



AN ANALYSIS OF STRESS AMONG THE COLLEGE TEACHERS WITH SPECIAL REFERENCE TO COIMBATORE TAMIL NADU

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Abstract:

In recent years stress became an inevitable problem to any type of organization. It is believed that creating an organization without stress is required to have a long run in any field. This study is carried out to found the stress level of the teachers who contributed themselves into building an intellectual society. For this study structured questionnaire was carried and the study concluded with the 750 teachers. It shows the level of stress among the teacher community is high and they have been faced some biological and psychological changes in their life.

KEYWORDS:

Stress, College Teachers, Biological & Psychological changes, Coimbatore,

INTRODUCTION

The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether be within the family, business organization or any other social or economic activity. Right from the time of birth, until the last breath drawn, an individual is invariably exposed to various stressful situations. Stress happens whenever one's mind and body reacts to some real or imagined situation. Since every situation or event in our daily life causes some type or degree of stress, it is unrealistic and impossible to eliminate stress, totally from one's life.

In fact, one actually needs moderate levels of stress to help stay alert and perform well. The only people totally free of stress are those who populate the cemeteries. Dr. Hans Selye, the father of stress research, made the important distinction between stress which is harmful and that which is beneficial. Harmful stress can cause one to feel helpless, frustrated, disappointed and harmful. It can also cause physical as well as psychological damage; Selye called this 'distress'.

REVIEW OF LITERATURE

Aron (1968) Effective management of any research organization is dependent on human resource who need to be shaped for better management practices and help to create better enabling management practices and help to create better enabling environment to face the challenges of competitiveness and

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dwindling economies in public sector.

McClelland (1973) found that competencies such as interpersonal sensitivity, cross-cultural positive regards and management skills differentiated superior from average Information Officers. Locke (1976) Job satisfaction is a subjective emotional evaluation made consciously or unconsciously by the employee and defined as a "pleasurable or positive emotional, state resulting from the appraisal of one's job or experiences" Rita Juneja (1979), in her research work on 'A comparative study of working and non-working mothers with regard to practices and problems of rearing children', revealed that working mothers stop breast feeding earlier and are more concerned about avoiding feeding and are diet conscious as compared to non-working mothers.

Working mothers provide less care, feel more attached to child, give strict toilet training, exercise mild discipline techniques and their children are more independent, more adjusted, socialized and more well behaved as compared to non-working mothers.

Sagar Sharma (1979), in his research titled 'A Comparative Study of General Anxiety among Engineers and white collar workers as function of certain Demographic Variables', studied about the anxiety levels among engineers and white collar workers of a state Public Works Department as a function of job level, age, length of service and educational qualifications. The comparative study of various sub-groups of engineers and white collar workers revealed that engineers are significantly less anxious than white collar workers, at some job, age, experience and educational levels only.

Herbert s. Kindler (1979), in his research article entitled 'The influence of a Meditation-Relaxation technique on Group problem-solving effectiveness' revealed that meditation teams improved more from pretest to posttest than control teams in solving the group problem faster with fewer transactions; also, members of meditation teams felt less tense and showed more effective team work than members of control teams. The results are interpreted as encouragement for organizations to offer meditation-relaxation programs to employees on a voluntary basis.

Peters and Waterman (1982) The subsequent application of these ideas may involve competencies such as problem solving and technical ability. Furthermore, attempts to introduce such changes may sometimes meet with extreme resistance, thereby requiring competencies such as perseverance and standing alone.

OBJECTIVES OF THE STUDY

To study the stress level of college teachers in the Coimbatore.

To identify the factors causing stress among college teachers of various type of institution.

To ascertain and analyse the consequences of stress among the college teachers in the study area.

