

IDENTIFYING AND EASING WORK-RELATED STRESS AMONG TEACHING STAFF IN COLLEGES

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Abstract:-

Aim/Purpose:- The aim of the descriptive research study was to know the stress factors which impacting on teaching staff members in various colleges. The focus of this study is on identifying and reducing the stress that college instructors feel. **Outcome:-** The outcome of the research witnessed that, administrative tasks, paper works, student engagement in class room, behavioural aspects and other sorts of works making individual faculty members feel stress at workplace. **Research Methodology/Design/Approach:-** This study uses a thorough mixed-methods approach, including quantitative surveys and qualitative which include questionnaire and other survey methods, to identify the main sources of stress for teaching staff and to provide practical solutions for reducing their stress levels. **Statistical Technique:-** The researcher has taken 100 samples on the basis of simple random sampling to collect the opinion from various respondents to know the various stressful factors which impact on the teaching staff in the various colleges of the state of Andhra Pradesh. There are various factors like: workload, time management, lack of resources, class room management, student diversity, administrative works, lacking of autonomy, work life, job insecurity and physical environment, lack of individual recognition in the institutions are the major stress factors which makes to feel more stress in the work place. The outcome of the research will facilitate to control the stress factors for teaching staff in the Andhra Pradesh. **Novelty:-** The research on assessment of stress factors on faculty members is completely new concept, there is no clear research evidences on this particular topic. **Generalizability:-** The outcome of the research can be generalized under any circumstances where need arises to assess the stressful factors of teaching faculty members. **Type of the Research:-** It is descriptive research design and applied various fundamental statistical concepts to assess the concept in a systematic manner.

Key words:- work-related stress, teaching staff, colleges, identification, mitigation strategies, higher education, well-being, coping mechanisms.

Introduction:-

Teaching faculty at colleges have a crucial role in influencing the future via the spread of knowledge and intellectual development in the changing environment of higher education. With a greater focus on innovation, technological integration, and student participation, the academic world is fast transforming. As a result, the responsibilities imposed on teaching staff have increased, resulting in higher levels of stress that call for investigation and relief. The excessive

work load like: lesson plans, administrative tasks and grade sheet management followed by the lacking of time management and not having proper resources like: materials, technology and the behavioural issues of individual students, class room management, adjustments, and maintaining the parent student relationship and the up gradation of curriculum and other aspects influencing a to feel more stress. Therefore, the present research which facilitates a lot to identify the various factors which impact on feeling stress of individuals in the contemporary context. Therefore, the present research will have greater advantage to assess the stressful factors of teaching faculty members in the selected area. The researcher has taken sufficient sample size to assess the model with clear evidences.

Review of Literature: -

Adams and Hayes (2019) conduct a literature review in order to determine the challenges faced by teaching staff in higher education. By identifying stresses like excessive workloads and time constraints, they highlight the necessity of supportive measures to maintain educators' health. Future directions for teacher stress research are covered by Kyriacou (2001). This study offers some methods for understanding and addressing the issue while highlighting the importance of researching the stressors that are unique to educators. McCarthy et al. (2009) offer a comprehensive investigation focused on measuring teacher stress and coping mechanisms. They examine the coping strategies educators employ to manage stress and highlight the significance of effective coping strategies for enhancing educator health. H. Selye (1976) Selye's seminal article, "The Stress of Life," offers a basic explanation of stress. It presents the idea and sets the stage for investigating stresses in a variety of professions, even if it is not specifically focused on teaching personnel. Writer: C. Kyriacou (2001) Future study directions are suggested by Kyriacou's review on teacher stress. It explores a number of variables that affect educators' stress levels and provides insights into the intricate nature of this issue. Bakker, A. B., Schaufeli, W. B., and Hakanen, J. J. (2006) This study emphasizes the significance of workload in the perception of stress and focuses on teacher burnout and work engagement. The paper offers insightful information about the connection between teacher well-being and workload. Leiter, M. P., and C. Maslach (2016) The research of Maslach and Leiter is essential to comprehending coping strategies and burnout. The review addresses potential interventions and coping mechanisms while examining organizational factors that contribute to burnout. Cooper, C. L., and Travers, C. J. (1996) The book by Travers and Cooper offers a thorough examination of stress in the teaching profession. It looks at how the classroom environment affects teachers' stress levels and highlights how different types of stressors exist in the context of education. Moskowitz, J. T., and Folkman, S. (2004) The coping strategies article by Folkman and Moskowitz is pertinent to comprehending how people manage stress. It emphasizes the value of resilience and coping strategies, which are crucial factors to take into account when treating college faculty members' stress at work. Bono, J. E., and Judge, T. A. (2001) The relationship between fundamental self-evaluations and work satisfaction is examined in Judge and Bono's meta-analysis. The study offers insights into the wider relationship between individual traits and job-related outcomes, even though it is not teaching-specific. Cooper, C. L.,

