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# STRATEGIES FOR MANAGEMENT OF JOB STRESS AMONG FACULTY MEMBERS WORKING AT ARTS AND SCIENCE COLLEGE

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***ABSTRACT***

The study's objective is to ascertain the degree of stress management practised by Trichy City's arts and science college instructors. Any nation's teachers are its greatest resource. They are charged with the biggest duty of "nation building." Among all vocations, teaching occupies a prestigious position. The demands of teaching, at any level, are, nonetheless, increasing daily. Additionally, teaching has evolved into more of a management position with multifaceted work duties. All of these circumstances significantly raise instructors' levels of stress. Although stress cannot be completely eliminated, it may be managed. It is proposed that policymakers examine the college teacher training and evaluation system with the presumption that personal and societal factors, as well as working conditions, may affect college teacher stress. Due to their price and ease of accessibility, sample instructors were chosen by lottery for basic random sampling, which was then evaluated using a simple percentage statistical software.

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

## *1.0.INTRODUCTION*

### 1.1.Meaning of Stress

The Latin term "stringers," which meaning to draw tight, is the source of the English word "stress." The phrase is used to describe difficulty, pressure, adversity, or affliction. Stress has been referred to by many different words, including worry, frustration, conflict, pressure, and so on. Every

person has a unique perception of stress since the need for flexibility is a universal human experience.

Simply said, stress is the body's general response to any pressure placed upon it. By definition, tension or worry are not the same as stress. Stress gives people the opportunity to use their abilities and seek pleasure. Additionally, it may result in accidents, heart attacks, physical or mental sickness, tiredness, and illness. It's crucial to keep in mind that some types of stress are necessary and natural. Physical, emotional, spiritual, and/or social aspects of health may be impacted as a result of ongoing stress.

Any force that pushes a psychological or physical aspect beyond of its range of stability and causes strain in the person is considered an occupational stress. Teachers' stress is a persistent problem that worries individuals who work in education. According to Kyriacou (2001), teacher stress is the feeling by instructors of unpleasant, negative emotions including anger, irritation, anxiety, despair, and nervousness as a result of some part of their work as teachers.

In addition to providing people with a means of support, working for an organization puts pressure on them. This may eventually have detrimental effects on fulfilling the objectives of the organisation and catering to the demands of the people who work there. As a result, the workplace is a source of psychological and social stress, which negatively affects employees' health. Stress is a widespread and usually incapacitating human phenomena, with work stress being particularly prevalent. Workplace stress has a negative impact on people's behaviors, which eventually leads to individual and organization inefficiencies. Occupational stress is a situation when variables associated to the worker's job interact with them to alter (disrupt/enhance) their psychological or physiological state, causing their mind and/or body to vary from how they normally operate.

### 1.2.STRESS MANAGEMENT

*Today, stress management is essential. A person's level of stress, especially chronic stress, can be controlled using a variety of approaches and psychotherapies. These methods are often used to enhance daily functioning. Stress may occasionally be healthy and even beneficial. When someone needs to work hard or respond fast, stress might be helpful. It is crucial to identify the sources of employee stress. Each person experiences and handles stress in their own unique manner. Finding out what is creating stress and how much one can experience may both be learned by tracking stress. After that, one can take action to lessen the stress or cope with it better.*

## *2.0.REVIEW OF LITERATURE*

(1985) Davis and Newstrom Stress is a condition that puts pressure on one's emotions, thoughts, and physical health. 'Stress' is the broad phrase used to describe the pressures individuals feel in life, and when it is severe, it can endanger one's capacity to cope with the environment. Because of these demands, workers experience a variety of stress-related symptoms that might impair their ability to execute their jobs. Stressed individuals may become tense and worry constantly. They are

unable to unwind and are easily angered. They might not cooperate or overindulge in drink or drugs. Although they might have other origins, these disorders are frequently signs of stress.

Stephen (1993) In the workplace, stress may mean different things to different individuals. For the production manager of a chemical plant, it can be the stress of failing to meet the delivery deadline for a sizable order for a significant client. The difficulty to obtain enough short-term loans from banks to pay operational costs and other expenses may frustrate the business leader.

According to Szilagyi and Wallace, stress is an internal experience that originates from elements in the external world, the organisation, or the person and causes a psychological or physiological imbalance within an individual.

In 1993, D'Souza Today's leaders must manage uncertainty and change in addition to living and working at a quicker pace. They require appropriate coping mechanisms for the type of pressure that any person in a leadership position faces. Managing directors or chief executive officers are frequently cited as being the group most prone to stress-related illness. However, individuals at all managerial levels experience similar demands.

