

STRESS MANAGEMENT: A STUDY ON THE INTRINSIC AND EXTRINSIC FACTOR THAT LEAD TO STRESS AMONG FACULTIES OF A COLLEGE.

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ABSTRACT

Stress is a universal phenomenon that essentially manifests itself in human as a result of pressure emanating from several experiences or challenging situations. Stress has become significant due to dynamic social factor and also changing needs of the lifestyle. Stress at the workplace will be a major problem for the any size of the organization; most of the employee desire to be a best and to be competitive to the others. The productivity of the workforce is the most decisive factors as far as the success of the organization is concerned. The productivity in turn is dependent on the psychological wellbeing of the employees. Good management in simple terms-preventer of stress. Stress occurs in many ranges of circumstances, it will become more worse when an employee didn't get a little support from the management and colleagues. Most of the parents want their daughters to be a teacher behind is low stressful job, but present scenario teaching meant to be a most stressful profession. The overall aim of the paper is to know the phenomenon of stress among the academic faculty member. The works stress is found in all professions

Keywords: *Circumstances, Preventer, Stress Management, Stressors.*

I. INTRODUCTION

Stress meant to be a strain from the combat between our external environment and us, lead to emotional and physical pressure. In our modern world, stress reflects on both employees and employer (Khanka, S.S;2009)¹ whenever there is lack of match between job demands and the capabilities, resources, or need of the employee arises workplace stress will occur – National institute of Occupational Safety and Health. These kinds of conditions may force to lack of performance. Stress can't be avoided as it is a part of the life, it occurs due to increase in workload and competitions. Stress come across you whenever you go, it may occur from your own family, place you work or study or place you mingle well. Walter Cannon stated stress is an emergence situation, you have two choices either you have to tackle otherwise you have to escape from the situation.

Teaching profession is completely different from other profession, expectations are higher for students and management, answerable to everyone; (Wilson 2002)² reveals teaching is unique profession where expectation of the students and parents will be higher regards to their current progress, future and the personality development of their kids with education. The earlier teaching job is viewed as a low stressful, permanent, workload will be less, flexible, fixed responsibilities and lot of leaves, however recent studies revealed present

teaching job is more stressful occupational group. Stress of teachers can be experienced by unpleasant negative feelings such as irritated, frustrated, concern, depression and nervousness result from their work.

Still, people have confusion about pressure and stress; there is a wide difference between the two. We all experience pressure on our daily routine, we need to motivate our self, that boost us to perform well; if we experience too much of pressure where we don't have opportunity to recover, we will feel like no way, it increases our pressure and resulted in stress. Claxton (1989) stated teaching is an occupation where demand and changes arise. Stress has physical and emotional stuffs onus and can perform positive or negative feelings. A negative feeling of rejection, frustration and depression, which reflects in headache, rashes, ulcers, blood pressure and heart problems.

1.2 Definition of stress

The word stress is derived from the Latin word “stringere” which meant literally to draw tight and was used in the 17th century to describe hardship, strain, adversity or affliction. During the late 18th century, stress denoted “force, pressure, strain or strong effort, referring primarily to an individual or to an individual organs or mental powers. (Cartwright,1997).

Jeffrey (2006) defined stress as a state of cognitive, emotional and physical arousal. The state of arousal that is known as “stress” is caused by exposure to some actual or perceived demand or stimulus in our environment. Once arouse the intellect, emotions and the body, we can observe changes in a person’s behavior. Stress at reasonable levels, is essential for a healthy life. When it gets out of control, however, stress can be a powerful destructive force.

