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JOB STRESS AMONG ASSISTANT PROFESSORS IN ARTS AND SCIENCE COLLEGES AFFILIATED TO ALAGAPPA UNIVERSITY, SIVAGANGA DISTRICT – AN EXPLORATORY RESEARCH.

Dr.A.Muthupriya, Assistant Professor in Department of Commerce,
Dr.UmayalRamanathan College for Women, Karaikudi
Mobile : 9486183693 / E-mail – muthupriyaumayalramanathan2006@gmail.com

Abstract:

Role stress can simply seize the ceaseless effort and hard work and ended with low morale, high turnover, burnout, excessive absenteeism, violence, substance abuse, and hypertension. Hence, its deleterious impact, responsible factors for role stress, perceptible level of role stress on the Assistant Professors of Government colleges, Government-aided colleges and Self- Financing colleges, Approved institution, Constituent college and Evening Colleges are genuinely examined and evaluated using Likert type scale. The present study is made on descriptive and analytical approach .Both primary and secondary data were collected. Pretested questionnaire is developed to collect the primary data from college professors through questionnaire method. Proportionate stratified sampling was adopted to decide the number of samples required for the study. Following the sample frame work 463 samples were drawn among the total population of about 5248 Professors for the study. Therefore, this study concentrated on the role stress, even though the impact of stress was deliberately examined all around the world, this study spot lights the role stress among the college professors of Sivaganga district arts and science colleges affiliated to Alagappa University.

Keywords: Hyper Stress, Work life balance, Copying strategy, Workload and High turnover.

INTRODUCTION

World Health Organization (WHO) agreed stress a hazard of the workplace. These days the world's populace stumbles upon excessive psychological stresses. Stress affects the performance of an organization as well as an individual which create both positive and negative impact on once work place as well as in their personal life. India is one of the developing countries. Especially, India's populace is conquered with youngsters. Youths are the nation builders. A nation's future relays on the hale and hearty of the youngsters. professors are such builder's creator. Unless the passion drives to nurture the young minds, one cannot be a persona of the noblest profession. Teaching has been acknowledged as one of the professions allied with an extremely stressful job. More specifically the stress is common among the professors in arts and science colleges are made the focus of this study. Sivaganga district has opted for the study since it possesses all sorts of essential and strong infrastructure for educational institutions and legitimately the colleges are more in Sivaganga district, which is an advanced, enlightened and cultural heritage area.

This study unearthed that the role stress imprinted its influence on professors whenever they experience job insecurity, overload, and vagueness, and disputes, personal incompetency, pay scale variations and so on. An institution's growth is depending on the human resource, in the form of professors as well as students. Both work together, petite change in any one reflects on the other. For example, increasing stress level downgrades the student's performance. This study extended the research on the professors of Government Colleges, Government aided Colleges and on Self-Financing colleges of Arts and Science. Achieving job satisfaction is not an easy facto because the first and foremost need for job is salary. There is difference in the pay scale, even though equally qualified, next to it work burden, especially in the self-financing college professors are facing tremendous work burden apart from lecturing hours and also identified that the priorities

differs among male and female Professors. There it must be admitted, some matters in regard to role stress works with the cause of mental illness and physical illness as well. Consequently, dealing with blood pressure, diabetic, loss of appetite, back pain and neck pain and it goes on when it comes to illness. After all, the exploration positive stress like, family support, promotion, increment, positive reinforcement, and authentic reorganization works in the contrary. It is recommended to do meditation, prayer, regular walks etc., to stay positive. Thus, the level of role stress varies between male and female professors. This study reached a verdict that unless a stress-free state in job is attained, the morality, growth, quality educations become sweet nothing.

Work is an important aspect of man's life and behaviour. Most active part of life is spent in work and work-related activities. To-day, stress and anxiety are the pervading features of one's work-life. Majority of people all over the world experience high psychological stresses. Stress has both positive and negative job behaviour towards the individuals and the organization. Positive job behaviour is reflected in increase in productivity, high employee morale, better mental and physical health of the worker and good relationship between the employer and the employee. Negative job behaviour is seen in accidents, absenteeism and high labour turnover. Teaching also has its own strains and stresses. It is no more mere preparing the lessons, lecturing in the classes and evaluating the student. But, to-day teaching includes many aspects apart from the core activities, especially in higher studies.

In this connection, the system for record-keeping has to be maintained by the Professors. The colleges should maintain the records-related admission applications, admission list, attendance records, course registration records, autonomous assessment-records, final examination records, result report, minutes of various autonomous bodies such as academic council, board of studies, senate, college examination committee, awards committee and other committees for liaison and communication with the university. Apart from this, the colleges have to go for National Academic Accreditation, ISO for academic excellence. This result in more clerical work-load for the professors apart from their regular teaching work. These problems create more stress and ultimately affect the performance of the Professors.

Need for the Study

A number of psychological changes can be symptomatic of excessive or persistent stress. This negativism, expression of boredom, dissatisfaction, irritability, anger over unimportant issues, feelings of persecution, apathy, resignation. Fantasy, forgetfulness, inability to concentrate, procrastination, inability to make decisions, uncertainty about whom to trust, inner confusion about duties or roles, intolerance toward ambiguity, problems in dealing with new or strange situations, a tendency to misjudge people etc., common general psychological stress symptoms include anxiety and depression.

These include constant irritability with people, feeling unable to cope, lack of interest in life, constant or recurrent fear of disease, a feeling of being a failure, a feeling of being bad or self-hatred, difficulty in making decisions, a feeling of ugliness, lack of interest on other people, awareness of suppressed anger, inability to show true feelings, a feeling of being the target of other people's animosity, loss of sense of humour, feeling of neglect, dread of the future, a feeling of having failed as a person or parent, a feeling of having no one to confide in, difficulty in concentrating, the ability to finish one task before rushing on to the next, an intense fear of open or enclosed spaces or of being alone. Among the more common indicators are the sudden changes in weight, smoking habits, or use of alcohol. Changes in appearance, such as dress, complexion, or hairstyle may occur during a stressful period. Many researchers have been carried out to explore the relationship between personality hardiness and burnout among Professors at the school level, health care professionals, and corporate managers and so on but there are very few studies conducted on college faculties. The stress experienced by people, often depend on individual demands of their life. The different professionals such as Professors, engineers, doctors, managers and lawyers experienced different types of stresses in their profession. Stress among college faculties has become a topic of professional interest, but studies relating to college faculty's stress have not been carried out on a large scale.

Statement of the Problem

Research evidence has shown that there is high stress and burnout among lecturers in higher educational institutions. Given that there is of paucity of studies that investigated the relationship between job stress among the college of education lecturers and the moderating roles of personality and social support in the relationship (Arts & science college faculty members) , but there is need to investigate how job stress is related to burnout among the Assistant Professors. Also, there are inconsistencies in the findings obtained by previous researchers on the relationship between job stress and burnout among higher education lecturers indicates. Such research efforts indicated the effects of job stress on professors' burnout is found to be conclusive. Furthermore, the negative consequences of job stress and burnout in the work of the professors calls for further research on the job stress-burnout linkage in order to increase our understanding on how to stem the tide of

increasing stress and burnout among professors. The main purpose of this study was to investigate the relationship of job-related stress, personality and social support to burnout among a previously unstudied element of the population among the assistant professors in self financing colleges. A secondary objective was to examine the extent to which personality and social support can buffer the negative effects of stress on burnout in the professors. This study aimed at examining the stress, level of stress, causes of stress and coping methods to reduce stress among the faculty members of Arts & Science College affiliated to Alagappa university in Sivaganga district.

