

A Study on Occupational Stress among Teachers in Self Financing Engineering Colleges in Anna University-Region III

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Abstract:

This paper focus on finding out the perceived level of occupational stress among teachers in self financing engineering colleges affiliated to Anna University, Region III-Madurai. Stress is the major factor which affects the health and efficiency of a teacher. So the researcher has prepared a questionnaire to measure the level of occupational stress among teachers. The descriptive research design is used to conduct the research which describing the characteristics of a particular individual or of a group. The samples are collected from the universe, stratified random sampling is used, and to conduct this study 620 samples are collected out of 3015 teachers. For collecting the data, the questionnaire method is used. The data collected has been analyzed through the application of percentage analysis, ANOVA (analysis of variance) and T-Test. Finally the researcher analyzed the data using SPSS (statistical package for the social science) 15.0 version and found that there is a considerable level of impact of stress

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on demographic variables among teachers. Hence the engineering colleges have to look forward to an improved sense job satisfaction with reduction of occupational stress among the teaching faculty to extract the best out of them. Finally researcher found that some socio-demographic variables have an impact on occupational stress index of teachers. So the management should take necessary steps to reduce occupational stress among teachers because it will result in increased job satisfaction and quality of education.

Key words: Occupational Stress, Impact, Engineering Colleges, Faculty Members, Demographic Variables

1. INTRODUCTION

Occupational stress has been defined as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning (Jarvis 2002). Beehr and Newman (1978) defined occupational stress as "A condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning". Work-related stress is an issue of growing concern in developing countries due to important developments in the modern world; two of the most significant is - being globalization and the changing nature of work. Occupational stress is a growing problem worldwide, which results in substantial loss to both employees and organizations (Cotton and Hart 2003). Occupational stress is ubiquitous and increasingly costly Katherine et al (2008). Organizational stress, which is also called professional stress, is the interaction between working conditions and the working person in environments in which the work demand exceeds the skills of the worker.

The phenomenon of occupational stress is becoming increasingly globalized and affects all countries and all professions. Studies on occupational stress, in general, point out that one of the important professions where the employees are affected by work related stress at one time or another is 'teaching'. Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress. Teaching related stress, commonly termed 'teacher stress', is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou 2001). In teaching profession, the sources of occupational stress are, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paperwork and lack of resources. The stressor and stress relationship is shown in Fig.1.

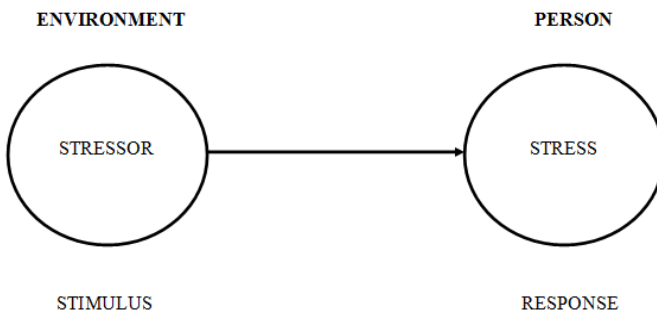


Fig.1 Stressor and stress relationship

As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and

stroke. Stress is the “wear and tear” our bodies experience as adjust to our continually changing environment. According to Hans Selye, a pioneer researcher in stress reaction, “stress is the human response to changes that occur as a part of daily living”. “Stress comes from any situation or circumstance that requires behavioral adjustment. Any change, either good or bad, is stressful, and whether it’s a positive or negative change, the physiological response is the same”. Stress reactions may result when people are exposed to risk factors at work. Reactions may be emotional, behavioral, cognitive, and/or physiological in nature. When stress reactions persist over a longer period of time, they may develop into more permanent, irreversible health outcomes, such as chronic fatigue, musculoskeletal problems or cardiovascular disease. Furthermore, it can also be deduced that there are two distinct types of stressors; those which are found within the individual, which include personal values, attitudes and self-concepts, and those that originate outside the individual, which include environmental and work-related stressors (Goodall & Brown, 1980).