1.3 Signs and symptoms of stress

Sommerville and Langford (1994), mentions that there are two primary sets of stress indicators: healthy and unhealthy. Examples of healthy indicators include abundant energy, ease of adaptability, stimulation, calmness, control, clear and rational thought, and decisiveness. Examples of unhealthy stress indicators include sleeplessness, high levels of aggression, difficulty in thinking, fatigue, inflexibility and anxiety. Healthy indicators are something that is desirable; however, unhealthy stress indicators will give rise to high stress levels.

| Causes | Consequences of distress |
|--|---|
| <p>1. Work-related stressors: Interpersonal stressors Role related stressors Task control stressors Organizational-physical environment stressors</p> | <p>1. Physiological Heart diseases Ulcers High blood pressure Headaches Sleep disturbances Increased illness Certain cancers Back pain</p> |
| <p>2. Non- work stressors: Time-based</p> | <p>2. Psychological Job dissatisfaction</p> |

| | |
|--|---|
| Strain based Role based conflict | Low commitment Exhaustion Depression Moodiness Burnout |
| 3. Individual differences Personal health Knowledge skills Coping skills Resilience work holism | 3.Behavioral Low job performance More accidents Faulty decisions Higher absenteeism Workplace aggression Turnover /Absenteeism |

1.4 Types of stress

Stress is inevitable from the moment of birth. One definition of life is “the continual process of solving problems,” and all problem solving involves pressure, conflict, and frustration i.e. stress (Manning,1988). It is also cited that No one can live without experiencing some degree of stress all the time.

Stress is widely accepted to have two opposite effects on individuals- good stress (eustress) and bad stress (distress). Han Selye, who often referred to, as the “Father of stress” was the first to distinguish between eustress and distress. He also noted that eustress provides challenges that motivate individuals to work and meet their goals meanwhile distress results from the stressful situations that persist over time and produces negative health outcomes. So, it can be concluded that acceptable levels of stress help to improve the individual’s performance whilst excessive amount of stress can lead to a decreased performance.

II. LITRETAURE REVIEW

Professional stress is a reaction people shows when they face strain because they can’t be able to handle work pressure, those situations create stress. Any external or internal force to change the balance of any human being – (Selye 1978)³. People who face stress do more mistakes in the work compared to who are not in the stress. Firth-Cozens (1992)⁴. Strategies to avoid stress is taking the issue as they are, not to expand them over the limits, remain calm and avoid conflicts- (John Stone 1989)⁵

Importance of the professional stress on the teaching staff of the college effects personality or effects of the individual life by disturbing relations and it may leads towards risk for the belief of organizations in which employees performances disappointingly or it may effects the activities of students due to lack of efficient teaching, motivation of the teachers of college due to sufferings with stress, their poor teaching methods, unprepared lectures, low application or any other cause which usually is harmful for the students(Wilson,2002). Effects of stress on the individual level effects psychologically individual results in the falling health due to work load and unhealthy environment, absenteeism occurs due to unhealthy environment causes illness, etc.

Stress causes teaching staff lack motivation level to end up in low performance on the work site and motivate them to quit and there may be some other domestic problems which force an employee to retire from the job and it may force a teacher to remain stuck with the organization due to any reason which leads towards to any lose which can occur by leaving existing institute. (Wilson,2002).

L S Kang and R S Sandhu (2011)⁶ Stress is an individual's state of mind in an encounter of a demanding situation or any constraint in the organization which she/he feels harmful or threatening for her/ himself. Stress emerges from various energy seeping conditions in the working environment. Work-related factors can arise in the form of work overload when the job requires excess amount of speed, output or concentration, or under-utilization, which may occur when workers feel that their knowledge, skills or energy are not being fully utilized, or when jobs are boring and repetitive (Melamed, et al,1995)⁷

Objectives of the study:

1. To know the cause of work stress that affects a faculty in the college atmosphere.
2. To analyze impact of stress on individual's efficiency and effectiveness
3. To workout techniques used by the college faculty to manage work stress.

III. RESEARCH METHODOLOGY**3.1 DATA COLLECTION METHOD**

The data collection method used in this research is survey method. Here the data are systematically recorded from the respondent.

3.2 RESEARCH TOOL

A structured questionnaire has been prepared to get the relevant information from the respondents. The questionnaire consists of a variety of questions presented to the respondents for their response. The various types of questions used in this survey are: Open ended questions, Closed ended questions and also multiple-choice questions.

