



An overview of stress management

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Abstract

Purpose of the Study: In today's world, stress has become a worldwide phenomenon, which occurs in various forms in every workplace. In today's work life, employees are generally working for longer hours, as the rising levels of responsibilities require them to exert themselves even more strenuously to meet rising expectations about work performance. To study the employees of colleges are happy with the environment. The purpose of the study to know about the employees of colleges have control over the job and have adequate information on their role at work, to study the employees of colleges work under pressure and are being asked to do more than their ability permits and to know whether the employees of colleges allowed in participating in decision making.

Sampling Procedure: Sampling Plan: Universe: The area of study is Ambala, Shahabad, Kurukshetra.

Sampling Procedure: In this study, the respondents were chosen through convenience sampling i.e. S.D. College (Lahore), Ambala Cantt; Markanda National College, Shahabad; Arya Kanya Mahavidyalaya, Shahabad, University College, Kurukshetra, where all the accessible employees were contacted by tracing them from the records.

Contact Method: The respondents were contacted personally and information was derived and questionnaires were filled.

Sample Size: 100

Sampling Technique: A non-probability sampling technique i.e. convenience sampling is used.

Findings and Suggestions: The study has been shown that mostly respondents are happy with their working environment and the study has been revealed that the most of the respondents have a control over their job. The study suggested that The respondents in the permanent job category suffered high level of stress. This may be due to more authority and responsibility which ultimately leads to more work load. So, both the authority and responsibility should be equally allocated between all the teacher respondents.

Keywords: stress, positive stress, negative stress

1. Introduction

In today's world, stress has become a worldwide phenomenon, which occurs in various forms in every workplace. In today's work life, employees are generally working for longer hours, as the rising levels of responsibilities require them to exert themselves even more strenuously to meet rising expectations about work performance. Omolara (2008) described occupational stress as the adverse psychological and physical reactions that occur in an individual as a result of their being unable to cope with the demands being made on them.

According to Swanepoel *et al.* (1998) work related stress has been a topic of their study that has received increasing attention, in the area of occupational health, over the last three decades. These authors were of the opinion that the world, especially the world of work and business, has become increasingly subject to fast changing forces like increased competition, the pressure of quality, innovation and an increase in the pace of doing business. The demands on employees grew equally dramatically and this created stress within employees. Apart from stress that arose from the work situation, other sources of stress could relate to personal factors such as relationships with others and use of free time.

Moorhead and Griffen (1998), Stress can therefore be described as the adverse psychological and physical reactions that occur in an individual as a result of his or her inability to cope with the demands being made on him or

her. That is tension from extra-ordinary demands on an individual.

It is noted that, stress is not necessarily bad; it is an opportunity when it offers potential gain. But whatever its nature, it usually begins when individuals are placed in a work environment that is in incompatible with their work style and temperament. It becomes aggravated when individuals find that they have or can little control over it.

Henry and Evans (2008), "Many organizations in the world are witnessing an alarming increase of the negative effects of stress on employee's productivity. Typical examples are organizations in America, the United Kingdom, the Caribbean, East and Central Africa, West Africa and in other parts of the world. The American Academy of family Physicians reported that, about two-thirds of the visits to family physicians are the results of stress-related symptoms" (Henry and Evans 2008).

Michac (1997), specified causes of stress as follows: poor time management, unclear job descriptions, feelings of inadequacy and insecurity, inability to get things done, lack of communication, bad personal relationships, quality and complexity of tasks. In the same breadth, Dean (2002) viewed stress-related illnesses as the leading cause for low productivity levels in the workplace. Immense pressure at work has led to stress, which made it the number one factor causing illness. Michac (1997) outlined reasons for low productivity as follows; poor training in the company, machine break downs, non-established performance

standards, lack of planning and motivation, change, poor atmosphere and environment, inadequate communication at many levels, non-identification with company goals.

The physical body denies co-operation to fulfill the inner ambitions of achieving maximum. Time stress has far-reaching consequences and has per collated in to all aspects outlines. Anything that causes a change in life is stress. Be it a good or bad change, both is stress. Early in the century, medical students were taught that "if you know. Syphilis you know medicine that is because of all pervading effects of the disease the same can be said about stress. Since it can contribute to or mimic just about any symptom one can think or stress as an unavoidable consequence of life. Stress is due to the conflicts of not being able to share his time between work and family demands. The lack of clarity about expectation of others from the role or lack of feedback on how ones performance is regarded by other can be a causing factor for stress. Lack of knowledge skills or inadequate preparation to be effective in work can cause a stress.

