

## **AN ANALYSIS OF STRESS AMONG TEACHING PROFESSIONALS**

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### **Abstract**

Workplace stress is currently a hotly debated topic. For instance, there is a growing awareness that excessive stress can be harmful to the health of employees and can obligate employers and their insurers to provide worker compensation if it results in a disability. The productivity of individual employees and the organization as a whole can suffer if stress is not effectively managed. The schools in universities have turned into a wellspring of intense pressure because of mechanical changes, data over-burden, and interest for powerful work execution and wild contest. Colleges shouldn't have to deal with stress in the classroom because it affects both job performance and service quality. Additionally, it is detrimental to the professional librarian as it causes job dissatisfaction and low morale. With this foundation the specialist has taken this point to be aware of the pressure the board of showing experts at chose schools of Chennai Region.

**Keywords: Stress, Teaching professionals, Demographic factors.**

### **Introduction**

The term "work stress" is used to describe persistent workplace stress. The responsibilities of the work itself, conditions rooted in the corporate culture, or personality conflicts may be the source of the stress. Likewise with different types of pressure, occupation stress can ultimately influence both physical and close to home prosperity on the off chance that not oversaw actually. When handled properly, stress can serve as a driving force that inspires an individual to achieve excellence. However, excessive stress can result in inability to complete routine tasks, a decrease in productivity, and a loss of self-assurance. Accordingly, quality representatives lose their excitement for their work and at last pull out from the organization. Work stress can result in emotional and physical conditions that begin to affect both personal and professional lives if it is not addressed. The individual may experience a level of tension

that prevents them from sleeping, making it impossible for them to unwind outside of the workplace.

The majority of adults who are employed find that they spend a significant amount of their day at work. A well-paying job gives you peace of mind, whereas a bad job can make you feel stressed out. According to Akinboye, Akinboye, and Adeyemo (2002), who cite the 1992 Annual Report of the United Nations, job stress is a disease of the 20th century. They also found in a survey report that almost 80% of employees say their jobs are stressful. The conditions in which they work and the work environment each contribute to a variety of stressors for individuals. Workload, speed of work, dangerous or toxic working conditions, poorly designed environments, interpersonal conflict with supervisors and coworkers, age, sex, and workplace discrimination are all examples of stressors, according to Aldwin (2007). There is no exemption from stress for college professors. They acquire, process, and store teaching materials so that faculty, students, and researchers can access them. According to Ajalla (2011), the best way to manage workplace stress in the teaching profession is to alter one's perception of the profession and its stressors. Teachers ought to likewise carve out opportunity to unwind when they notice unpleasant circumstances.

### **Hypothesis of the study**

The following are the hypothesis framed for the study;

**H<sub>01</sub>:** Association between respondent based variable and reason for stress among teaching professionals.

### **Literature Samples**

The author of this chapter, Helge Hoel, Dieter Zapf, and Cary L Cooper (2002), investigates the connection between workplace bullying and occupational stress. Consideration is additionally paid to the connection among harassing and the adapting system. According to the findings, there is sufficient evidence to suggest that bullying is a significant psychosocial risk in the workplace with significant negative effects on both individuals and organizations. A few strategic worries are examined and suggestions for future examination featured. Based on a model of job insecurity and emotional intelligence, the author of the 2003 article, Neal M. Ashkanasy, Claire E. Ashton-James, and Peter J. Jordan, identifies the stress that can occur in organizational settings. The implications of these theoretical developments for comprehending emotional and behavioral responses to workplace environments are discussed at the conclusion of the paper. Anna Shuttleworth, 2004. In his article, the author talked about how training can help deal with stress in the workplace, help employees become more resilient to stress, and help them deal with problems at their root. It emphasizes the significance of providing additional stress management training. Anne Stevenson, Sarah Harper, (2006) This paper explore the potential impacts of work environment stress in scholastics on the understudy opportunity for growth, Discoveries - Stress should be visible to affect both adversely and emphatically on the understudy growth opportunity. Its a lot of near the educating in light of the fact that understudies are significant piece of client bunch. The author, Elisa F. Topper (2007), stated in the article that her goal is to assist readers in comprehending the impact that stress has on teaching staff members and the educational system as a whole. Additionally, the author concludes that teachers are under a lot of stress, and that the educational institution as a

whole ought to offer training on how to deal with this problem. An outline of stress-relieving strategies is provided. Liz Farler and Judith Broady-Preston (2012) described the findings of a 2008/2009 case study that looked into workplace stress in a college teaching service. Positive stress may encourage professors to actively interact with students, resulting in job satisfaction, according to this study. Zoning and flexible governance are two methods that can be used to alleviate negative stress.

### Research Design

The scientist has utilized engaging examination plan. The researcher recruited 100 professors from Chennai District's selected arts and science colleges. For the current study, the researcher used a convenient sampling strategy. For the current study, the researcher used both primary and secondary data. The employees of Arts and Science colleges in Chennai District who were responsible for teaching were selected as the respondents for the primary data collection. The books, published articles, and websites provided the secondary data.

