



A STUDY ON STRESS LEVEL OF SELF-FINANCING COLLEGE TEACHERS IN SOUTH KERALA DURING THE TIME OF PANDEMIC SITUATION

Aiswarya v Kumar, Research Scholar , Department of Management Studies, Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, aiswaryvkumar@gmail.com
V.P.Velmurugan, Associate Professor, Department of Management Studies, Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, vpvharini@gmail.com

ABSTRACT- Now a day, stress is a part of the work life in every organization whether it is a service or any other type of Private companies. Stress is more likely in some situations than others and in some individuals than others. 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 .Self financingcollege 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 college teachers cannot avoid stress they have to learn how to manage the stress life in their work life. The environment requires changes in the world like that the change is very essential for the life of human beings. The human beings have to control the stress level in the work life.Proper management and providing better working condition in the organization are the best forms of stress prevention. In the working environment the stress level can be occur in a wide range of the working conditions basically there should be cordially relationship between the college teachers with peers and superior authority. Most the self financingcollege teachers faced stress full life because of the mismanagement from a part of ultimate authority. It is very difficult to manage the stress at home and the workplace. The main problems faced by the 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 self financing college teaches in Kerala during this pandemic situation. The study also aims to know the various factors to reduce the stress level among the college teachers. Self financingcollege teacher's 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 self financingcollege 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.

Keywords: Proper management, Stressful life, Pandemic situation.

I. INTRODUCTION TO THE STUDY

Stress is a part of basic life; stress is enviable part of the work life. The human beings cannot avoid stress, but the human being has to learn manage the stress level so it doesn't manage it. Changes require in our lives changing current jobs, or mental illness is the common sources of stress. The word "Stress" is very powerful; therefore human being very much carefully in handling Stress for avoiding its consequences. Keep in mind that changes that cause stress can also be benefited. The human being has to pass through different stages of life passing through different stages they have to face so many difficulties. In certain circumstances the human being are unable to handle the situation then they may cause stress after sometimes stress may cause to hypertension or mental depression. If the human beings are able to handle the situation then the stress can be reduced stress. The awareness will help you develop coping techniques for managing stress in working environment.

During this pandemic situation the internet plays an important role in the teaching field. 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 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 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 Kerala Honorable Chief Minister declared that all the school and colleges are closed till the vaccine has found out 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.

The college teachers are very much stress during the time of the 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 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.

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 Teacher 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 they 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.

FACTORS LEADING TO WORK STRESS OF COLLEGE TEACHERS DURING THE TIME OF PANDEMIC SITUATIONS

The following factors, amongst the teachers, can lead to work stress:

- 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

Teachers plays a vital role in every human beings life they shape ,motivate ,mold the human behavior and they help improve the attitude of the students. 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 Google forms etc. The teachers can increases their efficiency, only if the teachers are provided all basic facilities to conduct the online class by using different educational assistance software like Zoom, Googleclassroom, GoogleMeet, Google Teams etc. If the teachers is satisfies only they provided the basic necessities if the online tutor is satisfied with the online technologies that means the online tutor is mentally and physically good. Theteachers are very element in teaching educational sector they helps for

the achievement level of the students, institutions, co-teachers, and even the development of education system. 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.

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.

OBJECTIVE OF THE STUDY

- To analyze various stress level of the self financing college teachers in South Kerala.
- To identify the factors that increases the stress level of the self financing college teachers in South Kerala.
- To analyze the Stressors and their impact upon the work life of the self financing college teachers.
- To suggest suitable measures such as behavioural coping, problem based coping, emotion focused coping and virtual learning method of coping to improve the academic performance and personal fulfilment of self-financing teachers.

II. REVIEW OF LITERATURE

Gnanadevan and Ganapathi (2016) The research study 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 self financing 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 self financing arts and science colleges. The self financing arts and science colleges should strongly consider the faculty members' goals and values and the self financing arts and science 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.

Sindhu K.P (2014) The researcher conducted the studies related with the stressors among the college teachers the study analysis proved that majority of the teachers experience stress in their work. The study finds out that there was significant difference between designation and stressors.

