Occupational Stress Among the Engineering College Teachers in Punjab, India

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Abstract
Stress refers to an excess of demand made upon the adaptive capabilities of the mind and body and is seen in the form of a physical demand, a mental demand or both. Stress at work can be a real problem to the organization as well as for its workers. This paper discussed about the occupational stress among engineering college teachers in Punjab, India.

Keywords
Occupational Stress, Engineering Colleges, Teachers, Job Satisfaction

I. Introduction
Stress could simply be defined as an unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them [4]. Stress at work can be a real problem to the organization as well as for its workers. Good management and good work organization are the best forms of stress prevention. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors and colleagues and where they can cope with its demands and pressures [2]. Fig. 1 shows the relation between stress and performance.

II. Literature Review
Not enough work has been done on stress of teaching in general (cf. Pestonjee, 1992) and occupational stress in particular amongst college/university teachers in India. Vadra and Akhtar (1989) found that university male teachers experienced more social and family role stress as compared to female teachers and the married experienced more stress than the unmarried teachers. Dang and Gupta (1994) explored the effect of work set-up, behavior pattern and gender on various role stressors of lecturers. It was found that only ‘work set-up’ accounted for significant difference in stress level of the subjects. Sultana (1995) investigated the level of organizational role stress among males and female teachers of professional and non-professional courses. Results revealed that there were significant differences, albeit along different dimensions, between professional male and female teachers as well as non-professional male and female teachers In a comparative study of the levels of occupational stress and job satisfaction amongst male and female teachers of higher educational institutions, Mishra (1996) found significant differences between male and female teachers in the areas of private life, work overload, under load, role conflict, and interpersonal stress. Female teachers experienced more stress in these areas as compared to male teachers. Further, significant differences were also observed between male and female teachers on overall stress and overall job satisfaction scores. Mishra (1995) found a highly significant and positive relationship of over-all job-related stress and its four dimensions, i.e. role based stress, task based stress, boundary mediating stress and conflict mediating stress with depressed mood at work. Pandey and Tripathi (2001), too, reported a moderate level of occupational stress of engineering college teachers. Anurani (2006) reported that both male and female college teachers perceived lack of infrastructural facilities. Callous administration, and apathetic students as major stressors [1]. In many countries work of the Engineering Teacher currently is considered as one of the most stressful professions (Hunter M., 1977). Last two decades an intensive research in USA and Europe has been developing regarding both the sources and symptoms of teacher professional stress (Dunham I., 1992; Kyriacou C., 1990; McLaughlin M.W., 1986; Kelly M.J., 1988; Kokks T., 1989; Cole M. & Walker S., 1989; Gold J. & Roth R.A., 1993; Schwab R.L., 1995, etc.). Investigations in the field of teacher stress indicate that the great part of teacher stress can be explained with a rapid pace of changes in education in 1980s and 1990s [8].

III. Occupational Stress Among Punjab Engineering Colleges
Stress is usually considered to be the effect or the response to a stimulus (Jenkins & Calhoun 1991). Some researchers define stress in terms of the level of pressure and demands made on an individual. Other researchers have defined the term by means of the degree of mismatch between the demands made upon an individual and the individual’s ability to cope with these demands (Kyriacou 2001). What is usually implied by stress (as it is in this study) is the negative experience of emotional feelings; nevertheless, stress is not always negative. It can sometimes act as a motivating power for individuals. There can be number of causes of stress that are

Fig. 1: Stress vs. Performance
discussed below:

A. Academic Problems
Due to lack of ability/experience they dont know how to teach, and apply what they know—nor do they have the experience needed to know the difference between teaching and studying [3].

B. Fear
Fear can be of different types. It may arouse from being debarred from organization or it can be from seniors in any organization. It also include physical threats, social threats, and financial threats.

C. Uncertainty
If one is uncertain, one is unable to predict, and therefore feel out of control and hence may feel fear feel threatened. This leads to stress.

D. Life Causes
This includes stress in life like death, ill health victim of crime, self-abuse, family change, sexual problems argument, physical change, moving to new location, financial crisis, environment and increase in responsibility.

E. Frustrations
These are obstacles that prevent from meeting one’s needs or achieving personal goals. They may be external (discrimination) or internal (physical handicap, lack of desired ability or trait).

F. Pressures
Pressure arises from higher expectations by others to get good grades which gives rise to stress.

G. Environment
Stress can be caused by noise, crowding and pressure from work and family.

H. Fatigue and Overwork
Due to overwork, time management is affected and one not knows how to manage time for rest and relaxation [5]. Policy makers should analyze the teacher training and assessment system while keeping in mind the stress on teachers [7].

IV. Conclusion
Teachers have always been the centre of attention in the classroom, yet ironically their concerns and needs have not always been addressed in the same way [6]. Work stress is a real challenge for college teachers and their employing institution. As institution and their working environment transform, so do the kinds of stress problems that employees may face. It is important that your workplace is being continuously monitored for stress problems. So, in this paper, we have discussed about various occupational stresses among engineering colleges in Punjab, India.

References
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