Robbins, 2005 The majority of us are aware that workplace stress is becoming a bigger issue. Friends report feeling stressed out as a result of increased responsibilities and longer hours due to their company's shrinking. Parents lament the absence of job security in today's society and recall a period when working for a huge corporation meant having a career for life. We read reports where workers lament the stress brought on by juggling job and family obligations. We'll examine the origins and effects of stress in this part before considering what people and organisations may do to lessen it.

In their study on "Teachers Needs in China," Xiao and Li (2003) found that over the past 10 years or more, the majority of studies on job satisfaction among researchers in China have mainly focused on urban areas rather than rural areas, with an increasing emphasis on education in rural areas. Recent studies have paid more attention to teachers' job satisfaction in rural areas, especially in regions of high poverty.

Sargent and Hannum (2005) highlight an extensive study on teacher job satisfaction in rural northwest China in terms of community factors, school environment factors, and teacher characteristics in their comparative study titled "Keeping Teachers Happy: Job Satisfaction Among Primary School Teachers in Rural Northwest China." However, instructors with heavier responsibilities felt more fulfilled, which was in contrast to their preconceptions. Their findings mainly agreed with other studies. Additionally, there was a negative correlation between teacher satisfaction and economic progress.

Jha (1988) outlines the pattern of stress and strain in three work groups, namely the production, people, and data-processing divisions in an organisation, in his research on "Jobs Stress and Employee Strain in India Executives." The findings showed that in all three groups, job future

uncertainties had a negative impact on work satisfaction. distinct degrees of management had distinct stress patterns in the three groups. The middle level managers had greater role uncertainty than other levels of managers did. Reddy and Ramamurthi (1991) examined how age, personality, and general ability of the individual affected the perception of stress in their study titled "The Relation between Stress Experience on the Job-Age, Personality, and General ability." Only age was shown to have an impact on how stress was perceived. Only a very little amount of the person's personality and general abilities contributed to how much stress they were under.

Rajeswari (1992) identified a substantial inverse association between experience and stress as well as between age and stress in her paper "Employee Stress: A Study with Reference to Bank Employees." The study also discovered a link between stress and the number of family members. Officers and clerks at different levels of employment experienced the same amount of stress.

Men and Women in Transition: Patterns of Stress, Strain, and Social Relations by Singh and Sehgal (1995) highlights the stress and strain patterns among men and women as well as single- and dual-career couples. They discovered that on a number of stress-related characteristics, managers of both sexes did not substantially vary. However, strains showed a gender difference. When comparing the symptoms of single and dual couples, men showed higher signs of somatic difficulties while women were more marked by worry. It was discovered that male managers with working wives had heavier workloads than those with non-working spouses. Male managers who had only one career were less prone to irritation than those who had two, and generally, single-career male managers were more psychologically healthy than others. Managers who worked had higher physical health than their working husband but worse psychological health.

Lewis (1999), in his study titled "Teachers Coping with the Stress of Classroom Discipline," looked at how instructors' perceptions of stress are influenced by their inability to effectively punish students. Overall, they would be ready to sustain discipline when it became a stressor for the worst-affected instructors who prioritised student empowerment.

According to Berhem et al. (2004)'s study on "A New Model for Work Stress Patterns," the major cause of work stress is ambiguity, and the primary coping mechanism is self-knowledge. One of the key elements thought to effect productivity is work stress.

Kang (2005) attempts to analyse the numerous stresses associated with a medical representative's employment in his paper, "Stressors among Medical Representatives: An Empirical Investigation." 140 medical professionals were chosen as a sample for the current investigation. The findings demonstrated that stress among medical representatives is caused by work that interferes with personal life, unsupportive coworkers, a heavy workload, and ongoing pressure to do better.

Devi (2006–2007) outlines determining the level of life stress and role stress faced by professional women in her work on "Occupational Stress: A Comparative Study of Worker in Different Occupations." Additionally, it investigates how numerous demographic factors including age, experience, and income are affected by life and role stress. 180 female professionals from six

different professions were selected for the research. It was shown that medical professionals and those in the sciences and technology had much higher levels of life stress and role stress.

According to Huang and Waxman (2009), improving the school atmosphere is essential for improving student teaching experiences. This study examines how student-teachers see secondary school settings and then links those views to their commitment to teaching and satisfaction with their academic experiences. The findings highlight significant discrepancies in student-teacher perceptions of real and desired learning environments and offer some recommendations for change. Satisfaction was positively correlated with student-teachers' assessments of their learning settings, particularly in the domains of professional interest and staff autonomy. The overall number of years they intended to teach and their intention to teach at the placement schools were impacted by a number of school-related factors.