Rodrigues (2004) The author stated that the faculty member has rated highly the dimensions namely interpersonal intra personal relationship, training and development. Poor rating dimension of active participation in management indicated there is a lack of involvement in their work of the teaching faculty in the decision making process at different levels such as curriculum making , syllabus setting, preparing developmental plans for the work, supervision and coordination , providing counselling and mentoring system .

Pestonjee and Azeem (2001) The authors stated that the university teaching fraternity had a lower level of stress and burnout. The teachers had a low feeling of emotional tiredness and depersonalization and high feeling of personal triumph, which reflected into a low burnout in them. The study also analysis that there is a significant relationship difference among the professors, readers and lecturers was identified in their various level of role stress and turnover. The research study find out that the lecturers were found to be the most stressed as compared with other group probably because they were less experienced with higher workload, problem of clarity and other factors also.

Kumar and kulkarni (1996) has conducted a study for measuring the performance appraisal of the teachers working in the institutions of technical education. The study analysis four aspects namely teaching, research, extension and other activities. These variables were given different weightage for different categories for teachers.

ArieShirom and Ada Mayer (1993) The researchers found that the stress affecting variables among the teachers were building disciplining among the students, Home-work conflict maintaining a balance with the home and work conflict , physical conditions of the teachers, extra- curricular duties allotted , disagreement with the parents , teacher-superior conflict and overload work.

III. MATERIALS AND METHODS

The problems faced by the self financing 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 self financing college teachers.

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.

SOURCE OF THE DATA

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 self financing college teachers.

SECONDARY DATA

To develop an 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.

POPULATION

The population is the self financing college teachers in the state of South Kerala.

SAMPLE AREA

The sample area of the study is the Selection of the Study Districts For primary data collection, three districts- Trivandrum, Kollam, Pathanamthitta were selected from is Kerala based on the concentration of the work performances.

SAMPLE SIZE

The Sample size is 150 samples.

SELECTION OF THE SAMPLE

From the selected self financing college teachers from the district of Trivandrum, Kollam, Pathanamthitta were selected using stratified random sampling. Corresponding to the percentage distribution of self-financing college teachers .

SAMPLING TECHNIQUE

Sampling technique used for the study is Stratified Sampling technique.

SAMPLING DESIGN

Stratified Sampling method has been used for selecting the respondents from the universe. The universe of the study covers almost selected self financing college teacher from south Kerala.

COLLECTION OF DATA

The data were collected by distributing questionnaire with the samples selected for the study. Multiple choice questions, open-end questions, rankings by the respondents and a five point ranking scale developed by the researcher especially for this study in conformity with statistical methods and principles were used wherever necessary. The respondents were encouraged to file the questionnaires freely and frankly to express their opinions and suggestions. The researcher collected all the responses personally from the respondents this ensured the secrecy of the responses and the privacy of the identity of the respondents

ANALYSIS OF THE DATA

The collected primary data have been statistically processed, classified and tabulated by using appropriate methods. The tools used are Percentage, Cross Tabulation, Correlation, and Chi-Square test with the help of SPSS. Since the sample size is large, tables, diagrams and statistical results have been derived, the researcher has developed a summated rating scale (Likert type scale) known as economic impact assessment scale.

SCOPE 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

The above review of literature reveals that many studies have been conducted based on the secondary data to understand the impact of stress management practices followed by the IT Sector employees, teaching sectors, banking sector. Therefore the present study has been conducted to know the opinion of the Self financing college teachers about the problems faced by them during the pandemic situation.

IMPORTANCE OF THE STUDY

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 college teachers that end up with stress. Thus an attempt is made to assess the various dimensions of stress among college teachers

LIMITATIONS OF THE STUDY

The important limitations of the study were the following:

- Though the teaching sector occupies an important place in Kerala 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 self-financing college teachers were reluctant to provide information about their problems and stress level.

IV. RESULTS AND DISCUSSION

Major findings:

- Majority of the respondent are male ie, 59.3% and 40.7 % are females.
- Majority of the respondents ie 74.7% are able to manage the online class devices or equipments.
- Majority of the respondent are aware about the online teaching applications ie 71.3 % and only a minority of 28.7% of the respondents are not aware about the online teaching platforms.
- Majority of the respondent opinions that the college teachers are highly agree with the statement that they more comfort to take online class through Google meet but most of the respondents are using zoom application software for taking online class ie 56 of the respondents, 48 of the respondents are using Google meet ,25 of the respondents using Google teams only 25 of the respondents are using other application software like Teachmint,Whatapps application etc.
- Majority of the respondent agree that they are using Google classroom for sending notes and assignments and only a minority of 8.7% respondents are not using Google classroom and other applications.
- Majority of the respondents said that they agree with the statement they got online training for taking classes online.
- There is a positive correlation with the online teaching application software used for taking online class with satisfaction level of the teachers.
- There is a positive correlation with the Stress related with uncertainty about the results of the online class and the Problems faced by the teachers for taking online class.
- There is a positive correlation with the Stress related to group conflict and the Problems faced by the teachers for taking online class.
- There is a positive correlation with the Stress related with job and the problems faced by the teachers for taking online class.
- There is a positive correlation with the Stress related with the resources and control and the problems faced by the teachers for taking online class.
- There is a positive correlation with the Stress related with mental and the problems faced by the teachers for taking online class.
- Testing of hypothesis it shows that there is a significant relationship between the expected and observed frequency.

V. SUGGESTIONS AND 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 equipments.
- The self financing college authorities have to conduct the awareness programmes about the advantages and disadvantages of having online classes.
- The teachers are to be trained to used 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 we can make it has a proof for the submission of assignment and also sending notes.

DATA ANALYSIS

Table No 1 Gender classification

Gender wise classification			
Gender	Frequency	Percentage	Cumulative Percent
Male	89	59.3	59.3
Female	61	40.7	100.0
Total	150	100.0	

Source : Field survey

Interpretation

From the above table it shows that majority of the respondent are male ie, 59.3% and 40.7 % are females.

Figure No 1 Gender classification

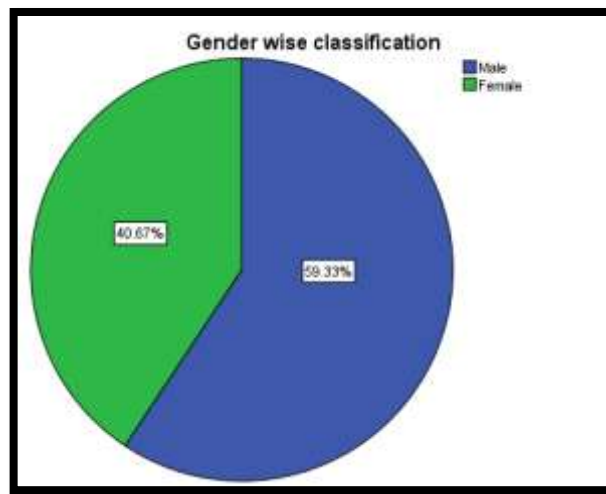


Table No 2: Able to manage the online class devices

Able to manage the online class devices			
Responses	Frequency	Percentage	Cumulative Percent
No	38	25.3	25.3
Yes	112	74.7	100.0
Total	150	100.0	

Source: Field survey

Interpretation

The above data analysis shows that that the self-financing college teachers respond that majority of the respondents ie 74.7% are able to manage the online class devices or equipment's.