Objectives

- ✓ To study the factors responsible for role stress among teaching faculties of arts and science colleges in Alagappa university affiliated colleges.
- ✓ To study the perceived level of role stress among teaching faculties of arts and science colleges in Sivaganga district.
- ✓ To scrutinize the credence of personal and organizational factors on role stress among teaching faculties of arts and science colleges.
- ✓ To endow with an appropriate commendation for various agencies administering institutions based on the findings.

Research Methodology

In general, to study research problems, along with the fundamental logic behind them. The research methodology in the present- day includes research blueprint, a milieu of research, exemplar, operationalism and measurement variables, and method of data collection and framework of analysis. Research pattern is the draft of conditions for accumulation and analysis of data in a way that intends to unite relevance to research purpose with economy in order. The present study is made on descriptive and analytical approach. The resource of stress, the reaction of college Professors and work-life poise are associated with the characteristics of Professors and also experimented by hypothesis. The core data were collected from college Professors and secondary data were collected from a range of resources such as records of the Alagappa university, affiliated colleges in Sivaganga district, reference books, journals, and daily newspapers.

Type of data collection

The researcher utilized both primary and secondary data for his research. This research is principally on primary data. Primary data is based on the faculties' outlook on role stress encountered in the teaching profession. The secondary data is gathered from the colleges (selected study units). Informants of the organizations such as bulletins, their actual reports, their advertisements, and their websites were used as the source for secondary data.

Methods of data collection

The researcher obtained the assistance of the head of the department and other teaching staffs in the educational institutions to build rapport with respondents to get the required details in order to enrich the collection of required and relevant data. After justifying in detail the objective of the study the data were collected using the personal contact.

Questionnaire design

The questionnaires were honestly addressed to the faculties by the researcher. As this research intends to delve into the level of role stress of faculties in depth so personal in an interview with the respondents were deemed to be the most valuable of acquiring information from them. The personal interview facilitated the researcher in clarifying to the respondents, doubts relating to questions posed. Various groups of faculties were involved in discussions and interviews to identify the various components which contribute stress to the teaching faculties. Moreover, the scrupulous study of the literature in this area was also made. A questionnaire was developed based on the interviews, discussions and the literature review. The questionnaire consists of the following reasons:

- ➢ Obtained a personal profile of the faculties.
- ➢ Information about the institutional and working environment; and
- ➢ Consists of the aspects of the study such as personality inventory,
- ➢ workplace Adaptability, Stress Index, and Job Satisfaction. So as to get a reply from the teaching faculties a five-point Likert scale is used.

Pre-testing of the questionnaire

Pre-test conducted for 50 faculties of Arts and Science Colleges in Sivaganga district, in order to ensure the standard of the questionnaires designed by the researcher. It was carried out predominantly to see

i) Whether the respondents had comprehended all the questions and

ii) Whether any specific was unreturned by the respondents.

Grounded on the pre-test survey, it was cognized that the respondents were not interested in providing absolute data concerning to stressors, thus all these questions were transmuted into statements and identified that some of the respondents were not able to get the sense because of technical terms used in those statements. Those statements are identified and streamlined. Likewise, while carting the pre-test survey, the researcher could detect some relevant questions and may acquire inputs to intensify the rating scale utilized in the questionnaire form the response of the respondents. Far ahead, all these questions were placed in the proper places of the questionnaire and the questions created on the rating scales were also improvised. In the light of the pre-test, every facet of the questionnaire was scrutinized and amended to the necessary extent to guarantee the greater exactitude of the final questionnaire.

Study Area:

Sivaganga, one of the Tamilnadu most economically backward districts, located 450 km south of the state capital Chennai, Tamilnadu. This District is traditionally known largely for its historical, heritage and cultural dimensions particularly in tourism sectors. It has attained worldwide approval for its rich cultural heritage. It is an industrially developing district in Tamilnadu. This District has a University in Karaikudi in the name of the Patron Vallal Alagappa Chettiar, There are 54 colleges in Sivaganga district which includes Sixteen Arts and Science Colleges, Two medical College, Ten Colleges of Engineering and Technology, Ten Polytechnic Institutions, one Physiotherapy College, Six College of Education, One Physical Education college, One Nursing College, and Seven Teacher Training Institutions. I have taken only arts and sciences colleges which is affiliated only in Alagappa university.

ALAGAPPA UNIVERSITY AFFILIATED COLLEGES

Government Colleges:

Alagappa Government Arts College, Karaikudi
Govt. Arts College for Women, Sivaganga
Raja Doraisingam Govt. Arts College, Sivaganga
VS Sivalingam Government Arts College, Poolankurichi
Govt. Arts College, Paramakudi
Govt. Arts College for Women, Ramanathapuram
Sethupathi Govt. Arts College, Ramanathapuram
Pasumpon Thiru Muthuramalinga Thevar Memorial College, Kamuthi
Govt. Arts and Science College, Thiruvadanai
Govt. Arts and Science College, Mudukulathur
Govt. Arts and Science College, Kadaladi
Bharatharathna Dr.A.P.J. Abdul Kalam Arts and Science College, Rameswaram

Aided Colleges:

Arumugam Pillai Seethai Ammal College, Tiruppattur
Dr.Zakir Husain College, Ilayangudi
Seethalakshmi Achi College for Women, Pallathur
Sree Sevugan Annamalai College, Devakottai
Ramasamy Tamil College, Karaikudi

Self Financing Colleges:

Matha College of Arts and Science, Manamadurai.
Sri Sarada Niketan College for Women, Amaravathipudur.
Madurai Sivakasi Nadar Pioneer Meenakshi Women's College, Poovanthi.
Idhaya College for Women, Sarugani.
Ananda College, Devakottai.
Dr.Umayal Ramanathan College for Women, Karaikudi
Nachiappa Swamigal Arts and Science College, Koviloor
Sonai Meenal Arts and Science College, Mudukulathur
Syed Hameedha Arts and Science College, Kilakarai
Thassim Beevi Abdul Kadar College for Women, Kilakarai
Caussanel College of Arts and Science, Muthupettai
Syed Ammal Arts and Science College, Ramanathapuram
Thiyagi Dharmakkan Amirtham College of Arts and Science, Kannirajapuram
Singai Sithar Ayya College of Arts and Science, A.Thekkur
Vidhyaa Giri College of Arts and Science, Puduvayal
St.Justin Arts and Science College for Women, Cholapuram
Puratchi Thalaivar Dr.M.G.R. Arts and Science College for Women, Uchipuli
Mohamed Sathak Hamid College of Arts and Science for Women, Ramanathapuram.
St.Joseph's Arts and Science College for Women, South Singampunari.
Raja College of Arts and Science, 7/176-D, Raja Nagar, Vedhalai .
Morning Star Arts and Science College for Women, Kamuthi.
Velumanoharan Arts and Science College for Women, Ramanathapuram.
P.S.Y Arts & Science College, Arasanoor Village, Thirumansolai Post, Sivagangai District

K.L.N Arts & Sciences College, Madurai – Kosavapatti Road, Pottapalayam.
Sri Muthalamman Arts and Science College (Women), Somanathapuram, Paramakudi
Annai Scholastica Arts and Science College for Women, Pamban.

Approved Institution:
Syed Hameedha Arabic College, Kilakarai

Constituent College:
Alagappa University Model Constituent College of Arts and Science, Paramakudi

Evening Colleges:
Alagappa University Evening College, Paramakudi
Alagappa University Evening College, Thondi
Alagappa University Evening College, Ramanathapuram
Alagappa University Evening College, Rameswaram
Alagappa University Evening College, Thiruppuvanam
Alagappa University Evening College, Sivagangai.

