

# A PRAGMATIC STUDY ON OCCUPATIONAL STRESS AMONG WOMEN SELF-FINANCING COLLEGE TEACHERS: A CASE STUDY

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## *Abstract*

*A general knowledge of this behaviour in higher college teachers increases the understanding of individuals as well as of groups became, if furnishes one with certain principles. These principles help in recognition of the symptoms of distress and indicate the kind of behaviour one may expect so that steps can be taken to deliberately shape the environment to elicit expected responses. But, in the education department such individual behaviour cannot be easily identified, as individual performance cannot be quantitatively measured as precisely as in teaching field. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal relations and ultimately affects the students education which forms the very core for the success of education department. Hence occupational stress situations and their perceived impact on college teachers are taken up for the present study. The researcher has made an attempt to study the occupational stress among Self-financing college teachers of Thirunelveli district. The objective of the study is to analyse the factors influencing occupational stress among the self-financing college teachers in Thirunelveli district.*

*The present study is based on primary data. It is reported that there are 21 private colleges in Tirunelveli district (2019-20). The survey was conducted among 200 sample women teachers out of 676 total women teachers employing simple random sampling method by using lottery method. Factor analysis has been applied to analyse the objectives. This study conclude that, for the betterment of the educational institutions the occupational stress among the college teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress there can be increased education standard, decrease in absenteeism, increased enrolment, reduced drop-out rate, improved teachers morale, and decrease in compensation claim and reduction in workplace accidents.*

**Key Words:** Job satisfaction, Occupational Stress and Stress among women self-financing college teacher.

## **Introduction**

Occupational stress is taking a heavy toll in organisation studies carried out across the globe, as also in different social groups. An estimated 400 million people suffer from anxiety and mood disorders. Manifestation of mental disorder has been found to vary with age, gender, race and culture. The distress caused to families of such patients is too serious. Occupational stress is generally seen to have two major components. Stressors and stress responses are internal or external stimulus events which cause some sort of response. Internal stressors include thoughts and feelings, external stressors include such

things as noise, cold and interactions with other people. Stress response is a complex reaction to a stressor. It usually has physiological cognitive and/or behavioural components. Occupational stress can result either from work and origin related or individual personality related factors. Occupational stress has been defined in terms, of misfit between a person's skills and abilities, and the demand of his/her job or misfit between person's needs not being fulfilled by his/her job environment. Cooper and Marshall (1976) are of the view that organisational stress basically means environmental factors or stressors such as work load, role conflict, role ambiguity and poor working conditions associated with a particular job. Regardless of how one's job may compare to another in terms of stress, it is helpful to recognise that every job has potential.

College teachers' occupational stress is a much talked of phenomenon. However there is little consensus between different professional groups regarding its aetiology or how to tackle it. Based on a review of international research, it is concluded that teacher occupational stress is a real phenomenon and that high levels are reliably associated with a range of casual factors, including those intrinsic to teaching, individual vulnerability and systematic influences. Further, in teaching jobs are structured in a way that a worker is simultaneously exposed to both overload and acute time pressure. Generally people under stress express their frustration through some common ways like excessive criticism of government and management and displaying inability to get along with others. A general knowledge of this behaviour in higher college teachers increases the understanding of individuals as well as of groups became, if furnishes one with certain principles. These principles help in recognition of the symptoms of distress and indicate the kind of behaviour one may expect so that steps can be taken to deliberately shape the environment to elicit expected responses. But, in the education department such individual behaviour cannot be easily identified, as individual performance cannot be quantitatively measured as precisely as in teaching field. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal relations and ultimately affects the students education which forms the very core for the success of education department. Hence occupational stress situations and their perceived impact on college teachers are taken up for the present study. The researcher has made an attempt to study the occupational stress among Self-financing college teachers of Thirunelveli district.

### **Objective**

To analyse the factors influencing occupational stress among the self-financing college teachers in Thirunelveli district.

### **Methodology**

The suitable methodology and the selection of analytical tools are important for a meaningful analysis of any research problem. An attempt has been made to describe the methodology which includes sampling design, collection of data, and period of study and tools of analysis.

