



A study on stress management among the faculties with special reference to Coimbatore City

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Abstract

Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. Many practical stress management techniques are available, some for use by health professionals and others, for self-help, which may help an individual reduce their levels of stress, provide positive feelings of control over one's life and promote general well-being. Many professional organizations exist to promote and provide training in conventional or alternative therapies. The teachers of self-financing don't have any job security as well they have to balance their personal life with their work life. A variety of stress-management techniques was used in worksite studies, including muscle relaxation, meditation, biofeedback, cognitive-behavioral skills, and combinations of these techniques. It can be said that stress management in work settings can be effective in enhancing worker physical and psychologic health, but the choice of which stress-management technique to use should be based on the specific health outcomes that are targeted for change.

Keywords: stress management, teachers, self-financing colleges, relaxation, cognitive behavior

Introduction

India has a long history of organized education. The British introduced the current system of education with its western style and contents in the 19th century following recommendations by Lord Macaulay. In order to cope with the growing student strength in universities which has risen, the government has devised the ways and means to provide quality education to large numbers. The Central Government revised its policy and permitted the self-financing courses to operate and introduced the dual system of education in India. The opening of self-financing arts and science colleges started in Tamil Nadu in 1984-85. Collectively 1063 Arts & Science colleges function under the administrative control of the Directorate of collegiate Education at Chennai. This has created lots of job opportunities for teachers in the self-financing stream. Human life today is characterized by complex activities. In the past, people lived in harmony with nature, which was worshipped and the human activity was friendly towards it. Environment today is exploited and man tries to fight against nature, instead of living harmony with it. This unnatural approach is the root cause for all disorders, discomforts and diseases suffered by man. Living in this world today is more pressure, strains and stress. Occupation is an important aspect of man's life and behavior. Most active parts of life are spending in work and occupation related activities. Today, stress and anxiety are pervading features of one's work life. Majority of people all over the world experience high psychological stresses.

Statement of the Problem

The major resource of every country is its people. The quality of its people depends upon the quality of their education. The quality of their education depends more upon any single factor than the quality of their teachers. The quality of the teacher depends on their personal qualities and their attitudes and satisfaction towards the occupation. As self-financing streams are paid out of the funds collected from students by way of tuition fees, the teachers in those institutions are paid very meager salary. The salary structure for aided college teachers and self-financing teachers are very vast and unimaginable. The teachers of self-financing don't have any job security as well they have to balance their personal life with their work life. Hence both gender faculties are facing more stress. So, this study has emerged in accordance with finding a suggestion for managing stress among the faculties.

Objectives

1. To study the causes and level of stress among the faculty.
2. To study the effects of stress on the health of faculty.

Research Methodology

Research methodology is a way to systematically solve the research problem; Structured Questionnaires was prepared for the purpose of collecting primary data from the faculties. Convenient random sampling method was used for selecting the samples also Average Score analysis and Chi-square Analysis are used to find the results.

**Average score analysis
Level of satisfaction achieved at work**

Table 1: describes the results of average score analysis in terms of average score on the level of satisfaction achieved at work.

Factors	Score	HS	S	N	DS	HDS	Total	Mean score
		5	4	3	2	1		
Work Environment	No.	77	50	46	16	11	200	3.83
	Score	385	200	138	32	11	766	
Job Security	No.	98	52	23	77	10	200	4.655
	Score	490	208	69	154	10	931	
Remuneration	No.	83	80	15	12	10	200	4.07
	Score	415	320	45	24	10	814	
Team Work	No.	110	30	29	23	8	200	4.055
	Score	550	120	87	46	8	811	
Colleagues	No.	106	35	24	26	9	200	4.015
	Score	530	140	72	52	9	803	
Management Rule	No.	142	18	25	6	7	200	4.38
	Score	710	72	75	12	7	876	
Training & Development	No.	63	30	79	16	12	200	3.58
	Score	315	120	237	32	12	716	
Student Ratio	No.	123	25	20	8	4	200	3.975
	Score	615	100	60	16	4	795	
Student Teacher Relationship	No.	124	37	17	17	5	200	4.295
	Score	620	148	51	34	5	859	
Time Management at Work	No.	137	24	20	15	4	200	4.375
	Score	685	96	60	30	4	875	
Personal Goal	No.	145	15	12	13	15	200	4.31
	Score	725	60	36	26	15	862	
Job Satisfaction	No.	156	26	4	10	4	200	4.60
	Score	780	104	12	20	4	920	

It is found from the above table that the Faculties irrespective of the classification have high level of agreeability towards “Training & Developments offered by Management” followed by “ Work Environment” when compared to the other factors relating to satisfaction

achieved at work. It is concluded that, the Faculties irrespective of the classification have high level of agreeability towards “Training & Developments offered by Management” helps to attain satisfaction at work place.

