

## **Occupational Stress and Coping Strategies among Self Financing Arts and Science College Faculties in Erode**

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### **Abstract**

The aim of the study is to find out the stress management level of arts and science college teachers in Erode City. The teachers are the assets of any country. They are burdened with the greatest responsibility of 'Nation Building'. The teaching profession has an esteemed place among all professions. However, teaching as a profession at any level is becoming more demanding day by day. Teaching has also become more like a managerial job and is having multi-dimensional job responsibilities. Stress can't be avoided, but one can learn how to manage it. Policy makers are advised to analyze the college teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on college teacher stress. The present paper discusses the various emerging issues of occupational stress among faculties of higher education in India and required management strategies to handle them. Sample teachers were selected for simple random sampling by using lottery method because of easy accessibility and affordability analyzed by using statistical package of simple percentage and chi square analysis.

**Keywords:** Stress, Stress management, Workplace stress, College teachers, Arts and Science College

### **Introduction**

Based on various surveys and studies, it is confirmed that occupational stress has become a big problem throughout the world and is steadily increasing. These studies are mainly finding potential sources of stress (stressors), factors of individual differences (moderators/mediators), and consequences of stress. The United Nations Report marked job stress —The 20th Century Disease. Teaching profession was earlier viewed as a low stressful occupation because of regular job, light workloads, flexibility, fixed job responsibilities and other attractions such as foreign trips for conferences and study leaves for higher study and research. However, some recent studies reported that university faculty is among the most stressed occupational group. Research evidences have shown that there is high stress prevailing among teachers of higher educational institutions.

Contemporary management practices, globalization and privatization, increasing use of new technology and knowledge base economy are emerging issues that force universities and higher educational institutes to become internationally competitive. The situation of attaining maintaining and retaining the competitive advantages leads many challenges to faculty members. These challenges have increased work stress among teaching staff of higher education and forced them to work beyond their schedules. The teaching faculties of higher education in India are facing stress due to in-class environment and stress due to heavy demand of other academic and non-academic activities. According to Reddy and Poornima, "Success in managing and preventing stress will depend on the culture in the organization. At university level, the culture of openness and understanding, rather than of criticism, is essential".

### **Objectives**

- 1) To analyze the causes of work stress and its impact on faculties in Arts and Science college atmosphere.
- 2) To identify the various factors causing occupational stress among the college faculties.
- 3) To understand the occupational stress and its impact on the efficiency and effectiveness of work related commitments.
- 4) To identify the methodologies and strategies adopted by the faculty members to overcome the stress.
- 5) To suggest the coping strategies to be adopted by the faculty members at individual level as well as institutional level to minimize the occupational stress.

### **Scope Of Study**

- 1) The scope of the project is to identify the mental challenges faced by the faculties in the Arts and Science College.
- 2) The study would be act as a reference for further in depth research on different types of occupational stress and coping strategies among arts and science college faculties.
- 3) To know how the institutions get affected due to stress faced by faculties.
- 4) Notifies the common problems faced by the faculties and also highlighted certain remedial measures to eradicate the problem.

### **Limitations Of The Study**

1. The non-cooperative nature of the people to give information to the researcher.
2. Area of the study which covers only Erode District.
3. The faculties were not willing to disclose their views openly.
4. Samples taken are of only 150 faculties. It can also act as a constraint in the study.

### **Research Methodology**

The research problem calls for the descriptive types of research. The sampling design carried out is convenience sampling. The sample size for the survey is 150 respondents of who are working in Arts and Science College. Primary data is source from which the researcher collects the data from the respondent's through personal interview which is widely used and well-known method of survey, through a well-structured questionnaire. Secondary data is collected from various sources like articles and websites. In this survey, the questionnaire consisted of various types of questions say Open-ended questions, Close-ended or Dichotomous questions, and Multiple-choice questions.

### **Statistical Tools**

The data were consolidated in relevant table under relevant headers. Statistical Techniques such as Percentage analysis and Chi-square Analysis were used to analyze the data.

### **Hypothesis:**

There is a Significant Relationship between Gender and Management of personal commitment

There is a Significant Relationship between age and anger management

### **Review of Literature**

As said by Ansari and Singh made an attempt to explore the role of demographic variables to the nature of stress experienced by the faculty member in an agriculture university. The study comprised a sample of 235 faculty members (23 professors, 74 associate and 138 assistant professors).The professors were either in moderate or in high stress categories as compared to associate and assistant professors. As per Upadhyay and Singh, comparatively the occupational stress level experienced by the 20 college teachers and 20 executives showed that teachers significant higher levels of stress than executives on intrinsic impoverishment and status factors. According to Nema Geetaet study, the teachers are unsatisfied with their job due to changing job environments, insecurity of job, poor salary, biasness in promotions, work overload, role conflict, powerlessness, motiveless, harassment etc.