1.1 Definition of Stress

"Stress is an adaptive response, mediated by individual characteristics and/ or psychological process, that is consequence of any external action situation, or event that place special physical and or psychological demands upon a person" - Ivanecih and Atteson.

"Job stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning" by Beer and Newman The concise Oxford dictionary defines stress in three different ways. The first definition is that "Stress is a constraining an impelling force" and one example used is "under the stress of poverty". The second definition treats as an "Effort or demand on energy as in subjected to great stress". The third definition offered talks of it as "A force exerted on a body" (Toxcox 1978).

The Penguin medical Encyclopedia sees stress as any influence which disturbs the natural equilibrium of the body, and includes within its reference physical injury, exposure, deprivation, all kinds of disease and emotional disturbance (Marshall Jan Copper 1979).

1.2 Concept of Features of Stress

In 1936, Hensley introduced the concept of stress in social science at the general adaptation syndrome. He view stress as the non-specifically induced change within biological system. It is no specific because any adaptation to a problem faced by the body, irrespective of the nature of the problem is included. Stress is defined as any influences, which disturb the natural equilibrium of the body, and includes within its reference physical injury exposure deprivation all kinds of disease and emotional disturbance. It is also important to point out what stress is not.

Stress is not simply anxiety

Anxiety operates solely in the emotional and psychological sphere, whereas stress operates there and also in the physiologically sphere. Thus, stress may be accompanied by anxiety, but two should be equated

Stress is not simply nervous tension

Like anxiety, nervous tension may results from stress, but

the two are not the same. Unconscious people have exhibited stress, and some people may keep it "bottled up" and not reveal it through nervous tension. Stress is not necessarily something damaging, bad or to be avoided: Eustress is not damaging or bad and is something people should break out rather than avoid. The key of course, is how the person handles the stress. Stress is inevitable; distress may be prevented or can be effectively controlled.

1.3 Sources of Stress

We can experience stress from four basic sources:

The Environment

The environment can bombard you with intense and competing demands to adjust. Examples of environmental stressors include weather, noise, crowding, pollution, traffic, unsafe and substandard housing, and crime.

Social Stressors

We can experience multiple stressors arising from the demands of the different social roles we occupy, such as parent, spouse, caregiver, and employee. Some examples of social stressors include deadlines, financial problems, job interviews, presentations, disagreements, demands for your time and attention, loss of a loved one, divorce, and co-parenting.

Physiological

Situations and circumstances affecting our body can be experienced as physiological stressors. Examples of physiological stressors include rapid growth of adolescence, menopause, illness, aging, giving birth, accidents, lack of exercise, poor nutrition, and sleep disturbances

Thoughts

Your brain interprets and perceives situations as stressful, difficult, painful, or pleasant. Some situations in life are stress provoking, but it is our thoughts that determine whether they are a problem for us.

1.4 Types of Stressors

Situations that are considered stress provoking are known as stressors. Stress is not always a bad thing. Stress is simply the body's response to changes that create taxing demands. Many professionals suggest that there is a difference between what we perceive as positive stress, and distress, which refers to negative stress. In daily life, we often use the term.

"Stress" word is used to describe negative situations. This leads many people to believe that all stress is bad for you, which is not true.

Positive Stress

Positive stress has the following characteristics:

- Motivates, focuses energy
- Is short-term
- Is perceived as within our coping abilities
- Feels exciting
- Improves performance

Negative Stress

In contrast, negative stress has the following characteristics:

- Causes anxiety or concern
- Can be short or long-term

- Is perceived as outside of our coping abilities
- Feels unpleasant
- Decreases performance
- Can lead to mental and physical problems

It is somewhat hard to categorize stressors into objective lists of those that cause positive stress and those that cause negative stress, because different people will have different perceptions and reactions to particular situations. However, by generalizing, we can compile a list of stressors that are typically experienced as negative or positive to most people, most of the time

