness, calmness, and the satisfaction of finishing a task and investing time in a meaningful, productive, and useful manner (Vijaydurai 2012). Humans must work since it is an essential activity for maintaining one's own health. employment can be a source of energy for one's personal identity because meaningful employment raises one's self-esteem. It also fosters the development of self-worth, dignity, and identity. Reaching a significant outcome helps a person develop and reach his greatest potential. It offers a chance to help enhance both his community's and his own living situations(Yerkes 2003). When someone works, he or she is making an effort to create something, accomplish something, or have the intended outcome.

Typically, the phrases "job" and "work" are used interchangeably. However, work encompasses more than a job. Although it offers a means of survival and a respectable standard of living, labour serves other purposes as well(Jayraj 2013). One of the main activities that people do is work. Work is seen as a positive attribute and is characterised by traits like diligence, perseverance, willingness to take initiative, and dedication to one's profession(. An individual's work instinct is linked to the satisfaction that comes from being able to accomplish goals, outperform oneself, use one's creativity and intelligence, improve oneself, meet new people, assist others, feel capable and strong, and be successful.

For humans, "being able to do something" refers to being able to demonstrate that "I," the subject, exist and am active in the environment. One important approach to demonstrate one's existence and, ideally, the value of life is through work. Typically, the phrases "job" and "work" are used interchangeably. However, work encompasses more than a job. Although it offers a means of survival and a respectable standard of living, labour serves other purposes as well.

One of the main activities that people do is work. Work is seen as a positive attribute and is characterised by traits like diligence, perseverance, willingness to take initiative, and dedication to one's profession. An individual's work instinct is linked to the satisfaction that comes from being able to accomplish goals, outperform oneself, use one's creativity and intelligence, improve oneself, meet new people, assist others, feel capable and strong, and be successful. Although each society has its own values and ideas about work, it is fundamental to many of them. Given the amount of time people spend at work, the many things it can accomplish for them, and the way work is intertwined with other significant facets of daily life like family, leisure, spirituality, and community life, most people view work as important and significant. Six characteristics appear to be fundamental to the purpose of work as suggested by multiple studies: pleasant connections, autonomy, acknowledgment, achievement-related pleasure, moral correctness, and societal purpose. Recent changes in the workplace have prompted an investigation into the morality of social and organisational practices, with moral and ethical issues becoming an increasing source of concern.

Since it's a popular belief among employees that work ought to be enjoyable. Every employee tries to increase both their own and others' enjoyment of their employment. The term "Quality of Work Life" refers to the literature that is being addressed in this context on how to make work more joyful. Each and every person believes that what they do should inspire them and bring them fulfilment. This also applies to teachers. This has prompted efforts to raise the calibre of teachers' working lives.

Growth opportunities are the conditions at work that allow a teacher to continue developing professionally by increasing their knowledge, skills, qualifications, and abilities. It also refers to circumstances that will benefit their future possibilities at work, career advancement, and promotions.

Objective of the Study

1. To categorize the factors contributing to work-related stress of the teachers of selected engineering colleges of Ramnad district in Tamil Nadu.

2. To study the effect of work-related stress on the work performance of the teachers of selected engineering colleges of Ramnad district in Tamil Nadu.

Methodology

The nature of the present study is descriptive. A gathering information investigation with appropriate interpretation qualifies as a descriptive study. Data collection, questionnaire creation, sampling design, and analysis framework are all included in methodology.

Sample Design

From each type of discipline assistant professors/associate professors/ higher authorities will be selected through Proportionate random sampling for the primary data collection. The Minimum of 238 samples planned to be collected from the college teachers of study Area. The sampling size has been decided by using the formula considered by the online raosoft calculator.

- N=N/1+N(e)2
- Where n=Sample size,
- N=Population size,
- and e=Sampling of error

Which is ± 5 percent
The following formula is used to regulate the sample size in each district in proportion to the total.
S= (n / N) * s
Where,
S= Sample size,
n= population of within district,
N= Total population size,
s= Identified sample size,

Table 1 demonstrations the details of the populace in addition sample size drawn from each district.

Table 1 Details of Population and sample size drawn

S. No	Name of the District	Total Population size considered for the study	Calculation of Sample Size for each districts	Sample Size
1	Thirunelveli	124	=238*(124/1143)	25.81
2	Madurai	134	=238*(134/1143)	27.90
3	Dindugal	125	=238*(125/1143)	26.02
4	Virudhunagar	137	=238*(137/1143)	28.52
5	Thoothukodi	164	=238*(164/1143)	34.14
6	Ramanathapuram	172	=238*(172/1143)	35.81
7	Sivagangai	149	=238*(149/1143)	31.02
8	Theni	89	=238*(89/1143)	18.53
9	Kanniyakumari	49	=238*(49/1143)	10.20
	Total	**1143**		**238**

Source: Secondary data collected from above mentioned college.
The sample size of 238 was collected using the simple random sampling method.

Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu

To assess how adequate the sampling is, the Kaiser-Meyer-Olkin (KMO) and Bartlett's tests are used. The variable's job stress has been evaluated across twelve aspects. The Bartlett test has been used to build the correlation matrix in order to assess the significance level of the variables. Table 2 displays the results of the two tests, Bartlett's test of sphericity with degrees of freedom, p-value, and chi-square value, as well as the KMO measure of sample adequacy.

Table 2 Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Bartlett's Test of Sphericity	Approx. Chi-Square	22348.134
	Df	65
	Sig.	0.000

Source: (Primary data)

A significant degree of variation among the parameters is indicated by a high KMO score (0.837 > 0.5), as the table demonstrates. The factor analysis can thus be used, it is concluded.

Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu - Principal Components Analysis(PCA)

The PCA has been administered for grouping the factor of Work Stress among Selected Engineering College Faculty. It is a method for data reduction. Furthermore, the amount of variance in a single item represents a common element known as communalities. According to the PCA, the significance of communality is considered as one. Work Stress among Selected Engineering College Faculty Factors are arranged in a compound column. The extraction column contains the value for communalities. The qualities with a value less than 0.5 indicate that the variables are not suited for a given solution and may be omitted from the study. The table describes the work stress of selected engineering college faculty.

Table Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu– Principal Components Analysis

Communalities

Particulars	Initial	Extraction
The atmosphere of the college is very friendly and teachers spare enough time in informal social relations.	1.000	.584
My family is not happy with my teaching profession.	1.000	.812
The college has the cooperation and trust of its teachers.	1.000	.760
Teachers are allocated so many non-teaching responsibilities that they are unable to study on their own or visit the library during college hours.	1.000	.596
Teachers are allocated so many non-teaching responsibilities that they are unable to study on their own or visit the library during college hours.	1.000	.779
Because of their skill, discernment, and character, college principals are well-respected to the teachers	1.000	.710
The principal of my colleague allow duty leaves to teachers for attending seminars/Workshops/ Conferences	1.000	.492
I am unable to take sufficient breaks	1.000	.840
I understand how my work fits into the overall aim of the organization	1.000	.746
I am clear what my duties and responsibilities are	1.000	.686
If work gets difficult, my colleagues will help me more	1.000	.786
I am pressured to work long hours	1.000	.777

Source: Primary data

The table displays the variability of the 12 variables, which ranges from 0.5 to 0.9. It shows that 12 factors have a significant variance. As a result, it is stated that all 12 factors may be segmented based on predominant value as well as work stress among selected engineering college faculty.

Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu – Total Variance Explained

This phase describes the number of components to be derived. The rule of thumb is used to determine the amount of factors for "Eigen values" larger than unity when using the PCA technique. The component matrix has been turned orthogonally using the varimax rotation algorithm, the standard rotation approach.

Table Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu – Total variance explained

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.115	17.622	17.622	2.115	17.622	17.622
2	1.648	13.732	31.354	1.648	13.732	31.354
3	1.453	12.105	43.459	1.453	12.105	43.459
4	1.245	10.377	53.836	1.245	10.377	53.836
5	1.065	8.873	62.709			
6	1.043	8.689	71.398			
7	.858	7.150	78.548			
8	.782	6.515	85.062			
9	.605	5.041	90.104			
10	.511	4.259	94.362			
11	.462	3.848	98.210			
12	.215	1.790	100.000			

Source: (Primary data)

Table depicts those 12 variables separated into four factors, the factor accounts for around 17.622 percent, 31.354 percent, 43.459 percent, 53.836 percent of variance which is the prime criteria considered for the study.

6.6 Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu- PATTERN MATRIX

The cumulative percentage of sum of square for the different factors is 53.836. Hence the factorization is more suitable for the Work Stress among Selected Engineering College Faculty. Table displays the values of the pattern matrix of the factors Work Stress among Selected Engineering College Faculty in southern districts of Tamilnadu.