RESEARCH METHODOLOGY

This study is based on primary data collected through a structured mailed questionnaire from a sample of teachers from private, government colleges. The simple random techniques used in this study. Table 1 exhibits the sample taken to the study

TABLE 1.1
DISTRIBUTION OF SAMPLE RESPONDENTS
IN THE STUDY AREA

S. No.	Institution of the Respondents	Total Sample	Percentage to be taken	Selected Samples
1	Self Financing College	1743	30%	523
2	Aided Colleges	417	30%	125
3	Government Colleges	340	30%	102
	TOTAL	2500		750

RESULTS & DISCUSSIONS**TABLE NO. 2 AGE AND LEVEL OF STRESS**

S.No.	Age	No. of Respondents	%	Average	Range		S.D
					Min	Max	
1	Below 25 yrs.	107	14.3	190	128	266	37
2	25 to 35 yrs.	479	63.9	156	93	259	35
3	35 to 50 yrs.	108	14.4	170	60	246	43
4	Above 50 yrs.	56	7.5	180	115	238	51
	Total	750	100.0				

It could be observed from the above table that the level of stress by the below 25 years aged respondents ranged between 128 and 266 with an average of 190 and standard deviation is 37. The level of stress by the 25 to 35 years aged respondents ranged between 93 and 259 with an average of 156 and standard deviation is 35. The level of stress by the 35-50 years aged respondents ranged between 60 and 246 with an average of 170 and standard deviation is 43. On the other hand the level of stress by the above 50 years aged respondents ranged between 115 and 238 with an average of 180 and standard deviation is 51. From the analysis it is identified that the severe level of stress perceived by the college teachers is among the below 25 years aged respondents.

TABLE NO. 2 EDUCATIONAL ATTAINMENT AND LEVEL OF STRESS

S. No.	Educational Attainment	No. of Respondents	%	Average	Range		S.D
					Min	Max	
1	Post Graduation	68	9.1	211	151	266	33
2	PG with M.Phil	563	75.1	158	60	259	36
3	PG, M.Phil., with Ph.D.,	119	15.9	168	112	246	43
	Total	750	100.0				

It could be noticed from the above table that the level of stress by the teacher who are educated till post graduation ranged between 151 and 266 with an average of 211 and standard deviation is 33. The level of stress by the respondents who are qualified PG with M.Phil ranged between 60 and 259 with an average of 158 and standard deviation is 36. On the other hand, the level of stress by the respondents who are qualified PG, M.Phil, with Ph.D., ranged between 112 and 246 with an average of 168 and standard deviation is 43. From the analysis, it is identified that the maximum level of stress is perceived by the Post Graduate qualified teachers.

TABLE NO. 3 WORKING TIME AND LEVEL OF STRESS

S.No.	Working time	Level of Stress			Total
		Low	Medium	High	
1	5 hours	39 (20.9)	90 (48.1)	58 (31.0)	18
2	5-8 hours	104 (22.6)	176 (38.2)	181 (39.3)	46
3	More than 8 hours	18 (17.6)	13 (12.7)	71 (69.6)	10
	Total	161	279	310	75

The above table shows that the percentage of high level of stress was the highest (69.6%) among the respondents are working for more than 8 hours and the same was the lowest (31.0%) among the respondents are working for 5 hours. The percentage of medium level of stress was the highest (48.1%) among the respondents are working for 5 hours and the same was the lowest (12.7%) among the respondents who works for more than 8 hours. On the other hand, the percentage of low level of stress was the highest (22.6%) among the respondents are working for 5-8 hours and the same was the lowest (17.6%) among the respondents who are working for more than 8 hours.

TABLE NO. 4 TEACHING EXPERIENCE AND IMPACT OF STRESS

S.No.	Teaching experience	Impact of stress			Total
		Low	Medium	High	
1	Below 2 years	39 (27.1)	43 (29.9)	62 (43.1)	144
2	2-5 years	56 (26.3)	82 (38.5)	75 (35.2)	213
3	5-10 years	51 (21.3)	51 (21.3)	137 (57.3)	239
4	10-15 years	19 (27.1)	29 (41.4)	22 (31.4)	70
5	Below 15 years	29 (34.5)	15 (17.9)	40 (47.6)	84
	Total	194	220	336	750

The above table shows that the percentage of high impact of stress was the highest (57.3%) among the respondents who are having 5-10 years experience and the same was the lowest (31.4%) among the respondents of 10-15 years experience. The percentage of medium impact of stress was the highest (41.4%) among the respondents of 10-15 years experience and the same was the lowest (17.9%) among the respondents of above 15 years experience. On the other hand, the percentage of low impact of stress was the highest (34.5%) among the respondents of above 15 years experience and the same was the lowest (21.3%) among the respondents of 5-10 years experience.