### **Sampling Design**

It is reported that there are 21 private colleges in Tirunelveli district (2019-20). The survey was conducted among 200 sample women teachers out of 676 total women teachers employing simple random sampling method by using lottery method.

### **Collection of Data**

The present study is based on primary data. The study was designed to investigate women teachers in private colleges with the help of a structured interview schedule. The data were collected from the sample women teachers employed in private colleges in Tirunelveli district. The final structure of the interview schedule was decided after subjecting the interview schedules to pre-test.

### **Period of Study**

The field survey was carried out from October 2010 to March 2020 for the collection of primary data.

### **Tools of Analysis**

In order to analyse the factors influencing the stress level, the factor analysis technique are used.

### **Factors Influencing Occupational Stress**

In this part an attempt is made to examine the ways through which the college can reduce the occupational stress level among the teachers of arts and science colleges in Thirunelveli district. To measure the level of occupational stress among the teachers prevailing in arts and science colleges, 92 statements are developed. For this, 92 statements relating to occupational stress have been selected so as to identify the significant and important factors with the help of factor analysis technique for self-finance college women teachers.

### **Analytical Framework of Factor Analysis**

Most of the analytical methods produce results in a form that is difficult or impossible to interpret. Thurstone argued that it was necessary to rotate factor matrices if one wanted to interpret them adequately. He pointed out that original factor matrices are arbitrary in the sense that an infinite number of reference frames (axes) can be found to reproduce any given 'R' Matrix.

There are several methods available for factor analysis. But the principal factor method with orthogonal variance rotation is mostly used and widely available in factor analysis computer programme. Further orthogonal rotations maintain the independence of factors that is, the angles between the axes are kept at 90 degrees. One of the final outcomes of a factor analysis is called rotated factor matrix, a table of co-efficient that expresses the ratios between the variable and the factors that have been prepared. The sum of squares of the factor loadings of variable is called communalities ( $h^2$ ).

The communality ( $h^2$ ) of a factor is its common factor variance. The factors with factor loadings of 0.5 or greater are considered as significant factors. This limit is chosen because it had been judged that factors with less than 50 per cent common variation with the rotated factor pattern are too weak to report.

Mathematically, factor analysis is somewhat similar to multiple regression analysis. Each variable is expressed as a linear combination of underlying factors. The amount of variance, a variable shares with all other variables included in the analysis, is referred to as communality. The co-variation among the variables is described in terms of a small number of common factors plus a unique factor for each variable. These factors are not over observed.

If the variables are standardized, the factor model may be represented as:

$$X_i = A_{i1} F_1 + A_{i2} F_2 + A_{i3} F_3 + \dots + A_{im} F_m + V_i U_i$$

Where,

- $X_i$  =  $i^{\text{th}}$  standardised variable,  
 $A_{ij}$  = Standardised multiple regression coefficient of variable on common factor  $j$   
 $F$  = Common factor,  
 $V_i$  = Standardised regression coefficient of variable  $i$  on unique factor  $i$   
 $U_i$  = The unique factor for variable  $i$   
 $m$  = Number of common factors

The unique factors are uncorrelated with each other and with the common factors. The common factors themselves can be expressed as linear combinations of the observed variables.

$$F_i = W_{i1} X_1 + W_{i2} X_2 + W_{i3} X_3 + \dots + W_{ik} X_k$$

Where,

- $F_i$  = Estimate of  $i^{\text{th}}$  factor  
 $W_i$  = Weight or factor score coefficient  
 $K$  = Number of variables.

It is possible to select weights or factor score coefficients so that the first factor explains the largest portion of the total variance. Then a second set of weights can be selected, so that it is the second factor which accounts for most of the residual variance subject to being uncorrelated with the first factor. This same principle could be applied to selecting additional weights for the additional factors. Thus, the factors can be estimated so that their factors scores, unlike the value of the original variables, are not correlated. Furthermore, the first factor accounts for the highest variance in the data, the second factor the second highest, and so on.

In the present study, the principal factor analysis method with orthogonal varimax rotation is used to identify the significant dimensions of opinion towards occupational stress among the women teachers in self-finance colleges.

### Testing for Sampling Adequacy

Before extracting the factors, to test the appropriateness of the factor model, Bartlett's test of sphericity was used to test the null hypothesis that the variables are intercorrelated in population. The

test statistics of sphericity is based on a chi-square transformation of the determinant of the correlation matrix.

