

AN ANALYSIS OF STRESS MANAGEMENT OF HIGHER EDUCATION TEACHERS IN CHENNAI REGION

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ABSTRACT

In this competitive world job survival is more crucial task. In academic now a days institution is become more accreditation to self-evaluate themselves to survive. It makes teaching job as more stressful compare than others. In this study it is mainly focused on stressors in academic working environment. This paper explains the different dimensions of psychological changes among teachers with reference to stress management. 300 samples were collected from various institution and purposive sampling has been adapted. Based on different dimension of psychological changes the researcher has framed a conceptual framework and it has been tested with AMOS Graphics. The paper concludes that higher education teachers have to overcome all the level of stresses. Stresses of the job life can be conveniently managed to large extent at different stages through their work experience.

Keywords: - Stress Management, Psychological Changes of Teachers, Teaching Job, Quality Work Life.

1. INTRODUCTION

Every human being getting stress in all the aspects, the achiever always overcome the stress with different challenges and opportunities. Especially for teaching fraternity the level of stress is higher than other profession., this is due to more work load and especially all the institutions availing for higher accreditation purpose. In the current situation all the higher education teachers have to face the stress with bold mind and high confidence, if it fails it will end up with bad result.

This research is fully focused on stress management handled by higher education teaching fraternity. In this paper the researcher has analyze the stress management in eight sub factors from these factors it will reflect the quality level of higher education teachers and their work life balances. The paper concludes that the stress management will play a vital role of higher education teachers which will differentiate the positive and negative behavior.

1.1 STATEMENT OF PROBLEM

Teaching job seems to be a competitive job compared to any professional job, as most educational institutions focus on accreditation, which will attract more admissions. In current situation teaching profession is considered to be a highly stressful. The researcher has utilizing this opportunity to find out the different dimensions of psychological changes among teachers with reference to stress management. This study is mainly focused on stressors in academic working environment.

1.2 OBJECTIVES OF THE STUDY

- ❖ To identify the causes of stress among the college teachers
- ❖ To analyze the impact of work and working hour related stressors
- ❖ To measure the interpersonal relationship at work place
- ❖ To study the impact of stress on academic success
- ❖ To study about the association between quality of work life and switching behavior of college teachers.

1.3 SCOPE OF THE STUDY

This study will clearly explain about how the teachers overcome the stress and balancing their work and life. Stress management will play a vital role of teachers which will diversify the behavior in both positive and negative aspects. This paper will explain the challenges facing by the teachers in working environment and also to habituate the stress factors.

2. REVIEW OF LITERATURE

Isabelle Bragard, Darius Razavi, Serge Marchal, Isabelle Merckaert, & Anne-Marie Etienne¹ in their articles observed that Patients and their families suffer as a result of ineffective physician communication skills, which include insufficient detection of psychological disorders, unhappiness with care, poor compliance, and an increased risk of malpractice litigation. Ineffective communication skills contribute to daily stress, a lack of job satisfaction, and physician burnout. According to the literature, communication skills training programmes can help physicians improve their key communication skills, which can lead to better patient satisfaction and physician satisfaction. The theoretical foundations, ideas, and strategies established for junior physicians specialising in diverse fields dealing with cancer patients are described in this study.

M. Olalekan Arikewuyo² in his study provides empirical evidence for stress management by secondary school teachers in Nigeria. A total of 3466 teachers from secondary schools in Ogun State, Nigeria, completed the study's questionnaire. Simple percentage and chi-square were used to analyse the data. The findings show that teachers frequently use active behavioural and inactive (escape) stress management strategies. This indicates that the average Nigerian teacher prefers to organise himself/herself in such a way that domestic responsibilities do not interfere with pedagogical duties. It also implies that when the teacher is stressed, he or she consoles himself or herself by reminding himself or herself that work is not everything and thus feels less stressed. Active cognitive strategies are never employed by teachers.

Saul Neves de Jesus & Joseph Conboy³ in their article explain that educational leaders and managers, the issue of teacher motivation is critical. Both the lack of teacher motivation and the high levels of teacher stress are major issues that can be addressed through teacher education. The purpose of this study was to explain a relational training stress management course that was developed and conducted in order to reduce teacher stress. The 30-hour programme was broken down into ten sessions, each of which included thematic exercises on a variety of topics, such as sharing professional experiences with colleagues, identifying specific stress factors and possible coping strategies, replacing irrational beliefs with more appropriate beliefs, analyzing classroom strategies for dealing with student discipline and motivation issues, and practicing assertiveness and relaxation. Participating teachers demonstrated a significant reduction in their illogical views after the course.

