

Unraveling The Impact Of Job Stress On Educator Performance: A Look Inside Government Colleges In Kerala

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Abstract

This study investigates the intricate relationship between job stress and educator performance within the context of government colleges in Kerala, India. With the increasing demands and challenges faced by educators in the modern education system, understanding the impact of job-related stressors on their performance is essential for educational institutions and policymakers. The research employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to comprehensively analyse the experiences and perceptions of educators in government colleges in Kerala. The study delves into the sources and manifestations of job stress, examining how various factors, including workload, administrative pressures, and interpersonal dynamics, contribute to educator's stress levels. Furthermore, this research explores the consequences of job stress on educator performance, encompassing teaching effectiveness, job satisfaction, burnout, and overall well-being. By employing both objective performance indicators and subjective self-assessments, the study aims to provide a holistic understanding of the multifaceted effects of job stress on educators. The findings of this study are expected to shed light on the specific challenges faced by educators in government colleges in Kerala, offering valuable insights for educational policymakers and administrators. Ultimately, the research aims to inform the development of targeted interventions and support mechanisms to alleviate job stress and enhance educator performance, thereby contributing to the overall quality of education in the region.

Keywords: Job Stress, Educator Performance, faculty performance, Government Colleges, Workload, Administrative Pressure, Teaching Effectiveness

INTRODUCTION

In the heart of Kerala, renowned as a hub of educational zeal within India, lies a network of government colleges, each a microcosm of cultural richness and intellectual pursuit. These institutions, set against the state's lush backdrops, are not just academic centres but are pivotal in shaping society's socio-economic and cultural spectra. However, beneath this vibrant academic life lurks the shadow of job stress, which potentially corrodes the quality of education and the well-being of the faculty. This phenomenon, though universal, has distinct implications in the context of Kerala, making it crucial to explore and address it within its unique framework.

The narrative of job stress among educators in Kerala's government colleges is a complex tapestry woven with high societal expectations, the pursuit of academic excellence, administrative pressures, and the innate challenges of public sector education systems. These educators stand at the crossroads of tradition and modernity, grappling with the pressure to uphold educational standards while navigating infrastructural constraints and rapidly evolving pedagogical paradigms.

This article takes a nuanced dive into this intricate milieu, seeking to unravel how job stress manifests among government college faculties in Kerala and how it impacts their teaching performance, thereby affecting the holistic educational ecosystem. We explore the specific stressors accentuated by Kerala's unique socio-cultural

dynamics and education, such as the state's elevated literacy rates, societal reverence for education, and the government's role in educational institutions.

Further, the discussion extends beyond identifying stress patterns and examining their tangible impacts on classroom engagement, teaching methodologies, and educator-student rapport. It draws on a blend of empirical evidence, psychological insights, and local narratives to offer a multifaceted perspective. The article also ventures into the personal realms of educators, highlighting poignant stories of resilience amidst adversity.

However, the exploration is not just diagnostic but also solution-oriented. It invites dialogue on practical, culturally sensitive interventions, whether through policy reform, institutional support mechanisms, or personal stress management strategies pertinent to Kerala's context. Through this, it advocates for a balanced ecosystem where educators' mental and emotional well-being is prioritized as the cornerstone for sustaining academic excellence.

As we embark on this insightful journey, the purpose is twofold: to foster empathy and understanding about the silent struggles often overlooked in academic settings and to ignite collaborative efforts toward nurturing a healthier, more supportive educational environment in Kerala's government colleges. This commitment to change, rooted in local realities and global insights, is our beacon of hope for redefining teaching excellence amidst the challenges of job stress.

PROBLEM STATEMENT

The educational sector, particularly in government colleges in Kerala, India, is experiencing a critical paradigm shift. While these institutions are celebrated as cradles of cultural and intellectual excellence, they also confront multifaceted challenges, with faculty job stress surfacing as a predominant concern that jeopardizes educational quality and teaching effectiveness. Despite the high literacy rate and the community's profound respect for educational achievements in Kerala, there is a discernible gap in acknowledging and addressing the stressors that educators face. This neglect could have far-reaching consequences, not only affecting the educators' mental and emotional well-being but also potentially diminishing the quality of education and learning outcomes for students.

Several intrinsic and extrinsic stressors contribute to this burgeoning issue within Kerala's government colleges. Intrinsic factors include high self-expectations and the pressure of maintaining personal and professional development in fast-evolving academic disciplines. Extrinsic stressors range from administrative burdens, limited career growth opportunities, inadequate infrastructure, and resources to increased workload due to high student-teacher ratios. Moreover, societal expectations, the pressure to meet standardized performance metrics, and balancing the ever-evolving dynamics of student needs and institutional demands further escalate the stress levels.

Additionally, the cultural and social milieu of Kerala, characterized by its unique demographics, high societal expectations, and the transition from traditional to modern teaching paradigms, exacerbates these stress dimensions. These factors collectively impose psychological strain, leading to outcomes like reduced job satisfaction, burnout, impaired interpersonal relationships, and diminished classroom performance and student engagement.

Despite these evident implications, there is a paucity of extensive research focusing on the multifarious aspects of job stress among faculty in Kerala's government colleges. Existing studies have primarily concentrated on student performance metrics, with negligible focused discourse on educators' well-being as a determinant of educational quality. This research gap undermines the institutions' ability to formulate targeted, effective interventions and hampers the holistic understanding of the educational ecosystem.

This study seeks to bridge this critical gap by elucidating the underlying causes, manifestations, and repercussions of job stress on teaching performance among faculty members in Kerala's government colleges. It aims to foster a comprehensive understanding that will inform policy formulation, promote institutional support mechanisms, and enhance stress management interventions tailored to the unique cultural, social, and professional nuances of Kerala's educational landscape. By bringing educators' psychological well-being to the forefront, the research underscores its significance in nurturing academic excellence and shaping a resilient, thriving educational environment.

SIGNIFICANCE OF THE STUDY

The exploration of job stress among faculty in government colleges in Kerala, specifically its impact on teaching performance, holds substantial significance, resonating across various layers of the educational

system. This research's criticality stems from its focus on educators, the cornerstone of the educational framework, whose well-being is often overshadowed by the conventional emphasis on student outcomes and institutional performance.

Firstly, this study catalyzes change, spotlighting the human element within educational discourse. Educators, the architects of societal intellect and progress, face an array of stressors that, if unaddressed, could unravel the fabric of the educational system. By delving into the stress dynamics specific to the culturally and academically rich landscape of Kerala, the research underscores the need to view teaching not just as a profession but as a holistic human experience that directly influences future generations.

Moreover, the study stands as a crucial reference point for policymakers and institutional leaders. Understanding the nuances of job stress in government colleges allows for the design of informed, strategic interventions. These can range from organizational changes, like reducing administrative burdens and enhancing career development opportunities, to establishing support systems such as counselling services, stress management workshops, and peer support groups. These strategies, rooted in empirical evidence, can foster a more conducive work environment that, in turn, enhances educational quality.

For the educators themselves, this acknowledgment of their struggles is a step toward cultural change. It opens avenues for dialogue, reducing the stigma around expressing and addressing job-related stress. This cultural shift is imperative in a society where academic vigour is celebrated and educators are expected to be infallible beacons of knowledge, often at the cost of their mental health.

Furthermore, the implications of this research are far-reaching in terms of student outcomes. Educators who are less stressed are more capable of forming positive relationships with students, adopting innovative teaching practices, and enthusiastically contributing to a positive learning environment. Consequently, this emotional and intellectual investment can translate into better student engagement, understanding, and academic performance, nurturing a more empathetic, motivated, and intellectually curious generation.

In essence, this study is significant because it recognizes and aims to mitigate a fundamental issue at the heart of education. It serves as a voice for educators, advocates for systemic change, contributes to academic literature, and champions a shift toward a more empathetic, supportive educational environment where the well-being of those who shape minds is as paramount as the education they impart.

OBJECTIVES OF THE STUDY

1. To measure the levels of job stress experienced by educators in government colleges in Kerala
2. To evaluate the impact of job stress on professional performance
3. To provide actionable recommendations and strategies to mitigate job stress, enhance educator well-being, and improve overall excellence in government college settings.

REVIEW OF LITERATURE

- **Atif Jamal, Ayesha Chaudhry (2023):** Three distinct inventories were developed for data collection, focusing on various job stress indicators. The data were evaluated using univariate and multiple regression analyses. The findings revealed that an interconnected network of multiple indicators influences the job performance of academic staff and their leaders. Additionally, the academic success or failure of students is tied to the stress levels within the academic environment. While many indicators significantly impact job performance, subtle differences in stress levels exist between older, tenured, and senior staff compared to newer, temporary, and younger counterparts. The study recommends that universities should undertake assessments of stress levels among academic personnel and work towards reducing their frustration and disillusionment to manage the ongoing stress issues effectively.
- **Pincha, M. (2023):** The study discovered that job stress is influenced collectively by all three elements of employee performance. Additionally, it was observed that job stress diminishes as years of service increase. Nonetheless, proactive steps can be taken by management to mitigate this stress. By providing staff counselling, employees can learn strategies for stress reduction and thus resolve issues related to stress.
- **Oyeniran, K. G. (2023):** The research highlighted a high incidence of job stress among librarians within university libraries in South West Nigeria. Furthermore, the study determined a significant negative correlation between job stress and job performance, indicating that heightened job stress levels are indeed leading to a decline

in the performance of librarians in Nigerian university libraries. In light of these insights, it is recommended that library administrators frequently arrange conferences, workshops, seminars, and other kinds of training focusing on efficient stress management to enhance librarians' job performance. Additionally, it should be mandatory for librarians to participate in such educational programs.

- **Sucharitha, M. M., & Basha, M. S. A. (2020):** This study aimed to examine the effects of work-related stress on employee performance, selecting a representative sample size of 200 participants through a deliberate and straightforward random selection method. Data were gathered using questionnaires and focus group discussions. The results revealed that excessive stress significantly hampers the participants' output, with a common sentiment among them being that the pressure from leadership to enhance performance contributes to this undue stress.
- **Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020):** This study primarily aimed to explore the nature of work-related stress and its potential connection with the job performance among teachers in primary schools within the Boven Digoel district in Indonesia. In pursuit of this objective, a survey methodology was adopted involving the use of two distinct survey questionnaires. The research incorporated data from 352 primary school teachers, who were selected as samples through incidental sampling. Pearson's correlation analysis was employed for a statistical examination of the data. The analysis revealed a significant negative relationship between work-related stress and the job performance of the teachers in the Boven Digoel districts primary schools.
- **Joy, A. J., & Kumar, G. G. S. (2018):** Teachers are essential in influencing the future through education, but they also face many difficulties in their line of work, including stress. Stress at work can have a significant negative impact on educators' performance, well-being, and, eventually, the standard of education they deliver. To improve the educational environment, it is crucial to comprehend how job stress affects the effectiveness of educators in Kerala's government colleges. This study explores the intricacies of job stress and how it affects teachers' performance in Kerala's government colleges serving a diversified student body, Kerala's government colleges are essential establishments for post-secondary education.
- **Prasad, K. D. V., Vaidya, R., & Kumar, V. A. (2016):** Teachers at some colleges deal with a wide range of pressures that come from different angles, such as managing workloads, balancing work and personal life, receiving professional support, meeting the requirements of students, not having enough resources, and adjusting to changes in the educational system. According to the demographic profile of educators, the majority of them are women in the 35–45 age range, and a sizable fraction of them have doctorates. Survey and interview responses from educators reveal that, despite their training and expertise, many struggle with the widespread problem of work-related stress. Workplace stress has a complex and wide-ranging effect on teachers' performance. First of all, workplace stress causes delays, mistakes, and lower productivity by negatively affecting task completion and work quality. When under a lot of stress, educators find it difficult to prioritize duties and maintain the quality of their job. Workplace stress also impairs relationships with coworkers, making it more difficult to collaborate and communicate effectively on group projects. In stressful settings, educators find it difficult to think critically and come up with fresh ideas, which hinders their creativity and innovation.
- **Areekkuzhiyil, S. (2014):** Stress impedes one's ability to make decisions, causing uncertainty and haziness in important choices. The harmful impacts of job stress on educators' capacity to carry out their professional tasks effectively are highlighted by these performance-related aspects. Teachers utilize a range of coping strategies to control their stress levels, even in the face of the ubiquitous nature of work-related stress. The recommended strategies for managing stress at work include talking to superiors, taking regular breaks, redistributing tasks, and receiving external training. The effectiveness of different coping mechanisms can differ, though, which emphasizes the necessity of focused therapies to deal with the underlying causes of work-related stress. Interventions can be quite effective in reducing workplace stress and improving performance. The examples of these include mindfulness programs, professional development workshops, organizational policy changes, and support systems designed specifically for educators.

RESEARCH GAP

In the study titled, several research gaps can be identified. Firstly, there may be a need to investigate the unique contextual factors specific to government colleges in Kerala that contribute to job stress among educators and how these factors uniquely affect their performance. This would involve exploring the cultural, regional, and organizational aspects that make this context distinct from others. Secondly, while existing research may have focused predominantly on the short-term effects of job stress on educator performance, a research gap could exist

in understanding the long-term consequences. A more comprehensive examination of how sustained job stress impacts educators career trajectories, professional development, and overall well-being is warranted.

Furthermore, the literature may provide insights into the negative impact of job stress. However, there might be a gap in terms of effective interventions and solutions tailored to government colleges in Kerala. Research that investigates specific strategies, policies, and practices aimed at mitigating job stress and enhancing educator performance in this unique context is essential. Additionally, while existing studies may rely on quantitative data or administrative perspectives, a research gap could involve conducting qualitative research to capture the subjective experiences and perceptions of educators regarding job stress and its impact. Such qualitative insights can provide a deeper understanding of the personal and emotional aspects of job stress.

Moreover, conducting comparative studies, either across different states or regions in India or between government and private colleges within Kerala, could shed light on variations in job stress experiences and their impact on educator performance. Finally, adopting interdisciplinary approaches by incorporating insights from fields such as psychology, sociology, and organizational behavior could lead to a more comprehensive analysis of the complex relationship between job stress and educator performance, potentially revealing overlooked aspects that deserve attention. Addressing these research gaps can contribute significantly to a nuanced understanding of how job stress affects educators in government colleges in Kerala. It can also offer valuable guidance for interventions and policies to improve their performance and well-being in this specific educational context.

RESEARCH METHODOLOGY

- **Population and Sample:** This study will utilize a cross-sectional survey methodology to investigate the impact of technological modifications on job stress among teachers in government colleges in Kerala. The study population comprises faculty members working in government colleges within the state of Kerala. There are about 75 government colleges in Kerala, and the total number of teachers is 2860, according to a report on All Kerala Higher Education Survey 2020

As per the Glenn D method, a sample size of 338 faculty members was chosen for data collection with a 95 % Confidence Level and a 5% Margin of Error.

