



A STUDY ON STRESS AND ITS IMPACT ON EMPLOYEE BEHAVIOUR WITHREFERENCE TO TEACHING FACULTY,VIJAYAWADA

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Abstract

The study aims to develop a deeper understanding of the impact of various workplace stress factors such as time constraints, job security on employee behaviour in engineering colleges with respect to Vijayawada city. It investigates the relationship between stress factors (independent variables) and employee behaviour (dependent variable) in the work place. The data employed to analyze the factors were obtaining through a questionnaire that was conducted in February 2016 in Vijayawada a city in India. Stress is a term that is widely used in everyday life with most people having some appreciation about its meaning. Professional stress can be defined as the psychological and emotional responses that befall when employees observe an imbalance between their job demands and their capability to meet these demands. The triumph of any organization or its catastrophe depends on the employees' behavior. Therefore, the present study is an analysis of the employee behaviour. The results of the study indicated that inadequate time (stress factor) is not influencing anxiousness (behaviour factor), insufficient time (stress factor) is influencing incompatible nature of employees (behaviour factor), insufficient time (stress factor) is influencing escape nature of employees (behaviour factor), job security (stress factor) is not influencing regularity (behaviour factor), job security (stress factor) is influencing responsibility (behaviour factor).

Keywords: Anxiousness, conflicts, regularity, job security, responsibility.

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1. Introduction

The modern world, which is considered to be a world of achievements, is also a world of stress. Selye (1956) defined stress as —The force, pressure, or strain exerted upon a material object or person which oppose these forces and try to keep up its original state. Steers (1981) points out that occupational stress has become an important topic for study of organizational behavior for several reasons: 1) Stress has harmful psychological and physiological effects on employees, 2) Stress is a main cause of employee turnover and absenteeism, 3) Stress experienced by one employee can affect the safety of other employees, 4) By controlling dysfunctional stress, individual and organisation can be managed more effectively.

Stress is a term that is broadly used in everyday life with most people having some apperception about its meaning. Commonly it is believed to occur in situations where there is excessive pressure being placed on someone (Selye, 1956). Occupational stress can be defined as the physiological and emotional responses that occur when workers perceive an imbalance between their work demands and their capability and/or resources to meet these demands(NIOSH, 1999). Prominently, stress responses occur when the imbalance is such that the employee perceives they are not coping in circumstances where it is important to them to cope up (Lazarus, 1991). Worker's responses to stressors may be positive or negative depending on the type of demands placed on them, the amount of control they have over the situation, the amount of support they receive and the individual response of the person. Stress is becoming increasingly globalised and affects all countries, all professions and all categories of workers, including both blue and white collar workers (Ahmad & Ahmad, 1992).

Teacher Behaviour

Behaviour is anything an organism does, a response or patterns of responses; which is elicited following a specific known stimulus; or emitted spontaneously as a consequence of conditions within the organism or due to unspecified stimulus.

Teacher behaviour is a generic term which a teacher does, shows and performs in the classroom like – presenting, asking, explaining, showing, demonstrating, directing, commenting and so on. These activities are related to all the capabilities and performance of a teacher in an educational system. It includes all shades of activities and operations relevant to pursuit of specific goals of teaching. The Secondary education Commission (1952-53), says: “We are however, convinced that the most important factor

in the envisaged educational reconstruction is the teacher, his/her personal qualities, educational qualifications, professional training and the place that he inhabits in the school as well as in the community. The reputation of a school and its influence on the life of the community depends on the kind of teachers working in it”. The social phenomenon of the behaviour is also an important feature, which is arising from the interaction between the teacher, pupils and the specific content or subject matter and displays triadic and dynamic behaviour of the teacher (Hyman, 1971), related to the manifestation of cognitive structure with a corpus of knowledge. Teaching is a dynamic interplay between the teacher and the nature of the pupils. During the instructional process, the teacher establishes a rapport and a sound working relationship with the students and many types of learning can be affected under this guidance. Ryan (1960), defined teacher behaviour as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those activities that are concerned with the guidance or direction for the learning of others. Teacher behaviour is observable and quantifiable, the analysis of which provide empirical proof about what a teacher does and how he behaves. The general behaviour of teachers are considered in this study, in which the teachers behaviour and the way he/she communicates, his habits, mannerisms, relationships with the colleagues, pupils, head of the institution, family members, mental health, etc. are considered in socio-cultural and psychological factors.