Table - Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu- Pattern Matrix

Pattern Matrix[a]				
	Component			
	1	***2***	***3***	***4***
The college has the cooperation and trust of its teachers.	.544			
The atmosphere of the college is very friendly and teachers spare enough time in informal social relations.	.828			
Teachers are allocated so many non-teaching responsibilities that they are unable to study on their own or visit the library during college hours.	.467			
Because of their skill, discernment, and character, college principals are well-respected to the teachers	.493			
My family is not happy with my teaching profession.	.543			
The principal of my college allow duty leaves to teachers for attending seminars/Workshops/ Conferences		.519		
If work gets difficult, my colleagues will help me more		.977		
I am clear what my duties and responsibilities are		.591		
There is friction or anger between colleagues			.729	
I understand how my work fits into the overall aim of the organization			.631	
I am pressured to work long hours and feel anxiety				.637
I am unable to take sufficient breaks and feel depression				.761
Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.[a]				
a. Rotation converged in 4 iterations.				

Source: (Primary data)

The factor loading in a pattern matrix created using Pro-Max rotation contains no cross-loading, and all variables have loading values greater than 0.5. It demonstrates that the factor analysis is relevant. Confirmatory factor analysis(CFA) is a method of statistical analysis used to check the factor structure of a collection of observed variables. The grouped factors to be named as “Social norms”, “Perceived behaviour control”, “Pro-environmental behaviour and “push towards to sickness”

Findings and Suggestion:

The researcher has identified 12 Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu. In order to find out the inter correlation between the variable and group them the factor analysis has been used. The KMO value is 0.743 which confirms the factor analysis can be applied. The extracted value of the Work Stress among Selected Engineering College Faculty of Southern Districts of Tamil Nadu range from 0.5 to 0.9 and the rotated sum of square value is 53.836. It is more than 50 percent. The initial eigen values of the four factors are greater than one, it denotes that all the variables are rotated into four factors. The grouped four factors are named as “Social norms”, “Perceived behaviour control”, “Pro-environmental behaviour and “push towards to sickness”.

Because the current study is entirely dependent on primary data, particular attention was taken to design the interview schedule. The schedule was divided into four major components. The first section contains the numerous social supports accessible to the faculty.

The second part explains the level of role, work and occupational stress among the faculties. The third part includes the consequences of occupational stress and adopted stress management techniques.

Support for emotional fatigue, support from administration, and personal accomplishment are the most influential psychological and social factors on work-related stress among postgraduate teachers, while support for psychological exhaustion, support coming from superior, promote from coworkers, and support from family are the most influential among undergraduate teachers.

The current study comes to the conclusion that faculty members at self-financing institutions experience more occupational stress than faculty members at aided colleges. The degree of occupational stress among faculty members is influenced by their social support system. The study's conclusions have led to the following recommendations being made.

Stress Audit

To identify stress areas, the organization's management should promptly conduct stress audits at all levels. They ought to enhance working circumstances and offer corrective strategies and tactics for implementing the intended adjustments and alterations made to organisational practices and activities. This might also include a little amount of organisational reorganisation. All Engineering colleges should be required to participate in it, according to the government.

Counselling and Career Planning

Counselling and career planning assist workers in lowering stress.
Employees who get career planning counselling have more clarity about their job responsibilities and are better able to recognise their strengths and shortcomings as stress relievers. It is recommended that top professionals across a range of industries host training sessions, conferences, seminars, and workshops in order to improve the skills of their staff.

Participative Management

One of the most effective ways to relieve employees' role tension in the company is for them to participate in decision-making. It is recommended that management of organisations decentralise their decision-making authority and enable employees to participate in the process. It fosters a culture in the company where everyone sees themselves as essential members of the team.

Conclusion

Teaching is seen as a noble vocation, and as teachers serve as the canvas for pupils to draw on, it is imperative that they be physically and mentally strong in order to leave their mark on the next demanding generation. Any individual can only work more productively and efficiently if he is in a physically and mentally healthy environment. In addition, an individual's performance and success are also dependent on the amount of stress they experience at work, and stressful environments can occasionally lead to a variety of physiological and psychological issues. It is true that the majority of college instructors at engineering colleges experience stress due to a variety of issues, including low pay, job insecurity, a demanding workload, difficulty juggling work and family obligations, etc. Therefore, reducing occupational stress is necessary for the benefit of educators and educational institutions. Additionally, the researcher has recommended certain steps to lessen occupational stress, which will foster a positive work atmosphere.
Reducing stress will help teachers by raising standards of instruction, lowering absenteeism, boosting teacher morale, and lowering mental illness. As a result, the study clarifies the existence of professional stress and suggests stress-reduction strategies that will raise educational standards.

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