- **Sampling Technique:** Due to the known total population of government college teachers in Kerala, the study will employ simple random sampling method.
- **Data Collection:** Data collection will be executed through structured online surveys, promising anonymity to stimulate candid responses. The survey will incorporate several sections, encompassing demographic details, parameters for measuring perceived job stress, and inquiries aimed at evaluating the influence of job stress on the participants' professional performances.
- **Tools used:**
Descriptive statistics and Mean, ANOVA, Correlation and Chi-square

HYPOTHESES

H₁: There is a significant difference between educators' difficulties with student behavior and their sense of personal achievement and effectiveness in government colleges in Kerala.

H₂: There are significant differences in the impact of job stress on the performance of educators based on their years of teaching experience in government colleges in Kerala.

RESULTS AND DISCUSSION

DEMOGRAPHIC PROFILE:

Content	Factors	No of Respondents	Percentage (%)
Age	Below 25 years	27	7.9
	25 – 35 years	72	21.4
	35 – 45 years	154	45.7
	45 – 55 years	85	25

Gender	Male	139	41
	Female	199	59
Marital status	Married	202	59.6
	Unmarried	136	40.4
Experience	1 – 5 years	31	9
	6 – 10 years	185	54.8
	Above 11 years	122	36.2
Qualification			
	PG	108	31.03
	MPhil	64	18.9
	Doctorate	159	47
	Others	7	2.1

Table 1. Showing demographic profile

Interpretation: The Table offers a demographic overview of the sample group. It shows a balanced age distribution, with a significant presence in the 35-45 age group (45.7%) and 25-35 age group (21.4%). Females make up 59% of the sample, while 60% of participants are married. Regarding teaching experience, 54.8% have 6-10 years of experience, and 36.2% have over 11 years. In terms of qualifications, 47% hold doctorate degrees, 31% have postgraduate qualifications. This data provides a snapshot of the samples demographic profile, which can be used as a basis for further analysis or research.

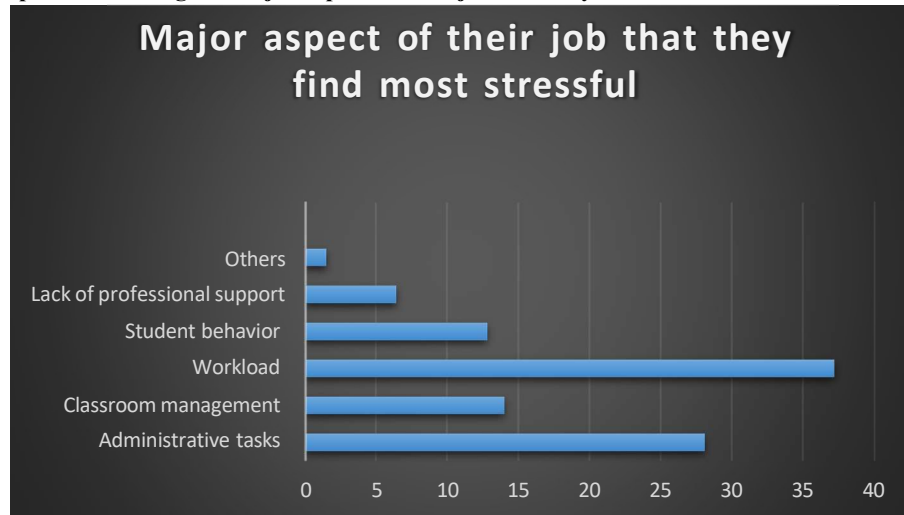
LEVELS OF JOB STRESS EXPERIENCED BY EDUCATORS IN GOVERNMENT COLLEGES IN KERALA

Table 2: Respondents acceptance on their levels of job stress experienced

S.no	Level of Job stress		SD %	D %	N %	A %	SA %
	Workload Management						
	I am not able to complete my work within the stipulated time.	%	0	0.9	36.8	46.5	15.8
		No of respondents	0	3	124	157	54
	I always feel tired even when I get enough sleep.	%	1.5	6.6	43.9	30.6	17.4
		No of respondents	5	22	148	104	59
	Work-Life Balance						
	I often think of my work even when I am at home.	%	0.6	20.8	23.9	54.1	0.6
		No of respondents	2	70	81	183	2
	I feel that my official assignments are more important than my personal interests.	%	21.2	49	25.5	2.8	1.5
		No of respondents	72	166	86	9	5
	Professional Support and Collaboration						
	I tend to have frequent arguments with superiors/colleagues.	%	3.2	9.0	14.3	43.9	29.6
		No of respondents	11	30	48	149	100