FINDINGS & SUGGESTIONS

From the analysis, it is identified that the maximum level of stress is perceived by the college teachers who have below 25 years age. In this study we found that male teachers are perceived maximum level of job stress than the female teachers in the colleges. In the case of marital status, majority of the married teachers have perceived maximum level of job stress than the unmarried teachers. It is brought from the analysis that the maximum level of stress is perceived by the college teachers who qualified with post graduate level. While analyzing the income group, the college teachers with income in the range of Rs.30000 to 40000 got maximum level stress.

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.

The women teachers being emotionally triggered, it is suggested that the management should get emotionally bonded with the women teachers, which will not allow the stressful situations in the institution. The women teachers struggle to cope up with their family commitments and institutional needs whenever they contribute more to the institution, they could have a slight feel that they were deviating from their family responsibilities. This should be sensed by the authorities and some of the modern techniques like day outs with family members and family gatherings should be organized by the management.

Among the various factors which influence the respondents towards the profession and Institution, more weightage was given to '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 career, so that they give their utmost quality to their Institution.

When a person suffered from headache or any other physical problem, it was suggested that, it should not be automatically assumed that such headaches or other complaints are stress-related just because the person has a high job stress score. A physician should always be consulted if a person experienced new symptoms, or if past problems seem to be getting worse, because they may be due to something else that would have been much easier to treat in its early stages. The feeling of having little control over stress, was always distressful. Anything done to gain more control over daily activities will provide powerful stress reduction rewards. Analyzing all the items showing high stress levels and figuring out how to rein them in, particularly, if it is felt that health is being significantly affected. But it has got to be kept in mind that any such scale, along with its categories, is subjective and that some stressors, such as deadlines, can actually have positive consequences.

Stress differs for all. Things like bungee jumping that are distressful for some, may be pleasurable for others. Similarly, no stress-reduction technique works for everyone. Jogging, meditation or yoga are great for some but can actually prove stressful when arbitrarily imposed on others. Hence it was suggested that everyone should be able to identify as to what is the best coping strategy that will work out for each and accordingly adapt the same.

The person under stress can give a serious thought to its causes, either on their own or in discussion with others, to identify the reasons and try to do away with the situation that causes stress.

A proper balanced diet is clearly essential, both to avoid direct physical stress causes via brain and nervous system, and to reduce stress susceptibility resulting from poor health condition. The diet pattern needs to be improved - group B vitamins and magnesium are important, but potentially so are all the other vitamins and minerals: a balanced healthy diet is essential. There is a need to assess one's own current diet and identify where improvements should be made and should get committed to those improvements.

To reduce stress, more exercising needs to be done - generally, and especially at times, when feeling very

stressed; exercise burns up adrenaline and produces helpful chemicals and positive feelings. Rather than trying to control things that are uncontrollable - instead it's a best way to adjust with such stress producing responses and to get adapted with the same. Loneliness is a big ally of stress; sharing worries, talking to someone else, off-loading, are best practices to come out of stress; so sharing the burden is essential. Another measure of avoiding stress is, by increasing self-awareness of personal moods and feelings, anticipating the problems and taking steps to avoid stress build-up before it becomes more serious. Also, exploring and using relaxation methods like - yoga, meditation, self-hypnosis, massage, a breath of fresh air, etc., will work well and can be done in the particular situation, to overcome stress.

CONCLUSION

Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. The United States corporate giants have jumped to fitness band wagon, wellness programs, health education programs with the realization that a healthy employee is a productive employee. Stress counselling and stress management in India, has still a low profile; but it is time that Indian corporate giants start taking steps like their western counterparts to enable executives to absorb and by-pass stress and strain which in days to come is likely to manifest in a more alarming way.

Both management and college teachers need to understand the effects of work stress, the relationship between stress and performance and the source of stress within the institution. So as to ensure the health of the workforce, reduction in occupational stress is a worthwhile time investment for principals and department heads as it will only stand to improve quality of education in the Institution.

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