Sample design
Sampling design incorporates the sample population, size and the sampling techniques employed for indicative the respondents.

Sample Population
In support of the research, the faculties working in colleges of the Sivaganga district (i.e. Government, Government- aided and self-financing category colleges, Approved Institution, Constituent College and Evening Colleges) represented the population. The researcher asserted the list of all colleges and the number of faculties working in self financing colleges affiliated to Alagappa university, Sivaganga district.. Following the framework, 463 samples were drawn among the total population of about 5248 faculties.

Sampling technique used
For this study, a random sampling method was applied. Proportionate Stratified sampling was adopted. So, the researcher sorts out the number of respondents to be selected from each category of colleges such as Government colleges, Government-aided colleges, Self-financing colleges, Approved Institution, Constituent College and Evening Colleges. Besides lottery mode was used under simple random sampling to draw respondents from different categories of colleges.

Sample size
The populace is taken into consideration for this study is about 5248 faculties working form Government colleges, Government aided colleges, self-financing colleges, Approved Institution, Constituent College and Evening College category in Alagappa university affiliated colleges, Sivaganga district. The base for the sample size is decided according to the number of faculties working in different categories of colleges. The researcher obtains 83 samples from the Government college category, 193 samples from Government aided college category and 150 samples from self-financing college category, 13 samples from evening College category, 17 samples from Constituent college category and 7 from Approved college category in sync the sample size constituted 463 samples. Therefore the total sample size of the study was 463. The sample respondents were selected randomly. A suitable random sampling method was adopted. Due to the time constraint, the satisfaction was made.

Research Hypothesis

- There is no significant relationship between level of stress concerning the differential position of the respondents, Gender and age group, marital status, Educational Qualification, Year of Experience, family type, nativity, various categories of colleges, monthly salary of the respondents.
- There is no significant relationship between among the level of stress with reference to the number of FDPs, Conferences, attended by the respondents in the present organization.
- There is no association between the level of personality, workplace adaptability, job satisfaction and job involvement on stress index among the teaching faculties. There will be no significant association between the personal factors and institutional factors on the stress index among the teaching faculties.

Tools for analysis
Headed for the standardization, the tool used here was Confirmatory Factor analysis. Value and to measure the divergence between the groups in their level of stress ANOVA and t-test were used, with Schiffe test for the significant results. The outcomes were highlighted with accurate graphical presentations. Source of stress, stress reaction, and work-life balance are dependent variables of a respondents whereas Martial status, type of college, Designation of Professors, Age of Professors, Educational qualification of Professors, Discipline of Faculty, Nature (permanency) of job, Years of working experience, Working hours per week, Types of family of Professors and Salary are independent variables of the respondents. The collected data is computerized and analyzed using the SPSS package.

Scope of the study

The colleges are having an incredible status in molding the young generation. Hence it is indispensable to preserve the faculties happy and calm. This study helps to know about the stress and work-life balance among college professors. It examines the trend and growth of professors in colleges. The present study focused especially on sources of stress, stress reaction of professors, coping response, work-life balance and specific strategies adopted by college professors. The study is also concentrated on the level of stress both from permanent and temporary college professors.

Limitations of the study

This study is curtailed merely to the college professors of arts and science colleges in the Sivaganga district. It cannot be generalized for all the educational institutions such as Engineering and Medical. The present study is focused on the factors of stress and work-life balance on college assistant Professors alone.

REVIEW OF LITERATURE

Marie et al., (2010)[1] in their study entitled "Job stress and organizational commitment with burnout among correctional staff", reveals that in an era in which rising costs, shrinking budgets and personnel shortages are common, it is increasingly important to provide a positive work situation to ensure worker stability. Research indicates that job burnout is a negative response that is harmful to the teaching faculty and to the organisation. Depersonalisation, emotional exhaustion and feeling a lack of accomplishment at work are all dimensions of job burnout. This study examined the association of job involvement, job stress, job satisfaction and the findings further highlighted the significance of these variables in relation to burnout. Specifically, job satisfaction had an inverse relationship with emotional exhaustion, depersonalisation and a sense of reduced accomplishment at work, whereas job stress had a significant positive relationship with depersonalisation and emotional exhaustion. Job involvement also had a positive association with emotional exhaustion, whereas commitment to the organisation had no relationship with any of the three dimensions of burnout.

Lili Zhang (2010)[2] conducted a study titled **"Stress among women academics in research universities of China"** and this study reveals that, compared with their male counterparts, women report higher levels of stress in work/family conflicts, gender barriers and career development. Based on the results of this study, the following conclusions were drawn about their particular stress experiences. Firstly, women academics perceived the demands for career development as highly stressful. The main career challenges for them include the need for renewing knowledge, lack of research productivity and slower career progress. Secondly, gender related barriers, increased pressure on women academics. These barriers are difficult in getting into male-dominated networks, social stereotypes of women and gender discrimination in promotion. Finally, women academics experienced more difficulties in fulfilling both academic work and family roles. The main conflict situations pertained to "performing both work and family roles very well," "children's education and future" and "lack of time to satisfy personal interests and hobbies."

Garg Pratibha (2010)[3] in her study titled **"job or occupational stress is mismatch between the individual capabilities and organization demands"**, reveals that the teaching faculty often experiences stress because of work over load and expect work place, difficult work schedules, role conflict, uncertainly regarding job security, poor interpersonal relationships and unpleasant working conditions. This stress manifests in conflict, depression headaches, hypertension, alcoholism and other conditions. The organizations not only lose money by paying medical bills but also there is a loss of productivity.

Malarvizhi M. (2010)[4] conducted a study **"Women's Labour Turnover in Self–Financing Colleges"**, which suggested that government has to regularise the pay structure of self-financing women's Arts & Science College Teaching faculties and UGC may provide grant for doing Ph. D under the Faculty Improvement Programme (FIP).

Kang L.S. and Sandhu R.S. (2011)[5] in their article titled **"Job and family related stressors among bank teaching faculties"**, reveals that stress is individual's state of mind in an encounter of a demanding situation or any constraint in the organisation which they realise harmful or threatening for herself/himself. Stress emerges from various energy seeing conditions in the work environment.

Dhrub Kumar and Deo J.M. (2011)[6]1 in their article entitled **"Stress and work life of college Professors"**, explored the different aspects of work life of college teaching faculties in general and to find out difference in perception of male and female as well as junior and senior teaching faculties with regard to their responses in particular. Findings revealed that junior college teaching faculties experienced significantly more stress as comparison to senior teaching faculties.

Pithers and Soden (2011)[7] in their research entitled **"Organizational roles and stress in Australian and Scottish Vocational and FE (Further Education) Lecturers"** highlights that the role overload as a significant stressor among teaching faculties. They assessed levels of strain, the strain was found to be average in both national groups, but there were high levels of stress and with role overload emerging as the major cause.

Bushara Bano (2011)[8] in her study titled **"A study of role stress among two Indian Government Organizations"**, empirically assesses the occupational role stress (ORS) among the teaching faculties of two important government organizations namely, Archaeological Survey of India (ASI) in Agra and District Treasury Office in Agra. The analysis has been done using ORS scale. This scale comprises often role stressors, Inter-role distance, role stagnation, role erosion conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity,resource inadequacy indicate key findings as well. The finding reveals that the government teaching faculties are facing moderate level of stress. The research established that resource inadequacy is the most potent stressor. It also identifies that role erosion and role expectation conflict have a significant impact on the stress level of teaching faculties in different government organisations.

