Job Stress of Government Medical College Teachers in Tiruchirappalli District

N. Senthamil Selvamurugan
Assistant Professor, Department of Management
Christhuraj College, Panchapur, Trichy, Tamil Nadu, India

Abstract
Purpose: This study examines the level of job stress among government medical college teachers in Tiruchirappalli District and analyzes the relationship between selected socio-demographic variables and job stress.
Methodology: An institution-based cross-sectional survey was conducted among 50 teachers from a government medical college using a structured questionnaire and the Work Stress Scale (WTS). Data were analysed using percentage analysis, t-test, chi-square test, and one-way ANOVA.
Results: The findings revealed that 24% of teachers were highly satisfied, 38% were satisfied, and 38% were dissatisfied with their workload. No statistically significant differences in job stress were observed across sex, age, educational qualifications, or teaching experience.
Conclusion: Job stress among medical college teachers is primarily influenced by institutional and workload-related factors rather than demographic characteristics.
Future Research Directions: Further studies should adopt larger multi-institutional samples and qualitative approaches to better understand the dynamics of occupational stress among medical educators.
Keywords: Job Stress, Medical College Teachers, Occupational Stress, Workload Satisfaction, Socio-Demographic Factors, Higher Education Institutions.

Introduction

Job stress has become a critical occupational issue in higher education, particularly in medical institutions where academic responsibilities coexist with clinical, administrative, and research demands. Teaching is widely recognised as a highly stressful profession due to workload, role conflict, and organisational pressures (Kyriacou, 2001; Maslach et al., 2001).

Previous studies have demonstrated that occupational stress negatively affects job satisfaction, professional effectiveness, and mental well-being among teachers (Maslach et al., 2001; Sharma & Jyoti, 2009). In higher education, increasing institutional expectations and administrative responsibilities further intensify stress (Cooper et al., 2001; Kyriacou, 2015).

While substantial research exists on stress among school and general college teachers, empirical evidence focusing specifically on government medical college teachers in India remains limited. This gap is significant, as medical educators face unique professional pressures. The present study addresses this gap by analysing job stress among government medical college teachers in Tiruchirappalli District and examining the influence of socio-demographic variables.

Review of Literature

Teaching has consistently been identified as one of the most stressful service professions because of sustained emotional and cognitive demands (Greenglass & Burke, 2003). Kyriacou (2001, 2015) reported that prolonged occupational stress adversely affects teachers' psychological health and job performance.

Indian studies indicate that institutional climate, workload, and administrative pressure are stronger determinants of stress than demographic factors such as age and experience (Lath, 2010; Reddy & Poornima, 2009). Sapna and Prakash (2013) observed moderate to high stress levels among engineering college teachers, attributing stress primarily to workload and organisational factors.

Research also highlights gender-specific stressors, particularly among female teachers experiencing role overload and work–family imbalance (Pervez & Hanif, 2003). In the healthcare education context, medical teachers report higher stress due to professional responsibility and time pressure (Bhatia & Tandon, 2005; Singh & Kumar, 2015).

Despite these contributions, district-level studies focusing on government medical college teachers are scarce. This study aims to bridge this empirical gap.

Material and Method

This study adopted an empirical research design based on a survey method. A sample of 50 teachers from a government medical college in the Tiruchirappalli District was selected using convenience sampling.

Primary data were collected using a structured questionnaire comprising sociodemographic details and job stress indicators measured using the Work Stress Scale (WTS). Data were analysed using percentage analysis, t-test, chi-square test, and one-way ANOVA. This methodological approach aligns with prior occupational stress research (Cooper et al., 2001; Kyriacou, 2015).

Objectives of the Study

1. To determine the level of job stress of college teachers with respect to age, sex, educational qualification, salary level, and satisfaction level of the teachers.
2. To know whether there is a significant difference in job stress between sex of teachers
3. To determine whether there is a significant difference in job stress between the educational levels of college teachers.

Research Hypotheses

The following research hypothesis were formulated to direct the study.

Hypothesis - 1

There was no significant difference between the sex of the college teachers and job stress.

Hypothesis - 2

There was no significant difference between the educational qualifications of college teachers and job stress.

