



Rationale behind the Stress - Repercussion of Job Stress of the Noble Professionals

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Abstract

The teachers presently face many challenges in their profession. Apart from the academic side, they need to visage demands and pressures, emotional, physical, administrative and management duties. Sometimes they are answerable to the parents concerned. The teachers particularly woman are shouldering a dual responsibility of work life and family life showing their successions. A sample drawn from Thoothukudi district, by analyzing the data revealed the teachers are stressed with excessive work load resulting to a poor performance in their job. In order to balance this hypercritical situation, they depend on their family members.

Key words: Job stress, Physical and mental stress, Work load, and Family support.

DOI Number:10.48047/nq.2022.20.22.NQ10467

NeuroQuantology2022;20(22):4639-4646

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Introduction:

Organization invariably constitutes a layered set-up in its efficient operations. Every segment has vested with designed tasks. From where the higher order fixes their responsibility, which is a fair and achievable amounting to a positive outcomes. If it seems a reversal there exists an unattainable level causing stress in personnel. This appears more in the era of technological advancement, where the senior staff members are being faced a lot of issues. Indeed stress presents in everyone at everywhere with a varying levels. The stress arising mainly due to role factors, job factors and physical factors. Role factors refer to role ambiguity, role conflict, role overload, role stagnation, and inadequacy of role authority. Job factors consist of difficulty in performing the job, feeling of inequity, that is, the feeling of being poorly paid and mismatch between the capability of the individual and requirement for the job. Noise levels, temperature levels, poor lighting, ventilation, vibration, and motion constitute physical factors. Family problems, life

eISSN1303-5150

crisis, financial difficulties, political, economic, and technological uncertainties, conflict of personal beliefs with those of the organization, conflict of family demands with organizational demands constitute extra-organizational sources of stress.

The primary data were collected by using a well structured questionnaire. It also uses a secondary data. For preparing the questionnaire, the researcher approached various experts and incorporated their opinion into a set. It required 30 sample respondents' views in shaping a complete one. This study is conducted with the objectives to identify the attitude of the teachers with regard to their stress in a work place, and how they prepared themselves to deal with the stress in a dual playing roles. The study was conducted among the school teachers who are working in the Matric, primary, Govt high schools and Higher Secondary Schools of Thoothukudi district. By applying convenient sampling technique, the data were collected from 217 sample respondents in Ettayapuram, Vilathikulam, and Thoothukudi for the analysis.



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Out of this , only 191 samples satisfy the required details about them. The data were analysed with a statistical tools such as simple percentage, chi-square test, and factor analysis along with Cronbach’s Alpha co-efficient taking place to assess the internal consistency of items in the scale.

Review of Literature:

The previous studies unwrap the stress in working class undergoing different areas and the reasons for their stress are widely discussed. However this study aims in identifying the stress of school teachers and how they cope to handle such issues is narrated here. A large number of students in a classroom, packed timetable, uneven duties, uncomfortable working conditions, co-curriculum activities, meetings, in-house training courses to attend extra classes and the unnecessary amount of paperwork are some of the main contributions to the increased causes of stress among teachers (**Rashmi Ram Hunnur et al (2013)**). **Lal Kumar, A.C (2016)** observed that there is no significant difference between teachers stress irrespective to gender, age, educational qualification, management and teaching experience towards school teachers. **Benedicta, A. (2014)** stated that the higher secondary teachers are having high occupational stress and need better organizational climate. **Bharathiraja A, Dr.G.Paulraj (2015)** observed the behavioral symptom of stress among the doctors presents specifically the mean value is higher for unmarried doctors in government hospitals while the mean values are greater for married doctors in primary health centre and private hospitals **Reddy and Anuradha (2013)** suggested some measures to overcome occupational stress,

which could prove beneficial to teachers in coping with stress are to improve self-esteem, build a self-confidence, work on building emotional intelligence competencies, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help. **Paulraj,G et al., (2012)** emphasized health care service reliability is an important determinant of physical environment quality. **Aruna Bharathi, T. (2015)** identified the most effective coping strategies adopted by teachers of Missionary and Government schools are of actively involvement in their work, working together for a common goal, time management, watching T.V, getting proper sleep, reading books, taking good balanced diet, planning and taking counseling in order to cope up with their job stress.