2. Review of Literature

Ahmad Usman et al (2011) mentioned that work stress in any profession is likely to be experienced by the employees employed there and university teachers are no exceptions in this regard. This study tends to examine the relationship between role conflict, role ambiguity and attitudinal outcomes of the job i.e. job satisfaction and organizational commitment of teaching staff in the largest and the most populated university of Pakistan i.e. University of the Punjab. The data were collected from 160 teachers teaching in five different faculties of the university by using personally administered questionnaires. The findings of the study suggest that there is a positive and significant relationship between role stress i.e. role conflict and role ambiguity and work stress however work stress is negative and significantly associated with job satisfaction and organizational commitment of the teaching staff of the university under examination.

Wang Yong (2011) pointed out that in recent years;

China's higher education has been experiencing a comprehensive reform. With the reform process, the stresses experienced by teachers are much more severe than any time. Stress not only damps their working enthusiasm, but also affects their play of potentials, and even directly harms the teachers' health. Focusing on college teachers, a specific working group, the author conducted a survey and made this paper in order to search their overall feeling of stress and its source. It turns out that college teachers are vulnerable to great stress, which is mostly attributed to heavy workload, desire for self-development, income, and college management.

Song Chen (2011) mentioned that Zhejiang private enterprises which are in the process of transforming and upgrading of staff need to pay more attention to the increasing work pressure on their staff and ensure that they would be committed to their work. In this paper, the mechanism of role stress impacting on job involvement is analyzed. The theoretical framework is developed to deduce the relationship among role stress, job involvement and organizational commitment as a mediate variable. Based on more than 300 questionnaires of Zhejiang enterprises, the impact of role stress on job involvement is studied by using regression analysis. The research results show that role stress will lead employee to reduce organizational commitment and job involvement of the staff, however, organizational commitment is needed to enhance staff input.

Research Problem:

Every occupation causes a definite level of stress. And, specifically teaching profession is not by chance it is by

Selection of Sample:

For the purpose of survey 50 people with different age group, different qualifications, and different geographical background were taken at random basis to study the relation of stress with behavior variables.

Collection of Data:

Both the primary and secondary data were used in this research study. Primary Data was collected through personal interviews from consumers and the secondary information was collected from websites and published records.

Tabulation, Analysis and Interpretation of Data and

The mathematical formula for computing r is:

choice for most of them. However, teaching is the one among the professions that causes much stress compared to other professions. High level of stress results in the lowering of intellectual aptitude and functioning, irrespective of one's age, education and background. When considered at a personal level, professional stress can affect a teacher's health, well-being, and performance from an organisational perspective, it transforms ones' self-leading to an unproductive employee behavior such as estrangement, apathy, and absenteeism. Previous research findings stimulated to conduct a research amongst teachers working in selective engineering colleges affiliated to JNTUK University. Here the problem of the study was to examine the relation of stress variables with behaviour variables stress amongst teachers in selective engineering colleges affiliated to JNTUK University. Variables like work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, inadequate recognition, inadequate salary, changing job role, inadequate management and/or participation in management, inadequate resources and funding and student interactions.

Study Goals and Objectives

- ❖ To examine the relation between selected stress and behavioural variables in teaching faculty of engineering colleges.
- ❖ To examine the impact of stress variables

Selection of Area

This study is confined to Krishna district engineering colleges which are affiliated to JNTUK, Kakinada.

Information:

The collected data and information was tabulated in such a manner so that these may be analyzed and be logically interpreted.

3. Methodology

The quantity r , called the linear correlation coefficient, measures the strength and the direction of a linear relationship between two variables. The linear correlation coefficient is sometimes referred to as the Pearson product moment correlation coefficient in honor of its developer Karl Pearson.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

Where n is the number of pairs of data.