Figure No 2 :Able to manage the online class devices

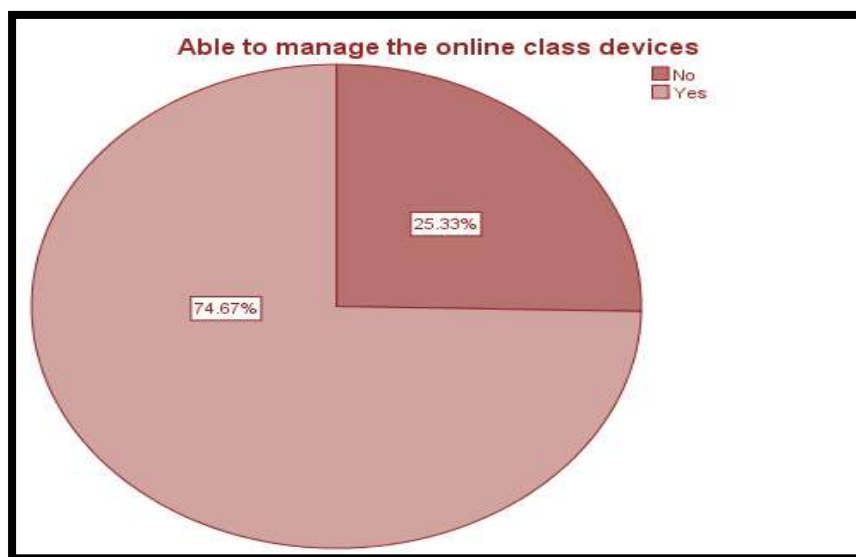


Table 3 Awareness about the onlineteaching platforms

Awareness about the Online Teaching platforms			
Response	Frequency	Percentage	Cumulative Percent
No	43	28.7	28.7
Yes	107	71.3	100.0
Total	150	100.0	

Source: Field survey

Interpretation

The above data shows that majority of the respondent are aware about the online teaching applications ie 71.3 % and only a minority of 28.7% of the respondents are not aware about the online teaching platforms.

FIGURE 3 :Awareness about the online teaching platforms

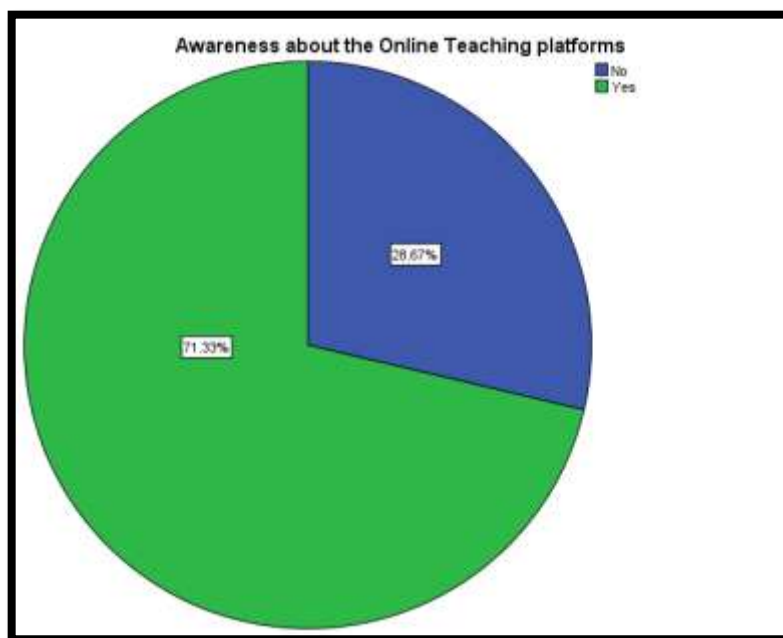


Table No:4Cross Tabulation - Comfortable for taking online class * Online teaching applications software used for taking online class

Comfortable for taking online class * Online teaching application software used for taking online class Cross-tabulation						
Count		Online teaching application software used for taking online class				Total
		Zoom Application	Google Teams	Google Meet	Others	
Comfortable for taking online class	Highly disagree	5	0	0	0	5
	Disagree	8	0	0	0	8
	Neither disagree nor agree	43	12	18	0	73
	Agree	0	9	6	25	40
	Highly agree	0	0	24	0	24
Total		56	21	48	25	150

Source: Field survey

INTERPRETATION

The above data analysis shows the cross tabulation with the Online teaching application software used for taking online class with the Comfortable for taking online class.

Majority of the respondent opinions that the college teachers are highly agree with the statement that they more comfort to take online class through Google meet but most of the respondents are using zoom application software for taking online class ie 56 of the respondents, 48 of the respondents are using Google meet ,25 of the respondents using Google teams only 25 of the respondents are using other application software like Teachmint,Whatapps application etc.

Table No:5Usage of other online application software like Google classroom and whatapps group for sending notes and assignments.

Usage of other Online application software like Google classroom and what apps group for sending notes and assignments.			
Responses	Frequency	Percentage	Cumulative Percent
No	13	8.7	8.7
Yes	137	91.3	100.0
Total	150	100.0	

Source: Field survey

INTERPRETATION:

The above data depicts that usage of other online application software like Google classroom and what apps group for sending notes and assignments. Majority of the respondent agree that they are using Google classroom for sending notes and assignments and only a minority of 8.7% respondents are not using Google classroom and other applications.

Figure No:4Usage of other online application software like Google classroom and what apps group for sending notes and assignments.