Hypothesis – 3

There was no significant difference between the age of the college teachers and job stress.

Hypothesis – 4

There was no significant difference between the experience of the college teacher and their job stress.

Methodology

This study is empirical and based on the survey method. The use of convenience sampling and a limited sample size may restrict the generalisability of the findings.

Sample Design

Out of total one college, one in Govt College - I have selected it The total size of the sample is 50 respondents.

Tools of Data Collection

A well-designed questionnaire was used to collect data from the different colleges. The questionnaire consists of two parts :-
- The first part of the questionnaire was containing information of the respondents regarding Gender, Age, Educational Qualification, Experience (in years) – Monthly income
- The second part of the questionnaire contained questions regarding the job stress of college teachers.

In this section, I propose five factors (to seek the opinion of college teachers) which may impact the level of job stress of college teachers. They are satisfied with the workload assigned to them. Stress

level by means of teaching classes allotted to them on a given day. The relationship of the teachers with the principal, HOD, Colleague,.Treatment of students regarding their studies, ways to reduce stress, and grievance handling in their college.

Statistical Techniques

I have used four types of analysis in the present study.

Percentage Analysis

To determine the characteristic features of the sample, I used percentage analysis.

Chi –Square Analysis

To test the framed hypothesis, I used chi – square analysis.

T – Test

To test the framed hypothesis, I used t – test analysis.

One way Anova

To test the framed hypothesis, I used one way ANOVA analysis.

Area of the Study

The present study covered the college teachers of only one govt medical college in Tiruchirappalli city

Analysis and Interpretation

The analysis and interpretation are divided into the following two parts.

Analysis of Percentage

Table 1 Sample Respondents According to their Sex

Particulars	No. of Respondents	Percentage
Male	34	68
Female	16	32
Total	50	100

Source:- Primary data

From the table, it is clear that, 68-percent of the respondents are male. 32 percent of the respondents, 32% were female. It is concluded that the majority of the respondents were male.

Table 2 Sample Respondents According to their Age

Particulars	No. of Respondents	Percentage
Below 30 yrs	13	26
31 to 40yrs	29	58
Above 50yrs	8	16
Total	50	100

Source:- Primary data

From the table, it is clear that, 58 percent of the respondents belong to the age group of 31 to 40 years. Only 16 percent of the respondents were above 50 years of age. It is concluded that the majority of the respondents were in the age group of 31 to 40 years.

Table 3 Sample Respondents According to their Educational Qualification

Particulars	No.of Respondents	Percentage
M.D/M.S	25	50
D.M/M.Ch	25	50
Total	50	100

Source:- Primary data

From the table, it is clear that 50 percent of the respondents have the educational qualification of M.D/M.S. and 50 percent of the respondents have the educational qualification of D.M/M.Ch. It is concluded that an equal percentage of the respondents had the same educational qualification level.

Table 4 Sample Respondents According to their Job Experience

Particulars	No. of Respondents	Percentage
Below 5yrs	15	30
5 to 10yrs	16	32
Above 10yrs	19	38
Total	50	100

Source:- Primary data

From the table, it is clear that 38 percent of the respondents have above 10 years of teaching experience, and 30 percent of the respondents have below 5 years of teaching experience. It is concluded that more than one-third of the respondents have more than 10 years of teaching experience.

Table 5 Sample Respondents According to their Salary Levels

Particulars	No. of Respondents	Percentage
Below Rs.50000	16	32
Rs.50000 to 75000	15	30
Above Rs.75000	19	38
Total	50	100

Source:- Primary data

From the table, it is clear that 38 percent of the respondents earn a salary below Rs.50000, and 30 percent of the respondents earn a salary between Rs.50000 and Rs.75000. It is concluded that more than one –third of the respondents earn a salary level of above Rs.75000.

Table 6 Sample Respondents Satisfaction According to their Workload Assignment

Particulars	No. of Respondents	Percentage
Highly satisfied	12	24
Satisfied	19	38
Dissatisfied	19	38
Total	50	100

Source:- Primary data

From the table, it is clear that the satisfied and dissatisfied respondents are equal in percentage (38 percentage). Only 24 percent of the respondents were highly satisfied according to their workload assignments. The findings support the argument that organisational and workload factors play a more decisive role than demographic variables in determining stress (Maslach et al., 2001; Sharma & Jyoti, 2009).