Aqsa Akbar and Waheed Akhter (2011)[9] in their study entitled, **"Faculty stress at higher Education"** focused on higher education faculty stress in order to identify jobs stress among faculty. The author used both Public and Private Business schools. The Author revealed that faculties in Private sector face more stress compared to public sector faculties. The results show that work load and students'related issues are the most stressful factor.

Surinder Kaur (2011)[10] in his research article entitled **"Comparative study of occupational stress among Professors of private and government schools"**, in relation to their Age, Gender and teaching experience, revealed that the work of teacher is physically and mentally challenging. A teacher needs to use a lot of energy in daily life both from personal and family commitments.

Kayal Vizhi, S. and Chokkanathan, K. (2011)[11] in their article **"A Study on Factors Influencing the Job Satisfaction of Lecturers Employed in Self –Financing Arts Colleges, South India"** indicates that the lecturers employed in Arts colleges situated in Salem are highly dissatisfied with their jobs. The factors which are intrinsic to the job motivate them for recognition of work itself and possibility of growth. Extrinsic factors that acted as major dissatisfying factors were due to poor compensation and other benefits offered to them.

Bhatti et al., (2011)[12] conducted a study titled **"Job stress and job satisfaction among university Professors in Pakistan"**. Data were collected from 400 respondents from cross sectional method from all four provinces by using the simple random technique. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload pressure, homework interface, role ambiguity and performance pressure. The results show that there is a significant negative relationship between job stress and job satisfaction. It reveals that 70 percent of the faculty members are not satisfied with their salaries. Job stress also has a negative impact on their health.

Urska Treven et al., (2011)[13] in their research titled **"Effective approaches to managing stress of teaching faculties"** found that, where the workers who are under stress is more likely to be unsuccessful in their work. Various approaches of managing stress like, good work organisation and good management are the effective ways of preventing stress. They categorized stress broadly into three such as i) Transient Stress ii) Post Traumatic Stress Disorders (PTSD) and iii) Chronic Stress.

Kayastha D.P. and Kayastha R. (2012)[14] in their article titled **"A Study of Occupational Stress on Job Satisfaction among Professors with Particular Reference to Corporate, Higher Secondary Schools of Nepal: Empirical Study"** have examined that the relationship between teacher stress and job satisfaction fact with particular reference to corporate, higher secondary school of Nepal. The findings of the study revealed that the reliability of both instrument was greater than 0.82. These results showed that there was a significant relationship among job stressors, job stress and job satisfaction.

Dheva Krishnan R. (2012)[15] in their article entitled **"A study on job satisfaction among secondary school Professors in Namakkal District",** found that there was a significant gender difference in job satisfaction with female Professors exhibiting better job satisfaction as compared to their male. There was a significant difference in the job satisfaction with respects to their type of locality and school. Marital status has significant bearing on the job satisfaction of the Professors and found that married Professors experience higher level of satisfaction.

Dayo and Akintayo (2012)[16] in their study entitled, **"Working environment, workers' morale and perceived productivity in industrial organizations in Nigeria"**, found that working environment is significantly related to worker's morale and productivity.

Lokanadha Reddy, G. and Poornima, R. (2012)[17] in their article titled **"Occupational stress and professional burnout of University Professors in South India"**, revealed that majority of the university Professors are experiencing moderate and high levels of occupational

stress. The analysis also brought out that there is a positive relationship between the occupational stress and professional burnout of University Professors.

Mariya Aftab and Tahira Kahttoon (2012)[18] in their research article entitled **"Demographic Differences and Occupational stress of Secondary school Professors"**, reveals that nearly half of the secondary school Professors experience less stress towards their job and male Professors display more occupational stress towards their job than the females. Moreover the trained graduate Professors fall under higher occupational stress than post graduate and untrained Professors.

Syed Saad Hussain Shah, et al., (2012)[19] in their study titled **"Impact of stress on teaching faculty's performance: A study on Professors of Private colleges of Rawalpiindi",** focused on the effects of stress related issues to private college Professors and their performance. They found that stress affects the reward system and it positively affects the efficiency of teaching faculty.

Kavitha, P. (2012)[20] in her research titled **"Role of stress among women teaching faculties forming majority workforce at IT sector in Chennai and Coimbatore"**, focuses on the organizational role stress for the teaching faculties in the IT sector. She found in her research that, women face more stress than men in the organisation and she viewed to be more specific that married women face more stress than the unmarried women.

Abirami, V. (2012)[21] in her research article entitled **"Level of stress among College Professors with special reference to Coimbatore District"**, revealed that female and married Professors have perceived maximum level of job stress. Self financing College Professors live in city have also been perceived high level of stress. The Professors need to be granted the required number of days of leave and to help them balance their dual role.

Boby Bhuyan (2013)[22] in his study **"A Study of Job Satisfaction of Engineering College Professors of Assam"** concluded that the job satisfaction is higher in case of higher age group Professors. Level of satisfaction is significantly different among the Professors working in four institutions (Assam Engineering College, Guwahati: Jorhat Engineering College, Jorhat; National Institute of Technology, Silchar and Indian Institute of Technology, Guwhati). The workload, All India Council for Technical Education (A.I.C.T.E) guidelines, UGC pay scale and other conditions are same for the both male and female faculties.

Swaminathan P.S. and Rajkumar S. (2013)[23]in their work on **"Stress levels in Organizations and their Impact on teaching faculties' Behaviour"**, conducted a study that focused on the levels of stress among the age group, profession, different varieties of jobs, hours of work and the influence of work environment on the degree of stress faced by teaching faculties. This study indicates that, an optimum level in which every individual can perform with his full capacity and identified three conditions responsible for work stress are Role overload, Role self-distance and Role stagnation.

Dr. Jeyaraj S.S. (2013)[24] in his research study entitled **"Occupational Stress among the Professors of the Higher Secondary Schools in Madurai District, Tamil Nadu"**, took the samples of 185 Aided school Professors and 120 Government school Professors. Result shows that Professors having greater stress were less satisfied with teaching, greater frequency of absences and less likely to take up a teaching career again.

Ali Qadimi and Praveena K.B. (2013)[25] in their article titled "**Influence of age on job burnout and occupational stress among high school Professors"**, investigated that Professors with higher age groups had higher burn out scores. In addition, study shows that there were no significant differences between age groups of school Professors with reference to their occupational stress.

Sapna and Dr. Ved Prakash Gabha (2013)[26] in their article entitled **"Occupational stress among the engineering college Professors in Punjab (India)"**,reported many factors of occupational stress in Engineering colleges of academic problems, fear, uncertainty, life causes, frustrations, pressures, environment, fatigue and overwork.

Musrrat Parveen (2013)[27] in his research article titled, "**Faculty Stress in a Saudi Government University"** pointed out stress factor as rewards and recognition, Time constraint, Professional identity, Departmental influences and student interaction based on FSI factor (Faculty Stress Index). In addition to that the author also adds some factors like University status, Faculty work load and research work.

Kiran Sahdeva (2013)[28] in his research article entitled **"Job Stress among Professors working in B. Ed Colleges",** found that, University Professors are experiencing moderate to high level of stress. The study focused on B. Ed Professors. The teacher who taught for the future teaching faculties is stressful and it is no doubt that they will directly or indirectly get affected by stress. The results found that imperative steps can be taken to enable these Professors to handle stress more effectively.

Vipinder Nagra (2013)[29] in his research article entitled **"Occupational stress and health among teacher educators"**, shows that teacher educators experienced moderate level of stress. It indicates that gender and marital status have impact on stress. It also has positive impacts upon health.

