ANALYSIS OF JOB STRESS AFFECTING PERFORMANCE OF TECHNICAL TEACHERS

By M.A. Rizvi
ANALYSIS OF JOB STRESS AFFECTING PERFORMANCE OF TECHNICAL TEACHERS

Abstract
In this modern society job stress is a much talked complex phenomena leading to many disastrous consequences. Moderate level of stress that motivates a teacher is good. But as per the review of literature at international and national levels; some of the findings of the study reveals that majority of teachers faces serious problems of job stress due to various reasons such as work overload, lack of resources, role ambiguity, fair/less compensation, inadequate work environment etc. Also poor relations with colleagues, students’ indiscipline, lack of support from higher authorities, negative community attitudes contributes greatly in enhancing the problem. Farrago of thoughts related to profession and improper trainings are also the major causes of stress. Teachers are the key and the biggest game changers as far as technical education is concerned. Stress can be either physical or mental or both and it is catastrophically affecting the health and life of the teachers. There is degradation in the efficiency of teachers which directly affects the quality of teaching due to this. Moreover, student learning will be widely disrupted. Hence this research is expected to contribute towards increase in the productivity of teachers in technical education.

Keywords
Work Stress, Role ambiguity, Community attitudes, Efficiency, Effectiveness, Teachers Performance Productivity.

Introduction
Modern living has brought with it innumerable means of comfort, but also a bought abundance of demands that stress human body and mind. Stress is a major concern nowadays at work place. Not only executives working on responsible posts but the victims of stress also includes laborers, slum dwellers, working women, businessmen, professionals and even children. Stress is an inevitable and unavoidable component of the modern life due to increasing complexities and competitiveness in living standards. In today’s continuously changing world, no individual or profession is stress free.
The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word ‘stringere’, it mean the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as “the non-specific response of the body to any demand placed upon it” (Selye Hans, 1956) The causes of stress are numerous and can prove fatal for individual’s growth and efficiency. Stress can be because of family, business, organization, study, work, or any other social or economical activity. Thus in modern time, stress and particularly job stress has become a part of the life and has received considerable attention in recent years. Stress free life is beyond imagination nowadays.

Education industry plays a key role in shaping the future of youth and country development. Teachers are the main stake holder and plays an important education system. The teaching is one of most respectable profession and plays a vital role in development of societies (G. V., 1998). Teaching profession is a very challenging, responsible and creative job in which the teachers’ performance is wrapped up his/her personality. Teacher stress can be as defined by (Kyriacou & Sutcliffe, 1978) is 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. Technical teachers’ experiences job stress due to various reasons such as work overload, lack of resources, role ambiguity, fair/less compensation, inadequate work environment etc. Also poor relations with colleagues, students’ indiscipline, lack of support from higher authorities/management, negative community attitudes contributes greatly in enhancing the problem. Farrago of thoughts related to profession and improper trainings are also the major causes of stress.

It is interesting, stress has two faces. It is a good servant, but a bad master. It can be told that stress can be one’s best friend or worst enemy. A certain amount of stress is necessary to achieve success, but undue stress causes distress. In this paper it is tried to classify the types of stress among technical teachers, its causes, impact, coping mechanisms and consequences of this stress.

**STRESS AT WORK**

Generally stress is the adverse reaction of an individual who experience so much pressure and other types of demand of workload placed upon his/her ability to adapt it. It is also referred
to as a normal physical response to events in life that makes you feel threatened or distort your equilibrium. Stress has been considered as one of the major factors in work organization. It degrades the efficiency of the working individual, diminishes there multitasking ability and above all lessen the overall productivity. However, stress is not always bad. In small doses, it can help the person to perform under pressure and motivates him to do his/her best.

In a definition of stress given by Stephen Robbins (1999) stress has been stated as “a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he/she desires and for which the outcome is perceived to be both uncertain and important.” As far as technical teaching is considered, stress at work can be due to work, ambiguous role, personal development, interpersonal relations and organization climate. When the activities to be performed are either too difficult and complex or repetitive and monotonous then the working style of teachers get affected and stress comes into the scenario. Uncomfortable working conditions extract extra energies from the worker and it is one of the biggest cause of stress among the technical teachers.

Stress is inevitable / unavoidable, when large amount of work is expected beyond the capacities of the worker and work has to be performed keeping in view the set deadlines. This increase the state of chaos in an individuals mind which leads to stress. Role ambiguity about job responsibility and limits of authority, role set members have conflicting expectations on the way in which a role should be performed. Thus, role in terms of its normative, interpersonal and self congruence aspect can give rise to stress.

