

# An Analysis Of Causes Of Stress And Its Management Techniques Adopted By College Teachers (With Special Reference To Self – Financing Colleges In Chennai City)

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**Abstract-** *Stress is an inevitable part of today's express life of everyone. High level of stress affects individuals directly and through them it also affects their family and organisations in which they work. The teaching profession is viewed as "Low - Stress Occupation" and they have been envied for tenure. However various studies suggest that self – financing college teachers are among the most stressed occupational group. The present study is conducted to explore the faculty perception towards occupational stress by using an established questionnaire. The data collected from College Teachers working in Self – Financing Colleges in Chennai city. This article also focuses on the causes of stress and also the techniques adopted by the college teachers of Chennai city to cope up or prevent their occupational stress.*

**Keywords-** Stress, Stress Management Techniques, College Teachers

## I. INTRODUCTION OF THE STUDY

Stress has become common in all fields of the work and turns as a universal phenomenon. Teaching profession is considered as the noblest profession with high expectations from the various sections of the society. Many assume that teaching in college involves low stress. But on reality this profession carries huge amount of stress. Teachers working in self financing colleges are paid less and are facing more stress due to the pressure put on them by the result oriented management. The management of self financing colleges wants to compete with similar institutions in terms of no. of courses, Students admissions and ratings by different accrediting agencies on the institutions by different etc. In order to achieve this target they keep the teachers to work on their toes to bring results, placements and to train their students to shine in other extracurricular activities. These expectations put pressure on the teachers which creates stress to them.

## TYPES OF STRESS

According to Pestonjee, stress can be categorized into four major types such as eustress, distress, hyper stress, and hypo stress.

- i. **Eustress**-a type of short-term positive stress that provides immediate strength. This stress arises at points of increased physical activity, enthusiasm and creativity.
- ii. **Distress**- a negative stress. It is brought out by constant readjustments or routine alterations. Distress creates feelings of discomfort and unfamiliarity. There are two types of distress such as:
  - a) **Acute stress** - an intense stress that arrives and disappears quickly.
  - b) **Chronic stress** - a prolonged stress that exists for weeks, or even years. This type of stress is experienced by someone who is constantly relocating or contemplating job changes.
- iii. **Hyper stress** - occurs when an individual is pushed beyond what he or she can handle. The overload or overwork leads to hyper stress. If someone is hyper stressed, even little things can trigger a strong emotional response.
- iv. **Hypo stress** - occurs when an individual is bored by an unchallenged job, such as a worker performing the same task over and over. The effect of hypo stress is a feeling of restlessness and lack of inspiration.

## II. REVIEW OF THE LITERATURE

**Dr. Geeta Nema, dhanashree nagar, yogita mandhanya (2011)** has conducted a study on the causes of work related stress among the college teachers at Indore (MP). They have conducted the study with the help of 50 samples. Factor

analysis was used to analyze the causes of work related stress. The researcher identified various causes of stress among the teachers, occurring frequently and occasionally. The researcher suggested certain programmes or motivational packages which will reduce their stress level, whether it is related to personal and family problem or administrative problems. Similarly there can be training and development programmes to increase the innovativeness of the college teachers was also suggested.

**Gardner, Sallie (2010)** has undergone a study entitled “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 study examines the psychological distress among university students, teachers and student-teachers; the demand associated with their practical experiences and concludes that there is impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The author 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 (2009)** has taken up a study on 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. The study concludes that 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.

### III. OBJECTIVES OF THE STUDY

- To study the socio – economic background of self – financing college teachers.
- To determine various causes for stress that affects the teachers’ in the college atmosphere.
- To analyse the level of stress among teachers in the self financing college in Chennai city.
- To find out various techniques adopted by the college teachers for managing the stress.

### HYPOTHESIS OF THE STUDY

- There is no significant relationship between the age group and the level of stress among the self - financing teacher fraternity.

### IV. METHODOLOGY

This study is both descriptive and analytical in nature. Primary data were collected from 248 college teachers working in self – financing in Chennai city by adopting convenient sampling method. The secondary data were collected from standard books, journals, magazines, newspaper and website. In order to analyze the data collected from the respondents, the researcher has applied statistical tools with the help of SPSS. The tools applied are as follows:

- Simple Percentage analysis
- One way Anova

### PERIOD OF THE STUDY

- The study period was from **September 2017 to February 2018**

### LIMITATIONS OF THE STUDY

- Due to time constraints the study has been conducted with limited sample size.
- The study has covered the self financing colleges in Chennai city only. Hence results cannot be generalized to all the colleges in various other cities in Tamilnadu.
- The research of the study is subject to the perception and opinion of the respondents.

### V. ANALYSIS AND INTERPRETATION

**Table 1: Demographic Profile of Self – Financing College Teachers**

The following frequency distribution reveals the percentage of demographic variables in the sample units.