Manvel Raj et al considered fifteen Chennai based self-financing Engineering Colleges with 1200-1800 students. They analyzed both the external and internal causes of teacher's stress (stressors). They recommended their results to the college psychologist in the prevention and coping with the professional

stress. Reddy and Poornima conducted a study to investigate the occupational stress and the professional burnout of South Indian University teachers. The results of the study revealed that majority (74%) of the university teachers are experiencing moderate and high levels of occupational stress and 86% of teachers have professional burnout.

### Analysis and Interpretation

**Table 1: Respondent’s Demographic Profile**

DEMOGRAPHIC PROFILE	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Age	BELOW 30	116	77
	31-40	20	13
	41-50	10	07
	ABOVE 50	04	03
Gender	Male	69	46
	Female	81	54
Marital Status	Married	83	55
	Unmarried	67	45
Family Type	Nuclear Family	95	63
	Joint Family	55	37
Qualification	PG	72	48
	M.Phil & Ph.D	36	24
	PG with M.Phil	29	19
	PG with NET	07	05
	PG with SLET	06	04
Department	Arts	93	62
	Science	43	29
	Social Science	14	09
Experience	Below 5 years	98	65
	5 – 10 years	24	16
	11 – 15 years	12	08
	16 – 20 years	13	09
	Above 20 years	03	02
Monthly Income	Below Rs 15000	45	30
	Rs 15001 – Rs 25000	40	27
	Rs 25001 – Rs 35000	35	23
	Above Rs 35000	30	20

From the above data it is revealed that 77% of the interviewees are aged below 30 years, 54% of the respondents who engaged in teaching profession are women and nearly 55% of them are married, 63% of them are from nuclear family, 48% of the pollees have qualification of PG degree and 62 % of them belongs to Arts department, 65% of the respondents have experience below 5 years and 30% of the respondents have income below Rs 15000 per month.

**Table 2: Opinion Related To Assigned Work**

WORK FACTORS	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Towards work load	Very high	80	53
	Average	60	40
	Below Average	10	07

Additional Responsibilities	Often	79	53
	Rarely	71	47
Assigned with difficult task	Often	86	57
	Rarely	64	43
Achieving daily job demands	Highly agree	74	49
	Agree	53	35
	Neutral	17	11
	Disagree	04	03
	Highly disagree	02	02
Affirmation at forgetting things during work	Highly agree	39	26
	Agree	49	33
	Neutral	49	33
	Disagree	09	06
	Highly disagree	04	02
Insufficient Deadlines	Highly agree	36	24
	Agree	58	39
	Neutral	40	27
	Disagree	11	07
	Highly disagree	05	03
Adoptability	Agree	65	43
	Neutral	59	39
	Disagree	26	17
Job satisfaction	Agree	88	59
	Neutral	52	35
	Disagree	10	07

From the above data it is revealed that 53% of the respondents felt that they have very high workload, 53% of the teachers are often assigned with additional responsibilities, 57% of the pollees are often assigned with difficult tasks, 49% of the respondents are highly agreed that they are able to achieve their daily job demands, 33% of the teachers agreed and 33% of them felt neutral towards forgetting things during work, 39% of the teachers agreed that they are facing insufficient time to meet deadlines, 43% of them agreed that they have adaptability in the assigned work, around 59% of the respondents agreed that they are satisfied with their work.

**Table 3: Assesment Of Respondents Sensibilities**

SENSIBILITIES	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
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Tensed, irritated and annoyed	Highly agree	47	31
	Agree	58	39
	Neutral	31	21
	Disagree	10	07
	Highly disagree	04	03
Feeling bored, depressed and disinterested	Highly agree	39	26
	Agree	72	48
	Neutral	22	15
	Disagree	06	04
	Highly disagree	11	07
Apprehensiveness about taking new responsibility	Highly agree	40	27
	Agree	63	42
	Neutral	31	21
	Disagree	09	06
	Highly disagree	07	05

From the above table it is revealed that 39% of the respondents agreed that they felt like having tension, irritation and annoyance at work, 48% of the respondents agreed that they felt like having boredom, depression and loss of interest while doing work, 42% of the respondents agreed that they felt like having apprehensiveness about taking new responsibility.

