Perceptive Stress in Indian Teachers associated with Higher Education.
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Abstract: The intellectual part of our society known as teachers shaping the country’s future. Present study investigated the variables responsible for stress in teachers associated with higher education. This paper aimed to establish relations between demographic variables and stress causing variables. Multinomial regression was used to test proposed hypotheses. Finding of study revealed work overload, role ambiguity, management, fear of performance are variables affecting the level of stress in teachers.

Keywords: Teacher, Stress, Multinomial Regression, Management, Role Ambiguity.

Introduction

Stress is a universal phenomenon. Majority of people all over the world seems to be experiencing high psychological stress in various spheres of their life. Stress is playing major role in teaching profession also. Increase in the level of stress injuring the mankind psychologically and physically by decreasing performance and productivity. The first approach to study stress define it as an independent variable, conceptualize it as lethal character in work environment, while other approach treat it as dependent variable. Both these approaches are termed as engineering and physiological. The third psychological approach conceptualizes work stress in terms of the dynamic interaction between the person and their work environment (Cox, 1993). First two approaches ignore the interactions between the person and their various environments. However, the third approaches to define stress pays special attention to environmental factors and, in particular, to the organizational and psychosocial contexts to work stress (Fletcher, 1988). Stress is measured in terms of the cognitive processes, the emotional reactions, the physiological. The third psychological approach conceptualizes work stress in terms of the dynamic interaction between the person and their work environment (Cox, 1993). First two approaches ignore the interactions between the person and their various environments. However, the third approaches to define stress pays special attention to environmental factors and, in particular, to the organizational and psychosocial contexts to work stress (Fletcher, 1988).

Stress is measured in terms of the cognitive processes, the emotional reactions plays underlying role to expose the person-environment interactions. Stress can come from any thought that makes you feel angry and frustrated.

(Rajarajeswari, 2013) found that the role of teachers in higher education is changing continuously, the influence of external environment, liberalization of education policy, and entrance of private players in Indian context changed the expectations of teacher and taught. Past and present roles of teachers are totally different, except primary role of teaching. Now the teaching includes so many aspects apart from the core activities, especially in higher studies. Rajarajeswari investigate that ‘autonomy’ given to the colleges provide freedom with responsibilities on the teachers to play multifaceted role. Stress and its indicators include high turnover, burnout, excessive absenteeism, low morale, substance abuse, violence, and hypertension. Unless the job stress among the teachers is reduced, it will affect the academic excellence.

Sources of stress

The intense demands from environment increased the cut-throat competition in teaching. Increased expectations in academia force the human resources for development as a continuous process. The advanced technology, regulatory authorities, external politics and changing social context leaves an impression on the academic world in the form of changed levels of thinking. Job and personal problems arising from the demands of the different social roles we occupy.

Types of Stressors

Situations that provoke stress are known as stressors. Stress is of two type, Eustress also called as positive stress, need to excel and develop in one’s own life. The second is distress, which refer to negative stress. Distress is a bad thing. Stress is the body’s response to changes. Changes create demands which exert physical and psychological pressure on individuals. Individual differences play a vital role for defining type of stressor as positive and negative, one negative stressor may be positive to other individual. This makes it difficult to categorize the stressors into positive and negative list.