Results and Discussions:

An analysis on job stress among the teachers by using suitable statistical tools in arriving the existence of challenging forces in a work place. In practice the teachers who reported greater stress are less satisfied with teaching, **Selvavinayagam, K. and Kaviarasu, V. (2019)** also reported greater frequency of absences and a greater number of total days absent, are more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment). **Suganya and Dunstan Rajkumar (2016)** observed that the designation and type of family are showing significant difference with factors causing stress among faculty and the remaining variables are showing insignificant difference with factors causing stress among faculty at five percentage level of significance.

Table 1. Personal Profiles of the Teachers:

Profile	Category	Frequency	Percentage
Age	Below 25	15	7.8
	25 – 35	30	15.7
	36 – 45	56	29.3
	46 – 55	49	25.7
	Above 55	41	21.5
	UG with B.Ed	71	37.1



Qualification	PG with B.Ed	75	39.3
	D.Ted	19	10.0
	M.Ed	26	13.6
Designation	Secondary Grade	50	26.2
	BT Assistant	82	42.9
	PG Assistant	59	
Monthly Salary	Below Rs.10000	30	
	Rs.10001 – 20000	48	
	Rs.20001 – 30000	67	
	Rs.30001 – 40000	9	
	Rs.40001 – 50000	22	
	Above Rs.50000	15	
Marital Status	Married	139	
	Unmarried	38	
	Divorcee	14	
Nature of Placement	Permanent	138	
	Temporary	53	

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An analysis indicates that as high as 29.3 per cent of the respondents fall under the age group of 36-45 years followed by 25.7 per cent are in the age group of 46-55 years. Notably only 7.8 per cent of the teachers' age falls below 25 years.

The educational qualification of the teachers plays a pivotal role in determining the level of stress in academic performance. A considerable number of teachers (39.3%) possess the master degree with B.Ed which shows a highly qualified teachers working in the schools. However there found as low as 10 per cent of them possess Teacher Training (D.Ted) qualified teachers, who handle the primary students.

It is found that nearly 43 per cent of the teachers are BT Assistant and 30.9 per cent of the respondents are PG Assistant. Teachers of secondary grade constitute as low as 26.2 percent working in the schools.

The salary paid to employees determines the satisfaction of their job in general, those working in private schools in particular. In the present study, more than 35 percent of the teachers got their salary ranging Rs.20001-30000 a month since they serve in govt. schools, however it comes down to Rs.10000 where they associated in the private schools. Indeed the later need to discharge their duty without a standardized workload, which varies from person to another.

It is evidently depicted that the teachers who draw the salary around Rs.50000/pm are low at 7.9 percent only (Table1).

Marital status of the women employees is another determinant for their stress since they ought to balance a dual roles of job related and household activities. In this study nearly three-fourth of the teachers committed in a dual role. Only 19.9 percent of the teachers are independent from a later activity which relieve them from one-half of the burden causing stress. However another 7.3 percent who are divorcees faced a struggling pace transcending job related issues.

A comfortable space is seen to around 72.3 percent of the teachers as they are in permanent job position, for which they are able to sacrifice something in their life. While rest of the teachers (27.7%) whose position spelled temporary are also forced to travel with stress pitifully.

Length of Teaching Experience:

General parlance throws a light on higher the experience lesser the work stress and vice versa. This is because of their incredible experiences gained in all sorts of prolonged commitments. An attempt is made to trace out the existence of stress viz a viz the experience the teachers have.



