



STRESS MANAGEMENT AMONG SELF-FINANCING COLLEGE TEACHERS IN COIMBATORE DISTRICT

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ABSTRACT

All other professionalists once viewed that Teaching profession as a 'low stress occupation' and they have been envied for permanent status, low workload, flexibility and other facilities such as foreign trips for study and conference. However, many recent studies reveals that college faculty is among the most stressed occupational group. The present study was conducted to explain the teachers' perception towards occupational stress using established questions, data were collected from five different self-financing colleges. To collect the opinion about teaching and handling students, to find out the stress creators, to analysis of sharing stress problems faced by the College teachers.

Keywords: Stress, Academic stress, Managing Stress, and Techniques for Stress management.

INTRODUCTION

Stress was once considered alien to Indian lifestyle, but now it has become a major health problem / hazard. Level of stress experienced by people seems to be on an increase in today's society. No individual is free from stress. Every one experiences stress while being with business, organisation, study, work or while engaged in any social or economical activity. No profession is stress free. The genesis of stress research took place during 1914, when Walter Cannon – a noted physiologist an early pioneer of stress for the first time described body's

reaction to stress. He identified stress reaction as “fight or flight,” an involuntary response that occurs in an emergency situation in which an individual must either confront or escape from a dangerous situation. In other words, stress is considered to be any pressure which exceeds the individual’s capacity to maintain physiological, psychological and/or emotional stability. Some people have high levels of tolerance for stress and thrive very well in the face of several stressors in the environment.

Later, numerous research studies were conducted in continuation with the research of Walter Cannon. Cartwright and Cooper (1997) postulated that when an individual is confronted with a challenging situation, tension or pressure, the sympathetic nervous system can be triggered to activate a wide variety of hormonal secretions. According to Tucker-Ladd (1996), the hormonal responses determine the severity of an individual’s anxiety reactions, mind-set, energy level, level of depression and physical state of health after experiencing a stressful event.

The interest has reflected itself in an ever increasing research orientation into occupational stress, the impact of life events, stress with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation of stress, it was felt that we should ‘step back’ and reflect on what should or needs to be done, that is to focus on priorities or issues or problem areas of importance.

OBJECTIVES OF THE STUDY

1. To know the root of work stress.
2. To workout techniques used by the College faculties to manage work stress.

HYPOTHESIS-SETTING

1. H₀: There is no cause of work stress that affects faculties in the college atmosphere.
H₁: There is cause of work stress that affects faculties in the college atmosphere
2. H₀: There is no technique used by the College faculties to manage work stress.
H₁: There is technique used by the College faculties to manage work stress.

RESEARCH METHODOLOGY

The study used primary data as well as secondary data. A total of 120 questionnaires were distributed among 120 faculties of different self -financing colleges in Coimbatore district

of TamilNadu. Percentage analysis method has been used to analyze & interpretation of data. Rank has been assigned through score value analysis.

REVIEW OF LITERATURE

Gardner, Sallie has undergone a study Stress among Prospective Teachers on Student-teacher distress has the potential to impact on the individuals who are to become teachers, the profession and the education system. This review examines what is known of psychological distress among university students, teachers and student-teachers, the demands associated with their practical experiences and the known impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer contends that the potential problem for prospective teachers requires a holistic approach, beginning through understanding contemporary strategies available to individual university students, and preventative stress management programs provided within tertiary education, which may be made available to future student-teachers.

Sharron SK Leung has undergone Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong. This study aimed to examine occupational stress and mental health among secondary school teachers in Hong Kong, and to identify the differences between those actively engaged in stress management behaviors and those who were not. Secondary teachers in Hong Kong have high occupational stress but insufficient stress coping resources. Cognitive-behavioral programs to enhance teachers' stress management resources are recommended.

Ravinder kaur has undergone a study on psycho-social problems of women teachers working in schools and colleges of Punjab. This paper is a study of the psycho-social problems of women teachers due to institution. Administrators, policymakers should help to create a work environment that conveys caring and promotes fairness. If employees feel that the work place climate supports balancing work and family responsibilities, they may experience higher levels of work/family enrichment as well as work and family satisfaction. Family support organizational policies may be designed to provide assistance to employees coping with psycho-social problems.

Analysis and Results:

Table – 1

DEMOGRAPHIC FACTORS WISE CLASSIFICATION OF RESPONDENTS

		No. of Respondents	Percent
Age Group	Below 30 Yrs	41	34.2
	31 to 40 Yrs	55	45.8
	Above 40 Yrs	24	20.0
Marital Status	Married	71	59.2
	Single	49	40.8
Educational Qualification	PG	48	40.0
	M.Phil.	40	33.3
	Ph.D.	24	20.0
	Others	8	6.7
Designation	Asst. Professor	87	72.5
	Asso. Professor	17	14.2
	HoD	11	9.2
	Others	5	4.2
Experience	Upto 3 Years	47	39.2
	3 to 6 Years	44	36.7
	Above 6 Years	29	24.2
Monthly Income	Below Rs.10,000	46	38.3
	Rs.10,001 to Rs. 20,000	40	33.3
	Rs.20,001 to Rs.30,000	19	15.8
	Above Rs.30,000	15	12.5
Family Size	Upto 4 Members	69	57.5
	5 to 6 Members	39	32.5
	Above 6 Members	12	10.0
	Total	120	100.0

Source: Primary Data

Interpretation

The above table disclosed that 45.8% of respondents are in the age group of 31 to 40 years, 59.2% of respondents are married, 40% of respondents are with PG as their educational qualification, 72.5% of respondents are Assistant Professors, 39.2% of respondents earn Below Rs.10,000 as their salary and 57.5% of respondents are from the family contains upto 4 members.