Review of Literature

Education in Indian context in recent years gained importance to reshape the future of country and countrymen for development. Literature generally reported that the teachers as human resources facing problems in term of stress. (Fimian, 1982) found stress is usually associated with a variety of personal, social, and physical events, and from interpersonal experiences in school or classroom settings. (Halpin, Harris, & Halpin, 2014) investigated five factors of teacher stress; these were professional inadequacy, principal-
teacher relationships, collegial relationships, group instruction, and job overload. Stress from pupil misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers (Abel, Sewell, & Abel, 2014). The variables leading to stress at job for teachers could be poor student results, student indiscipline, management related issues which have an adverse relationship with the Job satisfaction experience. Individual teacher perception and attitude toward stressor determine the emotional and physical response of his body (Elkridge & Coker, 2014). Stressor which are more centered in classroom are more problematic than organizational stressors, issues related to teachers working with students were closely associated with stress (Milstein, Golaszewski, & Duquette, 2014). Study conducted by (Manera & Wright, 1984) revealed “making decision about the people you know” was ranked as number one stressor, resolving parents-school conflict, and evaluating peers performance act as stressors to teachers. The role stress in teachers can be coped with the initiative of management through improving management practices (Pettegrew & Wolf, 2014). (Stress & Riding, 2014) observed in their study that teachers who reported high stress are less satisfied with their teaching, and have low career intention along with low career commitment. (Lauglo, 2014) explored the social origin and strength of pedagogical commitment did not influence the occupational attitude of teachers in university education. The level of stress was found less in male faculty as faculty rank promoted from assistant to full professor (Guglielmi & Tatrow, 2014). The level of stress decreased as per the individual requirement, the reduction of stress in individual cases enhanced though idiographic pretest assessment and more focused treatment (Bertoeh et al., 2014).

**Objectives of study:**

- To find out major variables causing stress among university teachers.
- To study the relationship between variables causing stress.
- To explore the organizational stressors and coping strategies to manage stress in teachers.

**Hypothesis**

**H1:** The odds of working for long hours are higher for low age person.

**H2:** The odd of feeling workload pressure is higher for low age teachers.

**H: 3** The odds of fear about the quality of performance are higher for low experience teachers.

**Methodology**

The information was collected from university and colleges teachers of Himachal Pradesh. 58 respondents targeted to collect data. The descriptive statistics are in table no. 1. Out of these 52 were married and 6 were unmarried. 35 were male respondents and 23 were female respondents. (The mean age of respondents was 43.10 with S.D of 7.82). Standard error of skewness is .3.14 and standard error of kurtosis is .618. Multinomial Regression was used for determining β values and Odd ratio of dependent variables.

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Note: The order of items corresponds to numbered items in Questionnaire.
Measurements

Research Tool

Structured questionnaire was used with 3 point scale of Yes, No and Can’t say as response options. Questions like Do you get tensed when the results of your students are not up to the expectation, was asked from teachers which reflect the stress on teachers due to poor performance of their students. Likewise the question is there any effect of work on your health reflects the working load and its impact on teachers. Total 19 variables included in survey for measuring the stress in teachers.

Results

The odds of working for more hours are higher for low age group teachers (Exp $\beta = 6.00$). The probability of working for more hours is 6 times higher for a teacher having one year less age respective to others. The odds of feeling workload pressure are lower for low age group (Exp $\beta = .350$). The probability of feeling workload pressure is 65 percent more with one year increase in age. The odds of fear about the quality of performance is higher for low experience teachers (Exp $\beta = 2.00$). The low experience teachers are two times more feared about the quality of performance than high experience teachers.

Discussions

Stress harming the intellectual body universally. The teachers with high experience in present study more worried about their colleagues and low experience teachers were stressed because of family problems, moreover the teachers with average level of experience tensed when their class-room performance by students. The newcomers to this profession felt role ambiguity; although sharing of feeling is high in high age teachers. Above 50 years of age teachers felt there was effect on their health due to work. Present investigation explored that after few years of work the interaction and dependence of teachers increase with each-other. Study included the assistant professor, who feared about quality of performance and associate professor stressed due to family problems. Married teachers felt that they had to sacrifice their personnel commitment due to work. Teachers felt that there was stress management practice adopted by college management. Female teachers discussed their problem with spouse or friend or any other person close to them more often than male teachers.

Limitations and Future Research

The present study was conducted on teachers of Himachal Pradesh, so the results can’t be generalized. To generalize result the sample should be large and cover more geographical area. The study provided scope for research about the orientation and training process investigation of teachers, and development of interventions for teachers to handle stress effectively.

Conclusions

Our goal is not to eliminate stress but to identify the stress variables, and learn how to manage stress, and how to use it to help us. On the other hand, excessive stress may leave us feeling “tied up in knots.” So this research study reveals the variables related to stress demographically and organizationally. This study enables the faculty and institution to identify and resolve issues to enhance the standards in educational sector.

References: