

## Impact Of Stress On Job Withdrawal Behaviour Of College Teachers

S. Sangeetha<sup>1\*</sup>, Dr. S. K. Nagarajan<sup>2</sup>

<sup>1\*</sup>Ph. D Research Scholar-Part Time [External], Department of Business Administration Annamalai University.

<sup>2</sup>Associate Professor, Department of Business Administration Annamalai University.

### ABSTRACT

The teacher's stress increases due to workload, no time to rest, continuous work for the teacher, frustration in the teachers' work, depression at work, classroom tension in college, anxiety about their work and expecting more from the college. Teacher job stress induces job dissatisfaction and withdrawal behavior. It is demonstrated that the financial security of job stress significantly influence job dissatisfaction among college teachers. The result established that the working with students of job stress significantly influence job dissatisfaction among college teachers. It is identified that the job dissatisfaction significantly influences withdrawal behaviour among college teachers. Hence, it is concluded that college management should bond emotionally with the teachers who cannot bear stressful situations in the classroom. HOD and principals should help reduce teacher stress. This increases intellectual motivation and helps reduce teacher withdrawal behavior..

**KEYWORDS:** Job Stress, Job Dissatisfaction, College Teachers and Job Withdrawal Behaviour.

### INTRODUCTION

Withdrawal behavior can eventually lead to a teacher's absence if not addressed. Morneau Shepell (2014) found that poor teacher attendance costs HR managers countless hours. If supervisors understood the potential indicators of job stress, job dissatisfaction, and withdrawal behavior have been avoided in many cases. Such responses may lead HODs and Principals to understand indicators of withdrawal behavior and the implications of managerially imposed job stress and job dissatisfaction.

The teacher's stress increases due to workload, no time to rest, continuous work for the teacher, frustration in the teachers' work, depression at work, classroom tension in college, anxiety about their work and expecting more from the college. Teacher job stress induces job dissatisfaction and withdrawal behavior. Previous studies have found that job stress affects job dissatisfaction (Randall Semonis, 2021; Aharon Tziner, et al. 2015). Abdulrahman Alkali Gaji and Shehu Inuwa Galoju (2022); Omar (2020); Liu, et al. (2019); Ahn and Chaoyu (2019); Zahra et al. (2018) identified that employee's intention to leave the job was influenced by perceived stress. Hence, the research tries to identify the impact of stress on job withdrawal behaviour of college teachers.

### REVIEW OF LITERATURE

#### Job Stress and withdrawal behavior

Ibrahim, et al. (2022) found that work withdrawal behavior was influenced by hotel employee stress. The research also identified the capability of task-coping reduced hotel employee work withdrawal behavior.

Mohamed Dawood Shamout, et al. (2022) discovered the work withdrawal positively influenced by Techno stress at various educational sectors in Saudi Arabia. But no significant gender variations occurred.

Joseph and Asakpa (2021) discovered that overcrowded classes, lack of resources, administrative issues, lack of discipline and lack of recognition by Principals caused dissatisfaction among teachers. The research also identified that job dissatisfaction had caused disengagement in some teachers and lack of focus in their profession.

Teacher stress in the classroom has been associated consistently with students' negative behavior (Blase, 1986; Geving, 2007; Borg and Riding, 1991; Brouwers & Tomic, 2000; Evers, et al. 2004; Gable, et al. 2009; Hastings & Bham, 2003). Among the above studies, there are numerous studies on how student behaviors affect teacher stress. Also, there is not much research on how teacher stress affects student behavior in the classroom (Geving, 2007).

#### Job Stress and Job dissatisfaction

Tomislava Vidic, et al. (2021) identified that the student misbehaviour and satisfaction with help from parents extensively contribute to satisfaction. The research also identified that emotional collapse, teaching profession and depersonalization lead to decrease of teachers' job satisfaction.

Kengatharan (2020) found that student behavior and teacher autonomy positively correlate to teacher job satisfaction. The research also identified that there is influence of student behavior on teacher job satisfaction with respect to student engagement.

Joshua Pittman (2020) found that behaviors for the workplace and person's emotions may influence their job satisfaction. The research also identified that there is a significant relationship between student discipline and teacher job satisfaction.

Elanchezhian, Velaven & Velaudham (2013) revealed that teachers coping strategies was differed and influenced by the demographic variables as well. Implementation of information technology (IT) in the teaching field reduces the stress level compare to era before implementing information technology.

Elanchezhian, Velaven & Velaudham (2013) carried out to found the stress level of the teachers who contributed themselves into building an intellectual society. It shows the level of stress among the teacher community is high and they have been faced some biological and psychological changes in their life.

Justus & Ramesh (2005) identified age, wage, rage, cage, sage and page management as the panacea to manage stress among employees in organizations.

Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction. The research also identified that negative relationship between principal and coworker support and teachers' job satisfaction. The results show that both types of discipline (student misbehavior and principal & coworker support) negatively affect teachers' job satisfaction.

### Job dissatisfaction and withdrawal behavior

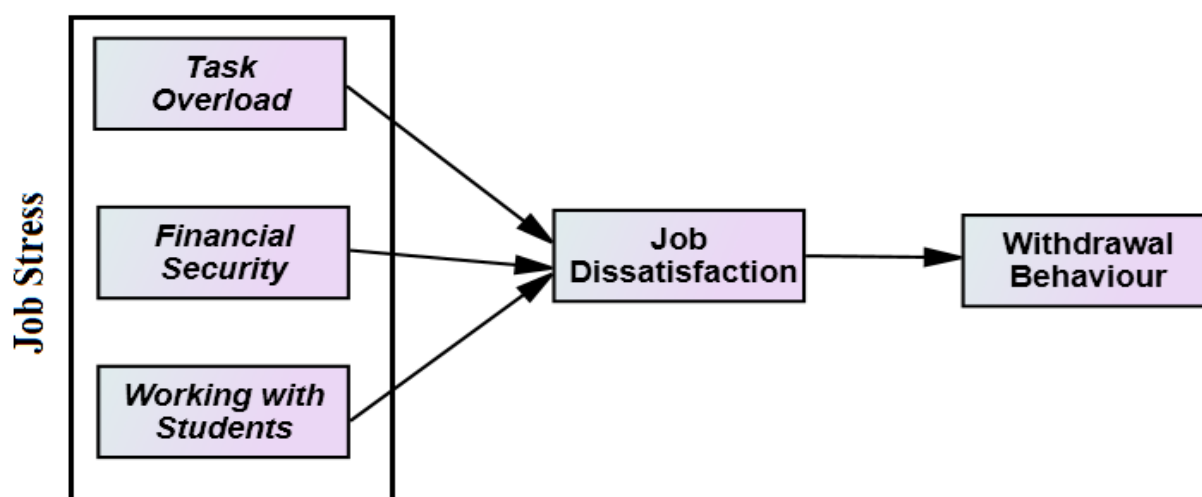
Atmaja and Netra (2020) identified that job stress and work-family conflict had a significant and positive effect on physical withdrawal behavior. The research also identified that job satisfaction had a significant and negative effect on employee physical withdrawal behavior.

Rhnima and Pousa (2017) discovered that influence of family interferences with work such as time and behavior on withdrawal behaviors. The research also identified that stress management (work interferences with family) such as time, strain and behavior influence on withdrawal behaviors.

James Manalel and Manu Melwin Joy (2016) discovered that employee withdrawal behavior was negatively influenced by job satisfaction among employees working in IT industry.

HajiGhasemi and HajiGhasemi (2013) identified that present of counter-productive behavior changes was negatively explained job satisfaction such as extrinsic satisfaction and inner satisfaction. The result showed that job satisfaction such as extrinsic satisfaction and inner satisfaction negatively influence present of withdrawal behavior changes.

### FRAMEWORK



**Figure 1: Conceptual Framework**

Limited research has been conducted related to job stress, job dissatisfaction and job withdrawal behaviour. Hence, the study attempts to fill this gap by estimating the impact of job stress on job dissatisfaction and job withdrawal behavior among college teachers. Below are my proposed hypotheses.

**H1:** Job stress (Task Overload, Financial Security and Working with Students) has significantly influences job dissatisfaction among college teachers.

**H2:** Job stress (Task Overload, Financial Security and Working with Students) has significantly influences withdrawal behaviour among college teachers.

**H3:** Job dissatisfaction has significantly influences job withdrawal behaviour among college teachers.

## NEED FOR THE STUDY

The findings of this study will help college management. This study will help to know whether the college teachers are satisfied who have received job satisfaction in their institution. This study also will help to identify the factors influencing job withdrawal behaviours. Findings from this study can help college management increase job satisfaction and decrease job withdrawal behaviours.

## STATEMENT OF THE PROBLEM

Teachers' job withdrawal behaviors adversely affect the educational institutions (colleges). Job withdrawal behaviour and job dissatisfaction are business related constructs that have been extensively researched and directly influenced job stress. A common problem in the educational institution is that faculty withdrawal behavior affects the effectiveness of an educational institution. A particular problem for the educational institution is that some educational institution leaders do not have the necessary procedures in place to prevent the effects of teacher withdrawal behaviors due to work stress.

## OBJECTIVES

- To discover the influence of job stress (Task Overload, Financial Security and Working with Students) on job dissatisfaction among college teachers.
- To found the influence of job dissatisfaction on job withdrawal behaviour among college teachers.

## MATERIALS AND METHODS

In order to explore the influence of job stress on job withdrawal behaviour among college teachers a descriptive research design is employed by the researcher. Data is collected from college teachers in Tiruvannamalai district, Tamilnadu through a well-designed questionnaire. This descriptive research design is employed to explore the relationship between job stress, job dissatisfaction and job withdrawal behaviour.

## QUESTIONNAIRE DESIGN

**Table 1: Questionnaire Construction**

S.No.	Variable	Items	Author
1	Demographic Profile	10	---
2	<b>Job Stress</b>	<b>16</b>	Michael S. Sturmfels (2009)
	1. Task Overload	5	
	2. Financial Security	3	
	3. Working with Students	8	
3	Job Dissatisfaction	15	Shamim Talukder, et al. (2014)
4	Job Withdrawal Behaviour	25	Erdemli (2015)

Data is collected from college teachers in Tiruvannamalai district, Tamilnadu through a well-designed questionnaire. The questionnaire construction for this study is divided into four parts. The first part of the questionnaire is a demographic profile of the college teachers, the second part is job stress, the third part is job dissatisfaction and the fourth part is job withdrawal behaviour. The first part is set up as a category and the other three as a measuring scaling technique.

## RELIABILITY

Pilot study was done to confirm that the results of this research questionnaire are reliable. The questionnaires are verified by involving 50 College teachers. Based on the College teachers' opinion, some changes are made in the questionnaire. Cronbach's alpha tool is employed to test the reliability. All the variables of this questionnaire are above 0.70. The results show that it is reliable. This means that the questionnaire has a high reliability value.

**Table 2: Reliability of the research**

S.No.	Variable	Items	Cronbach's Alpha
1	Stress	16	0.92
2	Job Dissatisfaction	15	0.90
3	Job Withdrawal Behaviour	25	0.86

