

A STUDY ON ROLE OF STRESS IN PERFORMANCE AMONG TEACHING FACULTY IN BENGALURU CITY

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Abstract

This article focuses on how teachers need to relate both stress and performance in educational institution even though there is a negative relationship between stress and performance. The main framework of this article is about stress in general, causes and the consequences of stress which has direct impact on teacher's performance at various dimensions. This article confines to key factors in stress in performance from teachers point of view in Bangalore city. Highly effective and acceptable statistical tool had been used to obtain the results, as some of the teachers says that stress is required to a certain point of level for good performance but when it goes beyond the bearable limit, the stress turns into a distress. At last, this article concludes that stress can be handled in good manner when things carried out meticulously.

Key words: *Physical stress, psychological stress, behavioural stress, Professional stress*

Introduction

Stress has entered the popular vocabulary and is generally understood as a physical, mental or emotional reaction to unpleasant circumstances. It can be used to describe external problems, such as 'stress at work', an internal feeling of being 'stressed out', or pressure, which may even improve performance (Jones & Bright, 2001). Early definitions of stress were concerned with the effects of threats on the body. Stress was seen as a state of simulation causing the 'fight or flight' response, a higher level of physical arousal to escape or fight off the threat (Cannon, 1932), and to cope with 'stressors' (events that cause stress) through an alarm reaction (Selye, 1956).

Stress in Teachers

Teaching as a profession is a demanding job that requires highly intellectual activities however, there are various intellectual symptoms of stress that can affect people in the profession, these includes memory problem, confusion, poor judgment, lack of concentration, while the emotional symptoms can be anger, irritation, moody, and depression, all of these can have negative adverse effects on the teachers' functionality (Morgan & Kitching, 2007). While, Kyriacou & Sutcliffe (1978) defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a threat to his or her self-esteem or well being and by coping

mechanisms activated to reduce the perceived threat. The negative effects of stress can impact negatively on performance and quality of life. They include increase heart rate, speed breathing or held breath, tightens muscle to prepare to fight or to flee, directing blood to the brain and major muscles (away from digestion, hands/feet, Reproductive organs), releases stress hormones like cortisol and adrenaline, slows or stops digestion, causes the brain to be more reactive/less thoughtful, increases perspiration, reduces immune system response (Guglielmi and Tatrow, 1998). Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Cooper, 1991).

In this rapid developing world, any kind of job has got targets and an employee of that particular concern becomes stressed when he/she is allotted with more work and responsibilities in the workplace. The main objective for choosing this study on stress in teachers performance is that the phases of stress, that, they through in is so much because they can easily influence the role of a student as a good human in the society. Stress has been proven to hinder effectiveness at work and can lead to low performance and productivity especially in teachers, job dissatisfaction, poor motivation, absenteeism and turnover (Copper, 2002). Teachers are often exposed to high level of stress as reported by Reglin & Reitzammer (2008). Crop up from the arising issues in teacher's profession the study proposed to examine the impact of stress on teacher's performance. In the lime light of this problem the below mentioned issues has become relevant to the study:

- 1) Level of stress among the respondents.
- 2) Stress factors associated with the respondents.
- 3) Stress factors associated with the performances of the respondents.

Review of Literature

The study is dealt with a complete understanding about the all time buzzing word stress. The main focus of this article is to review the literature about the impact of stress on teacher's performance in an educational institution. The relevant review is presented hereunder.

Impact of Stress on Teacher's Performance

Stress among teachers is well recognized, both in the research literature (Kyriacou, 2001) and in mainstream society. The stress that is inherent in teaching appears to be universal across nations and cultures, with studies from around the world documenting stress in teachers in locations as varied as China (Wang & Guo, 2007), Hong Kong (Hui & Chan, 1996), Singapore (Ko et al., 2000), South Africa (Van der Lindl, 2001), the Middle East (Al-Mohannadi & Capel, 2007), Australia (Hart et al., 1995), the USA (Yoon, 2002), Canada (Chorney, 1998), Germany (Klusmann et al., 2006), the Netherlands (Van Horn et al., 2001), Finland (Ritvanen et al., 2006), Sweden (Jacobsson et al., 2001), Greece (Antoniou et al., 2006) and the UK (PricewaterhouseCoopers, 2001). UK teachers

fare particularly badly, with greater levels of stress and stress-related indicators than other European countries (Griva & Joeke, 2003), although a cross-cultural study of teachers in Australia and Scotland showed stress levels to be similar (Pithers & Soden, 1998). According to Ngeno (2007) job related occupational stress factors have effects on performance on teachers who are bombarded with work such as engaged in lesson preparations and delivery, grading, filling out report forms, dealing with pupil discipline day in day out may not have time to relax or even take care of their personal needs. Moreover they may not have time to interact with significant other people in their lives like spouses and children. The study, therefore, seek to bring out the important effects of stress factors on job performance among teaching faculties in Bengaluru city.

