

Stress Management of Private College Teachers in Delta Region of Tamilnadu during Covid-19 Pandemic

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Abstract:

Stress can subvert the achievement of organizational goals, both for individuals and for organizations. Due to this competitive environment in every field of life and this competition generates stress among the human being it is clearly state that the healthy competition is must in this current scenario. Private college teachers are very much stress in their daily routine. The stress level can be reduced to a certain limit by providing the better working condition for the college teachers by the management. The main problems faced by the private college teachers is usage of the modern technology and been a technocrat. This research study helps to analysis the various level of stress among the private college teaches in delta region of tamilnadu during this pandemic situation. The study also aims to know the various factors to reduce the stress level among the private college teachers. Their experience of stressful life at workplace is to a large extent affected by the working condition, the college teacher has to get the support from the co peers and also they receive from the Supreme authority in the workplace. From this study private college teachers have to adopt the strategies for overcoming the stressful life in the work life. To find out the opinion about teaching and handling students in this pandemic situation, to find out techniques applied by the College teachers for managing stress. The college teachers cannot avoid stress they have to learnhow to manage the stress life in their work life.

Keywords : Stress Management; Private College Teachers; Covid Pandemic; Occupational Stress; Job Satisfaction; Digital Platform.

Introduction:

The private college teachers are very much stress during the time of the covid-19 pandemic situation by preparing e- notes power point presentation for the students. Teachers are trying to make their best because they want to their students to perform well. Another most important problems faced by the private college teachers is the reduction of salary and most of the institutions are not paying the payment on the right time. During the reopening time of the children they are stress and they don't how to handle the situation. The college teachers has face challenges during this pandemic situation they are very much stress for handling the professional life and to meet the home expenses.

Private college teachers desire to participate in the educational process or any extra work allotted depends on the stress experienced by them in their working environment. Faculty Involvement in Academic is very essential for the achievement of institutional goals. If a Teacher is able to manage the stress level, faculty member will get actively involved in the academic activities of the institute. The faculty is the important element in the field of education so it is necessary to provide the better working conditions it helps to reduce the stress level of Teachers , so that the Teachers will be proactive and the will do their work efficiently and effectively. Apart from the issues of academic side it is very flexible and diverse to work, to analysis the different levels of learners, different aspects on career orientation, multi-skill development courses and involvement in updating the curriculum, the teachers are also gauged under the Teaching, Experiential Learning and Evaluation.

The internet plays avital role in the teaching field during this pandemic situation. The e-learning improve the learning process and many of the research studies find out that the e-learning techniques improve the conceptual skills of the learners and it also help to increase the cognitive capacity of the students particularly in the higher education. Moreover there are being immense opportunity to increase the demand of online teaching. The private college teachers who are not expertise in the computer literacy they are ready to start to use and train the students through internet facilities. In the current situation, there is randomizing changes in the Online teaching System. Some of the college teachers are given training related how to utilize the internet facilities how to teach the student very interactive. Some of the college teachers are interested to teach the class through using various free application like Zoom, Google Classroom, Google Meet etc.

Majority of the private college teachers are not aware about the usage of the free application and even they don't know how to handle the class through using technology. During this pandemic situation the Government of Tamilnadu declared that all the school and colleges are closed and also announced the educational institution can conducted online class for the higher education sector. It is found out that it is very much difficult for expertise faculty who are aged and also by some of the visiting faculty. They are worried about how to handle the class with the technology. Most of the faculty is worried and they became stress how to handle the current situation. By practicing the usage of technology they became expertise and the educational institution conduct webinars by using the technology.

Factors for Stress of Private College Teachers:

The following factors for stress amongst the private college teachers:

- Heavy workload by preparing e-notes and power point presentation for handling the classes
- Having little control or influence in taking decisions and fear of handling classes through online media.
- Disagreement with the peer faculty for the class adjustment or any other reason
- Mismanagement from the superior authority.
- The management is not considering the faculty as a human being they are not making the payment at the needed time and they also reduce the payment. Lack of interest or fulfillment in the work
- Lack of belief in the objectives of the organization
- They have the fear of job insecurity and also felt that they will lose their job.
- Struggling to handle the class in a best and interactive way.