1.1. Engineering College Teachers’ Stress

In many countries college teacher’s job is often considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in United States of America and Europe concerning the sources and symptoms of college teachers’ professional stress. Studies in the field of teacher’s stress show that the greater part of stress is associated with the rapid pace of changes in education, particularly in 1980s and 1990s. Teaching profession is generally considered as a noble profession with lots of expectations from the parents towards their children’s education and the development of their personalities. These expectations may also contribute as a source of stress. Present

study attempts to identify the sources and level of occupational stress and also study its impact on certain demographic variables.

2. REVIEW OF LITERATURE

The phenomenon of occupational stress is becoming increasingly globalized and affects all countries and all professions. Studies on occupational stress, in general, point out that one of the important professions where the employees are affected by work related stress at one time or another is 'teaching'. Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress. Teaching related stress, commonly termed 'teacher stress', is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou 2001). In teaching profession, the sources of occupational stress are, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paperwork and lack of resources.

Although individual and organizational characteristics play a role in the development of work-related stress, the majority will agree that work-related stress results from the interaction between the worker and the conditions of work. One view promotes that individual differences of the worker such as personality, age, education, experience and coping style are most important in predicting whether certain job specifications will result in stress.

Kirkcaldy et al (2002) argued that the causes of stress include inadequate guidance and support from superiors, lack of consultation and communication, lack of encouragement from

superiors, feelings of isolation, discrimination and favoritism and inadequate or poor quality training/management development. In addition other factors which are contributing to stress are keeping up with new technologies, ideas, technology or innovations in organizations, attending meetings, lack of social support of people at work and simply being visible or available. Other causes of stress include role ambiguity, conflicting performance expectation, the political climate of the organizations and poor relationship with co-workers (Manshor et al 2003).

Kutty 2000 found reasons for stress at workplace as follows: work pressure, meeting deadlines, politics in the workplace, interpersonal relationships, job content or profile, promotion and growth opportunities, imbalance between personal and professional commitment, commuting time, especially, from long distance suburban areas to the office. Due to major change initiatives, excessive work hours, heavy workloads, poor management, diminishing resources, unfavorable student: staff ratios, pressure to attract external funds, job insecurity, lack of recognition and reward and role ambiguity have frequently been reported by academic staff in the United Kingdom and overseas universities (Tytherleigh et al 2005).

Ahmandy et al (2007) identified the most related stressors on academic staff that workload, conflict, demands from colleagues and supervisors, incompatible demands from different personal and organization roles, inadequate resources for appropriate performance, insufficient competency to the demands of their role, inadequate autonomy to make decision on different tasks and feeling of underutilization. Tehrani (2002) argued that stress is caused by unsympathetic organizational culture, poor communication between managers and employees, lack of involvement in decision-making, bullying and harassment, continual or sudden change,

insufficient resources, conflicting priorities and lack of challenges.

Social support is an important resource that enables an individual to cope with stress and prevent burnout (Bonfiglio, 2005 Kim-wan, 1991). Dissatisfied faculty can transfer their emotions to other employees (Westman, & Etzion, 1999) It has been found that job satisfaction and teacher stress are strongly correlated, as the amount of stress and degree of satisfaction experienced by teachers influences the quality of life of teachers (Pelsma & Richard, 1988). Stress is considered to be the main factor contributing towards job dissatisfaction, job-related illness and early retirement in England (Van Dick, Phillips, Marburg & Wagner, 2001). Organizational policies, the structure and the climate of the organization, physical conditions and process are the basic factors of stress in the organization (Luthans, 1994), sources of teacher stress are varied (Dewe, 1986). Stress is not always a negative fact (Palmer and Hyman, 1993). Teaching related stress, commonly termed 'teacher stress', is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001).