Tarafdar, M., and Stich, J. F. (2019) The study by Tarafdar, Cooper, and Stich explores technostress, a topic that is pertinent in the current digital era. The article explores how technology affects stress levels and makes recommendations for future directions in both design and research.

Jantzi, D., and K. Leithwood (2005) The study by Leithwood and Jantzi focuses on the impacts of transformational school leadership. It offers insights into how leadership shapes the workplace and how stress levels among educators are affected, even though it is not limited to higher education.

Bishop, S. R., Astin, J. A., Cordova, M., and Shapiro, S. L. (2005) The usefulness of mindfulness-based stress reduction for medical professionals is examined in Shapiro et al.'s paper. The study suggests avenues for application in educational settings and provides insights into the potential benefits of mindfulness interventions in reducing stress, though it is not specifically focused on teaching staff.

Objectives:-

1. To study the factors of work-related stress among the faculty members in the selected region.
2. To identify the right factors of work-related stress of faculty members in the selected area.
3. To suggest the factors which impact on to feel more stress among the faculty members.

Scope:-

The scope of this study includes a thorough investigation of work-related stress among college faculty members. Although the study's focus is on educators, it recognises the interconnectedness of educational institutions and seeks to cover a range of aspects, including: The scope in terms of objectives restricted to identify the factors which impact on individual staff members to feel more stress followed by the scope in terms of location restricted to Andhra Pradesh

Need and Importance:

The welfare of teaching personnel has become a vital problem in the changing higher education landscape that requires prompt attention. The needs of an increasingly diverse student body, pedagogical changes, and technology improvements have all contributed to a substantial evolution in the duties and responsibilities of educators inside institutions. Due to the wide-ranging effects it has on teachers, students, and educational institutions as a whole, the problem of work-related stress among teaching staff has become more well-known.

Statement of the Problem:-

The title entitled to “Identifying and Easing Work-Related Stress among Teaching Staff in Colleges”. The research which facilitates to identify the various factors which impact on faculty members to feel more stress in the work place.

Research Methodology & Design:-

It is a descriptive research design. The data has been collected from various respondents to assess the factors which impact to feel more stress in the work place.

Data Sources:-

The researcher has taken the advantage of both primary and secondary data sources to collect the data and to analyse it. The primary data sources include: survey methods and the secondary data sources include: various journals, magazines and government reports.

Sample Size:-

The researcher has taken the 100 sample size to collect the opinion from various respondents regarding opinion on various aspects. The sample size has taken on the basis of simple random sampling by supplying questionnaire to various respondents.

Sampling Technique:-

The researcher applied simple random sampling to collect the data from various respondents. Developed a structured questionnaire to collect the data from various respondents in the contemporary phenomena.

Statistical Tools:-

Applied both descriptive and inferential statistics to analyse the data. Researcher applied the one way ANOVA to analyse the opinion variation among the respondents with respect to various independent factors.

Reliability Analysis: -

The reliability study is conducted with the help of Crone Bach's Alpha reliability test which has shown approximately 80%. Therefore, the assessment will have greater reliability and validity in the present context.