Table 7 Sample Respondents According to their Stress to Attend all the Classes

Particulars	No. of Respondents	Percentage
Yes	23	46
No	27	54
Total	50	100
Total	50	100

Source:- Primary data

From the table, it is clear that 54 percent of the respondents are not stressed according to their classes allotted to them on a given day. Only 46 percent of them are stressed according to the classes allotted to them on a given day. It is concluded that more than 50 percent of the respondents are not stressed.

Table 8 Sample Respondents According to their Relationship of the College Teacher with the Principal, HOD and Colleagues

Statements	Satisfied	Average	Dissatisfied
Relationship with principal	12 (24%)	21(42%)	17(34%)
Relationship with HOD	13(26%)	21(42%)	16(32%)
Relationship with colleagues	14(28%)	20(40%)	16(32%)
Total	50	100	

Source:- Primary data

From the table, it is clear that 28 percent of the respondents are satisfied with their relationship with colleagues. 26 percent of the respondents were satisfied with their relationship with the HOD. 24 percent of the respondents were satisfied with their relationship with the principal. The average satisfaction was approximately 42 percent. The dissatisfaction rate was approximately 32 percent. It is concluded that not more than 28 percent of the respondents are satisfied with the principal, the HOD, and the colleagues.

Table 9 Sample Respondents According to their behavior of the Teachers Regarding their Students Studies

Particulars	No. of Respondents	Percentage
Friendly	17	34
Strict	17	34
Normal	16	32
Total	50	100

Source: Primary data

From the table, it is clear that, 34 percent of the respondents treat their students friendly and strictly respectively. The remaining 32 percent of the respondents treat their students normal.

Table 10 Sample Respondents According to the College's Training to Manage or Reduce the Stress

Particulars	No. of Respondents	Percentage
Yes	22	44
No	28	56
Total	50	100

Source: Primary data.

From the table, it is clear that 56 percent of the respondents did not accept the opinion about the college's training given to manage or reduce stress. 44 percent of the respondents accepted the opinion about the college training given to manage or reduce stress. It is concluded that, majority of the respondents did not accept opinion about the college's training given to manage or reduce stress.

Table 11 Sample Respondents following some Methods to Reduce the Stress

Particulars	No. of Respondents	Percentage
Meditation	18	36
Arrange tourism	16	32
Counseling	16	32
Total	50	100

Source:- Primary data

From the table, it is clear that, 36 percent of the respondents following meditation to reduce the stress. The remaining 32, follows Arrange tourism and counseling respectively.

Table 12 Sample Respondents feeling about the Grievance Handling in their College

Particulars	No. of Respondents	Percentage
Excellent	12	24
Average	8	16
Good	17	34
Poor	13	26
Total	50	100

Source:- Primary data

From the table, it is clear that 34 percent of the respondents accept that their grievance handling system in this college is good. 16 percent of the respondents accepted that their grievance handling system in this college is average. It is concluded that the majority of the respondents accept the grievance-handling system.

Table 13 t-test

Q8iii	n	Mean	S.D	Statistical inference
Male	34	2.06	0.776	t=0.246 Df=48 0.807>0.05 Not Significant
Female	16	2.00	0.816	

A t-test was conducted to determine the difference between the gender of the respondents regarding the relationship with the mean HOD, principal, and colleague. The mean value of male respondents was 2.06. The value for female respondents was 2.00.

The mean value for male respondents was higher than that for female respondents. Therefore, male respondents had high job stress. Female respondents had low job stress.

Table 14 t-test

Q12	n	Mean	S.D	Statistical inference
Male	34	2.68	1.093	t=0.514 Df=48 0.609>0.05 Not Significant
Female	16	2.50	1.211	

A t-test was conducted to determine the difference between the respondents' gender regarding their grievance handling system in their college and their job stress. The mean value of male respondents is 2.68. The mean value of female respondents is 2.50. The mean value of male respondents is higher than that of female respondents, indicating that male respondents experience higher job stress than female respondents.