3. METHODOLOGY

To find out the impact of occupational stress among teachers in selective engineering colleges affiliated to Anna University, Region III-Madurai. The researcher has used descriptive research design. Descriptive research studies are concerned with describing the characteristics of a particular individual, or a group, (C.R.Kothari, 2007). For conducting the study thirty six colleges having crossed four years are chosen from the population of 48 colleges.

Out of which teachers who have served for two and more years in their present institution are taken as sample for data collection. 3015 teachers having crossed two and more years are working during 2015-16. Out of which 620 samples are collected. Here the researcher has used stratified random sampling to collect the samples from the universe. For collecting the data researcher has used questionnaire where researcher has categorized the questions into four perspectives (demographic variables, occupational stress index, job involvement, job satisfaction) which will enable the researcher to understand and analyze the impact of occupational stress among teachers. Finally the researcher has used SPSS software package 15.0 version for analyzing data.

4. DEMOGRAPHIC SURVEY

The questionnaire included a demographic profile based on the purpose of the demographic questions to identify the respondents' demographic characteristics. These parameters included; age, sex, marital status, educational qualification, department, designation, total teaching experience, salary, lecture hours per week, distance between the institution and residence and survey districts.

5. OCCUPATIONAL STRESS INDEX

The survey questionnaire consists of twenty eight items. It's for measuring the occupational stress index (OSI) of the faculty members. A five point's Likert type scale (5-strongly disagree, 4-disagree, 3-neutral, 2-agree, 1-strongly agree) is used to measure the perceived level of occupational stress amongst teachers. The major five points are considered in this paper. (i) I often have headaches and migraines (ii) Feeling pressure to compete with my colleagues (iii) Receiving inadequate salary to

meet financial needs (iv) Frequent changes to timetable or courses and (v) Lack of time to undertake research

6. DATA ANALYSIS AND INTERPRETATIONS

The analysis of the above OSI which are compared with the demographic characteristics. The demographic characteristics versus I often have headaches and migraines is shown in table. 1. The demographic characteristic versus Feeling pressure to compete with my colleagues is shown in table. 2. The demographic characteristic versus Receiving inadequate salary to meet financial needs is shown in table. 3. The demographic characteristics versus Frequent changes to timetable or courses are shown in table. 4. The demographic characteristics versus Lack of time to undertake research is shown in table. 5.

6.1 Demographic Characteristics versus I often have Headaches and Migraines

The demographic characteristics of teachers and their occupational stress status on perceived level of stress of teacher aspects-I often have headaches and migraines are presented in table 1. The results indicate a significantly negative influence of occupational stress (I often have headaches and migraines) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in perceived level of stress aspects in all the demographic characteristics. The mean occupational stress score of teachers on perceived level of stress aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of stress aspects-I often have headaches and migraines. In this perceived level of

stress test, I often have headaches and migraines seems to have less significantly in age of the respondent, ie., $p \leq 0.143$.

6.2 Demographic Characteristics versus Feeling Pressure to compete with my Colleagues

The demographic characteristics of teachers and their occupational stress status on perceived level of stress of teacher aspects-Feeling pressure to compete with my colleagues are presented in table 2. The results indicate a significantly negative influence of occupational stress (I Feeling pressure to compete with my colleagues) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in perceived level of stress aspects in all the demographic characteristics. The mean occupational stress score of teachers on perceived level of stress aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of stress aspects-Feeling pressure to compete with my colleagues. In this perceived level of stress test, Feeling pressure to compete with my colleagues seems to have less significantly in teaching experience of the respondent, ie., $p \leq 0.077$.

6.3 Demographic Characteristics versus Receiving Inadequate Salary to meet Financial Needs

The demographic characteristics of teachers and their occupational stress status on perceived level of stress of teacher aspects-Receiving inadequate salary to meet financial needs are presented in table 3. The results indicate a significantly negative influence of occupational stress (Receiving inadequate salary to meet financial needs) status of teachers belonging

selective engineering colleges affiliated to Anna University, Region III-Madurai in perceived level of stress aspects in all the demographic characteristics. The mean occupational stress score of teachers on perceived level of stress aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of stress aspects-Receiving inadequate salary to meet financial needs. In this perceived level of stress test, Receiving inadequate salary to meet financial needs seems to have less significantly in salary of the respondent, ie., $p \leq 0.094$.