Table 2. Experience in Teaching

S. No	Duration	Frequency	Percentage
1	Below 3 Years	11	5.8
2	3 Years - 5 Years	52	27.2
3	6 Years - 8 Years	37	19.4
4	8 Years - 10 Years	27	14.1
5	Above 10 Years	64	33.5
	Total	191	100

It is evident that more than one-third of the respondents have a rich experience in teaching (10 years) which contributes a betterment of student community. This is followed by the teachers having three-to-five years of experience accounting for 27.2 percent. The latter one will gain the expertise of the former. It is also found that the teachers with less than three years of experience constitute as low as 5.8 percent. In a nutshell it portrays the

experience of the teachers is normally distributed this in turn ensures a balanced set of service providing system.

Rapports of the Teachers with Others:

Individual's relationship with others in the school and everywhere is considered more important to move forward with fixing pleasant atmosphere. A good rapport with others brings out the brighter side of the individuals called efficiency.

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TABLE 2. RELATIONSHIP WITH OTHERS IN THE SCHOOL

S. No	Relationship with	Smooth	Fair	Complex	Hard	Total
1	Management	20 (12)	13 (6.1)	11 (4.7)	7 (4.1)	51
2	Office staff	21(11.5)	34 (12)	12 (2)	18 (3.1)	85
3	Colleagues	12 (9.2)	10 (4.9)	5 (1.6)	7 (2.8)	34
4	Students	9 (6.3)	6 (1.2)	2 (0.7)	4 (1)	21
	Total	62	63	30	36	191

Figures in the parentheses indicate percentage

Relationship of teachers with others in the school wise analysis reveals that about 12 per cent of the teachers keep a smooth relationship with management in the school. A smooth relationship is also present with all categories of people namely office staff, colleagues, and students irrespective of the

nature of the schools. More than 65 percent of the teachers are maintaining fair and smooth relationship with other people in the school. However the remaining 35 percent of them found hard and complexity in their relationship. This situation must be changed unless it pushes them into a stressful environment.

Table 3: Association between Marital Status of the Teachers and their Physical and Mental Stress:

Physical and mental stress	Marital Status [Mean Score]		
	Married	Unmarried	Divorcee
Mental Disturbance	3.23	3.94	3.31
Psychological distress	3.61	3.68	3.82



Negativity in career	3.50	3.39	3.45
Efficiency starts down	3.45	3.32	3.25
Anxiety	3.34	3.32	3.46
Affecting morale	3.41	3.48	3.29
Depression	3.35	3.37	3.73

As seen in the above table, the important physical and mental stress affecting a women school teachers who are married are psychological distress and negativity in career since the respective mean scores are 3.61 and 3.50. It is noted from the above table that the important physical and mental stress affecting among women school teachers who are

unmarried are mentally disturbed and Psychological distress since the respective mean scores are 3.94 and 3.68. In case of separated teachers, they experienced a psychological distress with the mean score of 3.82 and depressed (3,73). In all cases the mean scores are very closure to every one.

Table 4: Relationship between Profiles of the Teachers and their Physical and Mental Stress:

Profiles	Category	Value	df	Asymp. Sig. (2-sided)
Age	Pearson Chi-Square	42.130	16	0.000
Designation	Pearson Chi-Square	28.380	8	0.010
Marital Status	Pearson Chi-Square	133.979	8	0.000

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The result indicates that there is a significant difference between marital status of women school teachers and physical and mental stress affecting namely efficiency becomes in dark. Since the significant value of the physical and mental stress affecting namely efficiency becomes in dark is less than 0.05, there is a significant difference in physical and mental stress affecting among women school teachers belong to different marital status. Therefore the marital status of women school teachers is considered as a discriminating factor contributing to physical and mental stress

affecting namely efficiency becomes in dark. A previous study by Bharathiraja A, Dr.G.Paulraj (2015) observed that the doctors in private hospital are experienced a behavioral symptom with their different age levels while their marital status has no impact on them.