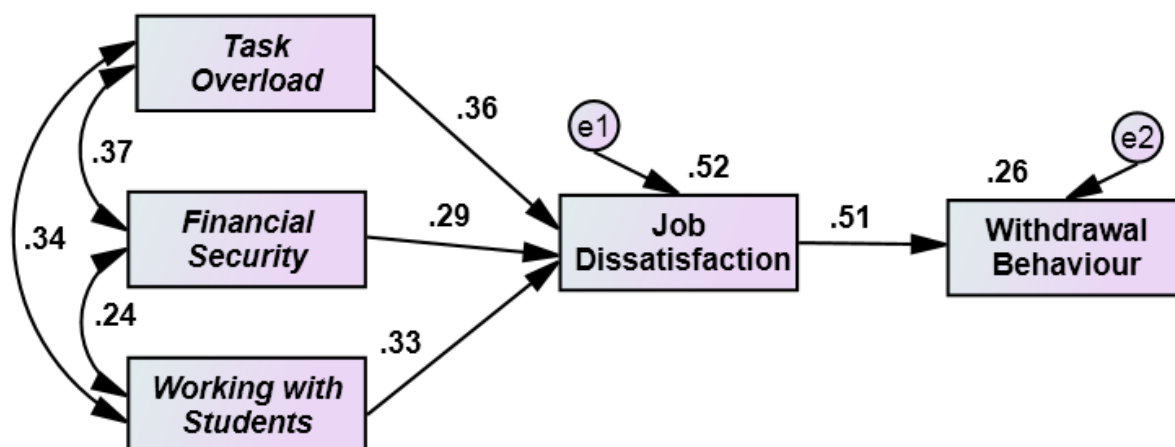
Source: Primary data

## SAMPLING TECHNIQUE

In this study, purposive sampling technique has been applied to collect the primary data from College teachers in Tiruvannamalai district. In this way 65 College teachers are approached to collect the primary data.

## STATISTICAL TOOLS

Path analysis is used to estimate model by probing the relationship between independent variable (job stress) on dependent variable (job dissatisfaction and job withdrawal behaviours). The researcher has employed the path analysis for influence of job stress on job withdrawal behaviours with respect to job dissatisfaction.



**Figure 1.2: Influence of job stress on job withdrawal behaviour among college teachers**

**Table 3: Model Fit Indication**

S.No.	Model Fit Indicators	Calculated Values in the Analysis	Recommended Values (Premapriya, et al. 2016)
1	Chi-Square	6.191	---
2	p	0.232	> 0.050
3	GFI	0.994	> 0.90
4	AGFI	0.999	
5	CFI	0.999	
6	NFI	0.999	
7	RMR	0.012	< 0.080
8	RMSEA	0.001	

Source: Primary data

The table 3 presents the mode summary of influence of student misbehaviour and stress on job withdrawal behaviour among college teachers. The path model presented, along with mode summary to verify the model fitness. The Chi-square statistic is 6.191 with  $p > 0.05$ . The table illustrates the model fit statistics such as RMSEA, RMR, NFI, CFI, AGFI and GFI. RMR and RMSEA are within than the recommended limit i.e., RMR and RMSEA is less than 0.08 (Indra, Balaji and Velaudham, 2020; Velaudham and Baskar, 2016). NFI, CFI, AGFI and GFI are within than the recommended limit i.e., NFI, CFI, AGFI and GFI is greater than 0.90 (Kantiah Alias Deepak and Velaudham, 2019; Velaudham and Baskar, 2015). All the model fit statistics imply a better model fit (Premapriya, et al. 2016; Victor and Velaudham, 2020).

**H<sub>1</sub>:** Task overload of job stress significantly influences job dissatisfaction among college teachers.

The hypothesis was tested in path model. The finding of the analysis demonstrated that the C.R. value is 12.414;  $\beta$  value is 0.356 and p value is significant. The value of  $\beta$  is 0.356 that task overload of job stress explains 35.6 percent of the job dissatisfaction. Therefore, the hypothesis is accepted. Hence, the result demonstrated that the task overload of job stress significantly influence job dissatisfaction among college teachers. Tomislava Vidic, et al. (2021) identified that emotional collapse and depersonalization lead to decrease of teachers' job satisfaction. Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction.