Table 15 t-test

Q12	n	Mean	S.D	Statistical inference
M.D/ M.S	25	2.44	1.121	t=1.137 Df=48 0.261>0.05 Not Significant
D.M/M. Ch	25	2.80	1.118	

A t-test was conducted to determine the difference between the respondents' educational qualifications and their job stress. The mean value of M.D/ M.S degree holders is 2.44. The mean value of D.M/M.ch degree holders is 2.80. The mean value of M.D/M.S. degree holders is lower than the D.M/M.Ch degree holders.

Therefore, D.M/M.Ch. degree holders have higher job stress than M.D. /M.S. degree holders.

Table 16 Oneway ANOVA

Q8i	n	Mean	S.D	SS	Df	MS	Statistical inference
Between Groups				0.567	2	0.283	f=0.477 0.624> 0.05 Not Significant
Below 5yrs	15	2.07	.884				
5 to 10yrs	16	2.25	.683				
Above 10yrs	19	2.00	.745				
Within Groups				27.933	47	0.594	

ONE WAY ANOVA – test (Q81) ANOVA of variance results for the relationship of the respondents with the principal.

Table

To find out the relationship of the respondent with the principal. One way anova was carried out, while taking a look with the mean value, the teachers having below 5 years of experience has the mean value of 2.07. Teachers with 5–10years of experience had a mean value of 2.25. Teachers with more than 10 years of experience had a mean value of 2.00. Teachers with a mean value of 2.25 have high job stress. Teachers with a mean value of 2.00 had low job stress.

One Way Anova (Q12)

ANOVA of variance results for grievance handling system followed by the college regarding the respondents.

One-way ANOVA was carried out, and the mean value of teachers with below 5 years of teaching experience was 2.53. The mean value for respondents with 5–10years of experience was 2.56, and for those with more than 10 years of experience, it was 2.74.

Table 17 Oneway ANOVA

Q12	n	Mean	S.D	SS	Df	MS	Statistical inference
Between Groups				0.425	2	0.212	f=0.477 0.624> 0.05 Not Significant
Below 5yrs	15	2.53	1.125				
5 to 10yrs	16	2.56	1.031				
Above 10yrs	19	2.74	1.240				
Within Groups				61.355	47	1.305	

Teachers had high job stress with a mean value of 2.74. Teachers with a mean value of 2.53 had low job stress.

1. The survey showed that 68 percent of the respondents were male. Of the respondents, 32 percent were female.
2. 58 percent of the respondents were in the age group of 31 to 40 years. Only 16 percent of the respondents are in the age group of above 50 years
3. An equal percentage of respondents (50 percent each) had the educational qualifications of M.D/ M.S and D.M/M.Ch.
4. 38 percent of the respondents are above 10 years of teaching experience. only 30 percent of the respondents are having below 5 years of teaching experience
5. 38 percent of the respondents earned a salary above Rs.75000. Thirty percent of the respondents earned a salary between Rs.50000 and 75000.
6. An equal percentage of respondents (38 percent) were satisfied and dissatisfied, respectively.
7. Only 24 percent of the respondents had high satisfaction with the workload assigned to them.
8. 54 percentage of the respondents do not find any stress to attend all the classes allotted to them on a given day. Only 46 percent of the respondents find stress to attend all the classes
9. Nearly about 42 percent of the teachers are having average satisfaction with the principal, HOD and colleagues, nearly about 28 percent of the teachers are having satisfaction. Only 17 percent of the teachers were dissatisfied.

Table 18 Chi-square Test

Q2	Q10			Statistical inference
	Yes	No	Total	
Below 30yrs	5 (22.7%)	8 (28.6%)	13 (26%)	$X2=0.514$ Df=2 0.773>0.05 Not Significant
31 to 40yrs	14 (63.6%)	15 (53.6%)	29 (58%)	
Above 50yrs	3 (13.6%)	5 (17.9%)	8 (16%)	
Total	22 (100%)	28 (100%)	50 (100%)	

Chi-square test to find out the association between the age, of the respondents and the training given by the college to reduce (or) manage the job stress.

The chi-square test was used to determine the association between the age of the respondents and the training given by the college to reduce or manage job stress.