Examples of negative personal stressors can include

- The death of a partner
- Filing for divorce
- Losing contact with loved ones
- The death of a family member
- Hospitalization (oneself or a family member)
- Injury or illness (oneself or a family member)
- Being abused or neglected
- Separation from a spouse or committed relationship partner
- Conflict in interpersonal relationships
- Bankruptcy/money problems
- Unemployment
- Sleep problems
- Children's problems at school
- Legal problems
- Inadequate or substandard housing
- Excessive job demands
- Job insecurity
- Conflicts with team mates and supervisors
- Lack of training necessary to do a job
- Making presentations in front of colleagues or clients
- Unproductive and time-consuming meetings
- Commuting and travel schedules

Examples of positive personal stressors might include

- Receiving a promotion at work
- Starting a new job
- Marriage or commitment ceremony
- Buying a home
- Having a child
- Moving
- Taking or planning a vacation
- Holiday seasons
- Retiring
- Taking educational classes or learning a new hobby

Internal Sources of Stress and Anxiety

Stressors are not always limited to situations where some external situation is creating a problem. Internal events such as feelings, thoughts, and habitual behaviors can also cause negative stress.

Common internal sources of distress include

- Fears (e.g., fears of flying, heights, public speaking, chatting with strangers at a party)
- Repetitive thought patterns
- Worrying about future events (e.g., waiting for medical test results or job restructuring)
- Unrealistic or perfectionist expectations

Habitual behavior patterns that can lead to stress include

- Over scheduling
- Failing to be assertive
- Failing to set and maintain healthy boundaries
- Procrastination and/or failing to plan ahead

Cognitive Aspects of Stress and Anxiety

Anxiety is a feeling that we commonly experience when faced with stressful life events. Anxiety can be one of the most distressing emotions that people feel. It is sometimes called "fear or nervousness". Common reactions to anxiety include:

Physical Symptoms

- Sweaty palms
- Muscle tension
- Racing heart
- Flushed cheeks
- Light headedness

Behaviours

- Avoiding situations where experiencing anxiety might occur
- Leaving situations when feelings of anxiety begins to occur
- Trying to do things perfectly or trying to control events to prevent danger

Moods

- Nervous
- Irritable
- Anxious
- Panicky

Thoughts

- Overestimation of danger
- Underestimation of your ability to cope
- Underestimation of help available
- Worries and catastrophic thoughts

Stressors can contribute to our feelings of anxiety. Examples of stressors that contribute to feelings of anxiety might include trauma (being abused, being in an accident, war); illness or death, things we are taught ("snakes will bite you"); things we observe (an article in the newspaper about a plane crash); and experiences that seem too much to handle (giving a speech, job promotion or termination, having a baby).

The thoughts that accompany anxiety involve the perception that we are in danger or that we are threatened or vulnerable in some way. A threat of danger can be physical, mental, or social. A physical threat occurs when you believe that you will be physically hurt (e.g., a snake bite, a heart attack, being hit). A social threat occurs when you believe you will be rejected, humiliated, embarrassed, or put down. A mental threat occurs when something makes you worry that you are going crazy or losing your mind.

2. Review of Literature

Regarding stress management the various researchers found out in various stress in Bank, colleges Employees are as follows:

Savery, Lawson K. In his article titled, "The Influence of Social Support on the Reaction of an Employee." (1988) ^[21] discuss the influence of social support groups on relieving occupational stress among employees resulting in an increase of job satisfaction and productivity. The study was conducted on the role of various social support agents on occupational performance and stress.

Garnitz, Rick In his article titled, "Managing the interrelationship of work, family and finances", (1988) ^[20] discussed the need for employers to address the interrelationship of work, family and finances. The emphasis on employee self-reliance and empowering employees through education and suggest evolving work-life benefit programs to relieve employee stress.

Zohar, Dov in his review titled, "When things go wrong: The effect of daily work hassles on effort, exertion and negative mood", (1999) ^[16] discussed the effect of occupational hassles on negative mood and effort exertion. Using pooled-time series analysis on daily records of a sample of military jump masters (parachute trainers), it was shown that hassles severity predicted end-of-day mood, fatigue and subjective workload. Author indicated that, despite their transient nature, daily hassles at work constitute a significant factor whose effect has been overlooked by available methods of occupational stress.

