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## A STUDY ON STRESS MANAGEMENT OF MANAGEMENT INSTITUTES COLLEGE TEACHERS IN TIRUCHIRAPPALLI DISTRICT

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### ABSTRACT

The teaching faculty members may experience role stress because of the multiple roles they play in society. The conflict between the urgent demands of work and pressures at home induce problems which lead to stress. The problem of balancing between organization and family demands may all put a strain on the teaching faculty members at work, in the same way the stress at work may spill over and have negative impact on their family and personal life. Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. Corporate giants have jumped to fitness band wagon, wellness programs and health education programs with the realization that a healthy employee is a productive employee. Stress counseling and stress management in India, have still a low profile; but it is

time that Indian organizations start taking steps like their western counterparts to enable executives to absorb and by-pass stress and strain which in days to come are likely to manifest in more alarming ways.

**KEYWORDS:** Stress management, Work life balance, Work load.

### INTRODUCTION

A teaching professional's life has two facets; Socio-personal life and vocational or professional life. On both the fronts, a faculty member has to play varied roles simultaneously. While playing these roles, the faculty members may be experiencing discords in family life due to poor time management, tainted relationships at the workplace and poor working conditions at the work place. This results in an inability to cope up with the dual demands of work and family and also to strike a balance between their work role and family role. The researcher felt that it will be interesting to determine whether work role and family role situations were stressful or not stressful and whether the same situation was responded differently by male and female faculty members. In order to understand stress in teaching faculty of management institutes, the researcher sought to identify the major sources, the common role stressors and the stress consequences.

Teachers at colleges and universities pass their knowledge and expertise to the next generation youth. They help their students to think critically as well as imaginatively; provide practical training and shape their students' goals, careers and lives. As subject experts in their fields, they also set standards for research, and scholarship. Teachers work at three year undergraduate and two year



postgraduate management colleges and professional institutes. Some teach part time in the evening and work for continuing education programs in addition to one year diploma programme in management. Most of the teaching faculty work in one department and specialize in particular disciplines related to management courses.

Teachers with high qualification and established reputations may work as visiting professors at other colleges. The faculty members are expected to publish articles and books from time to time related to their specialization or to conduct research which may take up much of their time. Most of the teaching faculty members spend from twelve to twenty hours in class each week with their schedules changing each semester. Work hours, faculty meetings, advising and class preparation, account for thirty to forty additional hours per week. The academic year generally runs from June-July to April. The teachers use summer months for research or other jobs such as summer placement of students guiding project work and undergoing faculty advancement schemes. They also have to maintain an excellent liaison with industries in corporate sector which facilitates easy internship and job placement for students. Due to these varied duties and responsibilities, a management faculty member is under considerable pressure throughout the year.

Today, ironically stress is created by higher awareness and greater options creating disturbances in work life balance and related issues. Stress cuts across gender, age, profession, location or any other factor. Responses to stress are getting equally inexplicable and unpredictable. The interest of researchers and scientists in the issue of stress has been rising with the advancement of the present century which has been called the "Age of Anxiety and Stress." Stress is manifested in physiological, psychological, behavioural and organizational form. All these finally put impact on the workplace performance creating organizational effects like absenteeism, job turnover, poor organizational climate and reduced productivity. Domestic stress is seen in unpleasant consequences like higher divorce rates and broken families. Today, the impact of stress is felt not only by individuals but by organizations and society at large. Stress management, therefore, is a burning issue in the current scenario of insecurity and instability.

### NEED OF THE STUDY

In recent years, teacher stress has become an issue of increasing public and professional concern. Since teaching profession is unique yet stressful, whether stress is being faced in teaching professionals of management, needed to be explored. Based on the review of literature, although common areas emerge in quantitative research as sources of stress for teachers in general, consideration has yet to be given to the individual teachers within the context of specific education systems and also to the influences which have impact on these systems. An idea emerging from various models of stress reviewed, it was proposed to study the population sample of teaching professionals and their experience of stress in response to their roles in management institutes.

The teaching faculty members may experience role stress because of the multiple roles they play in society. The conflict between the urgent demands of work and pressures at home induce problems which lead to stress. The problem of balancing between organization and family demands may all put a strain on the teaching faculty members at work, in the same way the stress at work may spill over and have negative impact on their family and personal life.

### OBJECTIVES OF THE STUDY

- o To analyze the impact of occupational stress on health, behavior and performance of teaching professional in management institutions
- o To ascertain the stress management facilities offered by the teaching professionals' coping strategies for managing stress.

### METHODOLOGY

The present study is designed as descriptive in nature. The sample size is selected from the college

teachers working in management institutions in Tiruchirappalli District. The present study is selected in the management institutions college teachers. The sample size is confined as 60 management college teachers.