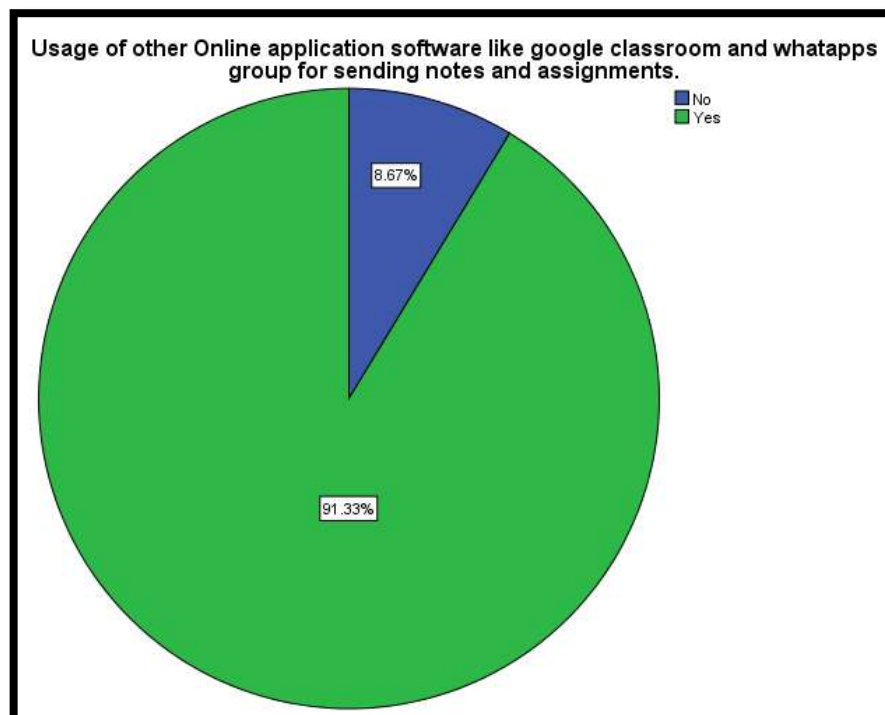


Table No :6 Training or assistance provided by the college authority

Training or assistance Provided by the college authority			
Responses	Frequency	Percentage	Cumulative Percent
Highly disagree	12	8.0	8.0
Disagree	30	20.0	28.0
Neither disagree nor agree	24	16.0	44.0
Agree	70	46.7	90.7
Highly agree	14	9.3	100.0
Total	150	100.0	

Source:Field Survey

INTERPRETATION

The above data analysis shows that the response of the respondent showing that the college authority provided training or assistance how to take online class. Majority of the respondents said that they agree with the statement they got online training for taking classes online.

Figure No: 5 Training or assistance provided by the college authority

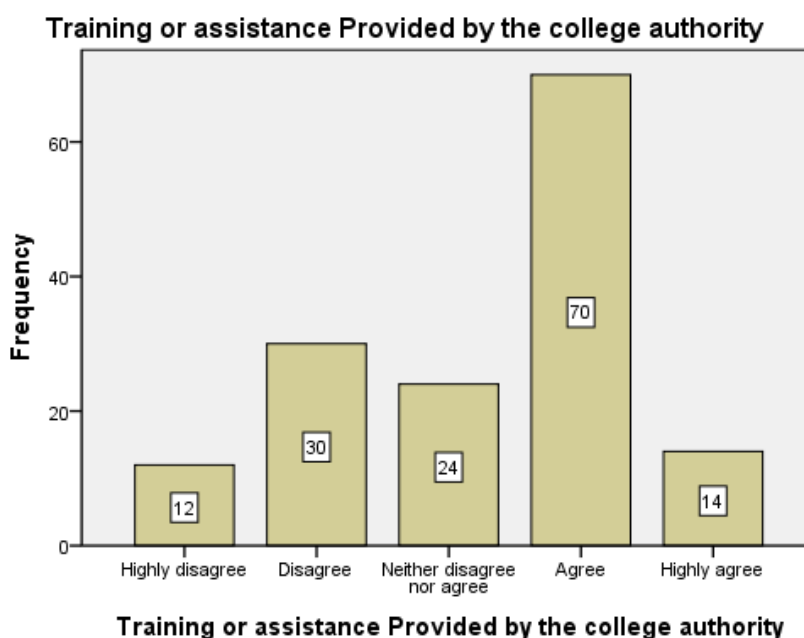


Table No :7 Correlation online teaching application software used for taking online class with satisfaction level of the teachers.

