

THE IMPACT OF WORKPLACE STRESS ON TEACHERS BELONGING TO PRIVATELY MANAGED BUSINESS SCHOOLS IN THE TIRUNELVELI DISTRICT

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Abstract *According to students, teaching is one of the most difficult jobs on the planet. The competitive status of the global education sector has been shifting in a fast-paced commercial environment. With superior physical structures, corporate management structures, and business intelligence systems, private actors are quickly arising to fill the skills and knowledge gap. In this context, research is being done to see how educators working in private management educational institutes deal with workplace stress in light of a few demographic and job-related factors. A validated stress scale was used to survey teachers at privately operated Business Schools in the Tirunelveli District of Tamil Nadu for the study. Data were obtained from 67 respondents and analysed using SPSS in this quantitative study. Workplace stress was linked to work circumstance, family-work interaction, personal competence, and professional competence growth, accounting for 45 percent of respondents' workplace stress variation.*

Keywords *Workplace Stress, Personal and Professional Competence, Work Situation and Family-Work Interactions*

INTRODUCTION

Occupational stress is a major problem for B-School teachers nowadays. Due to their increased workloads and obligations, teachers in business schools could face stress. The topic of stress is intricate and multifaceted. In the 1930s, Selye coined the term "stress," concentrating on it as the body's effector reaction to demands (Harney, 2008). Stress was described as a bodily condition of stimulation that results in changes that interfere with regular physiological processes (Harney, 2008). Researchers are becoming more and more interested in the abundance of literature and tales about job stress. There have been very few studies on stress in academia, despite the fact that there has been a lot of work done in the business world on issues like low productivity, job satisfaction, high absenteeism, high turnover rates, and physical and psychological illnesses. The dearth of studies on faculty stress is explained by the notion that teaching is a profession with lower stress levels than working in the corporate world. Teaching is one of the 26 most stressful jobs, however, according to a survey done in the United States in 2006 by Jhonson, Cooper, Cartwright, and Donald Taylor. The current study looks into the topic of stress in academia in the business schools of Tamil Nadu's Tirunelveli District.

LITERATURE REVIEW

The purpose of this study was to investigate the variables that affect teacher occupational stress at privately owned business schools in Tirunelveli. The earlier pertinent literature on the subject will be discussed in relation to the topic in this chapter. Three independent variables, including the work environment, work-family environment, and professional competency development, will also be covered along with the research design.

According to Dhar and Magotra, workplace stress can be created by daily burdens, isolation, longer work hours, a hostile work situation, and a poor connection between coworkers and management (2018). Daily demands, isolation, longer working hours, a hostile work situation, and a poor relationship between coworkers and management, according to Dhar and Magotra, can all contribute to workplace stress (2018). (Wen Xin & colleagues, 2019) The context in which the task is accomplished is the work situation. The work situation is the physical location where a task is accomplished. The actual location of the office and its immediate surroundings make up the work situation. Other aspects of the workplace, such as air quality, noise level, and other employee benefits and privileges, are usually

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addressed (Dr. Aram Hanna Massoudi, 2017). Teachers are more stressed than the rest of the population (Tuettemann & Punch, 1992).

Other components of the workplace are often addressed, such as air quality, noise level, and other employee benefits and privileges. Dr. Aram Hanna Massoudi claims that teachers are more concerned than the broader population (Tuettemann & Punch, 1992). The rise of self-supporting educational institutions has transformed the higher education scene (Devi & Velayudham, 2003). According to Reddy and Poornima (2012), the majority of university instructors (74 percent) are under a lot of stress, and 86% of lecturers are burnt out. University professors were also found to have a relationship between working stress and professional burnout. Inadequate compensation, a lack of resources and facilities, and confrontations with superiors and peers are the most common reasons for stress (Jagadeesh, 2013). Stress causes mood disturbances, psychological anguish, worry, poor morale, cardiovascular disease, and exhaustion among teachers, according to Haryana, Song and Rani (2015). Kayastha and Kayastha (2012) established a correlation between high workplace stress and low job satisfaction in a study done in Nepal. Teachers' stress has a negative impact on their health, as well as the health of their students and their organisation. Stress has been shown to have alarming negative impacts on teachers' psychological, bodily, and behavioural reactions in studies.