### Data analysis and interpretation

#### Frequency of personal profile

Particulars	No.of respondents (n=60)	Percentage (100%)
<b>Age</b>		
Below 30yrs	18	30.0%
31 to 40yrs	17	28.3%
41 to 50yrs	12	20.0%
51yrs & above	13	21.7%
<b>Gender</b>		
Male	41	68.3%
Female	19	31.7%
<b>Marital status</b>		
Married	47	78.3%
Unmarried	13	21.7%
<b>Educational qualification</b>		
PG., M.Phil	33	55.0%
PG., M.Phil., Ph.D	18	30.0%
PG., M.Phil., NET/SLET	9	15.0%
<b>Working experience</b>		
Below 5yrs	29	48.3%
6 to 10yrs	11	18.3%
11yrs & above	20	33.3%

Source: Primary data

The above table indicates that frequency of personal profile of the respondents.

o One third (30 per cent) of the respondents were below 30yrs of age group, 28.3 per cent of the respondents were 31 to 40yrs, 21.7 per cent of the respondents were 51yrs and remaining 20 per cent of the respondents 41 to 50yrs.

o Majority (68.3 per cent) of the respondents was male and remaining 31.7 per cent of the respondents were female.

o Vast majority (78.3 per cent) of the respondents was married and remaining 21.7 per cent of the respondents were unmarried.

o More than half (55 per cent) of the respondents were completed PG., M.Phil qualification, 30 per cent of the respondents were PG., M.Phil., Ph.D and remaining 15 per cent of the respondents were PG., M.Phil., NET/SLET.

o Nearly half (48.3 per cent) of the respondents were below 5yrs working experience, 33.3 per cent of the respondents were 11yrs and above and remaining 18.3 per cent of the respondents were 6 to 10yrs.

#### Statistical tools

$H_0$ : There is no significant association between age, gender, marital status, educational qualification and working experience of the respondents and their perception of stress level

$H_1$ : There is a significant association between age, gender, marital status, educational qualification and working experience of the respondents and their perception of stress level

**Association between age, gender, marital status, educational qualification and working experience of the respondents and their perception of stress level**

	Perception of stress level						Statistical inference
	Low		High		Total		
	n	%	n	%	n	%	
<b>Age</b>							
Below 30yrs	14	29.8%	4	30.8%	18	30.0%	X <sup>2</sup> = .977 Df=3 .807>0.05 Not Significant
31 to 40yrs	14	29.8%	3	23.1%	17	28.3%	
41 to 50yrs	10	21.3%	2	15.4%	12	20.0%	
51 yrs & above	9	19.1%	4	30.8%	13	21.7%	
<b>Gender</b>							
Male	31	66.0%	10	76.9%	41	68.3%	X <sup>2</sup> = .566 Df=1 .452>0.05 Not Significant
Female	16	34.0%	3	23.1%	19	31.7%	
<b>Marital status</b>							
Married	38	80.9%	9	69.2%	47	78.3%	X <sup>2</sup> = .810 Df=1 .368>0.05 Not Significant
Unmarried	9	19.1%	4	30.8%	13	21.7%	
<b>Educational qualification</b>							
PG., M.Phil	26	55.3%	7	53.8%	33	55.0%	X <sup>2</sup> = .991 Df=2 .609>0.05 Not Significant
PG., M.Phil., Ph.D	15	31.9%	3	23.1%	18	30.0%	
PG., M.Phil., NET/SLET	6	12.8%	3	23.1%	9	15.0%	
<b>Working experience</b>							
Below 5yrs	22	46.8%	7	53.8%	29	48.3%	X <sup>2</sup> = .216 Df=2 .898>0.05 Not Significant
6 to 10yrs	9	19.1%	2	15.4%	11	18.3%	
11 yrs & above	16	34.0%	4	30.8%	20	33.3%	
<b>Total</b>	<b>47</b>	<b>100.0%</b>	<b>13</b>	<b>100.0%</b>	<b>60</b>	<b>100.0%</b>	

**Statistical test:** Chi-square test was used the above table

**Inference:** The above table shows that there is a significant association between age, gender, marital status, educational qualification and working experience of the respondents and their perception of stress level. Hence, the calculated value greater than table value ( $p > 0.05$ ). So H0 is accepted and H1 is rejected.

**SUGGESTIONS**

o Stress was found to be high among the respondents with more number of dependents, compared to those with less number of dependents. The reason for this could be attributed to the accumulating responsibilities, which increases with the size of the family. Hence it was suggested that, the respondents should have a control over their family size, which shall benefit the society at large, other than for the individual benefits it brings to the respondents.

o The women teachers being emotionally triggered, it is suggested that the management should get emotionally bonded with the women teachers, which will not allow any stressful situation in the institution.

o Among the various factors which influenced the respondents in the choice of the profession and institution, more weightage was given to the factor ‘more days of leave’. Hence it was suggested that, the college teachers need to be granted the required number of days of leave, to help them balance their dual role, and give their utmost in terms of quality to their Institution.

o When a person was suffering from headache or any other physical problem, it was suggested that, it should not be automatically assumed that such headaches or other complaints were stress-related just because the person had a high job stress score. A physician should always be consulted if a person experienced new symptoms, or if past problems seemed to be getting worse, because they might be due to something else that

would have been much easier to treat in its early stages.

o The feeling of having little control over stress was always distressful. Anything done to gain more control over daily activities would provide powerful stress reduction rewards. Analyzing all the items showing high stress levels and figuring out how to gain them in, particularly, if it was felt that health was being significantly affected. But it had got to be kept in mind that any such scale, along with its categories, was subjective and that some stressors, such as deadlines, could actually have positive consequences.

### CONCLUSION:

Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. Corporate giants have jumped to fitness band wagon, wellness programs and health education programs with the realization that a healthy employee is a productive employee. Stress counseling and stress management in India, have still a low profile; but it is time that Indian organizations start taking steps like their western counterparts to enable executives to absorb and by-pass stress and strain which in days to come are likely to manifest in more alarming ways. They think that they have to teach to larger classes as compared with private college teachers. In this regard they find themselves more stressed that they have to face more students in the class, control more students and to take care of their results at a satisfactory level. They say that strength of the students increases the workload for them and this class if gets too larger, it can't be handled in a good manner and stress becomes the part of work life.

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