Table 2:

ANALYSIS OF STRESS CREATING FACTORS

S.No.	Factors	Agree		Disagree		No Response		Total	
		No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%
1	Job Insecurity	97	80.8%	15	12.5%	8	6.7%	120	100%
2	Poor students behavior and their negative attitude towards Study	102	85%	11	9.2%	7	5.8%	120	100%
3	Ineffective leadership at Department Level/ Management Politics	88	73.3%	27	22.5%	5	4.2%	120	100%
4	Lack of Motivation	78	65%	38	31.7%	4	3.3%	120	100%
5	Negative Attitude of Colleagues	81	67.5%	30	25%	9	7.5%	120	100%
6	Excessive Additional duty	104	86.7%	12	10%	4	3.3%	120	100%
7	Involvement in non-teaching duty	92	76.7%	22	18.3%	6	5%	120	100%
8	Lack of Research & Personal Growth Opportunities	71	59.2%	40	33.3%	9	7.5%	120	100%
9	Work-home conflicts	68	56.7%	40	33.3%	12	10%	120	100%

Source: Primary data

Interpretation

From the above table we come to know that 86.7% of respondents declares that 'Excessive Additional duty' is the reason for stress, 85% of respondents says that 'Poor students behavior and their negative attitude towards Study' is the reason for stress, 80.8% of respondents agreed that 'Job Insecurity' is the reason for stress, 76.7% of respondents accepts that 'Involvement in non-teaching duty' is the reason for stress, 73.3% of respondents state that 'Ineffective leadership at Department Level/ Management Politics' is the reason for stress, 67.5% of respondents opined that 'Negative Attitude of Colleagues', 65% of respondents hold that 'Lack of Motivation' is the reason for stress, 59.2% of respondents accepts that 'Lack of Research & Personal Growth Opportunities' is the reason for stress and 56.7% of respondents are says that 'Work-home conflict' is the reason for the stress.

This to conclude that Excessive Additional duty given to staff is having grater influence on the stress.

Table 3:

TECHNIQUES ADOPTED TO MANAGE STRESS

Techniques	Total Score	Mean Score	Rank
Yoga and exercise	8220	68.5	2
Believe in actions rather than fruits	9030	75.25	1
Playing with children	5262	43.85	6
Interaction with positive Colleagues	6551	54.59	5
Reading Motivational Books	7653	63.78	3
Rest	5023	41.86	7
Positive Attitude	6756	56.3	4

Source: Primary Data

Interpretation:

The above table was prepared to rank the technique which was used to manage stress by the college teachers. From this table it was found that 'Believe in actions rather than fruits' was ranked first with mean score of 75.25, and it was followed by 'Yoga and exercise' with the mean score of 68.50; the third rank was given to 'Reading Motivational Books' with mean score of 63.78; fourth and fifth ranks were shared by 'Positive Attitude' and 'Interaction with positive colleagues', with mean scores of 56.30 and 54.59 respectively. Sixth rank was given to 'Playing with children' with mean score of 43.85 and with the mean score of 41.86; the seventh rank position was given to 'Rest'.

From the above it is concluded that 'Believe in actions rather than fruits' is the best way to manage the stress.

FINDINGS

- From the study it is found that 45.8% of respondents are in the age group of 31 to 40 years 59.2% of respondents are married, 40% of respondents are with PG as their educational qualification, 72.5% of respondents are Assistant Professors, 39.2% of respondents are earn Below Rs.10,000 as their salary and 57.5% of respondents are from the family contains upto 4 members.
- The key factors of stress like Excessive Additional duty, Poor students behavior and their negative attitude towards study, Job insecurity, Involvement in non-teaching duty, Ineffective leadership at Department Level/ Management, Negative Attitude of

colleagues, Lack of Motivation, Lack of Research & Personal Growth, Work-home conflicts has been observed.

- The key stress management techniques like Believe in actions rather than fruits, Yoga and exercise, Reading Motivational Books, Positive Attitude, Interaction with positive Colleagues, Playing with children, Rest has been observed. The ‘Believe in actions rather than fruits’ has been used to manage stress and it was ranked at 1st while Rest can be used as stress managing techniques and it was ranked at 7th.

CONCLUSION

The important work hazard in education profession is Stress needs to be addressed without delay. Stress can make an individual productive and constructive when it is identified and well managed. In times of great stress or adversity, it’s always best to keep busy, to plow anger and energy into something positive. Positive attitude and meditation will be helpful for coping the stress. Having broader perspective of life will definitely change the perception of stress. Let us hope that we will be successful in making distress into stress for our healthy lifestyle as well as organizational well being.

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