Statement of the Problem:

Through online teaching the teachers have control but they are not fully satisfied with their home. The teachers have to give proper training for conducting a interactive classes, seminars, assignment, Workshops, conducting internal assessment through Googleforms etc. Individual factors like financial problems, family issues etc. creates stress and will lead to increase the stress level of the college teachers it will affect the performance of college teachers .These problems may lead to absenteeism, mental illness etc. If the college teachers are workload and if they are not able to manage the stress the college teachers will decide to quit the profession. Stress shows that the thought frustrating skills and individual efficiency, effectiveness and even it proves the level of dissatisfaction of the college teachers. The research attempts to find out the solution to reduce the stress among the college teachers.

Though the occupational stress creates a negative impact on the teachers mentally and physically and it will ultimately affect the performance of the teachers. There are various factors that can lead to occupational stress including the stress using the modern technology, increasing work pressure, lack of confidence using the online facilities, lack of update technology .frustration, various forms of work harassment, conflict with the co peers.

Objective of the Study:

- To study various stress level of the private college teachers in delta region of Tamilnadu.
- To detect the factors that increases the stress level of the private college teachers in delta region of Tamilnadu.
- To investigate the Stressors and their impact upon the work life of the private college teachers.
- To recommend suitable measures such as behavioral coping, problem based coping, emotion focused coping and virtual learning method of coping to improve the academic performance and personal fulfilment of private college teachers.

Related Study:

Many parents experienced unstructured task transmission by teachers and a lack of teacher feedback (Wildemann&Hosenfeld, 2020), whereas teachers struggled with keeping their relationships to their students and missed advice and support from their schools (Goetz, 2020). Presumably, the gap in students' achievement between families of high and low socioeconomic status will be widened due to differences in material and educational resources, living space, or availability of time, when children were taught at home (Anger &Plünnecke, 2020; Bol, 2020).

According to the research (Quezada, Talbot & Quezada-Parker, 2020), little is known about factors that contributed to difficulties of teachers to ensure continuation of instruction, when most teaching was conducted from home. For example, schools and teachers became increasingly dependent

on digital tools for both teaching and communication processes. Whereas for some teachers, using the internet, communicating via social-media channels or using video-conference tools did not pose a real problem, other teachers might experience remote teaching as a burden.

In a survey conducted in Germany between the 2nd and the 14th of April 2020, (Eickelmann and Drossel, 2020) revealed that on average only 33 % of N = 310 teachers felt well prepared for remote teaching, with teachers serving in the highest track of secondary school (Gymnasium) feeling more prepared than those teaching in lower tracks of secondary school or in primary school. The authors explain the difference between the school tracks as a result of differences in supply with hardware and knowledge in software between students of different tracks, with primary-school students being the least skilled and worst equipped groups of students. Furthermore, 34 % of the teachers in this survey experienced the new situation as a burden, whereas 36 % of the teachers indicated that they benefitted from remote teaching.

The research study (Gnanadevan and Ganapathi, 2016) was conducted to analysis the changing educational system in the current scenario has influenced the important role of faculty members and their responsibilities in the educational sector, teaching activities at higher educational institutions. As a result, the faculty member may face stress in their daily life through the routine work and non work with stressfulness, ultimately lowering down their psychological feeling the well being. The overload, work ambiguity and workplace conflict have positive and there is a significant impact on the level of job stress among the faculty members working in private arts and science colleges, while, the organizational support and peer support have negative impact and there is a significant impact on the level of job stress among the faculty members working in private arts and science colleges. The private arts and science colleges should strongly consider the faculty members' goals and values and the private colleges should be willing to help faculty members if they need a special favor and must provide adequate information or advice to the faculty members for performing their work efficiently and effectively in a proper manner.

Still do not know much about the psychological factors that account for the differences in teachers' experiences of remote teaching and their actual teaching behavior. For example, it is unclear why and how some teachers maintained daily contact to and relationships with students and parents during the lockdown, whereas others made contact to their students and parents only once a week, or why some teachers mastered digital technologies, whereas others experienced discomfort.

Method of Study:

The study is descriptive in nature and hence designed as an empirical one based on the survey method. Several issues relating to the main aspects of the study had been discussed in detail with experts, researchers and senior college teachers.