S. No	particulars	No of respondents	Percentage (%)
<b>Gender Wise Respondents</b>			
1	Male	83	33.5
2	Female	165	66.5
<b>Total</b>		<b>248</b>	<b>100</b>
<b>Age Wise Respondents</b>			

1	Below 25 Years	9	3.6
2	26 – 35 Years	129	52.0
3	36 – 45 Years	100	40.3
4	46 – 55 Years	10	4.0
5	Above 56 Years	00	00
<b>Total</b>		<b>248</b>	<b>100</b>

**Marital Status Wise Respondents**

1	Married	187	75.4
2	Un - Married	61	24.6
<b>Total</b>		<b>248</b>	<b>100</b>

**Educational Qualification Wise Respondents**

1	M.Phil	140	56.5
2	Ph.D	108	43.5
<b>Total</b>		<b>248</b>	<b>100</b>

**Designation Wise Respondents**

1	Assistant Professor	153	61.7
2	Associate Professor	31	12.5
3	Associate Professor & Head	64	25.8
<b>Total</b>		<b>248</b>	<b>100</b>

**Department Wise Respondents**

1	Commerce and Management	73	29.4
2	Science and Chemistry	102	41.1
3	Arts and History	73	29.4
<b>Total</b>		<b>248</b>	<b>100</b>

**Experience Wise Classification**

1	Below 5 Years	43	17.3
2	5 – 10 Years	109	44.0
3	11 – 15 Years	73	29.4
4	16 – 20 Years	21	8.5
5	21 – 25 years	2	0.8
6	Above 25 Years	00	00
<b>Total</b>		<b>248</b>	<b>100</b>

**0.80 Mode of Transport Wise Respondents**

1	Walk	26	10.5
2	Bicycle	6	2.4

3	Two Wheeler	98	39.5
4	Four Wheeler	34	13.7
5	Others	84	33.9
<b>Total</b>		<b>248</b>	<b>100</b>

**Sources: Primary Data**

From the above table it is inferred that majority of the respondents are female teachers (66.5%). It is also found that majority (52%) are in the age group of 26-35 years. 75.4% of the respondents are married. With regard to the Educational Qualification, 56.5% of the respondents are qualified with Master of Philosophy (M.Phil) whereas 43.5% of the respondents hold Doctorate of Philosophy (Ph.D). It is understood from the above table that 61.7% of the respondents are working as Assistant professor and majority 41.1% belongs to Science Department. Experience of the college teachers are also shown in the table. 44% of the respondents are having 5-10 years of experience in college teaching. Finally majority 39.5% of respondents use their two wheelers to reach the college.

**Stress Anxiety**

Anxiety is a feeling of fear, worry, or unease. It can be a reaction to stress, or it can occur in people who are unable to identify significant stressors in their life.

**Table 2: Frequency showing respondents' stress anxiety**

S.No	Particulars	No of respondents		Total	Percentage	
		Yes	No		Yes	No
1	Do you think Teaching is a Stressful Profession	45	203	248	18.1	38.3
2	Have You ever felt stressed because of your work is too hard?	95	153	248	81.9	61.7
<b>Total</b>				<b>100</b>	<b>100</b>	<b>100</b>

**Source: primary data**

It is concluded from the above table that majority 81.9% of the respondents are not thinking teaching profession as a stressful job and also evidenced that there may be stress only when heavy duties are assigned. Hence there is existence of stress sometimes and not all the times in their teaching profession.

**Stressors and its Coping Mechanism**

Stress is inevitable in teaching profession. Women teachers' task is highly challenging as they have to balance their work as well as personal life responsibilities. College teachers face various stresses due to many factors. In the

below table the causes of stress and the coping mechanism adopted by the teachers are clearly explained.

**Tablono.3 Frequency showing causes of stress and stress coping mechanism**

Factors causing stress at work place.			
S.No	Particulars	Frequency	Percent
1.	Pressure	53	21.4
2.	Lack of class control	25	10.0
3	A decrease physical & mental strength	47	19.0
4.	Having too much to do and not having enough time to complete it	123	49.6
	<b>Total</b>	<b>248</b>	<b>100</b>

Source: primary data

**Inference:**

From the above table it is concluded that the majority of the respondents are facing stress due to too many assessments (49.6%) during the curriculum. The majority of college teachers who have responded to the study have also said that unrealistic expectations from the management (46.4%) are making them more stressful compared to any other stressors. (Students Behaviour, Lack of Institutional Support, Assessment). It is also inferred that majority of the respondents (66.9%) are to be found relieved from stress by spending time with their family members and friends. The table also reveals the fact that majority of the respondents have moderate level of stress in both personal life (38.03%) and work life (39.5%).hence it is concluded that stress level is neither high nor low in teaching profession. Thus the stress level can be seen as moderate. As per the analysed result, it is evident that majority of the respondents (50.4%) suggested getting adequate sleep is the best way of preventing stress in work life. Finally it is understood that the majority of the responded college teachers (59.7%) are facing physical problems due to work stress.