Prathibha, K.M. et al., (2013)[30] in their study titled **"Comparison of occupational stress among Professors and software professionals-A questionnaire** professions. The result shows that software professionals experienced high level of stress with peer group and teacher experienced high level of stress due to work overload and working conditions. Stress at work needs careful monitoring and to be eliminated stress with the help of an organisational change and effective stress management.

Radha Kanta Gartia and Sushana Sharma (2013)[31] in their study titled **"Stress among teacher educators from self-financing colleges of education"**, examines the factors causing teaching faculties educators stress. The result reveals that there is significant difference among teaching faculties who are softy in nature and hard in nature and more study handling more than 4 periods per day and having less than 3 years of experience. They are facing more stress.

Vasantha, M. et al., (2013)[32] in their study titled **"An analysis of work stress among college Professors in self-financing college, Perambalur District, Tamil Nadu"**, focused on an analysis of work stress among college teaching faculties. The result shows that teaching faculties having heavy workload and low performance leads to more stress.

Sudalaimuthu, S. and Angamuthu, B. (2013)[33] in their study **"A Study on Occupational Stress of Lecturers Employed in Self-Financing Arts and Science Colleges",** found that more number of lecturers face high level occupational stress. There was statistically no significant association in the level of occupation stress by gender and marital status. There was a significant association in the level of occupational stress and age group, educational qualification, designation, monthly income, job experience, low salary and long working hours.

Victor Devadoss, A. et al., (2013)[34] in their study titled **"Women Professors affected by stress in Chennai schools using CETD Metrix"**, found that stress is experienced by all in their everyday lives, in a wide variety of situations and settings.It is natural and unavoidable feature of life experienced at one time or another by the vast majority of those engaged in professional work. They found that women Professors are affected by stress at the age of 33. It covers the maximum age group of 37 - 48. It happened mainly due to family situation, society pressure, school administration and also from government side. In order to control, they provide some suggestion like exercise, massage, have a good cry, etc.

Kasif Ali et al., (2013)[35] in their study titled **"Occupational stress effects and Job performance in the Professors of schools of Punjob (Pakistan)"**, pointed out work related stress of Pakistani Private School Professors. The result shows that stressful job reduces the performance. Due to heavy workload and time pressure. The Professors are not capable to handle work life with family life which cause some serious social problems.

Lalita Kumari (2013)[36] in her article **"Factors Influencing Job Satisfaction at College Professors in Doaba Region of Punjab, India",** suggested that job satisfaction can be enhanced by factors like, adequate and fair compensation, work life balance, career development, job security, organisational attitude, relationship with supervisor, motivation at job and application of skills and experience. Positive correlation is found between job satisfaction and job performance.

Bhuvaneshwari's work (2013)[37] titled **"A case study on psychological and physical stress undergone by married working women"**. This study is conducted for different teaching institutions. Researches revealed that stress in married working women is caused due to long working hours, various family and official commitments, harassments and improper work life balance. Such type of stress leads to various problems such as prolonged headaches, hypertension and obesity. The researcher concludes that stress can be relieved by institutional support, balancing work and life by spending some time with family, entertainments, yoga and rest.

Ansaul Hassan (2014)[38] in his research article entitled **"A study of occupational stress of primary school Professors"**, focused on primary government and private school Professors' stress. They found that primary school Professors face high stress and high stress when compared to government primary school Professors.

Indoo Singh (2014)[39] in her research article entitled **"Predictors of occupational stress among the faculty member of private Medical and Engineering colleges-A Comparative study"**, found that overall perceptions of stress is based on role conflict. They provide some implications for stress management program.

Dr. Sindhu, K.P. (2014)[40] in her research article entitled, **"Study on Stressors among College Professors"**, collected a random sample of 200 (100 each of male and female) college teaching faculties of Kerala who teach for under graduate and made an analysis. From the

analysis it is very clear that majority of the Professors experienced stress in their work and also the analysis very clear that 86 per cent of the respondents were affected by stress under the work stress, role stress, personal development stress, inter-personal relationship stress and organisational climate stress. So, it is concluded that majority of the respondents are affected by the work stressors. Therefore, it is recommended that they must adapt some coping strategies for overcoming the stress.

Chaly, P.E., Anand, S.P.J. et al., (2014)[41] in their research article entitled **"Evaluation of occupational stress among software professionals and school Professors in Trivandrum"**, showed that out of 504 software professionals and 504 school Professors, for 23 per cent of software professionals and 85 per cent of school Professors, stress was not a Problem in their life. Seventy one per cent of software professionals and 15 per cent of school Professors are in moderate Stress level.

Naina Sabherwal and Deeya Ahuja et al., (2015)[42] in their study titled **"A study on occupational stress among faculty members in higher education institutions is Pune"**, found that the occupational stress among faculty members in higher education institution is numerous and varied, with compilation of results, time pressures, lack of infrastructure, students' indiscipline and poor pay prospects.

Anita S. Mane and Anita Sawan (2015)[43] in their study entitled, **"Level causes and coping strategies of stress among Professors"**, found that female teaching faculties face more stress than male both at home and at work place. They found that, Teaching is a stressful occupation. Engineering college teaching faculties are affected in role and ambiguity and group pressure.

Ravinder Kaur et al., (2015)[44] in his work **"A study on psycho-social problems of women Professors working in schools and colleges of Punjab",** focused on the psycho-social problems of women Professors and administrators. The policymakers should help to create a work environment that conveys caring and promotes fairness. If teaching faculties feel that the work place climate supports balancing work and family responsibilities, they experience higher levels of work/family enrichment as well as work and family satisfaction. Family support organizational policies may be designed to provide assistance to teaching faculties coping with psycho-social problems.

Dr. Pratap Singh and Sangeeta Rani (2015)[45] in their research article entitled **"Work Stress among College Professors in Self-financing College: An Explorative Study"**, explored the faculty perception towards occupational stress by using established questionnaire and data collected from five departments in the private colleges to find out opinion about teaching faculties and their opinion.

Praveena Ganapa and Sreedevi, A. (2015)[46] worked on **"A comparative study of work related stress among Professors of Kurnool town".** The study was conducted among 180 school Professors. Out of which 86 are government school Professors and 94 are private school Professors. The study showed that there is a significant difference between private and government school Professors in relation to personality and system factors. But no significant difference is seen in interpersonal factors among private school Professors show more symptoms of stress.

Hagos Atsbeha Gebrekirstos (2015)[47] conducted a study on **"Occupational stress among secondary Professors and their coping strategies"**. The study area consists of 1139 Secondary School Professors in Central Zone of Tigray Region. The result of the occupational stress inventory indicated that, all the secondary school Professors experienced high level of occupational stress. The dominant stressors were interpersonal related sources, administration related sources and students'- parents related sources respectively.

Murugeswari, M. et al., (2015)[48] in their research article entitled **"A Study on Job Satisfaction Level of Women Professors Working in Arts and Science Colleges",** assessed the job satisfaction level. The data is collected from 400 respondents the findings of the study is that majority of the respondents are satisfied in their job. It has been determined that most of the respondents are moderately satisfied with the factors influencing their job satisfaction and also that their personal factors rarely influence their job satisfaction level. Teaching is an important profession than any other profession in the world. Hence, it is indispensable to keep them satisfied. It is recommended that the government should form a committee for the welfare of the college teaching faculty.