**Table 4: Self Assessment Of Respondents**

ASSESSMENT	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Ability to manage personal commitments	Yes	104	69
	No	46	31
Availability of time to concentrate on career and higher studies	Yes	107	71
	No	43	29
Uncertainty about Career	Highly agree	26	17
	Agree	70	47
	Neutral	30	20
	Disagree	17	11
	Highly disagree	07	05

Time to spent in concern of personal care	Highly agree	37	25
	Agree	62	41
	Neutral	35	23
	Disagree	10	07
	Highly disagree	06	04
Adoptability	Agree	65	43
	Neutral	59	39
	Disagree	26	17

From the above table it is revealed that 69% of the respondents have the ability to manage personal commitments, 71% of the respondents have the availability of time to concentrate on career and higher studies, 47% of the respondents agreed that they have uncertainty about their career, 41% of the teachers agreed that they have enough time to spent in concern of personal care, 43% of the respondents agreed that they have adaptability in their job.

**Table 5: Stress Factors Related To Occupation**

FACTORS	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Incomplete Work	Highly agree	31	21
	Agree	50	33
	Neutral	46	31
	Disagree	14	09
	Highly disagree	09	06
Being Idle	Highly agree	43	29
	Agree	51	34
	Neutral	36	24
	Disagree	14	09
	Highly disagree	06	04
Fear towards boss	Highly agree	30	20
	Agree	67	45
	Neutral	37	25
	Disagree	10	07
	Highly disagree	06	04

Causing mistakes at work	Highly agree	40	27
	Agree	50	33
	Neutral	33	22
	Disagree	17	11
	Highly disagree	10	07

From the above table it is revealed that 33% of the teachers agreed that they have stress due to incompleteness of work, 34% of the respondents agreed that they have stress because of being idle, 45% of the respondents agreed that they have stress due to fear towards boss, 33% of the teachers agreed that they have stress because of causing mistakes at work.

**Table 6: Stress Factors Related To Students**

FACTORS	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Assertion to grievance caused by students	Highly agree	65	43
	Agree	39	26
	Neutral	23	15
	Disagree	16	11
	Highly disagree	07	05
Poor students behavior and their negative attitude towards study	Highly agree	33	22
	Agree	37	25
	Neutral	64	43
	Disagree	10	07
	Highly disagree	06	04
Training proper behavior aspects among students	Highly agree	44	29
	Agree	53	35
	Neutral	35	23
	Disagree	09	06
	Highly disagree	09	06
Paying equal attention to each students	Highly agree	40	27
	Agree	62	41
	Neutral	36	24
	Disagree	07	05
	Highly disagree	05	03
Working with unmotivated students	Highly agree	40	27
	Agree	52	35
	Neutral	47	31
	Disagree	06	04

	Highly disagree	05	03
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From the above table it is revealed that 43% of the respondents are highly agreed that they have stress because of assertion to grievance caused by students, 43% of the respondents felt neutral towards stress due to poor students behavior and their negative attitude towards study, 35% of the respondents agreed that they have stress in training proper behavior aspects among students, 41% of the respondents agreed that they have stress in paying equal attention to each students, 35% of the respondents agreed that they have stress in working with unmotivated students.

**Table 7: Physical Symptoms Of Stress**

<b>SYMPTOMS</b>	<b>CLASSIFICATION</b>	<b>AVERAGE RESPONDENTS</b>	<b>PERCENTAGE (%)</b>
Back pain	Agree	93	62
	Neutral	43	29
	Disagree	14	09
Sleep Problems	Agree	52	35
	Neutral	48	32
	Disagree	50	33
Eye Problems	Agree	53	35
	Neutral	75	50
	Disagree	22	15
Fatigue	Agree	59	39
	Neutral	62	41
	Disagree	29	19
Headache	Agree	54	36
	Neutral	76	51
	Disagree	20	13
Muscle Aches	Agree	59	39
	Neutral	68	45
	Disagree	23	15
Frustration	Agree	42	28
	Neutral	85	57
	Disagree	23	15
Depression	Agree	52	35
	Neutral	71	47
	Disagree	27	18
Nail Biting Habit	Agree	48	32
	Neutral	72	48
	Disagree	30	20
Emotional	Agree	59	39



Imbalance	Neutral	65	43
	Disagree	26	17
Anxiety	Agree	50	33
	Neutral	80	53
	Disagree	20	13

From the above table it is revealed that 62% of the respondents agreed that they have back pain, 35% of the respondents agreed that they have sleep related problems, 50% of the respondents felt neutral towards having eye problems, 41% of the respondents felt neutral towards having fatigue, 51% of the respondents felt neutral towards having headache, 45% of the respondents felt neutral towards having muscle aches, 57% of the respondents felt neutral towards having frustration, 47% of the respondents felt neutral towards having depression, 48% of the respondents felt neutral towards having nail biting habit, 43% of the respondents felt neutral towards having emotional imbalances, 53% of the respondents felt neutral towards having anxiety.