The value of r is such that $-1 < r < +1$. The + and – signs are used for positive linear correlations and negative linear correlations, respectively.

Positive correlation: If x and y have a strong positive linear correlation, r is close to +1. An r value of exactly +1 indicates a perfect positive fit. Positive values indicate a relationship between x and y variables such that as values for x increases, values for y also increase.

Note that r is a dimensionless quantity; that is, it does not depend on the units employed.

A perfect correlation of ± 1 occurs only when the data points all lie exactly on a straight line. If $r = +1$, the slope of this line is positive. If $r = -1$, the slope of this line is negative. A correlation greater than 0.8 is generally described as strong, whereas a correlation less than 0.5 is

Negative correlation: If x and y have a strong negative linear correlation, r is close to -1. An r value of exactly -1 indicates a perfect negative fit. Negative values indicate a relationship between x and y such that as values for x increase, values for y decrease.

No correlation: If there is no linear correlation or a weak linear correlation, r is close to 0. A value near zero means that there is a random, nonlinear relationship between the two variables.

generally described as weak. These values can vary based upon the "type" of data being examined. A study utilizing scientific data may require a stronger correlation than a study using social science data.

Conclusion

In the end, logical conclusions have been drawn from the study and constructive suggestions have proposed in the light of the findings:

Table –A

S. No.	Hypothesis & relationship	Test	P value	Significance Value	Verification Results
1	H0: There is no significant relationship between insufficient time with anxiousness in teachers	Pearson's Correlation	0.4408	0.05 (two tailed)	Accept H0
2	H0: There is no significant relationship between insufficient time with conflicts between teachers	Pearson's Correlation	-0.5129	0.05 (two tailed)	Reject H0
3	H0: There is no significant relationship between insufficient time with escape nature of teachers	Pearson's Correlation	-0.0808	0.05 (two tailed)	Reject H0
4	H0: There is no significant relation between job security with regularity of work	Pearson's Correlation	0.1199	0.05 (two tailed)	Reject H0
5	H0: There is no significant relationship between job security with responsibility of teachers	Pearson's Correlation	-0.1003	0.05 (two tailed)	Reject H0

Analysis

H01 Above table shows the tabulation of insufficient time

and anxiousness of employees. Since the p value (0.44) is greater than the significance value (0.05), null hypothesis

cannot be rejected. Hence, it is concluded that insufficient time (stress factor) is not influencing anxiousness (behaviour factor).

H02 Above table shows the tabulation of insufficient time and conflicting nature of employees. Since the p value (-0.51) is less than the significance value (0.05), null hypothesis cannot be accepted. Hence, it is concluded that insufficient time (stress factor) is influencing conflicting nature of employees (behaviour factor).

H03 Above table shows the tabulation of insufficient time and escape nature of employees. Since the p value (-0.08) is less than the significance value (0.05), null hypothesis cannot be accepted. Hence, it is concluded that insufficient time (stress factor) is influencing escape nature of employees (behaviour factor).

H04 Above table shows the tabulation of job security and regularity of employees. Since the p value (0.11) is greater than the significance value (0.05), null hypothesis cannot be rejected. Hence, it is concluded that job security (stress factor) is not influencing regularity (behaviour factor).

H05 Above table shows the tabulation of job security and responsibility of employees. Since the p value (-0.1003) is less than the significance value (0.05), null hypothesis cannot be accepted. Hence, it is concluded that insufficient time (stress factor) is influencing responsibility (behaviour factor).

4. Conclusion

This research contributes to the understanding of employee behaviour with respect to stress. The major findings of the study indicated that insufficient time (stress factor) is not influencing anxiousness (behaviour factor), insufficient time (stress factor) is influencing conflicting nature of employees (behaviour factor), insufficient time (stress factor) is influencing avoiding work culture of employees (behaviour factor), job security (stress factor) is not influencing regularity (behaviour factor), job security (stress factor) is influencing responsibility (behaviour factor).

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