Just a few of the negative effects include irritability, anger, exhaustion, anxiety, depression, headaches, loss of concentration, disturbed sleep, persistently negative thoughts, low appetite, gastrointestinal issues, musculoskeletal issues, blood pressure, heart disease, stroke, cancer, and suicide (Nagra & Arora, 2013). Employees are required to bring their home responsibilities, financial concerns, and personal troubles to work, causing them to lose focus while doing their duties, resulting in a delay in work submission and subsequent stress. Michie is a fictitious character who appears in a number of comic books (Michie, 2002). Professional competence refers to the set of skills, knowledge, and attitudes required to work in a certain sector or profession. You'll require discipline knowledge as well as the application of concepts, methodologies, and skills to succeed in any industry. Employers increasingly demand a qualification based on technical knowledge and competency that includes cooperation skills, proactivity, innovation, and the ability to apply knowledge from many fields (Leontyev & colleagues, 2016). Stress is defined by Singh (2016) as a person's overwhelming desire for jobs that are beyond their intellect and physical abilities. Excessive stress can lead to major health conditions like heart disease,

digestive disorders, high blood pressure, and headaches to mention a few. Stressed people find it difficult to strike a healthy balance between work and their normal daily activities. In the Tirunelveli District, there has never been a study on occupational stress among teachers of privately owned Business Schools. The link between the workplace, family work interactions, and professional competence development is still unknown. As a result, the study looked into the relationship between the qualities and workplace stress on teachers in privately run business schools.

OBJECTIVES OF THE STUDY

- To examine the differences in workplace stress with respect to the demographic profile of the privately managed B-School teachers.
- To assess the link between B school teachers' work conditions, family-work interaction, personal competency, and professional competence.
- To measure the impact of workplace stress on the faculty members of Business Schools on practising Contemporary teaching skills.

METHODOLOGY

This study was based on a theoretical framework and literature reviews, and it employed primary data. Quantitative research assesses a topic by generating numerical data or data that can be turned into statistically significant figures. Before extending the findings to a larger group, it evaluates attitudes, beliefs, behaviours, and other distinctive traits. A Quantitative research is also more systematic than qualitative research (DeFranzo, 2011). For this study, questionnaires were utilised to collect data, handled electronically through the internet. Descriptive and inferential approaches can be used to examine the data (Datt, 2016). The study's core respondents were teachers from a Tirunelveli District business school, and the questions focused on how workplace stress was influenced by the work situation, family-work interaction, and professional competence development. Non-probability sampling was used in this investigation. As long as they work at business schools in the Tirunelveli District, random selection will be used. The questions are usually constructed utilising a 5-Likert scale.

Framework for Research

Employees' performance can be affected by stress, work quality, and absenteeism.

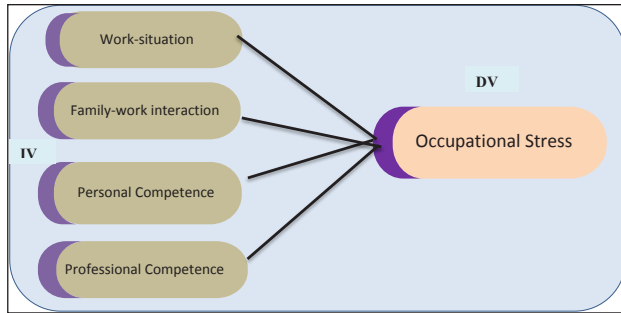


Fig. 1: Research Framework

Demographic Data

A total of 67 people were included in the study. According to the descriptive analysis, female respondents accounted for 58.2% of the total, while male respondents accounted for 41.8 percent. The majority of teachers who responded are between the ages of 36 and 45 (56.7 percent), with 22.4 percent between the ages of 26 and 35 (22.4 percent). 16.4 percent of respondents were over 45 years old, while 25.3 percent were under 25. 61.2 percent of business school

professors are married, while 38.8% are single. 62.7% of the institutes are located in urban areas, and 37.3% are in rural with well-structured innovations. 8% of teachers’ are drawing salary less than Rs. 15000 followed by 19.4% teachers who draw salary from Rs. 15000 to Rs. 25000 and Rs. 25000 to Rs. 50000. About 9% of the teachers draw a salary of above the Rs 50000. The business school teachers living with 3 family members is 68.7%, and 3-5 members are 31.3% and 53.7% of respondents’ live as nuclear family. Business school teachers are living in a joint family which is about 46.3%. About 77.6% of the business school teachers are Postgraduates followed by 17.9% of Doctorates 17.9%. This demonstrates that the vast majority of respondents have postgraduate education. Around 64.2 percent of respondents have worked for less than 10 years, 21.2 percent are having work experience of 10-20 years, and 9.0 percent are working for more than 20 years.

DATA ANALYSIS

The following diagram shows the relationship between the dependent variable, workplace stress, and the independent components: job circumstance, family-work interaction, and personal and professional competence development.