Another useful statistical tool is the Kaiser-Meyer Oklin (KMO) test of sampling adequacy.<sup>1</sup> Small value of the KMO statistic indicates that the correlation between parts of variable cannot be explained by other variables and that factor analysis may not be appropriate. Generally, a value greater than 0.5 is desirable.

The correlation matrix was examined carefully and the two tests namely Bartlett's test of sphericity and Kaiser-Meyer Oklin test were undertaken to test if it was judicious to proceed with factor analysis in the present study. The computed results for measurement of sample inadequacies for self – financing college teachers are given in Table-1

**TABLE -1**  
**MEASURES OF SAMPLING INADEQUACIES – SELF-FINANCE COLLEGES**

Measures		Estimated Value
Kaiser-Meyer Oklin Measure of Sampling Adequacy		0.8221
Bartlett's Test of Sphercity	Appropriate Chi-Square	2198.9223
	Significance	0.0000

From Table -1 it has been observed that the Bartlett's test was significant with  $P=0.000$ , being less than 0.05. Sampling adequacy measured using the Kaiser-Mayer Oklin (KMO) of 0.8221 was taken as acceptable. Thus the factor analysis may be considered an appropriate technique for analysing the data.

Factor analysis was done with 92 variables (items) by orthogonal varimax rotation for the opinion of self-finance college teachers towards their occupational stress. The computed results of rotated factor matrix for self-finance college teachers are given in Table-2.

TABLE-2

## ROTATED FACTOR MATRIX FOR SELF-FINANCE COLLEGE TEACHERS

Sl. No.	Statements	Factor Loadings	Eigen Value	% of Variance
	<b>Work Load (F1)</b>			
1	The work load of the teacher is too heavy	0.9152	19.689	18.653
2	I feel that this work and life are kind of burden for me.	0.8922		
3	Workload varies among teachers causes undue stress	0.8728		
4	I feel that this occupation has not given any benefit to my capabilities and aptitude.	0.8538		
5	Heavy work loads without break, causes a lot of trouble.	0.8257		
6	A big burden of supervision and control of a number of teachers is under me	0.7925		
7	I do not have time and opportunities to prepare myself or the future challenges of my occupation.	0.7652		
8	Working hours are not suitable for my needs and wants.	0.7632		
9	This occupation has enhanced my social status	0.7201		
10	I am responsible for the future of a number of teachers	0.6290		
11	All the staff feel that they are over burdened in the occupation	0.5984		
	<b>Lack of HRM (F2)</b>			
12	My suggestions regarding the refresh courses for the teachers are given due significance	0.8928	16.119	13.367
13	I am anxious to think that in this work there is lack of human relations among the staff.	0.8762		
14	Often I feel that my officers neglect and discard me.	0.8588		
15	The things one to do in a career are against one better judgement.	0.7939		
16	There is no time to prepare oneself to face the challenges in the occupation.	0.7764		
17	Proper training for the right people of the right time will make the people are effective in occupation.	0.7238		
18	I get very little co-operation from public in my work.	0.6962		
19	The teaching and non-teaching staff members do not give enough attention and share to my occupation.	0.6761		
20	I get worried that I would not be able to progress	0.5957		
	<b>Infrastructure Facilities (F3)</b>			
21	The buildings of the college causes unpleasant environment inside the work spot	0.9011	12.699	10.484
22	The Infrastructure is totally poor, and it creates a sense of uneasiness.	0.8820		
23	Improper lighting and ventilation in the work place creates undue stress	0.8322		
24	The overall college climate causes a sense of uneasiness	0.8199		