Rees, Christopher J.; Redfern, David In their article titled, "Recognising the perceived causes of stress--a training and development perspective", (2000) ^[17] aimed to provide examples of how different perspectives of occupational stress can be identified and highlighted. Training and development specialists can play an important role in ensuring that a balanced and eclectic approach to occupational stress is adopted in the workplace.

Fevre, Mark Le; Matheny, Jonathan; Kolt, Gregory S. In their article titled, 'Eustress, distress, and interpretation in occupational stress.', (2003) ^[19] discussed the meaning assigned to the word 'stress' that has shifted from Selye's original formulation, and that this shift, in conjunction with the use of the Yerkes Dodson Law, leads to inappropriate management of stress in organizations. The result revealed that some stress is good. Performance should be rejected in favour of more useful and accurate concepts.

Tyson, Paul D.; Pongruengphant, Rana In their article titled, "Five-year follow-up study of stress among nurses in public and private hospitals in Thailand", (2004) ^[18] examined the sources of occupational stress, coping strategies, and job satisfaction. A sample of 200 nurses was compared to 147 nurses sampled from the same hospital wards after 5 years and revealed a significant increase in nurses' workload, involvement with life and death situations, and pressure from being required to perform tasks outside of their competence. Although nurses working in public hospitals generally reported more stress than private hospitals, surprisingly nurses' satisfaction with their job increased particularly in public hospitals, which may be attributable to age, improvements in monetary compensation, and organizational support.

W. de Vente; J.H. Kamphuis; P.M.G. Emmelkamp in their article. "Alexithymia, Risk Factor or Consequence of Work-Related Stress" (2006) ^[15] they investigated the level and the type of alexithymia associated with occupational stress. Group differences in alexithymia were analyzed using ANOVAs. The type of alexithymia was investigated by (a)

determining absolute and relative stability, (b) exploring state dependence by adjusting alexithymia for burnout and distress complaints and (c) associating recovery of complaints with change in alexithymia. According to them, Alexithymia was significantly elevated among the patients. In the patient group, absolute stability of two alexithymia dimensions (identifying feelings, describing feelings) and relative stability of one alexithymia dimension (identifying feelings) was lower than they were in the healthy group.

3. Research Objectives

Objectives of Study

1. To study the employees of colleges are happy with the environment.
2. To know about the employees of colleges have control over the job and have adequate information on their role at work.
3. To study the employees of colleges work under pressure and are being asked to do more than their ability permits.
4. To know whether the employees of colleges allowed in participating in decision making.
5. To explore the suggestions for overcoming the problems.

4. Research Methodology

Research is a careful investigation or inquiry especially through search for new facts in branch of knowledge: market research specifies the information. Required to address these issues: designs the method for collecting information: manage and implements the data collection process analysis the results and communicates the finding and their implications. Research problem is the one which requires a researcher to find out the best solution for the given problem that is to find out the course of action, the action the objectives can be obtained optimally in the context of a given environment.

Sampling Plan

Universe: The area of study is Ambala, Shahabad, Kurukshetra.

Sampling Procedure: In this study, the respondents were chosen through convenience sampling i.e. S.D. College (Lahore), Ambala Cantt; Markanda National College, Shahabad; Arya Kanya Mahavidalaya, Shahabad, University College, Kurukshetra, where all the accessible employees were contacted by tracing them from the records.

Contact Method: The respondents were contacted personally and information was derived and questionnaires were filled.

Sample Size: 100

Sampling Technique: A non-probability sampling technique i.e. convenience sampling is used.

Research Design

- Research design is simply the framework or plan for a study used as a guide in collecting and analyzing the data. It is the blue print that is following in completing a study. The research design must be accordingly.
- Formulating objective of the study.
- Designing the method of data collection.

- Collection of data
- Suggestions and recommendations.
- Conclusion and interpretations.
- Research includes questionnaires, observations and facts used to find enquiries of different kind. Structured Questionnaire is prepared and pilot survey has been done to check the reliability of Questionnaire with the help of 10 college employees, who were not the part of final sample. With their suggestions some questions are dropped out and some are re-framed.

Source of Data Collection

Primary Data

It is the data which is collected initially for the first time. It helps in the validation of secondary data from secondary sources. The main sources of primary data are questionnaires, observations, personal interactions. In this research both primary and secondary data is used to get the accurate information.

