

Stress at the Workplace: A Case Study on Contractual College Teachers in Upper Assam

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Abstract

The present study attempts to identify the factors causing stress among the contractual teachers working in the Provincialised Colleges in Upper Assam. For the purpose of the study, 14 colleges of Upper Assam have been chosen randomly and out of 214 contractual college teachers working in these colleges, 128 teachers have been taken as sample on convenient sampling basis. Principal Component Analysis (PCA) technique has been used in the study to identify the prominent factors causing stress at the workplace.

Keywords: *Work Stress, Workplace, Factors- influencing Stress, Teachers*

Introduction

At the present scenario the word “stress” is a common term that is used everywhere. According to Beehr (1995) job stress is defined as “a situation in which some characteristics of the work situation are thought to cause poor psychological or physical health, or to cause risk factors making poor health more likely.” Hardly there is any person who doesn't have any stress. Likewise hardly there is any job which is free from stress. However, the magnitude of stress varies from individual to individual. The symptoms like nervousness, poor concentration, hypertension, anxiety, irritability, fluctuating blood pressure, sudden headache, fast heartbeat etc. Therefore, management of stress is really an important aspect today. Different people adopt different measures to deal with a stressful situation. Some people manage to deal with stress by being optimist in their assigned work; whereas others blame their companies or institutions, more specifically their bosses for such assigned task. Teachers too are victimized of stress at the work place. Arekkuzhiyil, Santhosh (2014) opined” interpersonal relationship in the organization, work environment, autonomy in work, role conflict, job security and remuneration, and non-academic works are the factors influencing organizational stress among teachers.” Especially the contractual teachers are prone to stress due to various reasons. Starting from insecurity in job to poor financial facility, everywhere they are deprived of a stable and secured lifestyle. Inter personal relationship with fellow teachers, syllabus related stress, classroom performance, student related stress etc very common factors of stress which are likely to be faced by almost all the teachers at the workplace. In addition to that everyone is to confront with family issues which

actually enhance the stress level. The present study aims to identify the factors causing stress among the contractual teachers working in the Provincialised Colleges in Upper Assam.

Literature Review

Prominent literature has been reviewed on the subject matter of occupational stress of the teachers and endeavor has been made to find the research gap from the previous studies conducted. The results of these studies have enlightened us with many facts and by keeping these points in view the present study is conducted.

Table 1: Prominent studies on the occupational stress of the teachers

SI No.	Author(s)	Prominent findings	Research gap
1	Latha,D.S. and Saleendran,P.T.(2012)	“The study found that female teachers feel moderately stressed with regard to workload, interpersonal relationship, student disciplinary problem and school rules. However, the most dominant factor causing stress among teachers as found in this study is student disciplinary problem.”	The parameters related to identifying the factors could have been better.
2	Accariya,Zaher and Khalil,Mahmood(2016)	“The study found that transformational leadership has a greater impact on the general motivation of teachers compared to the work stress.”	Conceptual framework could have been better.
3	Buvaneswari,P.S.(2014)	“The findings revealed that family problems followed by job insecurity are the main reasons for stress among teachers. The study also found that the teachers of private schools experience moderate level of job stress.”	The parameters related to identifying the factors could have been extensive.
4	Devi,S.S. and P.,Sumitha(2016)	“The study found that the teachers feel more stressed out with regard to their work and students’ performance. However, majority of the respondents reduce their stress by meeting their friends and relatives.”	The technique of analysis could have been extensive.
5	Krittika (2015)	“The study found that the measures of occupational stress such as role overload, role ambiguity, role conflict, unreasonable political pressure,	The study should have more tests to analyze the relationship

		responsibilities, under-participation, powerlessness etc. are negatively correlated with job satisfaction.”	between job satisfaction and factors of occupational stress
6	Shivakumar,B.N. and Chitra,A.(2017)	“The findings revealed that the maximum respondents are under stress. Workload, additional works like paper correction; special classes etc. are the main factors creating stress.”	More factors should have been included.
7	Arekkuzhiyil,Santhosh (2014)	“The findings revealed that interpersonal relationship in the organization, work environment, autonomy in work, role conflict, job security and remuneration, and non-academic works are the factors influencing organizational stress among teachers.”	The parameters related to identifying the factors could have been extensive.
8	Aslam, H. D.(2013)	“The findings revealed students’ attitude towards studies, increasing time pressure, work load, lack of co-operation among staff members, lack of friendly environment, lesson preparation etc are the factors causing stress among teachers. However, the study also found that most of the private college teachers are under-paid, face more difficulty in preparing lesson plan and they have to work under time pressure than that of public college teachers.”	The study is very extensive still with the inclusion of more tests the study would have been better to understand the relationship among variables.
9	Gupta, Vibhuti et al.(2015)	“The study revealed that insufficient recognition and reward, job insecurity, inadequate salary, inadequate participation in management, poor standard of students, role conflict, role ambiguity, work overload etc. are some of the factors causing stress among faculty members.”	The study is very extensive still with the inclusion of more tests the study would have been better to understand the relationship among variables.
10	Kaur,Rupinder et al.(2013)	“The findings showed that salary and other benefits followed by working conditions, relations with colleagues, job security and workload are the major factors causing stress among them.”	Conceptual framework could have been better.