Correlations			
		Online teaching application software used for taking online class	Level of satisfaction through taking online class for the students
Online teaching application software used for taking online class	Pearson Correlation	1	.842**
	Sig. (2-tailed)		.000
	N	150	150
Level of satisfaction through taking online class for the students	Pearson Correlation	.842**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the online teaching application software used for taking online class with satisfaction level of the teachers.

Table No:8 Correlation between Stress related with uncertainty about the results of the online class and the Problems faced by the teachers for taking online class.

Correlations			
		Stress related with uncertainty about the results of the online class	Problems faced by the teachers for taking online class
Stress related with uncertainty about the results of the online class	Pearson Correlation	1	.568**
	Sig. (2-tailed)		.000
	N	150	150
Problems faced by the teachers for taking online class	Pearson Correlation	.568**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the Stress related with uncertainty about the results of the online class and the Problems faced by the teachers for taking online class.

Table No: 9 Stress related group conflict and problems faced by the teachers for taking online class.

Correlations			
		Problems faced by the teachers for taking online class	Stress related to group conflict
Problems faced by the teachers for taking online class	Pearson Correlation	1	.827**
	Sig. (2-tailed)		.000
	N	150	150
Stress related to group conflict	Pearson Correlation	.827**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the Stress related to group conflict and the Problems faced by the teachers for taking online class.

Table No: 10 Correlation between the Stress related with Job and the problems faced by the teachers for taking online class

Correlations			
		Problems faced by the teachers for taking online class	Stress related with Job
Problems faced by the teachers for taking online class	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.000
	N	150	150
Stress related with Job	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.000	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the Stress related with job and the problems faced by the teachers for taking online class.

Table No:11 Correlation between Stress related with the resources and control and the problems faced by the teachers for taking online class.

Correlations			
		Problems faced by the teachers for taking online class	Stress related with the resources and control
Problems faced by the teachers for taking online class	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	150	150
Stress related with the resources and control	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	

	N	150	150
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** Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the Stress related with the resources and control and the problems faced by the teachers for taking online class.

Table No:12 Correlation between Stress related with mental and the problemsfaced by the teachers for taking online class.

Correlations			
		Problems faced by the teachers for taking online class	Stress related with mental
Problems faced by the teachers for taking online class	Pearson Correlation	1	.397**
	Sig. (2-tailed)		.000
	N	150	150
Stress related with mental	Pearson Correlation	.397**	1
	Sig. (2-tailed)	.000	
	N	150	150

** Correlation is significant at the 0.01 level (2-tailed).

From the above correlation table it can see that there is a positive correlation with the Stress related with mental and the problems faced by the teachers for taking online class.

Table No: 13Chi square test

Test Statistics			
		Psychologicalsystems of stress by taking online class	Techniques of reducing stress while taking online class
Chi-Square		50.800 ^a	18.800 ^c
Df		4	3
Asymp. Sig.		.000	.000
Monte Carlo Sig.	Sig.	.000 ^b	.000 ^b
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.030

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

b. Based on 150 sampled tables with starting seed 112562564.

c. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 37.5.

H0: There is a significant relationship between the Psychological systems of stress by taking online class and the techniques of reducing stress while taking online class.

H1: There is no significant relationship between the Psychological systems of stress by taking online class and the techniques of reducing stress while taking online class.

From the table it is clear that there is a significant relationship between the expected and observed frequency.

VI. CONCLUSION

The research study attempts to find out the stress level of the self-financing 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 10, 2020 the Honourable Chief Minister of Kerala announced in the press meet 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 April 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 school 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 Whatapps 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, Power point presentations. The other main challenges faced by the faculty's Salary was not paid by many self-financing colleges and then later the management decides to provide afterwards. The self-financing teaching association arranges a meeting with the self-teaching association and the self-financing management Associations to decide about the salary problems and discussed about the financial crisis faced by the Management. Some Universities conduct exams through online modes. The teacher and the students are highly satisfied with the online teaching platforms.

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