## *3.0.OBJECTIVES OF STUDY*

1. To outline the respondent's socio demographic traits.

2. To determine the college professors' degree of stress management

## *4.0.HYPOTHESES*

*1. Relationship between respondents' respondents' family type and stress management is crucial.*

*2. The respondents' place of residence and stress management are significantly related.*

*3. The respondents' ages and stress management have a substantial link.*

*4. The respondents' years of work experience and stress management are significantly correlated.*

*5. The respondents' monthly income and stress management are significantly correlated.*

*6. The respondents' gender and stress management are significantly correlated.*

*7. The respondents' marital status and stress management are significantly correlated.*

## *5.0.RESEARCH METHODOLOGY*

Both primary and secondary data are used to support the current investigation. 80 sample arts and science college instructors in Trichy City, Tamil Nadu, were surveyed in order to get the primary data. Books, journals, newspapers, magazines, reports, and the Internet have all been used to gather secondary data. The questionnaire's first section asked about the personal information of college instructors, and its second section used the Statistical Package of Simple Percentage to measure how well those instructors were managing their stress.To identify the typical methods employed to manage stress, a stress management scale was created along the lines of the Likert summated rating scale. On a Likert scale with a range of 0 (strongly disagree) to 5 (strongly agree), the item responses are to be elicited.

## 6.0.SAMPLING DESIGN

80 college instructors were chosen as the sample size to ensure sample adequacy, and several sample college teachers from the study's overall population were chosen to perform factor analysis. 10% of the samples were chosen for the study's target population (80 instructors). Because it is readily available and affordable, the lottery approach was used to choose a sample of college professors.

## *7.0.ANALYSIS AND INTERPRETATION*

80 people responded in all, 36 of whom were men and 44 of them were women. The percentages of male and female respondents are 45% and 55%, respectively (Figure 1). The age of the respondents is divided into four groups: 2 respondents (2.5%), 40 respondents (50%) from the age group of 25 to 35, 33 respondents (41.25%) from the age group of 35 to 45, and 19 respondents (23.75%) from the age group of 45 and above (Figure 2). There are 80 respondents in total, with 16 single and 64 married respondents. 20% and 80%, respectively, of respondents are either single or married (Figure 3).

**Table 1: Level of stress management**

| Stress Management Level | Frequency | Per Cent | Valid Per Cent | Cumulative Per Cent |
|---|---|---|---|---|
| Excellent management | 10 | 11.5 | 11.5 | 11.5 |
| Very good management | 9 | 10.3 | 10.3 | 22.8 |
| Good management | 9 | 10.3 | 10.3 | 34.0 |
| Moderate management | 18 | 21.5 | 21.5 | 56.5 |
| Poor management | 30 | 36.5 | 36.5 | 94.0 |
| Very poor management | 4 | 5.0 | 5.0 | 100.0 |
| Total | 80 | 100.0 | 100.0 | |

Table 1 shows that less than 30 (37.5%) college teachers had poor stress management, 18 (22.5%) had moderate stress management, 10 (12.5%) had excellent stress management, 9 (11.3%) had very good stress management, and the remaining 4 (5.0%) had very poor stress management.

H1: The respondents' respondents' families and their ability to manage stress are significantly correlated.

It is clear from Table 2 that there is no discernible relationship between respondents' family types and stress management. The null hypothesis is thus accepted. P > 0.05 indicates

| **Stress Management Level** | **Sum of Squares** | **Mean** | **Mean Square** | **Statistical Inference** |
|---|---|---|---|---|
| Between groups | 5,376.304 | $G1 = 104.00$ | 2,653.152 | $F = 8.236; P < 0.01$ Significant |
| Within groups | 2,5377.683 | $G2 = 113.12$ | 316.983 | |
| Total | 30,543.988 | $G3 = 136.75$ | | |

**Table 2: *Z* test between types of family of the respondents and stress management**

| **Stress Management Level** | ***N*** | **Mean** | **Std. Deviation** | **Statistical Inference** |
|---|---|---|---|---|
| Joint family | 27 | 110.3333 | 18.96393 | $Z = -1.250; P > 0.05$ Not significant |
| Nuclear family | 53 | 116.0377 | 19.95454 | |

revealed in terms of stress management, there is no statistically significant difference between those who live in nuclear families and those who live in joint families. It explains that the family structure has little bearing on how college lecturers handle their stress.