Research instruments or tools used:

Research instruments or tools used for collection of information are questionnaires, study of market, information collected from website. Through questionnaires employees tell about the services provided by their institutions. They also give details about their problems. They give their suggestions for the improvement in the services. These tools help in analyzing and interpreting the result of the research.

Analytical Design: Statistical tools like percentage, pie-diagrams, tables and chi-square etc. has been applied.

Data Collection

The objectives of the project are such that both primary and secondary data is required to achieve them. So both primary and secondary data was used for the project. The mode of collecting primary data is questionnaire mode and sources of secondary data are various magazines, books, newspapers, & websites etc.

Sampling Techniques: Convenient sampling

Limitation of the study

1. Time and money are the main constraints of the study.
2. Inadequate disclosure of information by the respondents is also the major problem of study.
3. The study is confined to one college from (Ambala), two colleges from (Shahabad) and one college from (Kurukshetra).
4. Some of people were not interested in responding.
5. Generalizing the results of the study may not be possible with 100% accuracy.
6. The study is confined to only 100 respondents.

5. Analysis and Interpretation

i) Are you happy with your environment?

Table 1

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 50 | 50 |
| Sometime | 37 | 37 |
| Seldom | 13 | 13 |
| None of the Above | 0 | 0 |
| Total | 100 | 100 |

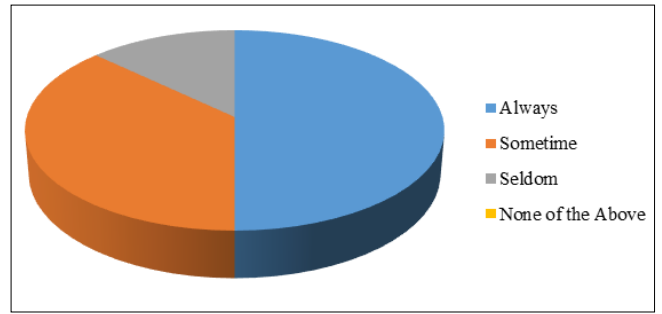


Fig 1

Interpretation: Above pie-diagram depicts that 50% of the respondents are happy with their working environment, 37% of the respondents are not always happy but sometimes they feel happy with their environment and only 13% are seldom happy with their environment. It shows that mostly respondents are happy with their working environment but do you some factors they might be under stress.

Table 2

| Colleges | Always | Sometime | Seldom | None of above |
|----------|--------|----------|--------|---------------|
| S.D | 10 | 12 | 3 | 0 |
| M.N | 20 | 4 | 1 | 0 |
| A.K.M | 5 | 15 | 5 | 0 |
| K.U | 15 | 6 | 4 | 0 |
| Total | 50 | 37 | 13 | 0 |

Chi-Square Statistic 21.206

P-Value 0.000

*Min (npi)>=5, i=1, 2,..., k

Interpretation: Above table depicts that value of chi-square is 21.206, which is more than the table value; it shows that there is no significant difference between the respondents of different institutions towards the feeling of happiness with their working environment.

ii) Do you think you have control over your job?

Table 3

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 47 | 47 |
| Sometime | 38 | 48 |
| Seldom | 7 | 7 |
| None of the Above | 8 | 8 |
| Total | 100 | 100 |

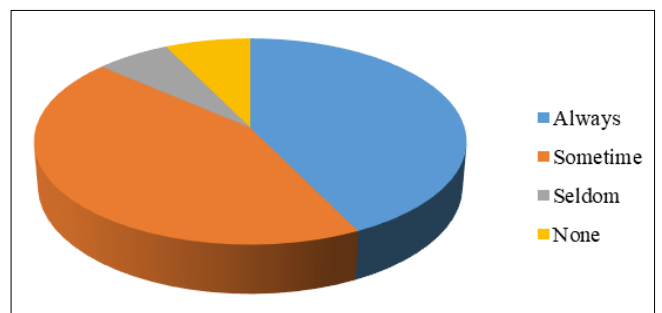


Fig 2

Interpretation: Above pie-diagram reveals that most of the respondents feel that they have a control over their job and only few respondents are not have their control over their job.