The employees of the selected college are the sample units in the survey.

The sample size for this study is 44.

The sampling type is non-probability which involves deliberating selections of a particular units constituting a sample, which represents the universe.

STRATIFIED SAMPLING: Stratum means a layer population from which samples are to be selected may contain a number of layers from each layer a few samples are selected that is why this method is called stratified sampling.

STATISTICAL METHODS USED is percentage analysis.

STATISTICAL TOOLS USED: - Chi-square, Weighted average.

IV.ANALYSIS AND INTERPRETATION

The demographic profile of the respondents on the basis of the gender group are as follows :-

| GENDER | NO OF RESPONDENTS | PERCENTAGE |
|--------|-------------------|------------|
| MALE | 20 | 45 |
| FEMALE | 24 | 55 |
| TOTAL | 44 | 100 |

Inference :

It is found from the survey that 45% of the respondents are male and the remaining 55 % of them are female.

Age of the respondents

| Age | No of respondents | Percentage |
|----------|-------------------|------------|
| 25-35 | 9 | 20 |
| 36-45 | 14 | 32 |
| 46-55 | 10 | 23 |
| Above 56 | 11 | 25 |
| Total | 44 | 100 |

Inference:

It is observed from the survey that 20 % of the respondents are between 25- 35 years, 32% of the respondents are between 36-45 years, 23% of the respondents are 46-55 years, and 25 % of the respondents are above 56 years.

Educational qualifications:

| Degrees | No of respondents | Percentage |
|----------------------|-------------------|------------|
| Masters | 17 | 39 |
| M.Phil. | 12 | 27 |
| PhD | 9 | 20 |
| Other Post Graduates | 6 | 14 |
| Total | 44 | 100 |

Inference:

It is evident from the survey that 39% of the respondents are Master degree holders, 27% of the respondents are M.Phil., 20% of the respondents are PhD while the remaining 14% of them have completed some other Post-Graduate degree too.

The demographic profile of the respondents on the basis experience:

| Years of service | No of respondents | Percentage |
|------------------|-------------------|------------|
| 0-5 | 7 | 16 |
| 6-10 | 9 | 20 |
| 11-15 | 11 | 25 |
| More than 15 | 17 | 39 |
| Total | 44 | 100 |

Inference :-

It is found from the survey that 16% of the respondents are having 0-5 years of experience , 20% of the respondents are among the 6-10 years of experience, 25% of them are having 11- 15 years of experience while the remaining 39% of them are having more than 15 years of service.

Opinion about the job:

| Opinion | No of respondents | Percentage |
|----------------|--------------------------|-------------------|
| Challenging | 18 | 41 |
| Interesting | 15 | 34 |
| Routine | 5 | 11 |
| Boring | 3 | 7 |
| Monotonous | 3 | 7 |
| Total | 44 | 100 |

Inference :-

It has been observed from the survey that 41% of the respondents are found that the job was challenging, 34% of them has interesting, 11% of them routine, 7 % of them as boring and the remaining 7 % also felt it as monotonous.

Physical working conditions of the organizations:

| Satisfaction | No of respondents | Percentage |
|---------------------|--------------------------|-------------------|
| Highly satisfied | 15 | 34 |
| Satisfied | 18 | 41 |
| Neutral | 5 | 11 |
| Highly dissatisfied | 3 | 7 |
| Dissatisfied | 3 | 7 |
| Total | 44 | 100 |

Inference :

It is found that almost 41% of the respondents were satisfied by the working conditions of the organization, 34% of the respondents were highly satisfied, 11% of the respondents said its neutral and 7 % of the respondents were highly dissatisfied and the other 7% of the respondents were dissatisfied.