25	Heavy and continuous noise in the premises causes trouble	0.8031		
26	The seating arrangements in the class rooms distract and affect concentration.	0.7778		
27	No separate lunch room and rest room facilities causes inconvenience	0.7279		
28	The college timings and the interval timings are not suitable to everyone.	0.7129		
29	I feel that there are many problems in working in rural areas.	0.7087		
30	The college is situated in an inaccessible place and causes extra strain.	0.6678		
31	The hard water in the College causes throat problems for the teachers	0.6472		
32	Fairly old buildings create mild panic all the time.	0.5955		
	<b>Group Cohesiveness (F4)</b>			
33	When one initiates for discussion or help, there is no response from other staff	0.8941	8.154	8.953
34	There is no enough interaction between my career and other occupation	0.8723		
35	I am unable to perform my duty in proper way due to the unsecurity of the occupation.	0.8618		
36	I opine here my work is neither interesting nor prestigious.	0.7972		
37	One can do much better than what one is assigned.	0.7583		
38	I do not get co-operation when I need it.	0.6843		
39	My colleagues are happy in my occupation.	0.6738		
40	Every body wishes to have more responsibility.	0.6417		
41	Everybody feels that he/she has been given more responsibility.	0.6212		
42	I cannot exhibit my ability and competency independently	0.5993		
43	I am unable to realise the feelings of the colleagues.	0.5878		
44	The interaction in my career with others occupation is appreciable or not	0.5623		
	<b>Role Conflict (F5)</b>			
45	The available information relating to my occupation and its outcomes are vague and insufficient	0.8887	5.748	6.415
46	The peers and juniors demand in varying degrees which are unable to be satisfied.	0.8451		
47	One does not have freedom to define one's career, otherwise, would do differently from the way they do.	0.8211		
48	The career demands more consultation with others and others occupation.	0.8109		
49	I am not able to satisfy the conflicting demands of my peers and juniors.	0.7808		
50	The college is understaffed	0.6707		
	<b>Role Stagnation (F6)</b>			
51	Everyone feels stagnant in the occupation.	0.8502	4.789	5.541
52	The work in the institution is not related to one's	0.8366		

	interests			
53	Members in the institution do not give enough attention	0.8243		
54	I feel that my colleagues disregard me	0.8044		
55	My co-operation is frequently sought in solving the administrative or departmental problems higher	0.7978		
56	My opinions are sought in framing important policies of the education department	0.7624		
57	My higher authorities do not give due significance to my positions and work	0.7333		
58	There exists sufficient mutual co-operation and team spirit among the teachers of this department	0.6834		
59	It is unclear what type of work and behaviour my higher authorities and colleagues expect from me	0.6288		
	<b>Role Erosion (F7)</b>			
60	No encouragement is given for work performance	0.8917	3.369	4.454
61	Change in occupation creates low importance.	0.8759		
62	I am not able to achieve my life goal through this occupation.	0.8528		
63	I often think that I am working in a existing and negative environment.	0.8206		
64	I see their good opportunity for exhibition of own abilities and efficiency.	0.7980		
65	I feel that I shall not be able to achieve inner satisfaction through this occupation.	0.7739		
66	My colleagues are not very helpful to me in my work.	0.7697		
67	The mistakes of other teachers are shifted to the shoulders and teachers who are free from defects	0.5978		
	<b>Role Distance (F8)</b>			
68	I am not able to produce good results in my present employment	0.8660	2.879	3.102
69	My service is more secure than other services	0.8425		
70	Occupation gives me all facilities but not status.	0.8210		
71	I feel that I have got opportunities of promotion in my occupation.	0.7751		
72	My service is not according to my wish.	0.7583		
73	There is no free time to get refreshment and to prepare for the next classes.	0.7494		
74	A very heavy physical strain in the job.	0.6963		
75	My work is not very attractive	0.6791		
76	I get recognition for my good work.	0.6356		
77	Time limit to cover the syllabus and conduct tests are not enough, create a sense of urgency.	0.6254		
78	I have given more importance in this institution than others.	0.6048		
79	I like to do some other work in this salary.	0.5922		
80	Present profession is less work and more pay.	0.5878		
81	I am doing the work with full responsibility.	0.5799		
	<b>Role Ambiguity (F9)</b>			
82	Resources are not enough to do the career effectively.	0.9127	1.363	2.815
83	Here there is no place for honesty and equality	0.8811		

84	I feel the aspects of the occupation are vague and unclear..	0.8705		
85	I feel more skill is required to handle the responsibilities of the occupation	0.8587		
86	The scope and responsibilities of the occupation are not clear.	0.7983		
87	Management does not give reward to honest, hard working and efficient teachers.	0.7852		
88	There is no security of service of the teachers in this institution.	0.7587		
89	In this institution good and healthy relations exist between management and staff.	0.6998		
90	Inadequate knowledge to handle the responsibilities of my occupation.	0.6870		
91	Senior teachers behave are rude.	0.5960		
92	Institutional responsibilities interfere with extra organisation career	0.5658		