Table 4

| Colleges | Always | Sometime | Seldom | None of above |
|----------|--------|----------|--------|---------------|
| S.D | 10 | 9 | 2 | 4 |
| M.N | 17 | 6 | 2 | 0 |
| K.U | 3 | 8 | 1 | 3 |
| A.K.M | 7 | 15 | 2 | 1 |
| Total | 47 | 38 | 7 | 8 |

Chi-Square Statistic 15.787

P-Value 0.000

*Min (npi) \geq 5, i=1, 2,..., k

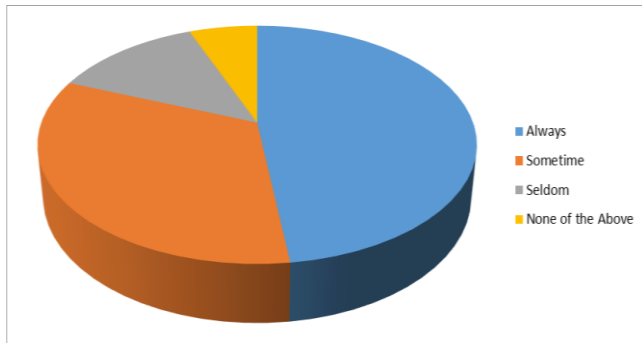


Fig 3

Interpretation: Above table depicts that value of chi-square is 15.787, which is more than the table value; it shows that there is no significant difference between the respondents of different institutions towards the control over job.

iii) Do you have adequate information on your role at work?

Table 5

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 48 | 48 |
| Sometime | 33 | 33 |
| Seldom | 13 | 13 |
| None of the Above | 6 | 6 |
| Total | 100 | 100 |

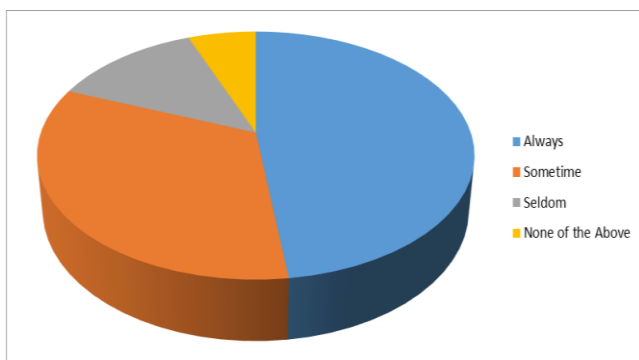


Fig 4

Interpretation: Above pie-diagram exhibits that 48% of the respondents feel that they have got always adequate information on their role at work and 33% respondents feel that they have got some time information, 13% respondents feel that they have seldom got information and 6% respondents feel that they have not got any information on their role at work. It shows most of the respondents got the adequate information on their role at work. Most of the respondents have the adequate information on their role at work.

Table 6

| Colleges | Always | Sometime | Seldom | None of above |
|----------|--------|----------|--------|---------------|
| S.D | 8 | 12 | 2 | 3 |
| M.N | 9 | 11 | 4 | 1 |
| K.U | 12 | 9 | 4 | 0 |
| A.K.M | 19 | 1 | 3 | 2 |
| Total | 48 | 33 | 13 | 6 |

Chi-Square Statistic 17.907

P-Value 0.000

*Min (npi) \geq 5, i=1, 2,..., k

Interpretation: Above table depicts that value of chi-square is 21.206, which is more than the table value; it shows that there is no significant difference between the respondents of different institutions towards adequate information on their role at work.

iv) Do you think your job has expectation that is in contradiction with other?

Table 7

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 26 | 26 |
| Sometime | 52 | 52 |
| Seldom | 8 | 8 |
| None of the Above | 14 | 14 |
| Total | 100 | 100 |

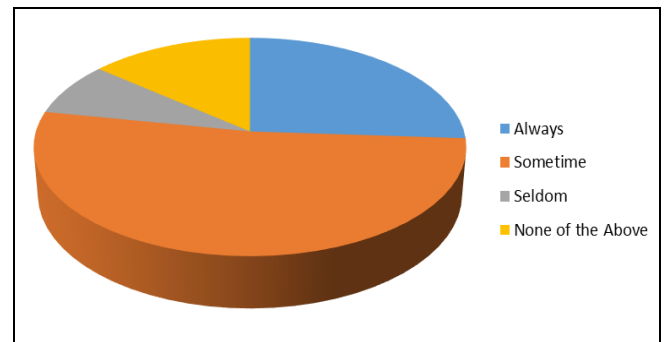


Fig 5

Interpretation: Above pie-diagram shows that 26% respondents always think that their job has expectation that is contradiction with other. The 8% respondents seldom think and 14% respondents have not think that their job has expectation is contradiction with other. But most of the people i.e. 52% sometime think that their job has expectation that is contradiction with other.