Major potential stressors which are identified to measure personal development stress causing elements in the technical colleges are under promotion, role stagnation, job security, ambitions, success and gender discrimination. The climate that persists in the organization can also be one of the potential source of stressors. The freedom given to plan the work, weightage given to the views and opinions, participation in decision making, sense of belonging, free and fair communication and sympathetic approach towards personal problems were considered to measure the stressors in organizational climate. Job related stress tends to decrease general job satisfaction.

CLASSIFICATION OF STRESS
Stress refers to any environmental, organizational and individual or internal demands, which require the individual to readjust the usual behavior pattern. Degree of stress results from events or situations that have potential to cause change (Agrawal et al.). Stressors are the situations that can result in the experience of stress. There are three major sources of stress—environmental, individual and organizational.

Environmental stress is not only caused by the factors intrinsic to job, but also influenced by the environmental or extra organizational factors. Stress results because of the individual’s interaction with environmental factors such as societal or technological changes, political and economical uncertainties, financial condition, community conditions etc. The stress which an individual observes in the environment is carried with him in another environment also, thus increasing the stress and others also becomes victims of it.

Further, there are two types of Occupational stress factors: Exogenous (outside the individual) including the demand of the job, and changes in the work load or environment. Endogenous (within the individual) including the employee’s abilities both physical and mental, and coping mechanism (Gandham, 2000). Technical teacher, stress can be caused because of number of factors, both by external and internal.

External causes may include institutional conditions such as large, mixed-ability classes, lack of student discipline and motivation, lack of resources, overwork or uneven distribution of workload, poor communication, unclear expectations and inadequate rewards and recognition. Problematic relationships with colleagues can generate other stressors, such as personality conflicts, lack of community spirit, feelings of isolation, lack of support, and limited academic and social interaction with other teachers.

Internal causes may include an aggressive, impatient, competitive ‘Type A’ personality; workaholism; negative attitude toward students; and in particular, unrealistic self-expectations. (Tang et al. (2001)

There are many factors at the level of individual which may be generated in the context of organizational life or his personal life like life and career change, personality types, role characteristics. Whenever any change in career life is observed by an individual it puts him in disequilibrium state of affairs and he is required to bring equilibrium. In this process individual experiences great stress. Personality characteristics such as authoritarianism, rigidity, masculinity, femininity, extroversion, spontaneity, locus of control are particularly relevant to
individual stress. In today world every person needs to fulfill various roles in different fields like family, voluntary organization, work organization etc., they are expected to fulfill certain obligations to each system and to fit into defined places in the system. These various roles may have conflicting demands and individual experiences role stress as they are not able to fulfill the conflicting demands or requirements.

The calamitous consequences of stress can affect an individual in three ways i.e. physiological, psychological and behavioral. Mental stress may be accompanied by anger, anxiety, depression, nervousness, irritability, tension and boredom. Physical stress is accompanied by high blood pressure, digestive problem, ulcers and indigestion, palpitation, chest pain, skin disorder muscle tension, head ache, loss of appetite, restlessness, ulcers, shut down of menstrual cycle, impairment of fertility among male and depletion of vitamin C, B and D in the body. Behavioral Stress may be symphonized in the behavior such a overeating or under eating, loneliness, sleeplessness, absentee, alcohol consumption, increased smoking and drug abuse.

CAUSES OF STRESS

Based on the literature review done and practical observations the major causes of stress amongst technical teachers includes poor relations with workmates, lack of regular breaks, long working hours, lack of communication, poor pay prospects, pace and intensity of change and limited access to training. Unclear job description also leads to farrago of thoughts which could be another reason of stress. (Naina Sabherwal, Deeya Ahuja, Mohit George, Arjun Handa, 2015) When the efforts of a teacher are not valued both in the manner of recognition or financially it also leads to stressful life. When an individual views lack of growth prospects in his/her career it automatically leads to some sort of bad thinking mind which can be called stress. This is the major issue which technical teachers are facing nowadays.

Consequently, the hypothesis i.e. “Work demands, relationships at work, job roles, work changes and support related factors affect stress level among faculty” is true. It can be agreed upon that role erosion, role overload, resource inadequacy, role isolation, and role ambiguity increase the level of job burnout and stress (Ahsan N, Abdulla Z, Fie DYG, Alam SS (2009)). In higher education, pressure is mounting from the general public, management as well as from state and central government, to increase productivity and efficiency. This pressure will likely
intensify the stress experienced by faculty. Stress in the workplace is generally considered to result when condition in the work environment are difficult for individual to manage. The pace with which technical education is changing demands greater efforts from teachers and there is a pressure from government also. Being able to change accordingly to meet the demands needs proper guidance and trainings for teachers which are absent. So this leads to the stressful scenario.