6.4 Demographic Characteristics versus Frequent Changes to Timetable or Courses

The demographic characteristics of teachers and their occupational stress status on perceived level of stress of teacher aspects-Frequent changes to timetable or courses are presented in table 4. The results indicate a significantly negative influence of occupational stress (Frequent changes to timetable or courses) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in perceived level of stress aspects in all the demographic characteristics. The mean occupational stress score of teachers on perceived level of stress aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of stress aspects-Frequent changes to timetable or courses. In this perceived level of stress test, Frequent changes to timetable or

courses seems to have less significantly in sex of the respondent, ie., $p \leq 0.077$.

6.5 Demographic Characteristics versus Lack of Time to Undertake Research

The demographic characteristics of teachers and their occupational stress status on perceived level of stress of teacher aspects-Lack of time to undertake research are presented in table 5. The results indicate a significantly negative influence of occupational stress (Lack of time to undertake research) status of teachers belonging selective engineering colleges affiliated to Anna University, Region III-Madurai in perceived level of stress aspects in all the demographic characteristics. The mean occupational stress score of teachers on perceived level of stress aspects significantly increased with the increase in each demographic characteristics teacher belonging selective engineering colleges affiliated to Anna University, Region III-Madurai. However, the mean value of the demographic characteristics of each respondent is not showing any significant differences in the perceived level of stress aspects-Lack of time to undertake research. In this perceived level of stress test, Lack of time to undertake research seems to have less significantly in lecturer hour per week of the respondent, ie., $p \leq 0.043$.

Table 1: ANOVA test between demographic characteristics and I often have headaches and migraines

Occupational Stress Index	N	Mean	SD	Value	Significance
All	620	2.35	1.323		
Age of Respondent					
below 30yrs	338	2.38	1.311	F=1.815	P<0.143
31-40yrs	218	2.41	1.396		
41- 50yrs	50	1.94	1.077		
above 50yrs	14	2.43	1.089		
Sex					
Male	321	2.41	1.337	T=1.099	P<0.715
Female	299	2.29	1.308		
Marital Status					

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unmarried	292	2.37	1.337	F=0.752	P<0.521
married	314	2.34	1.314		
widow	6	1.83	1.169		
divorced	8	2.88	1.356		
Educational Qualification					
Under Graduate	56	2.32	1.146	F=0.895	P<0.444
Post Graduate	351	2.40	1.372		
PG with M.Phil	167	2.35	1.335		
Ph.D.	46	2.07	1.083		
Department					
Engineering	341	2.36	1.312	F=0.039	P<0.990
MBA	109	2.33	1.306		
MCA	76	2.38	1.460		
Science and Humanities	94	2.33	1.290		
Designation					
Lecturer	114	2.38	1.279	F=0.941	P<0.440
Senior lecturer	34	2.21	1.366		
Asst. Professor	386	2.41	1.350		
Associate professor	50	2.10	1.329		
Professor	36	2.17	1.108		
Teaching experience					
2-5yrs	343	2.36	1.352	F=0.711	P<0.585
6-10yrs	154	2.39	1.290		
11-15yrs	79	2.41	1.373		
16-20yrs	27	2.19	1.210		
above 20yrs	17	1.88	.928		
Salary (in Rs.)					
less than 20000	297	2.35	1.340	F=0.221	P<0.954
20001-30000	216	2.38	1.328		
30001-40000	64	2.38	1.420		
40001-50000	16	2.06	1.063		
50001-60000	15	2.20	.775		
above 60000	12	2.33	1.303		
Lecture hour per week					
below 12	184	2.31	1.300	F=0.157	P<0.855
13-18	369	2.38	1.348		
19 and above	67	2.36	1.264		
Distance					
Less than 15km	222	2.36	1.296	F=0.170	P<0.844
16-30km	229	2.32	1.331		
31km and above	169	2.40	1.355		
District					
Dindigul	156	2.36	1.324	F=1.442	P<0.219
Madurai	276	2.25	1.279		
Ramanathapuram	62	2.53	1.388		
Sivagangai	81	2.38	1.347		
Theni	45	2.69	1.427		