Table 1: Analysis of Pearson Correlation

		Workplace Stress	Work Environments	Family Work Interaction	Personal Competence	Professional Competence
Workplace Stress	Pearson Correlation	1	.353**	.408**	.518**	.639**
	Sig. (2-tailed)		.003	.001	.000	.000
	N	67	67	67	67	67
Work-Environments	Pearson Correlation	.353**	1	.787**	.355**	.351**
	Sig. (2-tailed)	.003		.000	.003	.004
	N	67	67	67	67	67
Family Work Interaction	Pearson Correlation	.408**	.787**	1	.377**	.328**
	Sig. (2-tailed)	.001	.000		.002	.007
	N	67	67	67	67	67
Personal Competence	Pearson Correlation	.518**	.355**	.377**	1	.748**
	Sig. (2-tailed)	.000	.003	.002		.000
	N	67	67	67	67	67
Professional Competence	Pearson Correlation	.639**	.351**	.328**	.748**	1
	Sig. (2-tailed)	.000	.004	.007	.000	
	N	67	67	67	67	67

** Correlation is significant at the 0.01 level (2-tailed).

Table 2: Results of Regression Analysis

Model	R	Square R	Adjusted R Square	Std. Error of the Estimate
1	.674 ^a	.454	.419	.44468

a. Predictors: (Constant), work situations, Professional Competence, Personal Competence, Family Work Interaction.

Estimated Regression Analysis

The estimated regression analysis results of the QWL of respondents are presented in the table.

Table 2 shows the result of the regression analysis. It is found that the R square value is 0.454, which means that 45 percent of the variability shows the workplace stress of respondents. In this case, the independent variables are general wellbeing, work situation, family-work interaction, Personal competence and professional competence.

Table 3: ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.210	4	2.553	12.908	.000 ^b
	Residual	12.260	62	.198		
	Total	22.470	66			

a. Dependent Variable: Workplace Stress.

b. Predictors: (Constant), Work Environments, Professional Competence, Personal Competence, Family Work Interaction.

Table 3 depicts the significant value of regression analysis. This analysis gives more significant value and is much valid, as proved by its significance value 0.000.

Table 4: Coefficients

	Model	Unstand-ardized Coefficients		Stand-ardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.577	.544		1.061	.293
	Family Work Interaction	.295	.174	.261	1.689	.096
	Personal Competence	.022	.130	.025	.172	.864
	Professional Competence	.553	.142	.555	3.885	.000
	Work Environments	-.084	.229	-.056	-.365	.716

a. Dependent Variable: Workplace Stress.

Table 4 shows the respondents' coefficient results. General well-being, family-work interaction, and professional competence are two of the four elements that positively and significantly impact workplace stress. These variables will grow by 1% while everything else stays the same. Workplace stress may cause a .295 and .553 percent rise in these variables, respectively.

Thus, it is inferred from the analysis that the variable, job satisfaction and general wellbeing, have a greater influence on the workplace stress of the respondents as per the highest values 3.885 and 1.689, respectively. The remaining factor, such as Personal competence, has no significant impact, and work situations negatively influence the respondents' workplace stress.

RESEARCH FINDINGS

Workplace stress can be predicted by gender. Men faculty members are more anxious at work than women faculty members, according to the findings of the study. Business School faculty members in their forties and fifties are more stressed in their jobs. Male instructors, are more likely experience stress than female teachers in few B-schools. Female teachers face stress as a result of their working relationships and wage cutbacks, whereas male instructors experience anxiety as a result of education reform and external school reviews.

In addition, 22.4 percent of respondents are between the ages of 26 and 35, while 56.7 percent of respondents are between the ages of 36 and 45. It seems that business school professors in their 40s and 50s are more stressed out at work. Furthermore, the majority of respondents are seasoned teachers with more than 20 years of experience in the classroom. According to a 2005 study by the Health and Safety Laboratory and the Health and Safety Executive, women between the ages of 10 and 20 reported are experiencing the much stress, while men between the ages of 20 and 30 experience high stress. Additionally, one must take their educational background into account. Statistics show that the majority of teachers possess at least a master's degree. According to Shkmbil, Fleura, Melonashi, Erika, Fanaj, and Naim (2015), referencing Blaug Kenyon & Lekhi, business-degree holders in the classroom may experience higher levels of stress than educators with less education (2007). On the other hand, no association between education and job stress was found by Darmody and Smyth (2011).

CONCLUSION

The purpose of this study is to identify the variables that affect occupational stress among Tirunelveli district business school teachers. The dependent variable, workplace stress, was examined using the independent variables, work situation, family work interaction, personal and professional competence development, and the independent variable, work situation. The results of this study showed that the dependent variable, workplace stress among teachers, had the strongest connections with professional competence, personal competence growth, and the relationship between family and work. According to the study, professional competence, rather than job circumstance, family-work connection, or personal competence growth, has the strongest link to workplace stress.

The annual performance review of teachers in Tirunelveli District's business schools is the most stressful aspect of their jobs. Thus supervisors' support is critical. Instructors' professional competency and facilities and the training course schedule should all be upgraded to alleviate

workplace stress. Teachers' relationships with one another and their performance can benefit from more effective communication between them and their superiors or co-workers. Teachers must understand and comprehend their colleagues, supervisors, and pupils when conversing with them to reduce workplace stress. Furthermore, effective instructional planning and methods and a better learning environment can aid business school teachers in reducing workplace stress. Finally, the development of personal competence is closely linked to the DV.

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