	I am avoiding conversation with colleagues.	%	2.1	7.5	15.4	45.4	29.8
		No of respondents	7	25	52	153	101
	Coping with Student Needs and Expectations						
	I feel irritated, nervous, angry, and tested while performing my duties.	%	18	23	35	18	6
		No of respondents	61	78	118	61	20
	I dread going to work.	%	14	28	22	22	14
		No of respondents	48	92	75	75	48
	Resources and Infrastructure						
	I am frequently thinking of quitting my job.	%	12.4	15.7	20.6	47.5	3.8
		No of respondents	42	53	70	160	13
	I have taken a number of days of leave due to severe stress.	%	13	16	22	44	5
		No of respondents	44	54	74	149	17
	Personal Achievement and Job Satisfaction						
	I feel dissatisfied with my job.	%	18.1	21.9	34	16.4	9.6
		No of respondents	61	74	115	55	33
	I am not doing my job in the best way.	%	11	15	21	44	9
		No of respondents	37	51	71	149	30
	Change and Adaptability						
	I rigidly apply rules without considering more creative solutions.	%	23	21	25	18	13
		No of respondents	78	71	84	61	44
	I automatically express a negative attitude.	%	21	20.5	34.4	15.1	9
		No of respondents	71	70	116	51	30

Interpretation: Table 2 highlights respondent' acceptance of their levels of job stress experienced across different dimensions. In Workload Management, a significant portion of respondents, 46.5%, agreed that they struggle to complete work on time, with 43.9% frequently feeling tired despite adequate sleep. In the Work-Life Balance category, 54.1% often think about work even at home, while 49% disagreed that their official duties outweigh personal interests. Concerning Professional Support and Collaboration, 43.9% often argue with colleagues, and 45.4% avoid conversations with them. Under Coping with Student Needs and Expectations, 35% felt frequently irritated and tested during duties, and 28% dreaded going to work. For Resources and Infrastructure, 47.5% frequently contemplate quitting their jobs, and 44% have taken leave due to stress. In terms of Personal Achievement and Job Satisfaction, 34% felt dissatisfied with their jobs, and 44% believed they weren't performing optimally. Lastly, in Change and Adaptability, 25% rigidly applied rules without creativity, and 34.4% automatically expressed a negative attitude. These findings indicate significant stress levels among respondents, particularly in workload management, professional support, and work-life balance.

Fig1: Respondents rating the major aspect of their job that they find most stressful

Interpretation: Most prominently, 37% of educators cite their workload as the primary cause of stress, suggesting an overwhelming number of tasks or the demanding nature of their duties. Following this, 28% of educators attribute their stress to administrative tasks, underscoring potential bureaucratic challenges or administrative burdens in their roles. Classroom management and student behavior are almost on par as sources of stress, with 14% and 13%, respectively. These figures indicate challenges in maintaining discipline, addressing diverse student needs, and ensuring a conducive learning environment. Meanwhile, only 6% feel that a lack of professional support contributes to their stress, which, while a smaller percentage, still indicates areas for institutional improvement. Lastly, a mere 2% of educators identify other reasons as their primary stressors, suggesting that most of the significant challenges faced by educators are covered in the listed categories.

Difficulties with student behaviour and their sense of personal achievement and effectiveness

H₀: There is no significant difference between educators' difficulties with student behavior and their sense of personal achievement and effectiveness in government colleges in Kerala.

H₁: There is a significant difference between educators' difficulties with student behavior and their sense of personal achievement and effectiveness in government colleges in Kerala.

ANOVA					
Difficulties with student behaviour					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.417	4	.604	2.212	.012
Within Groups	90.949	333	.273		
Total	93.366	337			

Interpretation: Since the value of $P < 0.05$, we reject the null hypothesis. Hence, there is a significant difference between educators' difficulties with student behavior and their sense of personal achievement and effectiveness in government colleges in Kerala.

IMPACT OF JOB STRESS ON PROFESSIONAL PERFORMANCE

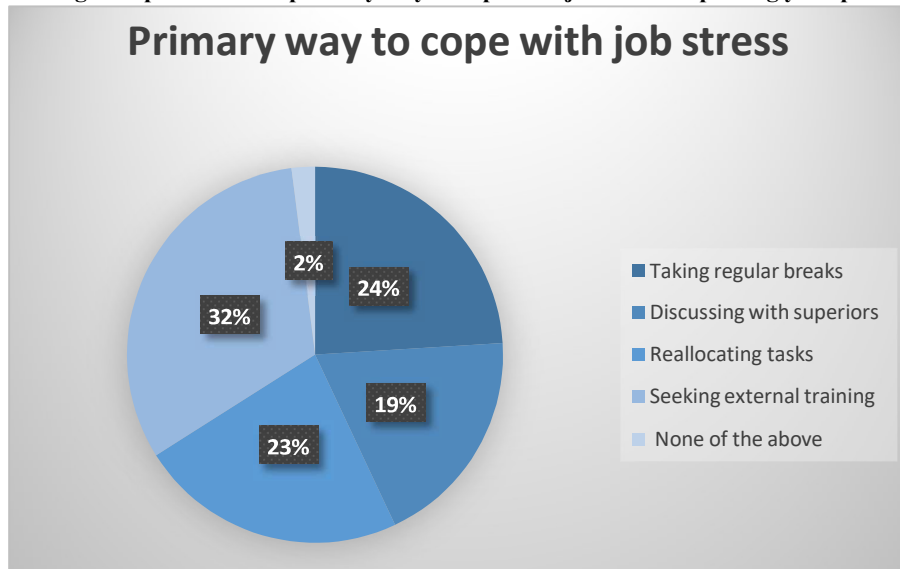
Table 3: Respondents acceptance level on the impact of job stress on professional performance