Objectives of the Study

1. To determine the level of stress among the respondents.
2. To identify the sources of stress factors influencing the respondents.
3. To study the consequences of stress on respondents.

Limitation of the Study

The proposed study is in terms of inquiring into various factors which influences role of stress on performance among teaching faculties with reference to Bengaluru district.

Methodology

The present investigation has been basically designed as an normative study with 'survey' as a technique for research purpose. The survey had been conducted directly in different education institutions with the sample of 50 random faculties in Bangalore City and the factors of stress associated with those respondents are formulated.

Hypothesis of the Study

The present study aims at testing the following hypothesis in line with the objectives mentioned above.

1. There is no significance between Role of stress on performance and age of the respondents
2. There is no significance between Role of stress on performance and marital status of the respondents
3. There is no significance between Role of stress on performance and nature of the family of the respondents
4. There is no significance between Role of stress on performance and work experience of the respondents.
5. There is no significance between Role of stress on performance and the salary income of the respondents

6. There is no significance between Role of stress on performance and the number of children of the respondents
7. There is no significance between Role of stress on performance and the distance travelled to reach work by the respondents.
8. There is no significance between Role of stress on performance and the nature of employment of the respondents.
9. There is no significance between Role of stress on performance and the total number of hours contributed to job by the respondents.

Effects of Stress among Teachers

Over the last twenty years much has been written about the amount of stress experienced by people doing different types of jobs. Amongst the professions, teaching has consistently been identified, in study after study, as one of the 'high stress' job (Dunham and Varma, 1998); Travers and Cooper, 1996).

Dorothy (1990), determined relationships between selected teacher characteristics and job related stress factors as perceived by teachers in independent schools. Teacher 42 characteristics identified were number of students taught, days missed, salary as only source of income, sex of a teacher, degrees held, age of a teacher, years of teaching experience, career satisfaction, intention to teach in five years, willingness to teach in a public school, and subject taught. Job related factors, the five stress factors identified by D'Arienzo and confirmed by factor analysis in this study, were relationships with teachers, working with students, financial security, administrative support, and task over load.

Causes of Teachers Stress

Kyriacou (2001) enlisted the key causes of stress among teachers like maintaining control; time demands and workload; frequent changes; evaluated by students and superiors; dealings with peer educators; self-respect and position; management and administration; role clash and vagueness and non-standard working conditions. Hence, a number of stress factors that contribute to the causes of teachers stress have been identified and classified into two major categories: Professional Stressors and Personal Stressors.

Professional Stressors: Professional factors that have been identified as being highly stressful for teachers are: disruptive students, excessive paper work, curriculum issues, complex scheduling, burdensome workload, environmental pressures, administrative entanglements, lack of mobility, and other less significant factors.

Physical and mental exhaustion were found as the major causes which influenced intention to leave the profession (e.g. Weisberg and Sagie, 1999), undifferentiated orientation is associated with lower levels of satisfaction and higher levels of stress (J.Eichinger, 2000). Kittel and Leynen (2003) reported higher physical exertion, job

demands, somatic complaints, and lower job control, social support, and personal accomplishments as the major causes of teacher's stress.

Personal Stressors: A high proportion of educators have additional concerns over finances due to the inadequate salary scales in comparison to many other professions, affecting living conditions and recreational pursuits. Having to exist on low salary scales determines the type of living conditions and environments in which to raise a family. Limited budgets also leave many families few options when trying to plan recreational pursuits.

Consequences of Stress on Teachers

The consequences of stress may pressurize the person in several dimensions. The consequences of stress may be positive or negative in nature. Positive side of the stress stimulates the affected person to work more, whereas the negative side of the stress will reduce the physical as well as mental strength of an affected person. According to Moolla (2005: 54), there are three main consequences of work related stress. These are physiological, psychological and behavioural consequences.

Physiological consequences affect the educator's physical well-being. The most common physiological symptoms resulting from stress are headaches, high blood pressure and heart disease (Moolla 2005: 54). Other symptoms include immune system problems, musculoskeletal system problems like backaches, and gastrointestinal problem (Phillip 2004: 12).