(Source: Literature review)

Problem Statement

Teachers are the backbone of the society. Like others, they are too supposed to get stressed at their workplace. Prominent literature on teachers' stress suggests that there are multiple factors which propel the teachers to get stressed at their workplaces. Though various studies have been conducted in this field, still limited researches have been found on stress level of contractual teachers. So, the current study focuses on identifying the factors causing stress among the contractual teachers working in the Provincialised Colleges in Upper Assam.

Objectives:

- To know the demographic profile of the contractual teachers.
- To identify the factors influencing stress at the work place.

Scope:

The scope of the study is restricted only to the college teachers working on a contractual basis in the 7 districts of Upper Assam which includes: Tinsukia, Dibrugarh, Sivasagar, Jorhat, Golaghat, Dhemaji and Lakhimpur. The study excludes the teachers working on a sanctioned basis. Therefore, the inferences drawn from this study apply only to the teachers of these colleges and not to any other place.

Methodology:

Two colleges have been selected from each district, consisting of 14 colleges based on the convenience of the researchers. The following table shows the names of the colleges selected by the researcher and the number of contractual teachers presently working therein:

Table 2: List of provincialised colleges and the contractual teachers in the colleges

Name of the District	Name of Selected Colleges	No. of Contractual Teachers
Dhemaji	1. Dhemaji Commerce College	04
	2. Moridhol College	21
Dibrugarh	1. Dibrug College	51
	2. Duliajan College	13
Golaghat	1. Golaghat Commerce College	19
	2. H. P. B. Girls' College	15
Jorhat	1. J. B. College	20
	2. Jorhat College	12
Lakhimpur	1. Lakhimpur Kendriya Mahavidyalaya	02
	2. Shankardev Mahavidyalaya	05
Sivasagar	1. Moran College	Not supplied
	2. Sonari college	24
Tinsukia	1. Digboi Mahila Mahavidyalaya	14

	2. Tinsukia Commerce College	14
Total		214

(Source: Field Survey)

Data Collection:

The questionnaires were distributed to all the teachers, out of which only 128 could be received from the respondents. Therefore, the study is confined to 128 contractual teachers working in the provincialised colleges of Upper Assam.

Research Tools

SPSS 20 has been used to analyze the data under which certain tests like Reliability test and Principal Component Analysis have been done.

Results and Discussion

In view of the fulfillment of the first objective, a table on demographic variables of the contractual teachers is shown.

Table 3: Demographic Characteristics of Contractual Teachers

	Description	Teachers
1. Age	Below 25 years	18
	25-35 years	83
	35-45 years	23
	45-55 years	03
	Above 55 years	01
2. Gender	Male	50
	Female	78
3. Marital Status	Married	52
	Unmarried	76
4. Educational Qualification	Post Graduate	101
	Post Graduate with M.phil.	16
	Post graduate with Ph.D.	08
	Post Graduate with both M.phil. & Ph.D.	03
5. Service Break Every Semester	Yes	74
	No	54
6. Time spent in the College	1-3 hours	12
	3-5 hours	86
	Above 5 hours	30
7. No. of classes taken daily	1-3 classes	38
	3-5 classes	90

(Source: Field Survey)

Interpretation:

1. Most of the contractual teachers are of the age group of 25-35 years.
2. Most of the contractual teachers are female.
3. Most of the contractual teachers are unmarried.
4. Most of the contractual teachers have studied upto post graduation.
5. Most of the contractual teachers are given service break every semester.
6. Most of the contractual teachers spend 3-5 hours in the college every day.
7. Most of the contractual teachers take 3-5 classes every day.

Reliability Statistics

“Reliability concerns with the measurement of a phenomenon that provides consistent result” (Carmines and Zeller, 1979). “Cronbach Alpha coefficient is a frequently used internal consistency measure of reliability when Likert scales have been used” (Whitley, 2002, Robinson, 2009). The reliability coefficient of 0.70 is adequate for research instruments (Whitley, 2002, Robinson, 2009).”