Table 2: ANOVA test between demographic characteristics and Feeling pressure to compete with my colleagues

Occupational Stress Index	N	Mean	SD	Value	Significance
All	620	2.73	1.519		
Age of Respondent					
below 30yrs	338	2.70	1.562	F=0.655	P<0.580
31-40yrs	218	2.79	1.487		
41- 50yrs	50	2.54	1.358		
above 50yrs	14	3.07	1.542		
Sex					
Male	321	2.69	1.521	T=-0.610	P<0.724
Female	299	2.77	1.518		
Marital Status					
unmarried	292	2.72	1.554	F=0.658	P<0.578
married	314	2.72	1.487		
widow	6	3.17	1.472		
divorsed	8	3.38	1.598		
Educational Qualification					
Under Graduate	56	2.68	1.619	F=0.322	P<0.809
Post Graduate	351	2.69	1.509		
PG with M.Phil	167	2.80	1.518		
Ph.D.	46	2.85	1.505		
Department					
Engineering	341	2.74	1.563	F=0.803	P<0.492
MBA	109	2.75	1.510		
MCA	76	2.88	1.366		
Science and Humanities	94	2.53	1.486		
Designation					
Lecturer	114	2.54	1.494	F=0.936	P<0.443
Senior lecturer	34	2.62	1.538		
Asst. Professor	386	2.77	1.531		
Associate professor	50	2.72	1.499		
Professor	36	3.03	1.483		
Teaching experience					
2-5yrs	343	2.59	1.525	F=2.115	P<0.077
6-10yrs	154	3.00	1.534		
11-15yrs	79	2.75	1.409		
16-20yrs	27	2.96	1.652		
above 20yrs	17	2.65	1.320		
Salary (in Rs.)					
less than 20000	297	2.64	1.545	F=0.619	P<0.685
20001-30000	216	2.81	1.496		
30001-40000	64	2.73	1.525		
40001-50000	16	2.75	1.438		
50001-60000	15	2.87	1.302		
above 60000	12	3.25	1.712		
Lecture hour per week					
below 12	184	2.86	1.511	F=1.309	P<0.271
13-18	369	2.65	1.511		

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19 and above	67	2.81	1.579		
Distance					
Less than 15km	222	2.85	1.534	F=1.146	P<0.319
16-30km	229	2.64	1.560		
31km and above	169	2.69	1.439		
District					
Dindigul	156	3.06	1.480	F=3.071	P<0.016
Madurai	276	2.61	1.549		
Ramanathapuram	62	2.42	1.325		
Sivagangai	81	2.69	1.497		
Theni	45	2.82	1.614		

Table 3: ANOVA test between demographic characteristics and Receiving inadequate salary to meet financial needs