Psychological consequences of stress, according to (Newstrom and Davies 2004: 123) can result in emotional instability, moodiness which can impact on reaction to learners and colleagues. Nervousness and tension can eventually result in the lack of concentration and will impact on work performance. Other symptoms can result in chronic illness, depression and burnout.

Behavioural consequences of stress may harm the individual under stress or others. One such behaviour is the consumption of alcohol or smoking. Research has indicated that people who smoke tend to smoke more when under stress. Consumption of alcohol and drug abuse may also increase (Palmer et al. 2006: 44). Other possible behavioural consequences are accident proneness, violence and appetite disorders (Moorhead and Griffin 2004: 237). Organisational stressors frequently create job dissatisfaction. The consequences of job dissatisfaction, for Baron and Greenberg (2003: 176) are absenteeism and attrition of educators.

Analysis

Demographic Factors Influencing Stress in Performance

The purpose of this chapter is to not only to throw some light on the various factors responsible for creating stress among teaching faculties but also to analyse the association

or relationship between the personal profiles of the employees and the factors influencing the stress. Personal factors may also influence one's stress level in performance.

Table 1 Age Wise Classification

| Age | No. of Respondents | Percentage |
|----------------|--------------------|------------|
| 21-25 years | 5 | 10 |
| 26-30 years | 17 | 34 |
| 31-35 years | 12 | 24 |
| Above 35 years | 16 | 32 |
| Total | 50 | 100 |

Source: Primary Data

It is found from Table 1 that out of 50 respondents chosen for the study, 10% of the respondents are in the age group of 21-25 years; 34% of the respondents are in the age group of 26-30 years; 24% of the respondents are in the age group of 31-35 years; whereas 32% of the respondents are in the age group of above 35 years.

Table 2 Classification Based on Education Qualification

| Educational qualification | No. of Respondents | Percentage |
|---------------------------|--------------------|------------|
| Graduate | 10 | 20 |
| Post Graduate | 33 | 66 |
| M.Phil | 5 | 10 |
| P.hd | 1 | 2 |
| Others | 1 | 2 |
| Total | 50 | 100 |

Source: Primary Data

It is found from Table 2 that out of 50 respondents chosen for the study, 20% of the respondents are in the graduate group; 66% of the respondents are in the Post graduate group; 10% of the respondents are in the M.Phil group; 2% of the respondents are in the P.hd group; another 2% of the respondents belong to others group.

Table 3 Experience

| Experience | No. of Respondents | Percentage |
|----------------|--------------------|------------|
| 1-5 Years | 25 | 50 |
| 6-10 Years | 14 | 28 |
| 11-15 Years | 5 | 10 |
| Above 15 Years | 6 | 12 |
| Total | 50 | 100 |

Source: Primary Data

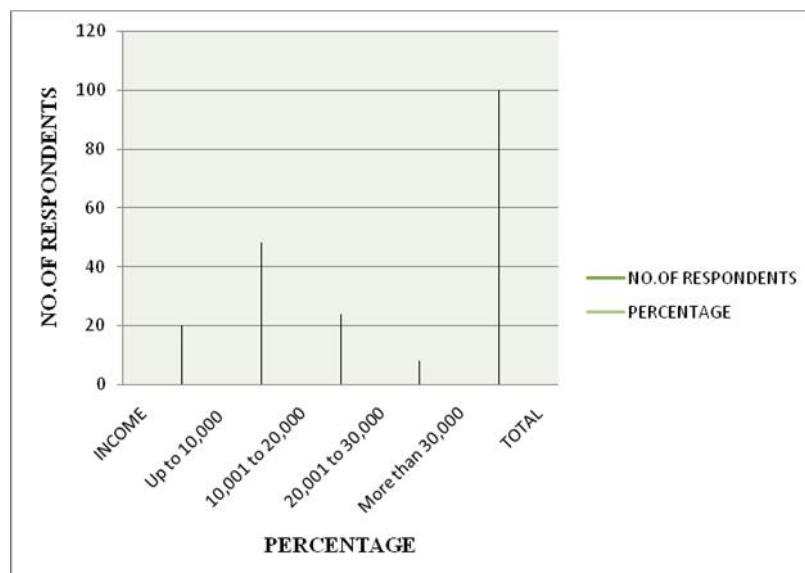
It is found from Table 3 that out of 50 respondents chosen for the study, 50% of the respondents come under 1-5 years of work experience; 28% of the respondents come under 6-10 years of work experience; 10% of the respondents come under 11-15 years of work experience; and 12% of the respondents come under above 15 years of work experience.