Ho: There is no significant association and the training given by the college to reduce or manage job stress. Out of 50 respondents, 5 accepted the statement, 8 rejected the statement regarding the age group of below 30 years. In the age group of 31 to 40 years, out of 50 respondents – 14 of them accepts the statement, 15 of them rejects the statements, out of 50 respondent, In the age group of above 50 years, 3 of them accepts the statements, 5 of them rejects the statement.

Table 19 Chi-square Test

Q2	Q7			Statistical inference
	Yes	No	Total	
Below 30yrs	2 (8.7%)	11 (40.7%)	13 (26%)	$X2=0.514$ Df=2 0.773>0.05 Not Significant
31 to 40yrs	16 (69.6%)	13 (48.1%)	29 (58%)	
Above 50yrs	5 (21.7%)	3 (11.1%)	8 (16%)	
Total	23 (100%)	27 (100%)	50 (100%)	

Chi-square test to determine the association between the age of the respondents and the allotment of classes.

The chi-square test was used to determine the association between the age of the respondents and the allotment of classes.

Ho:- There is no significant association between the age of the respondents and the allotment of classes.

Of the 50 respondents, 13 were below 30 years, 2 of them accepted the statement and 11 rejected it. In the age group of 31 to 40 years, are 29 respondents – 16 of them accepts the statement and 13 of them rejects the statement. Among the respondents above 50 years of 8 respondents, five accepted the statements and 3 them rejected the statements.

Findings

The analysis indicates that workload satisfaction varies considerably among teachers, with equal proportions reporting satisfaction and dissatisfaction. Statistical tests reveal no significant differences in job stress across gender, age, educational qualification, or teaching experience.

Overall, the findings suggest that organisational and workload-related factors exert a stronger influence on job stress than individual demographic characteristics, consistent with previous studies (Maslach et al., 2001; Sharma & Jyoti, 2009).

Suggestions

Institutions should implement structured stress-management and wellness programs for medical college teachers.

Periodic counselling services and workload redistribution mechanisms may help reduce occupational stress.

Training programs that promote work–life balance should be encouraged within medical institutions.

Conclusion

The study concludes that job stress among government medical college teachers is primarily shaped by institutional and workload-related factors rather than socio-demographic variables. Although stress levels varied among individuals, no significant differences were observed across age, gender, qualifications, or experience. Addressing occupational stress through institutional

interventions can enhance teacher well-being and academic effectiveness.

Future Research Directions

Future research may:
- Extend the study across multiple government and private medical colleges.
- Employ longitudinal designs to examine stress variations over time.
- Incorporate qualitative methods to explore personal and organisational stressors in greater depth.

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Questionnaire

1. Gender
a) Male   b) Female

2. Age
a) Below 30   b) 31-40 yrs   c) above 50 yrs

3. Educational Qualification
a) M.D/M.S   b) D.M/M.ch

4. Experience (in years)
a) Below 5 yrs   b) 5-10 yrs   c) Above 10 yrs

5. Monthly Income
a) Rs. 50000   b) Rs.50000 to Rs. 75,000
c) Rs. Above 75,000

6. Are you satisfied with the work load assigned to you.
a) Highly satisfied b) Satisfied   c) Dissatisfied

7. Do you find any stress to attend all the classes allotted to you on a given day.
a) Yes   b) No

8. How would you rate the relationship with the following people in the context of stress by the college teacher.
(i) Principal
a) Satisfied   b) Average   c) Dissatisfied

(ii) HOD

a) Satisfied   b) Average   c) Dissatisfied

(iii) Colleague

a) Satisfied   b) Average   c) Dissatisfied

9. How do you treat as your students about their studies generally

a) Friendly   b) strict   c) Normal

10. Does the college gives a proper training to manage or reduce the stress.

a) yes   b) No

11. If yes how to reduce the stress

a) Medidation   b) Arrange tourism c) counselling

12. How do you feel about the grievance handling in your college

a) Excellent   b) Average   c) Good

d) Poor

Author Details

N. Senthamil Selvamurugan, *Assistant Professor, Department of Management, Christhuraj College, Panchapur, Trichy, Tamil Nadu, India,* **Email ID***: Senthamilmurugan6@gmail.com*