Opinion about the pay package provided by the organization:

| Satisfaction | No of respondents | Percentage |
|---------------------|--------------------------|-------------------|
| Highly satisfied | 18 | 41 |
| Satisfied | 15 | 34 |
| Neutral | 5 | 11 |
| Highly dissatisfied | 3 | 7 |
| Dissatisfied | 3 | 7 |
| Total | 44 | 100 |

Inference:

It is evident from the survey 41% of the faculty where highly satisfied with the pay scale provided, 34% of the respondents were satisfied with their pay scale, 11% of the respondents were not satisfied nor dissatisfied, 7 % of them were highly dissatisfied and the 7% of the respondents were also dissatisfied.

Stress in the job:

| Preference | No of respondents | Percentage |
|------------|-------------------|------------|
| Yes | 31 | 70 |
| No | 13 | 30 |
| Total | 44 | 100 |

Inference :

It was observed that 70% of the respondents were suffering from stress due to the job they were into while the remaining 30% do not suffer from stress.

Stress causing factors among different levels of the faculty:

| Factors | No of respondents | Percentage |
|----------------------------|-------------------|------------|
| Role overload | 17 | 39 |
| Role underload | 13 | 29 |
| Interpersonal relationship | 14 | 32 |
| Total | 44 | 100 |

Inference :

It is observed from the survey that for most of the respondents feel that they have been overloaded with their role, while few of them feel that they have been underloaded and then comes the interpersonal relationship.

Kinds of stress in job among different age groups:

| Particulars | No of respondents | Percentage |
|-------------|-------------------|------------|
| Physical | 10 | 23 |
| Mental | 10 | 23 |
| Both | 24 | 54 |
| Total | 44 | 100 |

Inference:

It is found from the survey that 23% of the respondents suffer from physical stress,23% of the respondents suffer from mental stress and 54% of the respondents suffer from both i.e. physical and mental stress.

Levels of stress:

| Levels of stress | No of respondents | Percentage |
|------------------|-------------------|------------|
| Very high | 8 | 18 |
| High | 10 | 23 |
| Moderate | 12 | 27 |
| Low | 8 | 18 |
| Very low | 6 | 14 |
| Total | 44 | 100 |

Inference:

It is evident from the survey the level of the stress, faculty undergoes,27% of the respondents undergo moderate stress,23% of the respondents undergo high stress,18% of the respondents undergo very high level and low too,14% of the respondents undergo very low stress.

Physical inconvenience due to stress:

| Preference | No of respondents | Percentage |
|------------|-------------------|------------|
| Yes | 33 | 75 |
| No | 11 | 25 |
| Total | 44 | 100 |

Inference:

It was observed that 75% of the respondents suffer from physical inconvenience due to stress and the remaining 25% of the respondents said NO to the same question.

The agreement level on the stress factors are as follows: -

| Factors | No of respondents | | | |
|--|-------------------|----------|-------------|-------|
| | Agree | Disagree | No response | Total |
| Insecurity job | 38 | 6 | Nil | 44 |
| Worst student behavior and their negative attitude towards study | 24 | 12 | 8 | 44 |
| Management Politics | 8 | 20 | 16 | 44 |
| Lack of motivation | 20 | 22 | 2 | 44 |
| Negative attitude of colleagues | 10 | 12 | 22 | 44 |
| Additional duty | 8 | 20 | 16 | 44 |
| Involvement in non-teaching duty | 5 | 29 | Nil | 44 |
| Lack of research and personal opportunities | 4 | 18 | 22 | 44 |
| Work-home conflicts | 10 | 12 | 22 | 44 |

Inference:

The table shows that stress factors about the teaching and handling students.38 of them are insecure about their job, while 24 respondents say that it is the worst student behaviour and their negative attitude towards the study, 8 of them say it is about management politics, 20 of the respondents said it is due to lack of motivation, 8 of them due to additional duty that they were assigned, 5 of them said cause of involvement in non-teaching duty, 4 of them said lack of research and personal opportunities and 10 of them said due to work-home conflicts.