Table 4 Income

| Income | No. of Respondents | Percentage |
|------------------|--------------------|------------|
| Up to 10,000 | 10 | 20 |
| 10,001 to 20,000 | 24 | 48 |
| 20,001 to 30,000 | 12 | 24 |
| More than 30,000 | 4 | 8 |
| Total | 50 | 100 |

Source: Primary Data

It is found from table 4 that out of 50 respondents chosen for the study, 20% of the respondents come under the salary package of up to 10,000 ; 48% of the respondents come under the salary package of 10,001-20,000; 24% of the respondents come under the salary package of 20,001-30,000; whereas 8% of the respondents are taking salary more than 30,000. For a clarity to understand the same, Figure 1 shows the classification based on salary earned per month.



Existing Stress among Teaching Faculty

Role of lethargy plays an important role in performance among employees. Lack of interest brings lethargy at work as confusion prevail which activity to be completed first. Pre-planned structure of an activity helps to avoid such a situation.

Table 5 Lethargy

| Frequency | No. of Respondents | Percentage |
|-------------------|--------------------|------------|
| Strongly Agree | 17 | 34 |
| Agree | 7 | 14 |
| No Opinion | 18 | 36 |
| Disagree | 6 | 12 |
| Strongly Disagree | 2 | 4 |
| Total | 50 | 100 |

Source: Primary Data

It is found from Table 5 that 34 percent of the respondents are highly agreed as they are taking work lightly to complete; whereas 4 percent of the respondents strongly disagree as they don't feel as such. Intention to change the profession may be due to some strong reason in the mind. Factors can be anything like salary, job profile, distance, bad relation with the management and so on. Intention to change profession also got strong influence on performance.

Table 6 Tend to Change Profession

| Frequency | No. of Respondents | Percentage |
|-------------------|--------------------|------------|
| Strongly Agree | 17 | 34 |
| Agree | 7 | 14 |
| No Opinion | 10 | 20 |
| Disagree | 13 | 26 |
| Strongly Disagree | 3 | 6 |
| Total | 50 | 100 |

Source: Primary Data

It is found that Table 6 that 34 percent of the respondents are strongly agreed about the job change due to financial crisis; whereas 6 percent of the respondents strongly disagree as they are very much comfortable with the present job profile.

In this fast growing economy, pressure at workplace has become part and parcel of one's life. Those are having strong mind, smart at tackling situation can manage any kind of pressure at work. Pressure is the important factor among employees at work and has got the direct relation with the stress in performance.

Table 7 Pressure at workplace

| Frequency | No. of Respondents | Percentage |
|-------------------|--------------------|------------|
| Strongly Agree | 14 | 28 |
| Agree | 12 | 24 |
| No Opinion | 14 | 28 |
| Disagree | 6 | 12 |
| Strongly Disagree | 4 | 8 |
| TOTAL | 50 | 100 |

Source: Primary Data

It is found from Table 7 that 28 percent of the respondents are strongly agreed about the pressure at work has got direct impact on performance; whereas 8 percent of the respondents strongly disagree to this statement as they are able to manage the pressure at work.

With the comprehensive and meticulous study made in the subject chosen and summarized the collected data results in above tabulated form. Analysis of the study is done using Chi-Square Test. Chi-Square Table showed that Stress is not influenced by the demographic factor which has no significant impact on the performance of the respondents.

Findings and Conclusion

Most of the factors do not have any impact on performance among teachers. In present world, both men and women seek employment are striving for equality when it comes job, at the same time they do not take things lightly about household work too. Stress among teaching faculty can be kept under manageable proportions with management of educational institution by creating conducive and congenial working environment, assignment jobs based on their skills and aptitude, proper training and development, scientific fixation of pay and emoluments besides offering career opportunities such as timely promotions and recognition of their services.

Some of the strategies adopted by the respondents in coping up stress in performance are summarized. Systematic planning can boot up fresh feeling to start everyday life which helps to overcome obstacles. Implementation of meticulous planning helps in balancing both personal life and professional life. Allocating proper time to different activities help to reduce overload and can manage to complete the work without spill over. Always one should keep in mind that work should not be carried over to home and personal problems should not be messed up with professional work. Optimistic thinking, patience, adjustments, doing exercise, listening to music, and compromising with unimportant things in life can work out some miracle happenings in life. Being different among people and keep silent at times helps in creating time for self as well as for children. Proper delegation of work, co - ordination, and having cordial relationship with others will help to tackle stress and perform well at workplace.

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