**Table 8: Stress Management Strategies**

STRATEGIES	CLASSIFICATION	AVERAGE RESPONDENTS	PERCENTAGE (%)
Yoga and Exercise	Highly agree	82	55
	Agree	43	29
	Neutral	22	15
	Disagree	02	01
	Highly disagree	01	01
Playing with children	Highly agree	56	37
	Agree	49	33
	Neutral	41	27
	Disagree	01	01
	Highly disagree	03	02
Interaction with positive colleagues	Highly agree	41	27
	Agree	76	51
	Neutral	25	17
	Disagree	07	05
	Highly disagree	01	01
Reading motivational books	Highly agree	55	37
	Agree	62	41
	Neutral	30	20
	Disagree	02	01
	Highly disagree	01	01
Rest	Highly agree	50	33
	Agree	76	51
	Neutral	21	14

	Disagree	02	01
	Highly disagree	01	01
Positive Attitude	Highly agree	58	39
	Agree	65	43
	Neutral	24	16
	Disagree	02	01
	Highly disagree	01	01
Taking everything at ease	Yes	128	85
	No	22	15

Form the above table it is revealed that 55% of the respondents highly agreed that yoga and exercise helps in reducing stress, 37% of the respondents highly agreed that playing with children helps in reducing stress, 51% of the respondents agreed that interaction with positive colleagues helps in reducing stress, 41% of the respondents agreed that reading motivational books helps in reducing stress, 51% of the respondents agreed that having rest helps in reducing stress, 43% of the respondents agreed that having positive attitude helps in reducing stress, 85% of the respondents believe that taking everything at ease helps in reducing stress.

#### Chi Square Analysis

**Table 9: Gender And Management Of Personal Commitment Cross Tabulation**

GENDER	YES	NO	TOTAL
MALE	35	28	63
FEMALE	67	20	87
TOTAL	102	48	150

#### CHI Square Test

FACTOR	CALCULATED VALUE	TABLE VALUE	DIFFERENCE LEVEL	LEVEL OF SIGNIFICANCE
GENDER	7.742	3.841	1	5%

It could be observed from the above table that the calculate value is greater than table value. So null hypothesis is rejected and alternative hypothesis is selected. So there is significant relationship between gender and management of personal commitment.

**Table 10: Age And Anger Managementcross Tabulation**

AGE	OFTEN	RARELY	TOTAL
BELOW 30	24	18	42
31-40	17	20	37
41-50	21	13	34
ABOVE 50	18	19	37
TOTAL	80	70	150

#### CHI Square Test

FACTOR	CALCULATED VALUE	TABLE VALUE	DIFFERENCE LEVEL	LEVEL OF SIGNIFICANCE
AGE	2.247	5.99	3	5%

It could be observed from the above table that calculated value is smaller than the table value. So null hypothesis is accepted and alternative hypothesis is rejected. So there is significant relationship between age

and anger management.

### **Suggestions**

Faculties can acquire good health through proper workout, healthy meals and sound sleep. To reduce stress and excel in teaching profession, college they have to consider a lot of factors and to follow up on them. Stress can be avoid by having faith in the abilities of the students so that they can test the own performance to make them satisfied and it will be appreciated to get a good start by seeking help from others. Try to keep a positive journal and find something positive about each day to note down in journal, which is a useful self-care exercise and is a positive reminder that however hard life gets, there is always joy to be found. Try to equate the activities that are related to the research project, teaching profession and domestic life. It might seem simple, but both exercise and sleep are a brilliant way to take care. Yoga, swimming, pilates or simply walking, eight hours of sleep is really important for feeling fresh and ready for the next day.

### **Conclusion**

Stress issues has become contemporary, being an occupational hazard in educational professions, needs to be addressed without delay. Stress can make an individual productive and constructive when it is identified and well managed. In times of great stress or adversity, it's always best to keep busy, to plow anger and energy into something positive. Positive attitude and meditation helps in managing the stress impacts. Having broader perspective of life will definitely change the perception of stress.

Teaching is a different profession where the peace of mind is must. Therefore, a good strategy to provide a pleasant academic environment is required. Actions to reduce job stress should be given top priority in order to prove good management and good organization. It is essential that a mutual understanding between academic staff and management should be created and developed.

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