Table-2 presents the loadings received by the factors under F1, F2, F3, F4, F5, F6, F7, F8 and F9 for self-finance college teachers. From the above table, the rotated factor loadings for the 92 statements relating to occupational stress of self-finance college teachers are observed. It is clear from the above that all 92 statements have been extracted into nine factors namely F1, F2, F3, F4, F5, F6, F7, F8 and F9. The factors with identified new names which influence occupational stress among the self finance college teachers are discussed below:

The first factor is observed as **“Work Load”** on the basis of the loaded variables. Eleven variables in this category are important with high factor loading. It indicates that among the stress scale, ‘The work load of the teacher is too heavy (0.9152)’, ‘I feel that this work and life are kind of burden for me (0.8922)’, ‘Workload varies among teachers causes undue stress (0.8728)’, ‘I feel that this occupation has not given any benefit to my capabilities and aptitude (0.8538)’, ‘Heavy work loads without break, causes a lot of trouble (0.8257)’, ‘A big burden of supervision and control of a number of teachers is under me (0.7925)’, ‘I do not have time and opportunities to prepare myself or the future challenges of my occupation (0.7652)’, ‘Working hours are not suitable for my needs and wants (0.7632)’, This occupation has enhanced my social status (0.72010)’, ‘I am responsible for the future of a number of teachers (0.6290)’ and ‘All the staff feel that they are over burdened in the occupation (0.5984) are important attributes in this category. Thus, the work load is identifying as a first important factor to influence the occupational stress among the self-finance colleges teaches.

The second factor is narrated as **“Lack of HRM”** on the basis of the loaded variables. Nine variables in this category are important with high factor loading. It indicates that among the stress scale, ‘My suggestions regarding the refresh courses for the teachers are given due significance (0.8928)’, ‘I am anxious to think that in this work there is lack of human relations among the staff (0.8762)’, ‘Often I feel that my officers neglect and discard me (0.8588)’, ‘The things one to do in a career are against one better judgement (0.7939)’, ‘There is no time to prepare oneself to face the challenges in the occupation

(0.7764)', 'Proper training for the right people of the right time will make the people are effective in occupation (0.7238)', 'I get very little co-operation from public in my work (0.6962)', 'The teaching and non-teaching staff members do not give enough attention and share to my occupation (0.6761)' and 'I get worried that I would not be able to progress (0.5957) are important attributes in this category. Thus, the lack of human resource management is identifying as second important factor to influence the occupational stress of the teachers who are working in the self-finance colleges affiliated to Madurai Kamaraj University.

The third factor is noticed as **"Infrastructural Facilities"** on the basis of the loaded variables. Twelve variables in this category are important with high factor loading. It indicates that among the stress scale, 'The buildings of the college causes unpleasant environment inside the work spot (0.9011)', 'The Infrastructure is totally poor, and it creates a sense of uneasiness (0.8820)', 'Improper lighting and ventilation in the work place creates undue stress (0.8322)', 'The overall college climate causes a sense of uneasiness (0.8199)', 'Heavy and continuous noise in the premises causes trouble (0.8031)', 'The seating arrangements in the class rooms distract and affect concentration (0.7778)', 'No separate lunch room and rest room facilities causes inconvenience (0.7279)', 'The college timings and the interval timings are not suitable to everyone (0.7129)', 'I feel that there are many problems in working in rural areas (0.7087)', 'The college is situated in an inaccessible place and causes extra strain (0.6678)', 'The hard water in the College causes throat problems for the teachers (0.6472)' and 'Fairly old buildings create mild panic all the time (0.5955)' are important attributes in this category. Thus, the infrastructural facilities is identifying as an important factor to influence the occupational stress of the self-finance college teachers.