S.no	Impact on performance		SD %	D %	N %	A %	SA %
	Task Completion						
	High job stress often prevents me from completing my tasks on time.	%	7.1	2.6	23	37.3	30
		No of respondents	24	9	78	126	101
	I find it challenging to prioritize tasks when experiencing high job stress	%	12	16	22	33	17
		No of respondents	41	54	74	112	57
	Quality of Work						
	My quality of work diminishes when I am under significant job stress	%	0	6	45	26	23
		No of respondents	0	20	152	88	78
	Job stress causes me to make more errors in my work.	%	7	15	19	54	5
		No of respondents	23	51	64	183	17
	Interaction with Colleagues						
	When stressed, I find it challenging to communicate effectively with colleagues	%	0	27	13	51	9
		No of respondents	0	91	44	172	31
	Job stress reduces my willingness to collaborate on team projects.	%	15	40	17	22	6
		No of respondents	51	135	58	74	20
	Creativity and Innovation						
	Job stress hinders my ability to think creatively.	%	1	6	56	24	13
		No of respondents	4	20	189	81	44
	I am less likely to suggest new ideas or innovations when feeling stressed	%	5	8	49	35	3
		No of respondents	17	27	166	118	10
	Decision Making						
	Under high stress, I hesitate more when making important decisions	%	2	17	12	23	46
		No of respondents	7	57	41	78	155
	Stress impacts my ability to make objective and clear decisions	%	0	7	13	57	23
		No of respondents	0	24	44	193	77

Interpretation: Table 3 presents insights into educators' perceptions regarding the influence of job stress on their professional duties. In terms of Task Completion, 67.3% of respondents agree that high job stress often impedes timely task completion, with a notable 30% feeling strongly about it. Additionally, 50% of them concede that heightened job stress complicates task prioritization. When observing the Quality of Work, 49% agree that their work quality suffers significantly under immense job stress, while 59% believe that such stress leads to more mistakes in their output. As for Interaction with Colleagues, a substantial 60% of respondents find that stress complicates effective communication with peers, and 28% feel that it dampens their collaborative spirit. In the realm of Creativity and Innovation, 37% of educators feel that stress curtails their creative thinking, and 38% perceive a reduced inclination to propose novel ideas when stressed. Lastly, under Decision Making, a significant 69% of respondents attest that high levels of stress hinder their decision-making processes, with 46% particularly emphasizing hesitation during crucial decisions. Overall, the data underscores that job stress profoundly affects

multiple facets of educators' professional performance.

Fig 2. Showing the opinion on the primary way to cope with job stress impacting your performance



Interpretation: Participants preferred methods for managing job stress. The majority, 32%, seek external training, suggesting a need for skill enhancement. Taking regular breaks is favoured by 24%, followed closely by reallocating tasks at 23%. Discussing issues with superiors is preferred by 19%. A minimal 2% do not use any of the listed methods.

Mean based Ranking on performance-related factors impacted by job stress

Table 4: Ranking performance-related factors impacted by job stress

S.no	Major performance factors impacted by job stress	MEAN	RANK
	Task Completion	4.1	I
	Quality of Work	3.6	II
	Interaction with Colleagues	2.1	V
	Creativity and Innovation	3.4	III
	Decision Making	3.1	IV

Interpretation: Table 4 ranks performance factors based on the impact of job stress. "Task Completion" holds the top rank, followed by "Quality of Work" in the second position. The third rank is occupied by "Creativity and Innovation," while "Decision Making" is at the fourth position. "Interaction with Colleagues" stands at the fifth rank, indicating it is the least impacted among the listed factors.

Impact of job stress on the performance of educators

H₂: There is a significant difference in the impact of job stress on the performance of educators based on their years of teaching experience in government colleges in Kerala.

ANOVA					
Impact of job stress on performance					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.206	4	4.0515	5.538	.003
Within Groups	244.317	333	0.7315		
Total	260.522	337			

Interpretation: Since the value of $P < 0.05$, we reject the null hypothesis. Hence, there is a significant difference in the impact of job stress on the performance of educators based on their years of teaching experience in government colleges in Kerala.

Change in major job stressors has an impact on the performance level of faculties

Correlations			
		Major job stressors	Performance level
	Pearson Correlation	1	.523**
	Sig. (2-tailed)		.000
	N	338	338
**, Correlation is significant at the 0.01 level (2-tailed).			

Interpretation: The Table shows a positive but relatively weak correlation between major job stressors and faculty performance levels among respondents. This means that as major job stressors increase, faculty performance tends to increase to some extent, and vice versa. The correlation is statistically significant at the 0.01 level, indicating a meaningful relationship, but other factors may also influence faculty performance.