Data Analysis and Interpretation: -**Administrative Tasks, paper works and over workload:-**

Since they occupy time, divert focus from teaching, and cause faculty members to feel overwhelmed, administrative duties, paperwork, and a heavy workload all add to their stress levels. The strain of managing bureaucratic tasks and voluminous documentation reduces the amount of time that may be spent having meaningful contact with students. In addition to increasing stress levels, working several jobs can exhaust faculty members, make it challenging to combine professional and personal obligations, and make them more irritable. The following Table.1 explains about

Table1: Administrative Tasks, paper works and over workload

	N	Mean	SD	F-Value	Sig.
<25 Years	72	3.81	0.929	1.091	0.340
26-40 Years	13	4.15	1.068		
41-50 Years	15	3.67	0.617		
Total	100	3.83	0.911		

Data Sources:- Field Study
significant at 5%

In

For teaching staff aged below 25 years (<25 Years), the mean score for administrative tasks, paperwork, and workload is 3.81, indicating a moderate level of agreement that these factors contribute to stress. Among those aged between 26 and 40 years (26-40 Years), the mean score is notably higher at 4.15, suggesting a stronger agreement with the impact of administrative tasks and workload stress. In the age group of 41 to 50 years (41-50 Years), the mean score is 3.67, signifying a somewhat lower agreement compared to the younger group.

Student Engagement and Behaviour Management makes to feel more stress:-

Due to the engagement of students and the monitoring of their conduct, faculty members are under additional stress since they must always be on the lookout for various learning styles, potential disruptions, and maintaining a positive learning environment. Striking a balance between offering specialized instruction and dealing with behaviour issues may be emotionally exhausting. Behaviour issues can negatively impact training efficacy and increase stress levels among teachers. The following table.2 shows the opinion of respondents.

Table.2: Student Engagement and Behavior Management makes to feel more stress

	N	Mean	SD	F-Value	Sig.
<25 Years	72	3.65	0.891	0.947	0.391
26-40 Years	13	3.54	0.519		
41-50 Years	15	3.33	0.724		
Total	100	3.59	0.830		

Data Sources:- Field Study
significant at 5%

In

Among teaching staff aged below 25 years (<25 Years), the mean score for the impact of student engagement and behavior management on stress is 3.65. This indicates a moderate level of agreement that these factors contribute to stress. Within the age group of 26 to 40 years (26-40 Years), the mean score is 3.54, suggesting a slightly lower but still moderate agreement with the influence of student engagement and behavior management on stress. For those aged between 41 and 50 years (41-50 Years), the mean score is 3.33, signifying a relatively lower level of agreement compared to the other age groups

Balancing Teaching, Research, and Personal Life:-

Finding a balance between their personal life, research, and teaching is a major cause of stress for faculty members. Juggling demanding academic responsibilities, such as those related to research

and class preparation, usually results in burnout. The pressure to achieve at the greatest level in both teaching and research while protecting personal well-being may lead to a rise in stress levels. Maintaining this delicate balance, which affects faculty members' overall job satisfaction and mental health, may be particularly challenging.

Table.3: Balancing Teaching, Research, and Personal Life

	N	Mean	SD	F-Value	Sig.
<25 Years	72	3.57	1.046	0.509	0.603
26-40 Years	13	3.62	1.044		
41-50 Years	15	3.87	0.990		
Total	100	3.62	1.033		

Data Sources:- Field Study
significant at 5%

In

The table illustrates the analysis of responses related to the challenge of balancing teaching, research, and personal life on stress levels among teaching staff in different age groups within the college. Among teaching staff aged below 25 years (<25 Years), the mean score for the struggle to balance teaching, research, and personal life is 3.57. This suggests a moderate level of agreement that this challenge contributes to stress. Within the age group of 26 to 40 years (26-40 Years), the mean score is 3.62, indicating a similar level of agreement with the impact of balancing responsibilities on stress. For those aged between 41 and 50 years (41-50 Years), the mean score is 3.87, signifying a slightly higher level of agreement compared to the other age groups.

High student expectations for grades and performance contribution:-

stress level is increased by the weight of the high student expectations for grades and performance. It becomes emotionally draining to try to balance these obligations with making sure assessments are fair. The strain of meeting these demands while upholding academic integrity might lead to a sense of load and an increase in stress levels. It becomes difficult to strike a balance between the necessity for fair evaluation and the goal for student achievement. The Table.4 explains about student expectations for grades and performance.