The fourth factor is designed as **"Group Cohesiveness"** on the basis of the loaded variables. Twelve variables in this category are important with high factor loading. It indicates that among the various performance scale, 'When one initiates for discussion or help, there is no response from other staff (0.8941)', 'There is no enough interaction between my career and other occupation (0.8723)', 'I am unable to perform my duty in proper way due to the unsecurity of the occupation (0.8618)', 'I opine here my work is neither interesting nor prestigious (0.7972)', 'One can do much better than what one is assigned (0.7583)', 'I do not get co-operation when I need it (0.6843)', 'My colleagues are happy in my occupation (0.6738)', 'Every body wishes to have more responsibility (0.6417)', 'Everybody feels that he/she has been given more responsibility (0.6212)', 'I cannot exhibit my ability and competency independently (0.5993)', 'I am unable to realise the feelings of the colleagues (0.5878)' and 'The interaction in my career with others occupation is appreciable or not (0.5623)' are important attributes in this category. Thus, the group cohesiveness is identifying an important factor to influence the occupational stress of the self-finance college teachers.

The fifth factor is portrayed as **“Role Conflict”** on the basis of the loaded variables. Six variables in this category are important with high factor loading. It indicates that among stress scale, ‘The available information relating to my occupation and its outcomes are vague and insufficient (0.8887)’, ‘The peers and juniors demand in varying degrees which are unable to be satisfied (0.8451)’, ‘One does not have freedom to define one’s career, otherwise, would do differently from the way they do (0.8211)’, ‘The career demands more consultation with others and others occupation (0.8109)’, ‘I am not able to satisfy the conflicting demands of my peers and juniors (0.7808)’ and ‘The college is understaffed (0.6707)’ are important attributes in this category. Thus, the role conflict is identifying an important factor to influence the occupational stress among the self-finance college teachers.

The sixth factor is observed as **“Role Stagnation”** on the basis of the loaded variables. Nine variables in this category are important with high factor loading. It indicates that among stress scale, ‘Everyone feels stagnant in the occupation (0.8502)’, ‘The work in the institution is not related to one’s interests (0.8366)’, ‘Members in the institution do not give enough attention (0.8243)’, ‘I feel that my colleagues disregard me (0.8044)’, ‘My co-operation is frequently sought in solving the administrative or departmental problems higher (0.7978)’, ‘My opinions are sought in framing important policies of the education department (0.7624)’, ‘My higher authorities do not give due significance to my positions and work (0.7333)’, ‘There exists sufficient mutual co-operation and team spirit among the teachers of this department (0.68340)’ and ‘It is unclear what type of work and behaviour my higher authorities and colleagues expect from me (0.6288)’ are important attributes in this category. Thus, the role stagnation is identifying an important factor to influence the occupational stress among the self-finance college teachers.

The seventh factor is identified as **“Role Erosion”** on the basis of the loaded variables. Eight variables in this category are important with high factor loading. It indicates that among stress scale, ‘No encouragement is given for work performance (0.8917)’, ‘Change in occupation creates low importance (0.8759)’, ‘I am not able to achieve my life goal through this occupation (0.8528)’, ‘I often think that I am working in a existing and negative environment (0.8206)’, ‘I see their good opportunity for exhibition of own abilities and efficiency (0.7980)’, ‘I feel that I shall not be able to achieve inner satisfaction through this occupation (0.77390)’, ‘My colleagues are not very helpful to me in my work (0.76970)’ and ‘The mistakes of other teachers are shifted to the shoulders and teachers who are free from defects (0.5978)’ are important attributes in this category. Thus, the role erosion is identifying an important factor to influence the occupational stress among the self-finance college teachers.

The eighth factor is narrated as **“Role Distance”** on the basis of the loaded variables. Fourteen variables in this category are important with high factor loading. It indicates that among stress scale, ‘I am not able to produce good results in my present employment (0.8660)’, ‘My service is more secure than other services (0.8425)’, ‘Occupation gives me all facilities but not status (0.8210)’, ‘I feel that I have got opportunities of promotion in my occupation (0.7751)’, ‘My service is not according to my

wish (0.7583)', 'There is no free time to get refreshment and to prepare for the next classes (0.7494)', 'A very heavy physical strain in the job (0.6963)', 'My work is not very attractive (0.6791)', 'I get recognition for my good work (0.6356)', 'Time limit to cover the syllabus and conduct tests are not enough, create a sense of urgency (0.6254)', 'I have given more importance in this institution than others (0.6048)', 'I like to do some other work in this salary (0.5922)', 'Present profession is less work and more pay (0.5878)' and 'I am doing the work with full responsibility (0.5799)' are important attributes in this category. Thus, the role distance is identifying an important factor to influence the occupational stress among the self-finance college teachers.