Factors least likely to contribute to job stress among educators in government colleges in Kerala

H₂: There is a significant difference in the factors that least likely to contribute to job stress among educators in government colleges in Kerala and their qualification

Table 8. Cross tabulation on Factors least likely to contribute to job stress among educators in government colleges in Kerala

	I regularly feel overwhelmed by my work-related responsibilities				Total
	Post Graduate	MPhil	Doctorate	Others	
Workload and time constraints	5	0	0	0	5
Administrative bureaucracy and red tape	22	52	0	0	74
Lack of professional development opportunities	81	60	0	7	148
Inadequate resources and infrastructure	0	4	50	0	54
Inadequate resources and infrastructure	0	0	55	0	55
Total	108	116	105	7	337

Table 9. Chi-Square Tests on Factors least likely contribute to job stress among educators in government colleges in Kerala

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	355.019 ^a	12	.000
Likelihood Ratio	423.057	12	.000
Linear-by-Linear Association	143.082	1	.000
N of Valid Cases	336		

Interpretation: The Table shows a correlation between factors that least likely contribute to job stress among educators in government colleges in Kerala and their qualification among respondents. This means that whatever be the changes happened in the qualification, major factors least likely to contribute to job stress among educators increase, faculty performance tends to increase to some extent, and vice versa. The correlation is statistically significant at the 0.01 level, indicating a meaningful relationship.

SUMMARY OF FINDINGS

The analysis provided valuable insights into the levels of job stress experienced by educators in government colleges in Kerala, along with the impact of demographic factors and technological advancements on their teaching methods. The demographic overview of the sample group reveals a balanced age distribution, with a significant presence in the 35-45 and 25-35 age groups. Females constitute the majority of the sample, and a considerable percentage of participants are married. Regarding teaching experience, a substantial proportion has 6-10 years of experience, while many have over 11 years. In terms of qualifications, a notable percentage holds

doctorate degrees, followed by postgraduate and undergraduate qualifications. This demographic profile serves as a foundational reference for further analysis. Table 2 elucidates that educators in Kerala's government colleges face significant stress, particularly concerning workload management. A substantial percentage of respondents feel overwhelmed by their work-related responsibilities, while a majority find it challenging to maintain a work-life balance.

Furthermore, a significant portion perceives a lack of flexibility in their jobs. The data also highlights a positive aspect, with a majority of educators feeling supported by their colleagues in managing work-related stress. However, there is an expressed deficiency in professional support from institutions, which is a notable stress factor. Resource inadequacy adds to daily stress, with many educators expressing dissatisfaction with the resources provided for teaching and managing classes. The diverse needs and expectations of students, personal achievement, and job satisfaction are areas where stress is palpable. Additionally, adapting to policy or curriculum changes is a significant source of stress for a notable proportion of educators, indicating a need for better institutional support and change management strategies.

Fig1 underscores the primary stressors faced by educators, with workload management and administrative tasks ranking as the top stress contributors. Classroom management and student behaviour are also notable sources of stress, reflecting the challenges in maintaining discipline and addressing students' diverse needs. While professional support is seen as a less prominent source of stress, it still warrants attention for potential improvement. These findings emphasize the need for institutional support, resource allocation, and effective stress management strategies to enhance educators' well-being and job performance. Regarding the impact of technological advancements on teaching methods, the analysis was not provided in the text. However, it is crucial to acknowledge the dynamic nature of the education sector, where technological advancements can significantly influence teaching approaches, potentially impacting educators' job stress and performance. Finally, the statistical analysis using ANOVA provides evidence that there is a significant difference in the level of job stress experienced by educators across various government colleges in Kerala. This finding rejects the null hypothesis and suggests that colleges may have unique factors contributing to job stress among educators, necessitating tailored interventions and support strategies.

In summary, the study highlights the multifaceted nature of job stress among educators in government colleges in Kerala, influenced by factors such as workload, work-life balance, resource adequacy, and institutional support. These findings underscore the importance of addressing these stressors to enhance educators' well-being and their ability to deliver effective education. Additionally, the recognition of differences in job stress across colleges emphasizes the need for targeted interventions and support mechanisms to cater to the unique challenges faced by educators in various institutions.

SUGGESTIONS

The analysis of job stress among educators in government colleges in Kerala provides critical insights into the challenges they face, particularly concerning workload management and work-life balance. A significant number of educators feel overwhelmed by their responsibilities, highlighting the urgent need for workload distribution strategies and administrative support systems that can alleviate this burden. To address this, institutions should consider implementing workload assessment frameworks that ensure equitable distribution of tasks and provide periodic reviews to adjust workload based on educators' capacities and institutional priorities.