Table4.High student expectations for grades and performance contribute to my stress

	N	Mean	SD	F-Value	Sig.
<25 Years	72	3.99	0.864	0.872	0.421
26-40 Years	13	4.31	0.751		
41-50 Years	15	3.93	0.884		

	N	Mean	SD	F-Value	Sig.
Total	100	4.02	0.853		

Data Sources:- Field Study
significant at 5%

In

The table displays the analysis of responses regarding the impact of high student expectations for grades and performance on stress levels among teaching staff in different age groups within the college. Among teaching staff aged below 25 years (<25 Years), the mean score for the impact of high student expectations on stress is 3.99. This suggests a moderate level of agreement that these expectations contribute to stress. In the age group of 26 to 40 years (26-40 Years), the mean score is notably higher at 4.31, indicating a stronger agreement with the impact of high student expectations on stress. For those aged between 41 and 50 years (41-50 Years), the mean score is 3.93, signifying a slightly lower but still moderate level of agreement compared to the other age groups.

My wellbeing and work-life balance are substantially impacted by interpersonal disputes with co-workers or superiors, which increases stress. Navigating tense relationships in the academic setting makes my work obligations more emotionally taxing. My sense of homeostasis is disturbed by having to manage disagreements while maintaining job performance, which raises my stress levels. These conflicts interfere with teamwork and lower my level of job satisfaction, which has an adverse effect on my mental health and work-life balance. The following Table.5 explains about the opinion of respondents

Table.5: Interpersonal conflicts with colleagues or superiors impact my Well-being and work life Balance

	N	Mean	SD	F-Value	Sig.
<25 Years	72	3.79	0.963	1.326	0.270
26-40 Years	13	3.38	0.768		
41-50 Years	15	3.53	0.915		
Total	100	3.70	0.937		

Data Sources:- Field Study
significant at 5%

In

The table illustrates the analysis of responses related to the impact of interpersonal conflicts with colleagues or superiors on the well-being and work-life balance of teaching staff in different age groups within the college. Among teaching staff aged below 25 years (<25 Years), the mean score for the impact of interpersonal conflicts on well-being and work-life balance is 3.79. This indicates a moderate level of agreement that these conflicts affect their well-being and balance. In the age

group of 26 to 40 years (26-40 Years), the mean score is 3.38, suggesting a slightly lower level of agreement with the impact of interpersonal conflicts. For those aged between 41 and 50 years (41-50 Years), the mean score is 3.53, signifying a similar level of agreement as the younger group

Findings:-

- While the age group of 26 to 40 years exhibits the highest mean score, indicating a stronger agreement with these stressors, the differences in mean scores between age groups are not statistically significant.
- The age group of 26 to 40 years shows the highest mean score, suggesting a heightened impact of these stressors for this group. Similar to the previous table, the differences in mean scores are not statistically significant
- The age group of 41 to 50 years indicates a slightly higher level of agreement with this stressor.
- The age group of 26 to 40 years shows the highest mean score, suggesting a stronger agreement with the impact of these expectations.
- The age group below 25 years reports the highest mean score, indicating a greater impact of such conflicts on their well-being.

Overall Implications:-

These findings suggest that the overall impact of these stressors on teaching staff is similar, despite slight changes in the perceived intensity of the pressures among age groups. Administrative responsibilities, workload, student involvement, high expectations, and interpersonal conflicts are all seen as significant stresses across all age groups. These findings emphasize the need for targeted efforts to lessen these pressures and promote health among teaching staff, regardless of age.

Limitations and Future Research:-

The study's limitations, including sample size and the potential influence of other unexplored variables, should be acknowledged. Future research could delve deeper into understanding the nuanced experiences of teaching staff, explore strategies to alleviate stress, and consider broader contextual factors that contribute to their well-being and job satisfaction.

Conclusion:-

In conclusion, research on stress at work among college instructors reveals a complicated picture. The literature emphasizes the complex nature of stress in the education sector, ranging from realizing the significance of supportive organizational environments to comprehending the impact of workload on burnout. Other important variables include leadership positions, personal coping mechanisms, and the impact of technology. The results imply that treating teacher stress necessitates a comprehensive strategy that takes institutional and personal factors into account. One promising approach to reducing stress in educators is the use of mindfulness interventions. Future efforts should incorporate these insights into actionable steps as colleges work to improve

the wellbeing of their faculty. This thorough comprehension opens the door to more efficient methods of identifying and mitigating the work related stress.

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