Physical and mental impact on stress:

| Physical and mental impact on stress | No of respondents | | | |
|--------------------------------------|-------------------|----------|-------------|-------|
| | Agree | Disagree | No response | Total |
| Mental disturbance | 40 | 2 | 2 | 44 |
| Psychological distress | 41 | 1 | 3 | 44 |
| Negative about career | 20 | 22 | 2 | 44 |
| Low level efficiency | 15 | 14 | 15 | 44 |

| | | | | |
|-------------------------|----|----|-----|----|
| Anxiety | 41 | 3 | Nil | 44 |
| Low level of morale | 15 | 29 | Nil | 44 |
| Depression | 38 | 6 | Nil | 44 |
| Fatigue | 41 | 2 | 1 | 44 |
| Increased efficiency | 16 | 21 | 7 | 44 |
| Increased effectiveness | 18 | 16 | 10 | 44 |

Inference:

The majority of the respondents believe that stress creates negative impact on teaching community. 40 of the respondents assume that stress creates mental disturbance, 41 of the respondents think it can create psychological distress, 220 of the respondents feel it creates negativism about career, 15 of the respondents assume it creates low level efficiency, 41 of the respondents feel stress creates anxiety, 15 of the respondents think it can create low level of morale, 38 of the respondents assume stress can create depression, 41 of the respondents assume it also can create fatigue, 16 of the respondents assume it can increase efficiency and the also increase effectiveness.

Techniques to adopt manage stress:

| Techniques | No of respondents | Percentage |
|--------------------------------------|-------------------|------------|
| Yoga and exercise | 11 | 25 |
| Believe in action | 13 | 29 |
| Playing with children | 5 | 11 |
| Interaction with positive colleagues | 6 | 14 |
| Reading motivational books | 5 | 11 |
| Rest | 2 | 5 |
| Positive attitude | 2 | 5 |
| Total | 44 | 100 |

Inference:

It has been observed that 29% of them believe in action techniques can be used to manage stress and only 2 % assume rest and positive attitude is the best technique to relive off stress, 25% of the respondents believe in yoga and exercise, 11% of the respondents believe in playing with their children is also a good technique and 145 of the respondents prefer interaction with positive colleagues and the remaining chose reading motivational books.

Organization steps to manage stress:

| Preference | No of respondents | Percentage |
|------------|-------------------|------------|
| Yes | 31 | 70 |
| No | 13 | 30 |
| Total | 44 | 100 |

Inference:

It is evident from the survey that 70% of the respondents agree that their organization is helping them in overcoming stress, and the 30% of them are not satisfied with the help provided by the organization to overcome stress.

Organization policies and procedures are stress free:

| Particulars | No of respondents | Percentage |
|---------------------|-------------------|------------|
| Highly accepted | 8 | 18 |
| Accepted | 20 | 45 |
| Not accepted | 6 | 14 |
| Highly not accepted | 10 | 23 |
| Total | 44 | 100 |

Inference:

It is observed from the survey that more than half of the respondents accept that the companies policies are stress free, and the remaining of the respondent say it is not stress free.

Spending the weekend:

| Particulars | No of respondents | Percentage |
|----------------------------|-------------------|------------|
| Going to movies | 18 | 41 |
| Get together | 15 | 34 |
| Visit friends/ relatives | 5 | 11 |
| Music classes | 3 | 7 |
| Any other (if so, specify) | 3 | 7 |
| Total | 44 | 100 |

Inference:

From the above data it is found that 41% of the respondents prefer going to movies for the weekend, 34% of the respondents prefer get together, 11 % of the respondents prefer to visit friends or relatives, 7% of the respondents prefer music classes for relaxation and the remaining 7 % prefer something else which they didn't feel like to specify.

V.CONCLUSION

Stress in the work place has become the gloomy pestilence of the contemporary republic. Ample of the anxiety at work is caused not only by work surplus and time pressure but also by dearth of rewards and praise. Stress can make a distinct fruitful and beneficial when it is acknowledged and well accomplished. Organization must instigate to manage individuals at work in a different way, giving them with due esteem, and appreciating their role. Stress-free personnel accomplish well, work-harder, feel better-off and have a long-time pledge to the organization.

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