The problems faced by the private college teachers in south India during the time of pandemic situation are closely observed. The socio- economic conditions, finance problems, medical and health, consumption pattern etc. were taken as the indicators. The study is primarily based on the primary data, which was collected from the private college teachers.

The study is based on both primary and secondary data. Primary data were collected using structured questionnaire. The sources of secondary data Review the publications and annual reports of India. Both primary and secondary sources of data are collected for the study. Primary data has been collected by distributing the structured questionnaire to the private college teachers. To develop a suitable method for the study and to prepare a conceptual framework for the study, the secondary data were immensely helpful, For these purposes, various secondary sources like books and periodicals, research articles, seminar reports, newspapers, study reports of expert committees, departmental publications, plan documents, unpublished dissertations, etc. were surveyed.

The population is the private college teachers in the Study Districts for primary data collection, three districts- Thanjavur, Thiruvarur and Nagapatinam were selected from the delta region of tamilnadu. The Sample size is 150 samples. From the selected private college teachers from the district of Thanjavur, Thiruvarur and Nagapatinam were selected using stratified random sampling. Corresponding to the percentage distribution of private college teachers.

Scope & importance of the Study:

This research study of the stress management depends on the faculty and from the management part. Because the stress may be related to work culture, family, decision to be taken about the future of the students etc. the faculty may become stress. Stress is both physically and mental. It is caused by major life events such as disturbance of the mind of the faculty, change in responsibilities or

expectation at work and job promotion or demotion, and also the changes in the organization. The educational institution ensure healthy and safety for the better the working conditions.

Stress underlies such diverse conditions as psychosomatic, heart diseases and can be a major contributor to disturbances in one's emotional, social, company and family life. It inhibits creativity and personal effectiveness and exhibits itself in a general dissatisfaction; there is great impact in private college teachers that end up with stress. Thus an attempt is made to assess the various dimensions of stress among private college teachers.

Therefore the present study has been conducted to know the opinion of the private college teachers about the problems faced by them during the pandemic situation.

Limitations of the Study:

The important limitations of the study were the following:

- Though the teaching sector occupies an important place in delta of tamilnadu economy, data for the study were collected from samples from three districts only.
- Literature available on the topic is limited.
- Out of the fear, most of the private college teachers were reluctant to provide information about their problems and stress level.

Discussion & Recommendations:

- Female teachers have to be motivated to be in teaching field.
- The college authority has to inspire the teachers to work with online teaching equipment's.
- The private college authorities have to conduct the awareness programme's about the advantages and disadvantages of having online classes.
- The teachers are to be trained to use all teaching application software's.
- When the college teacher's uses software like Google classroom and other application for sending assignments and note .If there is any problems, teachers can make it has a proof for the submission of assignment and also sending notes.

Conclusion:

The research study attempts to find out the stress level of the private college teachers during the pandemic situation. Across the global, the Government decides to close all the educational institution until it comes under control of spreading Corona Diseases. In March, 2020 the Honourable Prime Minister of India announced that the educational institutes are going to be closed for meanwhile. All university exams were also postponed to a future date. By the month of July 2020, the educational institutes and the Government decide to start the online class by using the online teaching software's. The Educational institute give instruction to the faculty how the online class should be conduct and which are the popular online teaching tools available. From the study it is clear that majority of the teachers are using Zoom and Google platforms. Some institute purchases the package of the online platform for using the software. They have to pay for the services rendered by the company. There are some teachers who are not technocrat they find difficult in using the online platforms. Some freelance companies conducts online webinar and paid class for giving awareness about the usage and benefits of using online platforms.

The main disadvantage of Zoom is there is time limit for the class but in Google Meet no time limit the number of participants is restriction to 100 participants. The faculty are using Google classroom for sending notes and assignments some faculty notes study materials through Whatapp Class Group. There is a positive correlation with the online teaching application software used for taking online class with satisfaction level of the teachers as well as the students. The stress level of the faculty is increased during this pandemic situation because they have to prepare the online materials like supporting documents, Powerpoint presentations. The other main challenges faced by the faculty's Salary was not paid by many private colleges and then later the management decides to provide afterwards. Some Universities conduct exams through online modes. The teacher and the students are highly satisfied with the online teaching platforms.

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