**Table 4: Relationship between Demographic variables and factors related to Job Stress**

Techniques followed to prevent stress			
S.No	Particulars	Frequency	Percent
1.	I exercise regularly	31	12.5
2.	I try to get adequate sleep	125	50.4
3.	I practice relaxation techniques	67	27.0
4.	I seek support from colleagues	25	10.1
	<b>Total</b>	<b>248</b>	<b>100.0</b>
Negative effects caused by stress			
S.No	Particulars	Frequency	Percent
1.	Physical problems	148	59.7
2.	Getting easily irritated by students	34	13.7
3.	Physiological problems	31	12.5
4.	Impact on personal life	35	14.1
	<b>Total</b>	<b>248</b>	<b>100.0</b>

In order to know Job stress of college teachers working in self financing colleges several researches argues that the demographic background and their occupational background play a significant role. Therefore in this section the researcher has intended to measure the influence of demographic profile on job stress of college teachers working in self financing colleges.

**Relationship between Demographic variables such as Age, Educational Qualification, Designation and Experience of the college teachers and factors related to Job Stress**

Events causing stress at work place.			
S.No	Particulars	Frequency	Percent
1.	Student behavior	48	19.4
2.	Lack of support from institution	56	22.6
3	Assessments	29	11.7
4.	Unrealistic expectations	115	46.3
	<b>Total</b>	<b>248</b>	<b>100</b>
Initial Mechanism to cope up with stress			
S.No	Particulars	Frequency	Percent
1.	Vent to colleague	35	14.2
2.	Vent to family member or friend	166	66.9
3	Go to administration	10	4.0
4.	Put college work aside	37	14.9
	<b>Total</b>	<b>248</b>	<b>100</b>
Stress Level in personal life			
1.	Very high	11	4.4
2.	High	46	18.5
3	Moderate	95	38.4
4.	Low	68	27.4
5.	Very low	28	11.3
	<b>Total</b>	<b>248</b>	<b>100</b>
Stress level in work life			
1.	Very high	4	1.6
2.	High	57	23.0
3	Moderate	98	39.5
4.	Low	72	29.0
5.	Very low	17	6.9
	<b>Total</b>	<b>248</b>	<b>100</b>

Source: computed data

From the above table it is found that the Age of the respondents (F=4.731, p=0.003), Educational Qualification of the respondents, (F=11.948, p=0.001) and the Experience of

the respondents ( $F=6.426$ ,  $p=0.000$ ) are statistically significant at 5% level of significance.

The mean value of the respondents who are in the age group of below 25 years is high (3.5432) and therefore it is concluded that the respondents in the age group of below 25 years have more stress when compared to other age group. It is also inferred that the mean value of the respondents whose Designation is Assistant Professor is 3.3210 and concluded that the Assistant Professors have more amount of stress when compared to the Associate professors and Heads.

Finally it is also inferred that the mean value of the respondents who are having experience of 21 – 25 years in college teaching are having more stress when compared to other respondents whose experience are below 20 years.

#### Findings of the study

- Majority of the respondents (66.5%) are female. Also result shows majority are married(75.4%).
- Majority of the respondents (44%) are having experience of 5-10 years in college teaching.
- It is also found that the majority of the respondents (39.5%) reach the college by using two wheelers as mode of transport.
- Many respondents( 49.6%) feel teaching job as stressful due to work pressure from the management
- Majority among the respondents (38.4%) are facing moderate stress level in their personal life.
- Majority among the respondents (39.5%) are facing moderate stress level in their work life and also found that (29%) of the respondents are having low stress in this teaching profession.
- The Spending time with their family and friends is the coping mechanism which is followed by many of the respondents (66.9%) to reduce the stress level.
- It is also found from the study that majority of the respondents (50.4%) have suggested that various stress can be prevented by having adequate sleep.
- As a major finding, it comes into light that the majority of the respondents (59.7%) are facing problems physically due to work stress

#### Suggestions

Based on the findings the following suggestions are provided to reduce the stress level of the college teachers.

1. No. of assignments allocated should be minimized.

2. Many Faculty Development Programmes can be arranged by the management to train on stress coping mechanism
3. Disciplinary mechanism can be strengthened so as to reduce the stress level due to student's behaviour.
4. The management can initiate physical exercise programs, yoga and Meditation practices to the teachers and to students to overcome the struggles in work and life.

#### VI. CONCLUSIONS

Stress has become an occupational hazard in education profession which is to be addressed without delay. The college teachers are having lot of stress due to their work pressure and students performances. The stress cannot be avoided, so it should be managed with the proper usage of management techniques like yoga, meditation, listening to music, reading books and rest. Hence managing stress in a positive way will lead to healthy and happy lifestyle.

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