The reason behind might be that expectation from the higher authority is too high from the junior staff. That's why sometimes expectations are not matched with the achievement of junior staff and then contradictions with accrue.

Table 8

| Colleges | Always | Sometime | Seldom | None of above |
|----------|--------|----------|--------|---------------|
| S.D | 7 | 10 | 3 | 5 |
| M.N | 6 | 14 | 2 | 3 |
| K.U | 5 | 15 | 1 | 4 |
| A.K.M | 8 | 13 | 2 | 2 |
| Total | 26 | 52 | 8 | 14 |

Chi-Square Statistic 4.275

P-Value 0.118

*Min (npi) \geq 5, i=1, 2,..., k

Interpretation: Above table depicts that value of chi-square is 4.275, which is more than the table value; it shows that there is no significant difference between the respondents of different institutions towards the job has expectation that is in contradiction with other.

v) Do you work under pressure?

Table 9

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 18 | 18 |
| Sometime | 46 | 46 |
| Seldom | 15 | 15 |
| None of the Above | 21 | 21 |
| Total | 100 | 100 |

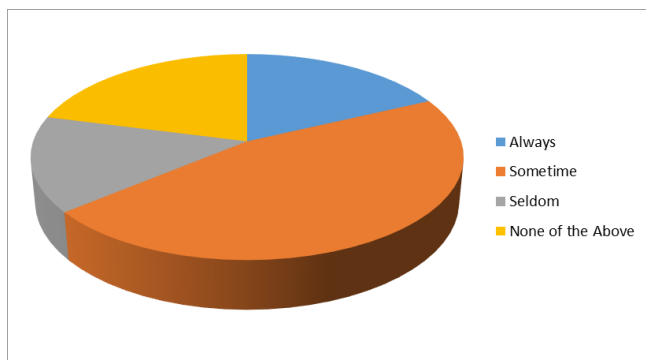


Fig 6

Interpretation: Above pie-diagram shows that 46% of the respondents feel sometimes they work under pressure and 18% of the respondents always feel that always they work under pressure. It shows that even most of the respondents feel happy with their environment; even then they work under pressure.

vi) Do you think you are being asked to do more that your ability permits?

Table 10

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 25 | 25 |
| Sometime | 52 | 52 |
| Seldom | 12 | 12 |
| None of the Above | 11 | 11 |
| Total | 100 | 100 |

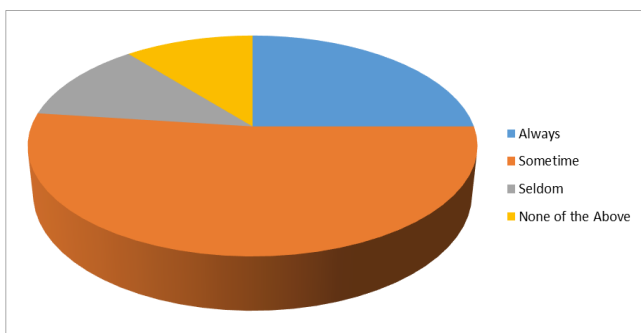


Fig 7

Interpretation: Above pie- diagram depicts that 52% of the respondents sometime feel that they asked to do more work

beyond their ability permits and 11% of the respondents do not feel that they are being asked to do more work beyond their ability permits. This might be one reason to feel stress among employees.

vii) Are your skills utilized to your satisfaction?

Table 11

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 53 | 53 |
| Sometime | 30 | 30 |
| Seldom | 0 | 0 |
| None of the Above | 17 | 17 |
| Total | 100 | 100 |

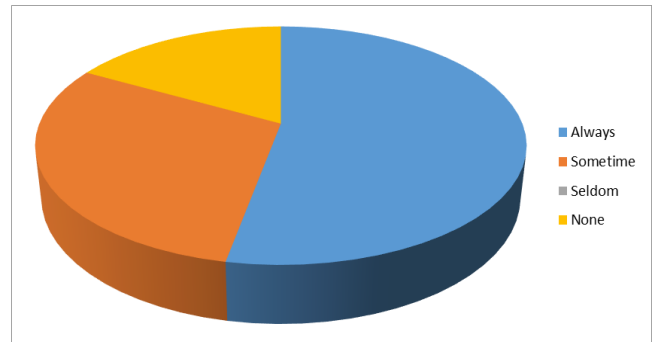


Fig 8

Interpretation: Above pie-diagram shows that 53% respondents feel that always in the institution their skill utilized to their satisfaction level, and 30% that sometime their skill utilized to their satisfaction level, but 17% respondents feel that their skill are not utilized according to their satisfaction level.

viii) Do you allowed to participate in decision making?