Dr. Kanagarathinam, M. and Sukumar, A. (2016)[49] in their research article entitled **"A study on occupational stress among college Professors in self financing college in Coimbatore district",** find out that different techniques are applied by the College faculty to manage stress. The study concluded that Excessive Additional duty given to staff is having greater influence on the stress. Stress is an occupational hazard in education profession and need to be addressed without delay. Stress can make an individual productive and constructive when it is identified and well managed. At times of great stress, it is always best to keep busy, to plow anger and energy into something positive. Positive attitude and meditation will be helpful for coping the stress. Having broader perspective of life will definitely change the perception of stress. It will be successful in making distress into stress for our healthy lifestyle as well as organizational well-being.

Vishnu Raj, R. (2017)[50]in his study entitled **"A study on occupational stress among physical education Professors",** proves that Numerous factors affect the Professors' Stress and this in turn affects their college life and personal life. Many institutions are not particular

to provide any measures to reduce Stress. This study is devoted towards finding various causes of Stress and its consequences on Physical education Professors and the organization in Kozhikode district of Kerala. The study also attempts to propose some suggestions to manage Stress. Eighty percent of the respondents experienced work overload. The next major source of Stress is harassment from students and management. Exactly 60 per cent of the respondent's rate lack of leisure time and involvement with emotional distress of students as a major causes of stress. Majority of the respondents have no concern on irritation from doctors and superiors. It is suggested that the Human Research Departments should identify strategies that target the psychosocial and organizational sources of job stress and implement proper stress management techniques to provide a healthy and friendly work environment to Physical education Professors.

Research gap

The above review of earlier studies is an eye-opener to the researcher to identify the research gap. As mentioned in this chapter, there are a large number of related studies both in India and abroad. However, there was no earlier study that was carried out in the backdrop of the objectives of this present study. Further, no earlier study was carried out with the same objectives of the present study in the context of the study area i.e., Sivaganga District. Hence, to address this identified research gap the study titled, Job stress among assistant professors in arts and science colleges affiliated to Alagappa university, Sivaganga district – an exploratory research. has been undertaken by the researcher.

ANALYSIS AND INTERPRETATION

FACTOR ANALYSIS

Important Dissimilarities Between Female and Male Respondents on Job Stress The intensity of job stress of Professors is evaluated with aided variables in each factor. Ten job stress factors are recognized by the factor analysation. Its result and its values are evaluated on the basis of aforementioned ten factors form the average points secured through the concern variables in each factor. In the view of the fact that the Inter job space confines eight job stress variables. The average points secured on the eight job stress variables is considered as the eight job stress variables. Likewise, the scores on all ten factors have been figured out and calculated for the female and male Professors. The "t-test" was governed to discover the principal dissimilarities between female and male Professors considering their job stress. The evaluated score of ten job stress factors among female and male Professors and the appropriate "t" statistics are displayed in the following table

IMPORTANT DISSIMILARITIES BETWEEN FEMALE AND MALE RESPONDENTS ON JOB STRESS

S:No	Dimension of Stress	Mean Score		T - Statistics
		Male	Female	
1	Inter job space	3.9452	3.3104	5.0413*
2	Dormant State	3.8880	2.6728	2.5844*
3	Vagueness	2.7116	3.0414	0.5890
4	Disputes	3.0512	2.9718	2.3130
5	Work burden	2.8876	4.0268	3.8219*
6	Exploitation	3.7113	2.5108	2.2597*
7	Non- Adhesive and Restricted Endorsement	3.9119	2.8696	2.3117*
8	Personal Incompetence	2.9617	3.0359	0.4518
9	Amendments are disinclined	4.0858	2.9090	2.7382*
10	Disreputable Authority	4.1214	3.0707	2.4598*

*Significant at 5 per cent level

Amongst the faculties of male, the predominant job stressed factors are Disreputable Authority, Amendments are disinclined and Inter job space since the appropriate mean scores are 4.1214, 4.0858 and 3.9452. The lowest job stress variable stressed factors are vagueness and Work burden and its appropriate average scores are 2.7116 and 2.8876. Among the faculties of female, the predominant job stressed factor is Work burden and its appropriate average scores score is 4.0268. The lowest job stress variable stressed factors are Exploitation and Dormant State and its appropriate average scores are 2.5108 and 2.6728 correspondingly. Considering job stress, the remarkable variance between the female and male Professors are acknowledged in few job stress factors, namely Inter job space, Dormant State, Work burden, Exploitation, Non-Adhesiveness and Restricted Endorsement, Amendments aredisinclined and Disreputable Authority and its appropriate "t" statistics are noteworthy at 5 per cent level.

Peaceful life attained through safety and security. Once fear of in secured state prevails it generates 'Stress'. This state evidently exists among the person without job security when comparing the Professors of Aided and Self-Financing colleges. It exposed that the Professors working in aided institutions are paid by the State Govt. under the recommendations of University Grant Commission. They are ensured with job security and availed with several other facilities whereas the Self-Financing college Professors work on the management salary thus job security and other social benefits are a big question mark for them. Consequently, the job stress for the aided Professors seems less. Hence, the present analysis is made.

IMPORTANT DISSIMILARITIES BETWEEN GOVERNMENT AIDEDAND SELF-FINANCING

S:No	Dimension of Stress	Mean Score		T - Statistics
		Gvnt Aided Professors	Self Financing Professors	
1	Inter job space	3.4878	4.3138	4.9213*
2	Dormant State	3.4152	3.8215	0.8509
3	Vagueness	2.2314	4.1819	5.9887*
4	Disputes	2.6519	3.9192	-4.0875*
5	Work burden	2.7889	4.2782	-4.1225*
6	Exploitation	3.2917	3.5243	-0.2816
7	Non- Adhesive and Restricted Endorsement and supervisory support	3.3814	4.1217	-2.8715
8	Personal Incompetence	3.0946	2.7396	0.4214
9	Amendments are disinclined	3.4891	4.3896	-4.2106
10	Disreputable Authority	3.6867	4.1292	-2.2597

*Significant at 5 per cent level.

The above table disclosed the job stress among the two groups of Professors on ten dimensional bases. "Except in the Personal Incompetence factor, the scores on job stress among the self-financing college Professors are more than those of Government aided Professors. Among the Government aided Professors, the higher stressful dimensions are Amendments are disinclined and Dormant State since the corresponding mean scores is 3.4891 and 3.4152. Among the Self- Financing college Professors, these are Amendments are disinclined, self role distance and Work burden since the corresponding mean scores are 4.3896, 4.3138 and 4.2782". Considering the job stress in various dimensions, the significant differences among the two groups are acknowledged in case of Inter job space, vagueness, Disputes, Work burden, Non-Adhesiveness and Restricted Endorsement and supervisory support, Amendments are disinclined and Disreputable Authority and the corresponding "t" statistics are significant at five per cent level.