The ninth factor is identified as **"Role Ambiguity"** on the basis of the loaded variables. Eleven variables in this category are important with high factor loading. It indicates that among stress scale, 'Resources are not enough to do the career effectively (0.9127)', 'Here there is no place for honesty and equality (0.8811)', 'I feel the aspects of the occupation are vague and unclear (0.8705)', 'I feel more skill is required to handle the responsibilities of the occupation (0.8587)', 'The scope and responsibilities of the occupation are not clear (0.7983)', 'Management does not give reward to honest, hard working and efficient teachers (0.7852)', 'There is no security of service of the teachers in this institution (0.7587)', 'In this institution good and healthy relations exist between management and staff (0.6998)', 'Inadequate knowledge to handle the responsibilities of my occupation (0.6870)', 'Senior teachers behave are rude (0.5960)' and 'Institutional responsibilities interfere with extra organisation career (0.5658)' are important attributes in this category. Thus, the role ambiguity or uncertainty is identifying an important factor to influence the occupational stress among the self-finance college teachers.

Table-3 presents the overall highest factor loadings for the occupational stress among the aided college teachers.

**TABLE -3**

**VARIABLES WITH THE HIGHEST FACTOR LOADINGS FOR THE OCCUPATIONAL STRESS AMONG THE SELF-FINANCE COLLEGE TEACHERS**

Factor	Name of Newly Extracted Dimension (Factor)	Selected Statement (Variable)	Factor Loadings
F1	Work Load	The work load of the teacher is too heavy	0.9152
F2	Lack of HRM	My suggestions regarding the refresh courses for the teachers are given due significance	0.8928
F3	Infrastructural Facilities	The buildings of the college causes unpleasant environment inside the work spot	0.9011
F4	Group Cohesiveness	When one initiates for discussion or help, there is no response from other staff	0.8941
F5	Role Conflict	The available information relating to my occupation and its outcomes are vague and insufficient	0.8887
F6	Role Stagnation	Everyone feels stagnant in the occupation.	0.8502

F7	Role Erosion	No encouragement is given for work performance	0.8917
F8	Role Distance	I am not able to produce good results in my present employment	0.8660
F9	Role Ambiguity	Resources are not enough to do the career effectively.	0.9127

It is found from Table-3 that the statements, 'The work load of the teacher is too heavy (0.9152)', 'My suggestions regarding the refresh courses for the teachers are given due significance (0.8928)', 'The buildings of the college causes unpleasant environment inside the work spot (0.90110)', 'When one initiates for discussion or help, there is no response from other staff (0.8941)', 'The available information relating to my occupation and its outcomes are vague and insufficient (0.8887)', 'Everyone feels stagnant in the occupation (0.8502)', 'No encouragement is given for work performance (0.8917)', 'I am not able to produce good results in my present employment (0.8660)' and 'Resources are not enough to do the career effectively (0.9127) are the statements with highest factor loading under the dimensions namely, Work Load (F1), Lack of HRM (F2), Infrastructural Facilities (F3), Group Cohesiveness (F4), Role Conflict (F5), Role Stagnation (F6), Role Erosion (F7), Role Distance (F8), Role Ambiguity (F9) respectively. Hence, it is concluded that these are the identified dimensions (factors) which influence the occupational stress of the women teachers who are working in self-finance colleges in Thirunelveli district.

### Conclusion

The motivation, morale and occupational stress in the workplace are becoming a major concern for all teachers, owing to the occupational health and safety legislations requiring employers to practise 'duty of care' by providing teachers with safe working environments which also cover the psychological well-being of their staff. The reduction of occupational stress and to create motivation and morale will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress among the college teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress there can be increased education standard, decrease in absenteeism, increased enrolment, reduced drop-out rate, improved teachers morale, and decrease in compensation claim and reduction in workplace accidents. The most important benefit in reducing occupational stress is that it will promote a pleasurable work environment for all.

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