Occupational Index	Stress	N	Mean	SD	Value	Significance
All		620	2.46	1.195		
Age of Respondent						
below 30yrs		338	2.42	1.189	F=1.565	P<0.197
31-40yrs		218	2.46	1.203		
41- 50yrs		50	2.66	1.136		
above 50yrs		14	3.00	1.359		
Sex						
Male		321	2.53	1.227	T=1.406	P<0.158
Female		299	2.39	1.158		
Marital Status						
unmarried		292	2.48	1.217	F=0.032	P<0.992
married		314	2.46	1.183		
widow		6	2.50	1.049		
divorced		8	2.38	1.188		
Educational Qualification						
Under Graduate		56	2.50	1.401	F=1.285	P<0.279
Post Graduate		351	2.39	1.158		
PG with M.Phil		167	2.60	1.187		
Ph.D.		46	2.50	1.225		
Department						
Engineering		341	2.36	1.184	F=1.958	P<0.119
MBA		109	2.56	1.308		
MCA		76	2.61	1.178		
Science and Humanities		94	2.62	1.089		
Designation						
Lecturer		114	2.53	1.305	F=0.379	P<0.824
Senior lecturer		34	2.32	1.065		
Asst. Professor		386	2.44	1.179		
Associate professor		50	2.50	1.249		
Professor		36	2.61	1.076		
Teaching experience						
2-5yrs		343	2.37	1.233	F=1.446	P<0.217
6-10yrs		154	2.58	1.071		
11-15yrs		79	2.65	1.241		

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16-20yrs	27	2.52	1.122		
above 20yrs	17	2.29	1.312		
Salary (in Rs.)					
less than 20000	297	2.33	1.230	F=1.888	P<0.094
20001-30000	216	2.57	1.097		
30001-40000	64	2.56	1.283		
40001-50000	16	2.75	1.342		
50001-60000	15	2.40	1.183		
above 60000	12	3.00	1.128		
Lecture hour per week					
below 12	184	2.54	1.187	F=0.646	P<0.524
13-18	369	2.42	1.166		
19 and above	67	2.51	1.375		
Distance					
Less than 15km	222	2.53	1.172	F=2.128	P<0.120
16-30km	229	2.34	1.194		
31km and above	169	2.56	1.219		
District					
Dindigul	156	2.37	1.142	F=0.701	P<0.591
Madurai	276	2.53	1.207		
Ramanathapuram	62	2.47	1.183		
Sivagangai	81	2.51	1.286		
Theni	45	2.31	1.164		

Table 4: ANOVA test between demographic characteristics and Frequent changes to timetable of courses

Occupational Stress Index	N	Mean	SD	Value	Significance
All	620	2.96	1.302		
Age of Respondent					
below 30yrs	338	2.94	1.301	F=1.342	P<0.260
31-40yrs	218	3.04	1.319		
41- 50yrs	50	2.68	1.236		
above 50yrs	14	3.29	1.204		
Sex					
Male	321	2.95	1.342	T=-0.282	P<0.077
Female	299	2.98	1.260		
Marital Status					
unmarried	292	2.96	1.328	F=1.804	P<0.145
married	314	2.93	1.273		
widow	6	3.17	1.472		
divorsed	8	4.00	1.069		
Educational Qualification					
Under Graduate	56	2.89	1.260	F=0.146	P<0.932
Post Graduate	351	2.95	1.308		
PG with M.Phil	167	2.99	1.308		
Ph.D.	46	3.04	1.316		
Department					
Engineering	341	3.06	1.272	F=1.596	P<0.189
MBA	109	2.76	1.420		

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MCA	76	2.92	1.252		
Science and Humanities	94	2.88	1.294		
Designation					
Lecturer	114	2.90	1.248	F=0.303	P<0.876
Senior lecturer	34	2.79	1.225		
Asst. Professor	386	2.99	1.320		
Associate professor	50	3.02	1.348		
Professor	36	2.89	1.326		
Teaching experience					
2-5yrs	343	2.91	1.270	F=0.538	P<0.708
6-10yrs	154	3.04	1.338		
11-15yrs	79	3.04	1.363		
16-20yrs	27	3.07	1.357		
above 20yrs	17	2.71	1.312		
Salary (in Rs.)					
less than 20000	297	2.94	1.287	F=1.214	P<0.301
20001-30000	216	3.00	1.319		
30001-40000	64	2.91	1.269		
40001-50000	16	3.38	1.408		
50001-60000	15	2.33	1.291		
above 60000	12	3.25	1.357		
Lecture hour per week					
below 12	184	3.11	1.318	F=2.468	P<0.086
13-18	369	2.93	1.295		
19 and above	67	2.72	1.265		
Distance					
Less than 15km	222	3.00	1.320	F=2.001	P<0.136
16-30km	229	3.04	1.235		
31km and above	169	2.79	1.358		
District					
Dindigul	156	2.82	1.272	F=2.013	P<0.091
Madurai	276	3.11	1.261		
Ramanathapuram	62	2.71	1.285		
Sivagangai	81	2.95	1.350		
Theni	45	2.89	1.511		