Indicator of Level of stress at Work

Table 2: describes the results of average score analysis in terms of average score on the level of satisfaction achieved at work

Factors	Score	ES	MS	MoS	MiS	NS	Total	Mean score
		5	4	3	2	1		
Work while I’m eating	No.	125	25	30	15	5	200	4.25
	Score	625	100	90	30	5	850	
Work late	No.	102	42	18	26	12	200	3.98
	Score	510	168	54	52	12	796	
Work even when I feel sick	No.	98	49	33	12	8	200	4.085
	Score	490	196	99	24	8	817	
Have to bring home work	No.	111	48	12	12	17	200	4.12
	Score	555	192	36	24	17	824	
Arrive at work late	No.	123	28	18	19	12	200	4.155
	Score	615	112	54	38	12	831	
Enjoy coming to work	No.	151	18	17	8	6	200	4.50
	Score	755	72	51	16	6	900	

(ES-Extremely Stress, MS-Much Stress, MoD Stress- Moderate Stress, MiS- Mid Stress, NS-No Stress)

It is found from the above table that the Faculties irrespective of the classification have high level of stress towards “Working Late” followed by “Work even when I feel sick” when compared to the other factors relating to level of stress faced at work. It is found from the above table that the Faculties irrespective of the classification have high level of stress towards “Working Late”

Chi Square Analysis

Chi Square analysis on the faculties facing stressful situations at work

The table 3 describes the results of chi square analysis in terms of personal factor, Chi square value and their significance on the faculties facing stressful situations at work.

Hypothesis

H₀: the personal factors of the faculties have no significant influence on the stressful situations they face at work.

H₁: the personal factors of the faculties have significant influence on the stressful situations they face at work.

Table 3: Chi square values: Personal Factors and Faculties Facing Stressful situations at Work.

S No	Personal Factor	Chi square value	Table value	S/NS
1	Gender	5.677	0.128	NS
2	Age of the Faculty	22.097	0.009	NS
3	Educational Level	13.224	0.153	NS
4	Occupational Status	19.621	0.020	NS
5	Marital Status	0.746	0.862	NS
6	Annual Income	20.076	0.17	NS
7	Type of Family	3.547	0.315	NS
8	Size of Family	11.556	0.240	NS
9	No of Earning Members in Family	8.687	0.467	NS

Note: S- Significant (p value≤0.05); NS-Not Significant (p value>0.05)

It is found from the table that the hypothesis is accepted in all the cases. It is concluded that the personal factors such as Gender, Age of the Faculty, Educational Level, Occupational Status, Marital Status, Annual Income, Type of Family, Size of Family and No of Earning Members in Family have significant influence on the stressful situations faced by faculties at work.

Chi square analysis on the types of stress experienced by the faculties

The table 4 describes the results of chi square analysis in terms of personal factor, Chi square value, p-value and their significance on the effect of stress on health of faculties.

Hypothesis

H₀: The personal factors of the Faculties have no significant influence on the types of stress experienced.

H₁: The personal factors of the Faculties have significant influence on the types of stress experienced.

Table 4: Chi square values Personal Factors and effect of stress on health of faculties

S No	Personal Factor	Chi square value	Table value	S/NS
1	Gender	3.184	0.527	NS
2	Age of the Faculties	15.946	0.194	NS
3	Educational Level	33.867	0.001	S
4	Occupational Status	23.082	0.027	NS
5	Marital Status	2.498	0.645	NS
6	Annual Income	10.317	0.588	NS
7	Type of Family	3.996	0.406	NS
8	Size of Family	14.272	0.284	NS
9	No of Earning Members in Family	12.785	0.385	NS

It is found from the table that the hypothesis is accepted in all cases except educational level. It is concluded that the personal factors such as Gender, Age of the Faculties, Occupational Status, Marital Status, Annual Income, Type of Family, Size of Family and No of Earning Members in Family have significant influence on the effect of stress on health of faculties.

Findings & Suggestions

- It is concluded that, the faculties irrespective of the classification have high level of agreeability towards “Training & Developments offered by Management” Helps to attain satisfaction at work place.
- It is concluded that the faculties irrespective of the classification have high level of stress towards “Working Late” in the work space.
- Using chi square analysis, it is concluded that, all the personal factors of faculties have significant influence on the stressful situations faced by faculties at work.
- Using chi square analysis, it is concluded that, all the personal factors except Educational Level have significant influence on the effect of stress on health of faculties.

Conclusion

Stress is a very normal psychological condition of the human mind arising due to unfulfilled expectations. Stress has become a worldwide poison experienced by teachers universally. Therefore, stress management is necessary to bring the human mind back on right track so that it can function with its full effectiveness. Stress management provides a wide array of options to stressed individuals to rebalance their mind and body. Hence to conclude, there has not been much effective stress management among the college faculties, with special reference to Coimbatore. Development of better and effective strategies that help teachers cope with real life problems and encourage their surroundings to be more cooperative and understanding to bring out the best from the them.

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