Table 4. Cronbach alpha

Cronbach's Alpha	N of Items
.793	20

Source: Field Survey

N= 128 respondents

Interpretation:

1. The table 1 shows the scale reliability from which data have been drawn. The research instrument for the study consists of 20 items, which show the Cronbach alpha co-efficient value to be .793. A reliability co-efficient of 0.70 or above is considered to be acceptable.

Table 5.Item-total statistics

		Cronbach's Alpha if Item Deleted	Validity
Factors Influencing Stress at the Work Place			
1.	It is very difficult for me to give equal attention to students due to large class size.	.794	Valid
2.	It is very difficult to maintain discipline in class these days.	.787	Valid
3.	The number of faculty members to run the department is not enough.	.791	Valid
4.	I remain under tension due to poor performance of the students.	.787	Valid
5.	There is lack of opportunities for professional growth.	.780	Valid

6.	Mutual understanding doesn't exist among colleagues.	.783	Valid
7.	There is no professional interaction among colleagues	.792	Valid
8.	I am unable to attend social occasions like family get-togethers, marriages etc. due to my work commitments.	.793	Valid
9.	I am unable to balance between my professional and personal life.	.789	Valid
10.	I cannot give enough time to my family.	.781	Valid
11.	My job doesn't allow me sufficient time for rest and recreation.	.783	Valid
12.	I do not have pleasant working environment	.777	Valid
13.	I remain under tension/anxiety with regard to renewal of service after the break in service.	.787	Valid
14.	I feel insecure about my job.	.785	Valid
15.	I do not get remuneration according to my workload/educational qualification.	.776	Valid
16.	There is no/less scope for salary increment, if applicable.	.787	Valid
17.	I am unable to concentrate in my self-development activities due to excessive workload.	.776	Valid
18.	Workload is not fair and reasonable.	.781	Valid
19.	My remuneration is not sufficient to maintain my family and my status.	.774	Valid
20.	I am not happy with my present salary.	.785	Valid

Principal Component Analysis:

Principal Component Analysis has been applied in the present study to identify the factors causing stress at the work place. The result of which has been shown and analyzed below:

Table 6: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.662
Bartlett's Test of Sphericity	Approx. Chi-Square	835.301
	Df	190
	Sig.	.000

Interpretation:

1. The above table depicts Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy reflects score of (.662), which is more than the recommended level 0.50 level.

Table 7: Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.359	21.796	21.796	4.359	21.796	21.796	2.677	13.383	13.383
2	2.502	12.510	34.307	2.502	12.510	34.307	2.440	12.199	25.582
3	2.121	10.607	44.914	2.121	10.607	44.914	1.989	9.945	35.526
4	1.313	6.564	51.478	1.313	6.564	51.478	1.736	8.679	44.206
5	1.168	5.841	57.319	1.168	5.841	57.319	1.664	8.320	52.525
6	1.106	5.530	62.849	1.106	5.530	62.849	1.582	7.909	60.435
7	1.060	5.298	68.147	1.060	5.298	68.147	1.542	7.712	68.147
8	.889	4.445	72.592						
9	.776	3.879	76.470						
10	.716	3.579	80.049						
11	.617	3.083	83.133						
12	.595	2.977	86.110						
13	.530	2.652	88.761						
14	.511	2.553	91.314						
15	.400	2.000	93.314						
16	.359	1.793	95.107						
17	.300	1.500	96.607						
18	.284	1.421	98.028						
19	.242	1.208	99.236						
20	.153	.764	100.000						

Extraction Method: Principal Component Analysis.

Interpretation:

1. The table 3 identifies 7 components/ dimensions causing stress at the work place among the contractual teachers, which explain 68.15% of the total variance.

Table 8: Principal Component Analysis with Rotated Component Matrix and Community:

Dimensions	Variables	Components							Community
		1	2	3	4	5	6	7	
Insufficient Remuneration	St15	.872							.792
	St19	.853							.789
	St20	.610							.508

	St16	..499						.510
Work-life conflict	St8		.773					.667
	St9		.763					.637
	St10		.713					.683
	St11		.536					.630
Personal factors	St5			.784				.709
	St2			.754				.746
Job Insecurity	St13				.709			.675
	St14				.639			.717
Classroom related factors	St3					.799		.732
	St1					.609		.604
Interpersonal Relations	St6						.863	.821
	St7						.573	.748
Workload	St18						.567	.593
	St17						.495	.717
	St12						.341	.542

(Source: Compiled from field survey)

Dimension I: Insufficient Remuneration

This dimension has four (4) items/variables namely st15 (imbalance between workload and remuneration), st19 (insufficient remuneration to maintain family and status), st20 (unhappy with present remuneration), st16 (less scope for salary increment) with factor loadings .872, .853, .610 and .499 respectively.