REGRESSION ANALYSIS:

JOB STRESS EFFECT ON JOB PERFORMANCE

"It is essential to scrutinize the effect of job stress on the job performance amongst the faculties to arrive at the strength of various job stress factors on their job performance. The secured points on the ten job stressfactors and the job performance index are taken for scrutinization. The multiple regression scrutinization are in-built to scrutinize the effect of job stress factors on job performance amongst the male and female faculties and also for unified data separately". The in-built "Regression Model" is

$A = x + y_1 B_1 + y_2 B_2 + \ldots\ldots\ldots\ldots + y_{10} B_{10} + e$

Where

A = Job performance index amongst the faculties

$B_1, B_2, \ldots B_{10}$ = Secured points on various job stress factors

$y_1, y_2, \ldots y_{10}$ = regression co-efficient of independent Variables

X - Intercept and E - error term

JOB STRESS' EFFECT ON JOB PERFORMANCE OF THERESPONDENTS

S:No	Dimension of Stress	Regression Co-efficient		
		Male	Female	Unified
1	Inter job space	–0.1242*	–0.0923	–0.1702*
2	Dormant State	0.0431	0.1572	0.0578
3	Vagueness	–0.1225	–0.0988*	–0.1315*
4	Disputes	–0.2001*	–0.1919*	–0.2191*
5	Work burden	–0.1178*	–0.2923*	–0.2415*
6	Exploitation	0.1120	0.1021	0.0804
7	Non- Adhesive and RestrictedEndorsement	–0.1544*	–0.1709*	–0.1531*
8	Personal Incompetence	0.0255	0.1051	0.0376
9	Amendments are disinclined	–0.0872	–0.1119	–0.0821
10	Disreputable Authority	0.0881	–0.1924*	–0.0956
	Constant	0.7976	1.2073	1.2187
	R^2	0.6961	0.8086	0.8497
	F-statistics	9.3826*	13.6241*	15.0238*

5% level of Significance

Amongst the faculties of males, the chief manipulating job factors on job performance are Inter job space, Disputes, Work burden and Non- Adhesive and Restricted Endorsement. An entity's rise in the above said factors result in a decrease in job performance by 0.1242, 0.2001, 0.1178 and 0.1544 units correspondingly. Amongst the faculties of females, these factors are Vagueness, Disputes, Work burden, Non- Adhesive and Restricted Endorsement; and Disreputable Authority. The scrutinization of unified data describes that an entity's rise in job stress factors namely Inter job Space, Vagueness, Disputes, Work burden and Non- Adhesive and Restricted Endorsements and supervisor's supportresult in a decline in job performance amongst the faculties by 0.1702, 0.1315, 0.2191, 0.2415 and 0.1531 units correspondingly. The deviations in the included job stress factors explain the changes in job performance to the extent of 84.97 per cent.

CONSEQUENCES OF JOB STRESS ON PHYSICAL HEALTH

Undeniably, physical health, psychological issues or behavioural changes may occur due to the job stress. Such issues team up to cause physical illness and ended up with organisational effect. All these issues are inter-linked with each other. Hence it is a continual process in affecting the health of an individual."The consequences of stress in physical health amongst the faculties have been measured in the present study. Even though the physical problems are too many, the present study confines these problems to blood pressure, diabetics, obesity, chest pain, neck pain, back pain, loss of memory, skinproblem, piles, diarrhoea and the like. The respondents are asked to rate the above said problems according to their present status on a five-point scale. Theassigned marks are 5, 4, 3, 2 and 1. So, the prominent mark represents a prominent degree of physical problem". The mean secured points of eachphysical problem are illustrated in Table.

CONSEQUENCES OF STRESS ON PHYSICAL HEALTH OF THERESPONDENTS

S:No	Nature of Physical Problem	Mean Score		t-statistics
		Male	Female	
1	Blood pressure	2.7997	3.1123	–1.3457
2	Diabetics	3.0606	3.3950	–1.0843
3	Obesity	2.4452	2.2951	0.7805
4	Chest pain	1.7850	1.635	0.4232
5	Neck pain	2.7221	1.3223	2.3086*
6	Back pain	2.8957	1.8495	2.1908*
7	Loss of memory	3.0511	2.3970	1.7135
8	Skin problem	1.3916	2.2105	–1.9991*
9	Piles	2.078	1.8606	0.6017
10	Diarrhoea	1.5011	1.2292	0.3272
	Total	2.3729	2.00773	0.2877

* 5 per cent significant level

The essential physical problems obtained amongst the faculties of males are diabetics, loss of memory and back pain and its corresponding mean scores are 3.0606, 3.0511 and 2.8957. Amongst the faculties of females, these are diabetics, blood pressure and loss of memory and its corresponding mean scores are 3.3950, 3.1123 and 2.3970.“Considering physical health, the substantial variances amongst the male and female faculties are obtained in the case of neck pain, back pain and skin problem and its corresponding ‘t’ statistics are essential at five percent level”.

CORRELATION

The relationship between job stress and physical health has been examined with the help of correlation scrutinization. “The physical health of the faculties has been estimated with the mean scores of all diseases mentioned in the present study. The scores on job stress factors amongst the faculties are also treated as Variables”. The estimated correlation co-efficient between the job stress and physical health of the faculties are illustrated in Tabled

RELATIONSHIP BETWEEN JOB STRESS AND OVERALLPHYSICAL HEALTH

S:No	Dimensions of stress	Correlation Co-efficient	
		Male	Female
1	Inter job space	–0.3218*	–0.1914
2	Dormant State	–0.1248	–0.1283
3	Vagueness	–0.1736	–0.1735
4	Disputes	–0.2808*	–0.2708*
5	Work burden	–0.1732*	–0.4828*
6	Exploitation	0.2017	–0.0874
7	Non- Adhesive and RestrictedEndorsement	–0.1408	–0.3181*
8	Personal Incompetence	–0.1331	0.0897
9	Amendments are disinclined	0.0864	0.1194
10	Disreputable Authority	–0.1873*	–0.1122

5% level of Significance

The essentially correlated job stress factors with the physical health amongst the faculties of males are Inter job space, Disputes, Work burden and Disreputable Authority. All the above said job stress factors are negatively correlated with the physical health of the faculties and its corresponding correlation co-efficient are essential at five percent level. Amongst the facultiesof females, these job stress factors are Disputes, Work burden and Non- Adhesive and Restricted Endorsement. The scrutinization shows that job stress of the faculties reduces their physical health and also affects the job performance.

PROFESSORS PERCEPTION ON REMEDY OF JOB STRESS

"The job stress of the faculties can be controlled by several methods. The faculties try to implement them in their practical life but the degree of implementation differs from person to person".

The present study makes an attempt to scrutinize the perception onvarious solutions to reduce job stress. "Even though, the solutions are many, the present study confines these solutions to meditation, yoga, prayer, good organisational climate, inter-personal relationship, family trips, counselling, regular walks, and frequent get together. The faculties are asked to rate the above said nine solutions on a five point scale according to their perception as highly essential, essential, moderately essential, not essential and not at all essential. The marks assigned on these scale are 5, 4, 3, 2 and 1correspondingly. In an attempt to reveal the importance of these solutions for job stress, the average of each measure has been estimated". The 't' statistics have been administered to scrutinize the substantial variance amongst the male and female faculties regarding their perception on various measures to reduce the job stress.

PERCEPTION ON MEASURES TO REDUCE JOB STRESS

S:No	Measures	Mean Score		T-Statistics
		Male	Female	
1	Meditation	2.1672	3.6916	–2.9708*
2	Yoga	3.227	3.449	–0.3096
3	Prayer	2.4561	3.8808	–2.8091*
4	Good institutional climate	3.7970	3.7532	0.2164
5	Inter-personal relationship	3.9083	3.5251	0.5929
6	Family trips	3.3937	2.9506	0.8023
7	Counselling	3.5792	3.1597	0.4223
8	Regular walks	3.6060	2.5522	1.9677
9	Frequent get together	3.6960	2.8072	1.7975

*5% level of Significance

The mean secured points of various measures to reduce the job stress and their corresponding't' statistics. Amongst the faculties of males, the essential measures to reduce job stress are inter-personal relationships, good institutional climate and frequent get together and its corresponding mean scores are 3.9083, 3.7970 and 3.6960. Amongst the faculties of females, these measures are prayer, good institutional climate and meditation since their corresponding mean scores are 3.8808, 3.7532 and 3.6916. Considering the perception on the measures to reduce job stress, the substantial variances amongst male and female faculties are obtained in the perception on mediation, prayer, regular walks and frequent get- together andits corresponding 't' statistics are essential at five per cent level. The scrutinization describes that the essential measures to reduce the job stress amongst the faculties are good institutional climate, inter-personal relationship and counseling".