Identification of Causes of Job Stress:

Factor analysis helps to reduce the number of latent factors having inter-correlation within themselves. KMO measures of sampling adequacy and the Bartlett's test of sphericity determine the adequacy of data for processing.

Causes for Stress in the Job - KMO and Bartlett's Test

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.783
Bartlett's Test of Sphericity	Approx. Chi-Square
	133.979
	df
	8
	Significant.
	0.000

Table shows that the KMO is 0.783 which indicates that the degrees of common variance among the variables is quite high and therefore Factor Analysis can be conducted. In this study

the principal factor analysis method with orthogonal varimax rotation is used to identify the significance of different variable of the causes for stress in the job.



Table 5. Causes for Job Stress - Rotated Factor Matrix with Communalities:

Factors	F1	F2	F3	F4	F5	h ²
Excessive work load	833	052	031	224	095	641
Having long working hours	794	274	109	045	026	770
Repetitive and boring work	651	118	089	283	117	846
Lack of support from senior	569	122	014	096	172	762
Lack of co-operation among teachers	526	104	042	163	378	748
Difficulty in learning new things	087	650	296	186	191	640
Time pressures and deadlines	314	542	053	335	229	785
Difficulty in doing assigned work	007	549	201	033	016	944
Poor and unplanned work	131	533	211	282	027	785
Lack of student's interest on studies	202	126	597	037	380	639
Delay in payment of salary	193	016	579	291	213	797
Lack of job satisfaction	021	178	565	186	272	778
Less chance in career development	242	139	549	165	321	738
Feeling of powerlessness	026	107	025	678	151	752
Job insecurity	088	180	032	628	177	913
Low pay	011	010	272	573	391	864
Poor students behaviour	053	184	167	002	674	840
Lack of motivation	152	230	085	177	645	757
Negative attitude of colleagues	342	002	182	046	567	728

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Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization.

An analysis represents the matrix of common factor co-efficient or factor loading. Among the twenty two statements, three of them are discarded and only nineteen items have been rotated. The rotated items are grouped into five factors extracted from the analysis. The ratio which has the highest loading in each factor are grouped, that is the ratios which are more closely related to a particular

group are boxed. It is identified that the excessive work load is a vital reason for job stress of the teachers with the coefficient of .833. A long working hours even after long bell rang, they continue the work transcending to academic side force them under pressure. However a negative attitude of colleagues doesn't play a prominent role in their stress. The last column in the table is communality (h²) that is the variance explained by the factor. The communalities vary from .639 to .944.

Table 6. Consequences of Stress:

S. No	Problems	Mean Score	Rank
1	State of ill-health	3.92	VII
2	Under/Over eating	3.74	VIII
3	Keep crying	4.31	VI
4	Poor performance in job	4.76	I
5	Break in relationships	4.43	V
6	Violent reactions	4.65	III



7	Shouting at family members	4.71	II
8	Seeking help from others	4.63	IV

The response of the stressed individuals is something unusual in nature. They used to outburst in words during this state of condition. This would deteriorate their well-beings. The foremost problem they suffer because of stress is poor performance in their job(4.76). They shout at family members while they are in stress(4.71) as ranked in second. But they reacted violently under the influence of stress which is ranked third. Seeking help from others is placed in the rank of fourth. It happens to break a relationship where they experienced stress which is ranked fifth with a mean score of 4.43. However the issue of under/over eating in the presence of stress is almost least in the order of ranking.

Conclusion:

Emotional responses of a stressed persons like anger, depression, irritability, frustration, over-reaction to everyday problems, memory loss, and a lack of concentration for any task are usually present. Though teachers crossed their service of 10 years mostly, they are also physically and mentally affected. More specifically, the married and separated teachers faced psychological distress while unmarried teachers are in mental disturbance followed by psychological distress. The reason for the stress is an excessive work load, which grounds to pretend poor performance in their job.

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