H2: The respondents' homes and stress management have a substantial association.

**Table 3: *F* test: one way analysis of variance among the respondents with different domicile ofstress management**

$G1$ = rural, $G2$ = urban, $G3$ = semi-urban.

According to Table 3, there is a considerable difference between the respondents' various places of residence in terms of their ability to control their stress. Thus, the null hypothesis is disproved. Additionally, the mean score shows that semi-urban respondents suffer higher stress than the other two categories.

H3: The age of the responders and stress management are significantly correlated.

**Table 4: Karl Pearson' co-efficient of correlation between age of the respondents and stress management**

| Stress Management Level | Correlation Value | Statistical Inference |
|---|---|---|
| Age | 0.320 | $P < 0.01$; Significant |

According to Table 4, there is a substantial correlation between respondents' ages and stress management. Thus, the null hypothesis is disproved. It demonstrates how the respondents' ages have an impact on the degree of stress management among college professors. The correlation value demonstrates a favourable link between respondent age and the degree of stress management among college professors.

H4: The respondents' years of work experience and stress management are significantly correlated.

**Table 5: Karl Pearson's coefficient of correction between years of work experience of the respondents and stress management**

| Stress Management Level | Correlation Value | Statistical Inference |
|---|---|---|
| Experience | 0.160 | $P > 0.05$; Not significant |

According to Table 5, there is no correlation between respondents' years of work experience and their overall degree of stress management. The null hypothesis is thus accepted. This demonstrates the notion that experience does not significantly alter the responsibilities played by professors employed by arts and science universities. Workplace demands and difficulties are comparable, and neither one changes with experience. Being better suited to handle such circumstances would give you the advantage, but in this study's demographic, there isn't much of a correlation.

H5: The respondents' monthly income and stress management are significantly correlated.

**Table 6: Karl Pearson's coefficient of correction between monthly income of the respondents and stress management**

| Stress Management Level | Correlation Value | Statistical Inference |
|---|---|---|
| Monthly income | -0.018 | $P > 0.05$; Not significant |

According to Table 6, there is no correlation between the respondent's monthly income and their ability to manage their stress. The null hypothesis is thus accepted. It indicates that the respondents' monthly salary has no bearing on the degree of stress management among college instructors. The correlation value demonstrates a negative link between the respondent's monthly salary and the degree to which college professors manage their stress.

H6: The respondents' gender and stress management are significantly correlated.

**Table 7: Association between gender of the respondents and stress management**

| Stress Management Level | Gender | | Statistical Inference |
|---|---|---|---|
| | Male ($n = 36$) | Female ($n = 44$) | |
| Low | 20 | 20 | $\chi^2 = 0.808$; d$t = 1$ |
| High | 16 | 24 | $P > 0.05$; Not significant |

According to Table 7, there is no correlation between respondents' level of stress management and their gender. Therefore, the null hypothesis is accepted, despite the fact that the issues experienced by male and female instructors differ and the rationale for its low impact in this research group.

H7: The respondents' marital status and stress management are significantly correlated.

According to Table 8, there is no connection between respondents' marital status and level of stress management. The null hypothesis is thus accepted. This explains why the respondents' marital status had no impact on how they manage their stress in the population of this study.

**Table 8: Association between the respondents by marital status of stress management**

| Stress Management Level | Marital Status | | Statistical Inference |
|---|---|---|---|
| | Single ($n = 16$) | Married ($n = 64$) | |
| Low | 11 | 31 | $\chi^2 = 1.250$; d$t = 1$ |
| High | 5 | 33 | $P > 0.05$; Not significant |

## *8.0.CONCLUSION*

In Trichy City, this survey was done among art and science college professors. The primary goal of the study is to identify several factors that influence college professors' ability to manage their stress. This study examined the stress that college instructors experienced at work as a result of

workload demands and interpersonal issues. The study's findings make it very evident that art and science instructors generally exhibit poor stress management. The second conclusion of this study showed that there are considerable differences in the level of stress management between the different places where college instructors live. Furthermore, it is evident from the results that stress management and the respondents' ages have a strong correlation. Furthermore, it is evident from the results that there is no correlation between respondents' years of work experience and their overall degree of stress management. Furthermore, it is evident from the results that there is no connection between the respondent's monthly income and their ability to manage their stress. It indicates that the respondents' monthly salary has no bearing on the degree of stress management among college instructors.

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