Stumpy salary, lack of facilities and irrational and unorganized management in the College are also main factors that lead to job dissatisfaction in the teaching staff. The working environment and designation also plays an important role in job satisfaction (Shafali M. ,2016). Many times teachers feel that their salaries cannot make it more at par with the present economic condition. Jealousy is also common issues especially amongst female teaching staff which leads to job dissatisfaction. Due to personal life imbalance/issues in female teaching staff, their performance is being affected.

IMPACT OR CONSEQUENCES OF STRESS

Like any other professional endeavors, those in the teaching career have a wider scope of social responsibilities to take care of. The society alone, has always anticipated a lot from the teachers such as to serve a large population as second parents dealing with the emotional tangles and torments of adolescent stage of the youth entrusted to their care. Teachers often feel that they are under stress or burn out, that directly affect their teaching performance.

Every coin has two faces and this thing goes with stress also. Stress can have both positive and negative aspects. But the negative aspects of stress are more sound as compared to its positive counterparts. Positive stress keeps you alert and alive to tackle your responsibilities during presentation at work, sharpens your concentration and even compels you to reach your target. However, if it is already beyond stipulated boundaries, stress will stop being helpful and begin to cause major damage to health, mood, relationships, efficiency and then productivity as well as the standard quality of your life.

A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching, but if he is under stress then he cannot work effectively and has a negative attitude towards his job. High stress can cause teachers
to leave the profession. Stress is one of the many reasons teachers leave their jobs; unfortunately, many engineering colleges cannot find sufficient replacements and currently face several teacher shortages.

COPING MECHANISM

Stress disturbs the equilibrium of the body. It affects physically, emotionally, and mentally. When individuals experience stress or face demanding situations, they adopt ways to deal with it, as they cannot remain in a continued state of tension. ‘Coping’ is how an individual deals with stressful situations. There are two major targets of coping: changing ourselves or changing our environment. Coping refers to a person’s active efforts to resolve stress and create new ways of handling new situations at each life stage (Erikson, 1959). The goals of coping include the self-desire to maintain a sense of individuals integrity and to achieve greater personal control over the environment. Then he modifies some aspects of the situation or the self in order to achieve a more adequate person-environment fit. The teachers should be provided better training methods, restroom facilities and also training to overcome the stress during job. There should be a better relationship with administrative authorities and teaching staff; they should be involved while making any policy decision at higher levels for attaining higher satisfaction from all such aspects of their profession (Julieta Remedios Betonio, 2015.). Similarly beneficial prospects (opportunity, team spirit, vacation and bonus) demonstrated more content of teacher’s satisfaction.

CONCLUSION

Stress affects not only our physical health but our mental well being, too. Stress up to a certain level is good as it increases the productivity of the being but continues stress can prove fatal. To successfully manage stress in everyday lives, individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best things are to reduce stress and make life easier. The job satisfaction is one of important element of teaching profession, the job satisfaction of teacher is directly proportional to the performance of and effectiveness of College and students. If the teacher is stress free learning will be more generous, effective, innovative and creative. To improve the quality of teaching in technical education and nurture innovative and creative skills amongst the students it is necessary that the problems of teachers should be taken in consideration and effectively resolved.
This research is expected to contribute towards increase in the productivity of teachers in technical education.
## ANALYSIS OF JOB STRESS AFFECTING PERFORMANCE OF TECHNICAL TEACHERS

### ORIGINALITY REPORT

<table>
<thead>
<tr>
<th>Similarity Index</th>
<th>68%</th>
</tr>
</thead>
</table>

### PRIMARY SOURCES

<table>
<thead>
<tr>
<th>Position</th>
<th>Source</th>
<th>Words</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>etd.uasd.edu</td>
<td>789</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td><a href="http://www.ipublishing.co.in">www.ipublishing.co.in</a></td>
<td>277</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td><a href="http://www.ijssh.org">www.ijssh.org</a></td>
<td>226</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td><a href="http://www.omicsonline.org">www.omicsonline.org</a></td>
<td>182</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>ijmr.net.in</td>
<td>129</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td><a href="http://www.sims.edu">www.sims.edu</a></td>
<td>90</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>file.scirp.org</td>
<td>65</td>
<td>2%</td>
</tr>
<tr>
<td>8</td>
<td>discovery.org.in</td>
<td>35</td>
<td>1%</td>
</tr>
<tr>
<td>9</td>
<td>icmrr.org</td>
<td>11</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>10</td>
<td>Brown, Sheri, and Liza Nagel.</td>
<td>8</td>
<td>&lt; 1%</td>
</tr>
</tbody>
</table>

Florence Adeoti Yusuf, Yinusa Rasheedat Olufunke, Metu David Valentine. "Causes and Impact of Stress on Teachers' Productivity as Expressed by Primary School Teachers in Nigeria", Creative Education, 2015