### Limitations of the study

#### Analysis and discussion

**Table-1: Demographic Profile of Respondents**

Particulars		No. of Respondents	Percentage (%)
<b>Gender</b>	Male	52	52
	Female	48	48
<b>Age</b>	18 to 25 years	24	24
	26 to 35 years	42	42
	36 to 45 years	12	12
	46 to 55 years	12	12
	Above 55 years	10	10
<b>Experience in the field</b>	Less than 5 years	24	24
	More than 5 years	76	76
<b>Education</b>	School level	20	20
	Under graduation	42	42
	Post-graduation	26	26
	Professional	10	10
	Diploma	2	2
<b>Type of institution</b>	Government Institutions	96	96
	Private Institutions	4	4
<b>No. of employees</b>	2	44	44
	3	46	46
	4	8	8
	Above 4	2	2
<b>System available</b>	1	26	26
	2	62	62

	3	12	12
	Above 3	0	0
<b>Monthly income (INR)</b>	Less than 20,000	20	20
	20,001 to 30,000	38	38
	30,001 to 40,000	22	22
	40,001 to 50,000	10	10
	More than 50,000	10	10
<b>Number of books</b>	Less than 1000	16	16
	1001 to 1500	26	26
	1501 to 2000	34	34
	2000 to 2500	24	24

**Source:** Primary Data

The table 1 represents the demographic profile of the teaching professionals working in the selected arts and science colleges of Chennai District. It has been inferred that most of the respondents are male, between the age of 26 and 35, unmarried, having the under graduate educational qualification, employed in a private college, belonged to nuclear family, having just 3 members in their family and 2 earning members, having monthly income to maximum of between INR 20,001 to 30,000 and monthly spending of INR 1501 to 2000 INR.

#### **Analysis of Stress among Teaching professionals**

The brand loyalty of the consumers of online food consumption is being presented in the table below.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
<b>Teaching Environment</b>	642	1.00	5.00	2.36	1.36
<b>Technology</b>	642	1.00	5.00	2.68	1.66
<b>Physical facility</b>	642	1.00	5.00	2.33	1.08
<b>Staff strength</b>	642	1.00	5.00	2.60	1.95
<b>User demands</b>	642	1.00	5.00	1.98	1.98
<b>Number of employees</b>	642	1.00	5.00	2.06	1.09

**Source:**Primary data

The above table depicts the descriptive statistics of the stress among teaching professionals. It is clear that the Technology has the better mean value (2.68) and The user demands stands at the last with the mean value of 1.98.

#### **Association between stress faced and demographic Profile of consumers**

**H<sub>01</sub>:** There is no significant relationship between the respondent based variable and stress faced by the teaching professionals.

#### **Table – 3: Chi-Square Analysis**

S.No	Dependent Variable	Independent Variable	$\chi^2$	Sig. value	Hypothesis
1	Stress	Gender	36.39	0.00**	<b>Rejected</b>
2	Stress	Age	42.82	0.01**	Accepted
3	Stress	Experience in the field	19.12	0.02*	<b>Rejected</b>
4	Stress	Monthly income	22.08	0.76	<b>Rejected</b>
5	Stress	Education	09.11	0.98	Accepted
6	Stress	Type of institution	19.87	0.05*	Accepted
7	Stress	System available	56.11	0.33	Accepted
8	Stress	Number of books	02.11	0.01*	<b>Rejected</b>
9	Stress	Number of employees	39.17	0.00*	<b>Rejected</b>

**Source:** Primary data \* Significant at 5%. \*\* Significant at 1%

The above table depicts the chi-square analysis between stress and their demographic profile. It is clear from the table that the hypothesis is rejected for Gender, Number of books, Number of employees, Experience in the field and Monthly income rejected and conferred that association between the stress and the demographic profile of the respondents do exist significantly.

### **Conclusion**

In light of the discoveries of this review, the scientists prescribe that to decrease work pressure, parent foundations should build the offices and framework. so that professors can work with satisfaction. Giving employees a reward, recognition, better pay and benefits, improved working conditions, or better facilities can all increase employee satisfaction at work. In point of fact, academic teaching must devise strategies that facilitate Professors' volitional functioning, competence, and sense of belonging. This is because, based on observation, job satisfaction explains the relationships between job demands, resources, and the fundamental components of exhaustion and vitality. It also has practical implications for professors and the job. As a result of job stressors outweighing job satisfaction, professional staffers at some academic colleges frequently miss work. These colleges need to reduce stress levels in order to increase employee satisfaction. Because job satisfaction has an impact on one's social life, personality, and interpersonal relationships, as well as one's performance at work, it is recommended that all job stressors that have an impact on job satisfaction be eliminated or reduced to the absolute minimum in order to improve one's performance at work.

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