Dimension II: Work-life Conflict

This dimension has four (4) variables namely st8 (inability to attend social occasions due to work commitments), st9 (inability to balance between professional and personal life), st10 (difficulty to give enough time to family), st11 (insufficient time for rest and recreation) with factor loadings .773, .763, .713, and .536 respectively.

Dimension III: Personal Factors:

This dimension has two (2) variables namely st5 (lack of opportunities for professional growth), st2 (difficulty to maintain discipline in class) with factor loadings .784 and .754 respectively.

Dimension IV: Job Insecurity

This dimension has two (2) variables namely st13 (tension due to renewal of service after the break in service) and st14 (insecurity about job) with factor loadings .709 and .639 respectively.

Dimension V: Classroom related factors

This dimension has two (2) variables namely st3 (insufficient faculty members in the department), st1 (difficulty to give equal attention due large class size) with factor loadings .799, and .609 respectively.

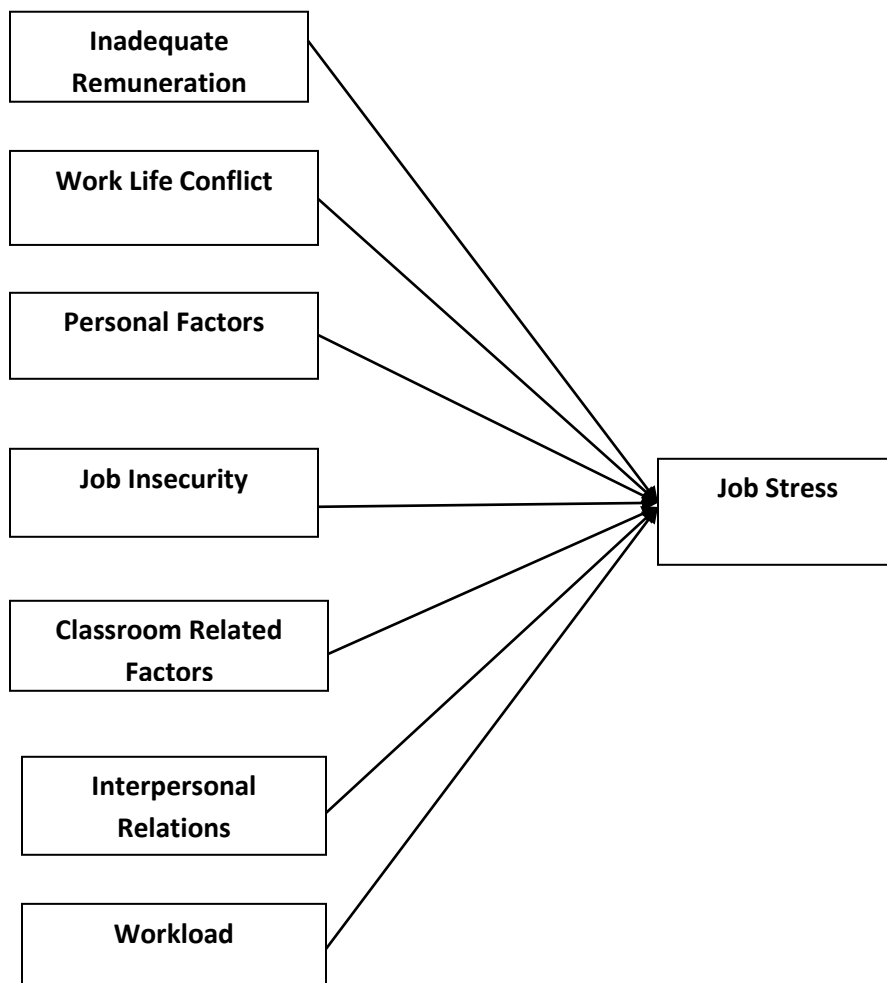
Dimension VI: Interpersonal Relations

This dimension has two (2) variables namely st6 (non-existence of mutual understanding among colleagues), st7 (no professional interaction among colleagues) with factor loadings .863, and .573 respectively.

Dimension VII: Workload

This dimension has three (3) variables namely st18 (unfair and unreasonable workload), st17 (inability to concentrate in self development activities due to excessive workload) and st12 (unpleasant working environment) with factor loadings .567, .495 and .341 respectively.

A Schematic Diagram of the Conceptual Framework



Conclusion

It can be concluded that insufficient remuneration is the major factor influencing stress at the work place among the contractual teachers, followed by work life conflict, personal factors, job insecurity, classroom related factors, interpersonal relations and workload. It is also clear from the study that most of the teachers are given service break every semester, resulting in job insecurity among them and thereby resulting in increase in employees' turnover and decrease in the efficiency level of the employees.

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