**Table 4: Regression Weights**

DV		IV	Estimate	S.E.	C.R.	Beta	p
Job Dissatisfaction	<---	Task Overload	0.495	0.040	12.414	0.356	0.001
Job Dissatisfaction	<---	Financial Security	0.508	0.049	10.396	0.289	0.001
Job Dissatisfaction	<---	Working With Students	0.520	0.043	12.176	0.334	0.001
Withdrawal Behaviour	<---	Job Dissatisfaction	0.280	0.017	16.114	0.512	0.001

Source: Primary data

**H<sub>2</sub>:** Financial security of job stress significantly influences job dissatisfaction among college teachers.

The hypothesis was tested in path model. The finding of the analysis demonstrated that the C.R. value is 10.396;  $\beta$  value is 0.289 and p value is significant. The value of  $\beta$  is 0.289 that financial security of job stress explains 28.9 percent of the job dissatisfaction. Therefore, the hypothesis is accepted. Hence, the result demonstrated that the financial security of job stress significantly influence job dissatisfaction among college teachers. Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction. Tomislava Vidic, et al. (2021) identified that emotional collapse and depersonalization lead to decrease of teachers' job satisfaction.

**H<sub>3</sub>:** Working with students of job stress significantly influences job dissatisfaction among college teachers.

The hypothesis was tested in path model. The finding of the analysis demonstrated that the C.R. value is 12.176;  $\beta$  value is 0.334 and p value is significant. The value of  $\beta$  is 0.334 that working with students of job stress explains 33.4 percent of the job dissatisfaction. Therefore, the hypothesis is accepted. Hence, the result demonstrated that the working with students of job stress significantly influence job dissatisfaction among college teachers. Tomislava Vidic, et al. (2021) identified that emotional collapse and depersonalization lead to decrease of teachers' job satisfaction. Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction.

**H<sub>4</sub>:** Job dissatisfaction significantly influences withdrawal behaviour among college teachers.

The hypothesis was tested in path model. The finding of the analysis demonstrated that the C.R. value is 16.114;  $\beta$  value is 0.512 and p value is significant. The value of  $\beta$  is 0.512 that job dissatisfaction explains 51.2 percent of the withdrawal behaviour. Therefore, the hypothesis is accepted. Hence, the result demonstrated that the job dissatisfaction significantly influence withdrawal behaviour among college teachers. Atmaja and Netra (2020) identified that job stress had a significant effect on physical withdrawal behavior. James Manalel and Manu Melwin Joy (2016) discovered that employee withdrawal behavior was negatively influenced by job satisfaction in IT industry.

## FINDINGS

- It is demonstrated that the financial security of job stress significantly influence job dissatisfaction among college teachers. Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction. Tomislava Vidic, et al. (2021) identified that emotional collapse and depersonalization lead to decrease of teachers' job satisfaction.
- The result established that the working with students of job stress significantly influence job dissatisfaction among college teachers. Tomislava Vidic, et al. (2021) identified that emotional collapse and depersonalization lead to decrease of teachers' job satisfaction. Jessie Lynn Johnson (2003) found that negative relationship between student misbehavior and teachers' job satisfaction.
- It is identified that the job dissatisfaction significantly influences withdrawal behaviour among college teachers. Atmaja and Netra (2020) identified that job stress had a significant effect on physical withdrawal behavior. James Manalel and Manu Melwin Joy (2016) discovered that employee withdrawal behavior was negatively influenced by job satisfaction in IT industry.

## SUGGESTIONS

- College teachers must anticipate individual moods and student-related stress to avoid increasing their stress levels. This can reduce their job dissatisfaction.
- It is recommended that teachers manage their job stress through regular participation in training and development programs.

➤ It is suggested that the college management should bond emotionally with the teachers who cannot bear stressful situations in the classroom. HOD and principals should help reduce teacher stress. This increases intellectual motivation and helps reduce teacher withdrawal behavior.

## CONCLUSION

It is demonstrated that the financial security of job stress significantly influence job dissatisfaction among college teachers. The result established that the working with students of job stress significantly influence job dissatisfaction among college teachers. It is identified that the job dissatisfaction significantly influences withdrawal behaviour among college teachers. Hence, it is concluded that college management should bond emotionally with the teachers who cannot bear stressful situations in the classroom. HOD and principals should help reduce teacher stress. This increases intellectual motivation and helps reduce teacher withdrawal behavior.

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