The findings underscore a pronounced lack of job flexibility, impacting educators' ability to manage personal and professional commitments effectively. Institutions could adopt flexible work arrangements and policies that accommodate educators' diverse needs, promoting a healthier work-life balance. This could include options for telecommuting, flexible scheduling, and supportive leave policies tailored to educators' personal circumstances. Effective institutional support emerges as a critical factor in mitigating job stress. While peer support is evident, there is a clear deficiency in professional support from institutions. Strategies such as mentorship programs, regular professional development opportunities focused on stress management, and creating supportive work environments through leadership initiatives can enhance institutional support structures.

Addressing resource inadequacy is crucial to reducing daily stress among educators. Institutions should prioritize adequate provision of educational resources and infrastructure necessary for effective teaching and classroom management. This may involve regular assessments of resource needs, budget allocations, and leveraging technology to optimize resource utilization and access. In dealing with student needs and personal job satisfaction, fostering a culture of recognition and appreciation for educators' contributions is vital. Implementing

performance recognition programs, fostering a positive work environment, and promoting opportunities for professional growth can enhance job satisfaction and reduce stress related to perceived achievement gaps.

The proactive strategies for managing policy and curriculum changes are essential. Institutions should establish clear communication channels, involve educators in decision-making processes, and provide training and support for adapting to new educational frameworks. These efforts can mitigate the stress associated with uncertainty and facilitate smoother transitions. Addressing these findings requires a comprehensive approach integrating workload management strategies, flexible work policies, enhanced institutional and peer support, improved resource allocation, and proactive adaptation to educational reforms. By prioritizing educator well-being and job satisfaction, institutions can foster a conducive environment that supports effective teaching and enhances overall educational outcomes in Kerala's government colleges.

CONCLUSION

The study offers valuable insights into the complex relationship between job stress and educator performance in the context of government colleges in Kerala. The findings shed light on the multifaceted nature of job stress experienced by educators, driven by factors such as workload, work-life balance, resource inadequacy, and the need for professional support. One of the key takeaways from this study is the pressing need for proactive measures to address these stressors. Government colleges in Kerala must prioritize workload management, fostering work-life balance, and strengthening support systems for educators. The study highlights the importance of acknowledging and celebrating educator achievements, as well as providing opportunities for ongoing professional development.

Furthermore, the research underscores the significance of recognizing differences in job stress levels across various government colleges, emphasizing the need for tailored interventions and support mechanisms. By addressing the unique stressors faced by educators in different institutions, colleges can create environments conducive to both educator well-being and improved job performance. Overall, this study underscores the critical role that job stress plays in the performance of educators and calls for a holistic approach to support their well-being. By implementing the recommended strategies and fostering a culture of support and adaptability, government colleges in Kerala can strive for excellence in education while ensuring the well-being and job satisfaction of their educators.

FUTURE SCOPE OF THE RESEARCH

The research on job stress and educator performance in Kerala's government colleges offers several promising avenues for future study. Longitudinal research can track changes in job stress and performance over time, while comparative analyses can explore variations across educational sectors and regions. Qualitative methods can delve into educators' experiences in greater depth. Additionally, future research should consider the impact of technological advancements, evaluate intervention effectiveness, and examine leadership's role. Furthermore, studying the link between educator job stress and student outcomes is essential. These directions can deepen our understanding of educator well-being and inform strategies for improvement in government college settings.

- ❖ Perform a longitudinal study to determine how teachers' levels of job stress change over time at Kerala government colleges. In order to find trends, triggers, and possible solutions, this would entail monitoring the educators' stress levels at various stages of their careers.
- ❖ Examine how much and where teachers at Kerala's government colleges experience work-related stress in comparison to teachers at private schools or in other Indian states. This comparison may shed light on the particular difficulties experienced by teachers in various locations or institutional settings. Conduct instructor focus groups or interviews to add qualitative perspectives to quantitative data. This method may help us comprehend the unique pressures, coping strategies, and subjective experiences that teachers in government universities deal with on a daily basis.
- ❖ Put into practice and assess interventions meant to lessen educators' workplace stress. These interventions could take the form of professional development courses, mindfulness programs, organizational policy modifications, or support networks designed to deal with the stressors that have been identified.
- ❖ Examine how the use of technology in the classroom affects teachers' stress levels at work. Examining the effects of adopting technology-based teaching methods on workload, work-life balance, and professional support among educators may fall under this category.

- ❖ Examine how different job stressors affect educators according to their gender and marital status. This research may reveal particular stressors or coping mechanisms that are more common in particular populations. Evaluate how well the current institutional support networks are able to reduce teacher stress at work. This could entail assessing the availability and use of mentorship programs, counseling, and task management policies, among other support services.
- ❖ Consider how institutional practices and educational policies may be affected by work-related stress. Policymakers may benefit from this research by learning that specific initiatives or changes are required to give educators a healthy work environment.
- ❖ Examine how teacher's job stress may indirectly affect student outcomes, including conduct, academic achievement, and general well-being. Comprehending this correlation may underscore the significance of attending to the well-being of educators. In order to enhance, expand the study to include studies that contrast the job stress experienced by educators in Kerala with that of educators in other nations or cultural contexts. This comparative study may shed light on the cultural specificity versus universality of stressors and coping strategies in the field of education.

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