Table 5: ANOVA test between demographic characteristics and Lack of time to undertake research

Occupational Stress Index	N	Mean	SD	Value	Significance
All	620	2.36	1.242		
Age of Respondent					
below 30yrs	338	2.30	1.236	F=1.153	P<0.327
31-40yrs	218	2.45	1.252		
41- 50yrs	50	2.44	1.264		
above 50yrs	14	2.00	1.109		
Sex					
Male	321	2.30	1.247	T=-1.226	P<0.977
Female	299	2.42	1.236		
Marital Status					

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unmarried	292	2.35	1.217	F=0.398	P<0.755
married	314	2.35	1.268		
widow	6	2.67	.516		
divorsed	8	2.75	1.581		
Educational Qualification					
Under Graduate	56	2.14	1.182	F=1.137	P<0.333
Post Graduate	351	2.33	1.247		
PG with M.Phil	167	2.48	1.241		
Ph.D.	46	2.37	1.271		
Department					
Engineering	341	2.30	1.260	F=0.887	P<0.448
MBA	109	2.44	1.315		
MCA	76	2.53	1.227		
Science and Humanities	94	2.34	1.093		
Designation					
Lecturer	114	2.17	1.189	F=1.505	P<0.199
Senior lecturer	34	2.24	1.182		
Asst. Professor	386	2.39	1.246		
Associate professor	50	2.64	1.306		
Professor	36	2.31	1.283		
Teaching experience					
2-5yrs	343	2.33	1.230	F=1.192	P<0.313
6-10yrs	154	2.28	1.250		
11-15yrs	79	2.63	1.221		
16-20yrs	27	2.41	1.338		
above 20yrs	17	2.29	1.312		
Salary (in Rs.)					
less than 20000	297	2.30	1.226	F=0.910	P<0.474
20001-30000	216	2.35	1.230		
30001-40000	64	2.63	1.339		
40001-50000	16	2.31	1.250		
50001-60000	15	2.20	1.207		
above 60000	12	2.67	1.371		
Lecture hour per week					
below 12	184	2.54	1.297	F=3.127	P<0.045
13-18	369	2.30	1.214		
19 and above	67	2.19	1.196		
Distance					
Less than 15km	222	2.28	1.197	F=1.913	P<0.148
16-30km	229	2.32	1.228		
31km and above	169	2.51	1.310		
District					
Dindigul	156	2.36	1.213	F=0.859	P<0.488
Madurai	276	2.27	1.251		
Ramanathapuram	62	2.44	1.236		
Sivagangai	81	2.49	1.246		
Theni	45	2.53	1.290		

7. FINDINGS

The variables of OSI namely, I often have headaches and migraines, Feeling pressure to compete with my colleagues, Receiving inadequate salary to meet financial needs, Frequent changes to timetable or courses and Lack of time to undertake research are the dominant variables. It is inferred that the majority of the teachers decrease their occupational stress compared with the demographic characteristics of the respondent at present as well as in future to increase their job involvement and job satisfaction.

8. CONCLUSIONS

From the above findings researcher concludes that the variables on OSI namely namely, I often have headaches and migraines, Feeling pressure to compete with my colleagues, Receiving inadequate salary to meet financial needs, Frequent changes to timetable or courses and Lack of time to undertake research gives stress can be reduced when the above variables are addressed. Here the researcher does not say that the demographic characteristics of the respondent can be measured only by variables of OSI. Finally the researcher concludes that there is a socio-demographic variable have an impact on occupational stress index of teachers.

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