FINDINGS OF THE STUDY

Findings From Factor Analysis:

- Amongst the faculties of male, the predominant job stressed factors are Disreputable Authority, Amendments are disinclined and Inter job space since the appropriate mean scores are 4.1214, 4.0858 and 3.9452. The lowest job stress variable stressed factors are vagueness and Work burden and its appropriate average scores are 2.7116 and 2.8876. Among the faculties of female, the predominant job stressed factor is Work burden and its appropriate average scores score is 4.0268. The lowest job stress variable stressed factors are Exploitation and Dormant State and its appropriate average scores are2.5108 and 2.6728 correspondingly.
- The job stress among the two groups of Professors on ten dimensional bases. "Except in the Personal Incompetence factor, the scores on job stress among the self-financing college Professors are more than those of Government aided Professors. Among the Government aided Professors, the higher stressful dimensions are Amendments are disinclined and Dormant State since the corresponding mean scores is 3.4891 and 3.4152. Among the Self- Financing college Professors, these are Amendments are disinclined, self role distance and Work burden since the corresponding mean scores are 4.3896, 4.3138 and 4.2782".

Findings From Regression

Amongst the faculties of males, the chief manipulating job factors on job performance are Inter job space, Disputes, Work burden and Non- Adhesive and Restricted Endorsement. An entity's rise in the above said factors result in a decrease in job performance by 0.1242, 0.2001, 0.1178 and 0.1544 units correspondingly. Amongst the faculties of females, these factors are Vagueness, Disputes, Work burden, Non- Adhesive and Restricted Endorsement; and Disreputable Authority. The scrutinization of unified data describes that an entity's rise in job stress factors namely Inter job Space, Vagueness, Disputes, Work burden and Non- Adhesive and Restricted Endorsements and supervisor's supportresult in a decline in job performance amongst the faculties by 0.1702, 0.1315, 0.2191, 0.2415 and 0.1531 units correspondingly. The deviations in the included job stress factors explain the changes in job performance to the extent of 84.97 per cent.

Findings From Correlation

- Job stress factors are negatively correlated with the physical health of the faculties and its corresponding correlation co-efficient are essential at five percent level. Amongst the facultiesof females, these job stress factors are Disputes, Work burden and Non-Adhesive and Restricted Endorsement. The scrutinization shows that job stressof the faculties reduces their physical health and also affects the job performance.
- Amongst the faculties of males, the essential measures to reduce job stress are inter-personal relationships, good institutional climate and frequent get together and its corresponding mean scores are 3.9083, 3.7970 and 3.6960. Amongst the faculties of females, these measures are prayer, good institutional climate and meditation since their corresponding mean scores are 3.8808, 3.7532 and 3.6916. Considering the perception on the measures to reduce job stress, the substantial variances amongst male and female faculties are obtained in the perception on mediation, prayer, regular walks and frequent get- together and its corresponding 't' statistics are essential at five per cent level. The scrutinization describes that the essential measures to reduce the job stress amongst the faculties are good institutional climate, inter-personal relationship and counseling".

SUGGESTIONS

- ✓ In order to increase efficiency of professors, the management has to be constantly in touch with the Professors on many vital issues. The professors must have a free access to the management. The management must show patience to hear the grievances of the professors. Whenever professors offer suggestions the managements should do well to entertain such suggestions and consider them without bias. Flow of information between these groups must be made easy so that their level of work life will considerably improve.
- ✓ Arts and science college Professors can take the services of behavioural scientists in order to tackle the important problems like absenteeism, tardiness, turnover etc. The counselor's basic function is to assist Professors with their problems and complaints and put them on the right track promptly. Principal and Head of the department should regularly provide guidance, advice and assistance to Professors to help them to tackle their personal and work-related problems. Counseling will create confidence among Professors and improve their attitudes.
- ✓ There should be two-way communication between the management and the Professors as it will exercise a profound influence on the Professors' satisfaction. Professors should be kept informed about the Institutions' policies and progarmmes through conferences, bulletins and informal discussions. Professors should be allowed to ask questions and to get clarification for their doubts.
- ✓ In order to increase the efficiency of professors and create interest in the institution, promotional opportunities may be given. Whenever there is an opportunity the seniority and efficiency of the professors may be considered for promotion to a higher position. This will encourage others to show their efficiency. The management can provide for orientation, refresher course, training and sandwich courses to enable the professors to gain more proficiency with regard to their work. This would enable them to get an in-depth knowledge of their work and to use the aids in a better manner.
- ✓ The women Professors being expressively triggered, it is optional that the management should get sensitively bonded with the women Professors, which will not permit any stressful circumstances in the institution. Professors can exercise frequently and get enough sleep. Make time to enjoy an activity exterior the work place.
- ✓ Along with the various factors which influenced the respondents in the option of the profession and institution, more weightage was given to the factor 'more days of leave'. Hence it was suggested that, the college Professors need to be granted the

obligatory number of days of leave, to assist them balance their dual role, and give their greatest in terms of excellence to their Institution.

- ✓ Maintain a positive approach. This will make it easier to survive and work with others. Learn about the various recreation methods available to help easiness the daily tensions. College Professors facing stress should split their ideas for managing stress with their management in order to help them to put into practice appropriate stress reduction programs and also Management can permit the teaching faculties to form staff association or committee to address the issues related to dissatisfaction and stress.
- ✓ Most of the respondents in the study area are women teaching faculties who are emotionally triggered. Hence it is suggested that the management should get emotionally bonded with the women teaching faculties and thereby avoid stressful situations in the institution. Since Students of sivaganga District prefer to have best and quality education provided by colleges situated in cities like Chennai it is suggested that the management should pay more emphasis on quality education to attract and retain best students of the district.
- ✓ Transport facility should be arranged by management to the staff and ensure timely arrival and thereby reduce the stress. There should be a uniformity in working hours of the teaching faculties and it should not exceed six contact hours per day. The government norms on work load of sixteen hours per week should be strictly followed to ensure less stress among teaching staff.
- ✓ In order to reduce physical and mental stress, the faculty members should adopt various healthy practices such as sound and timely sleeping, time spending at beach/park, chatting with dear ones, practicing yoga/meditation, involving in religious and sports activity, promoting reading/painting habits and following aroma therapy for relaxation.
- ✓ Faculty members can be given more freedom in decision making with respect to academic matters as well as extra-curricular activities in order to create better relationship between the management and teaching faculties. It is suggested that the colleges are surprisingly inspected by University authorities to know the infrastructure of the colleges and to provide proper suggestions to develop their infrastructure. The infrastructural fund provided to aided colleges by UGC can also be provided to self-financing colleges.

CONCLUSION

While comparing the stress level of the three types of colleges namely Government & Govt-aided colleges and Self-Financing Colleges, the self financing college respondents have been obtained as prime stress takers than the remaining two. The stress causing factors were Job In-Security, Low-Income, Over Work Load, Inferiority Complex, Lack of Coordination, and Single Earning. To mitigate such stress causing factors for the self financing college faculties, some novel remedies are to be adopted such as maintaining family and friendly relations by the authorities, arranging periodic recreational activities, containment counselling and to have a practice of physical exercises and yoga. Sometimes the highest salary and most promising career opportunities are of little use if the private life suffers as a result of too much work. As a result this work place stress leads to unbalancing between Work and life. So too much of work load are also not recommended.

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