Table 12

| Responses | No. of Respondents | Percentage (%) |
|-------------------|--------------------|----------------|
| Always | 37 | 37 |
| Sometime | 34 | 34 |
| Seldom | 12 | 12 |
| None of the Above | 17 | 17 |
| Total | 100 | 100 |

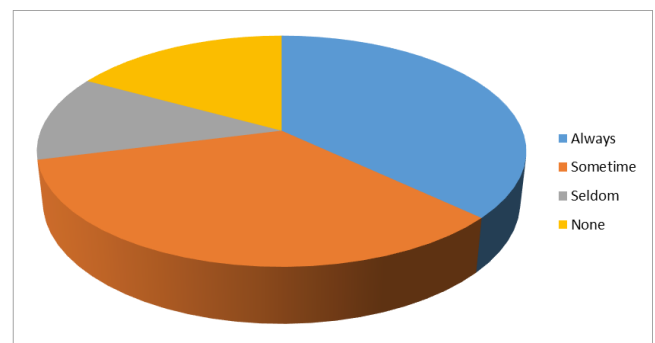


Fig 9

Interpretation: Above pie-diagram shows that 37% respondents are always allowed to participate in decision making, 34% respondents are sometime allowed to participate in decision making, 12% respondents are

allowed seldom to participate in decision making process and 17% respondents are never participate in decision making process.

This shows that these institutions give initiative right to their employees but still some employees face stress and mental distress.

6. Findings

- 1) The study has been shown that mostly respondents are happy with their working environment.
- 2) The study has been revealed that the most of the respondents have a control over their job.
- 3) The study has been depicted that even most of the respondent feel happy with their environment even then they work under pressure.
- 4) The study has been exhibited that most of the respondent have the adequate information on their role at work.
- 5) The study has been revealed that most of the people think that their job has more expectation. The reason might be that expectation form them of higher authority is too high from the junior staff.
- 6) The study has been depicted that most of the respondent feel that in their institution their skill utilized to their satisfaction level.
- 7) The study has been exhibited that their institution gives initiative right to their employees but still some employees face stress and mental distress.
- 8) The study has been depicted that even they worked in a good environment but might be employees due to over burden the feel helpless.

7. Suggestions

The following suggestions are provided to reduce the stress among the college employees:

Suggestions based on Socio-Economic factor to reduce stress

- 1) The respondents in the permanent job category suffered high level of stress. This may be due to more authority and responsibility which ultimately leads to more work load. So, both the authority and responsibility should be equally allocated between all the teacher respondents.
- 2) It was found that Post Graduate qualified teachers suffered high level of stress So, these should be encouraged and allowed to do the research degree to equip them for the teaching profession.
- 3) Even through only few male and female teacher suffered high level of stress, female suffered little bit higher level of stress than the male teachers. So, the management should address the problem of the female teachers to reduce their stress.
- 4) According to the study, teacher handling classes with more than 40 students suffered high level stress. So, the management should accommodate less than 40 students in a class to reduce the stress level of teachers.
- 5) The respondents with the pay of more than 30000 pm suffered high level of stress. Even through the above mentioned teacher are getting good salary, they should be provided with other monetary and non monetary benefits like leave salary, family accommodation, and medical treatment facility etc. to reduce the stress level.

Suggestions to the teachers to reduce their stress

- 1) Teacher should equip themselves academically to face the present competitive environment.
- 2) Since the stress lead to physical and mental illness, the employee are suggested to take care of their of their healthy by regular medical checkups.
- 3) The teacher is advised to maintain a balance between family and work life. So that they could seek cooperation from the family members whenever they face problem in their work life.
- 4) Teacher should try to avoid moving from one institution to another institution within short span of time.

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