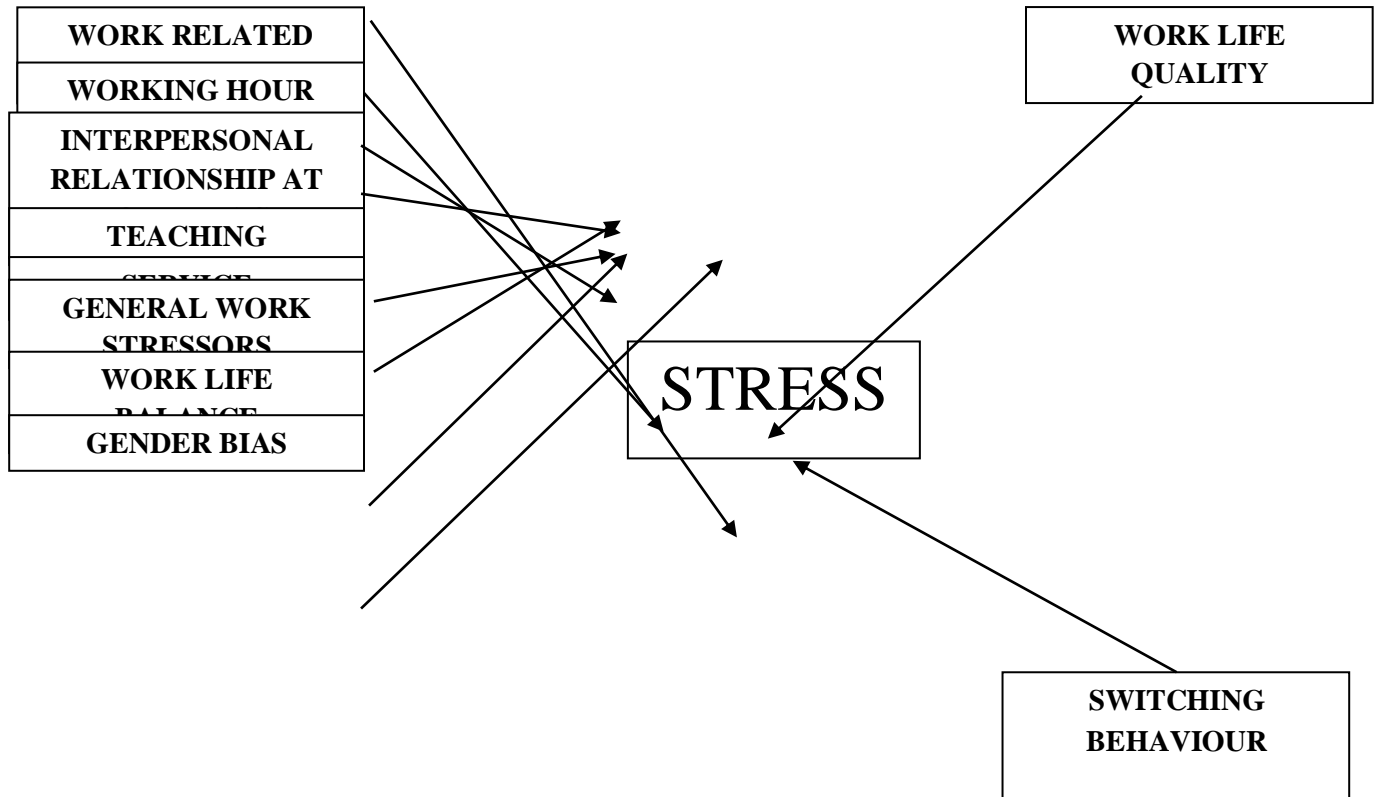
2.1 RESEARCH GAP

From the above literatures it is clear that various study has been from stress management but there is a gap that, How the stress management has been formed? and how it induces an individual for their life? The researcher takes this opportunity and framed framework with eight supporting variables, one input variable with two outcomes. The supporting variables will explain that different dimensions of stress in teaching job and input variable will reflect the stress of an teachers and outcome variable will explains about how an stress will make an impact in teachers life.

3. RESEARCH METHODOLOGY

This research is purely descriptive in nature and purposive sampling has been adopted. The primary data has been used for collecting the data through questionnaire. The sample size is restricted to 100 among top colleges in Chennai city.

3.1 CONCEPTUAL FRAMEWORK: -



The higher education teachers are showing their involvement in various works activities like, handling classes, students counseling, paper valuation and other departmental activities. A number of stress causes for Higher education teachers, including demand In high jobs, conflict between coworkers, high job demands, pupil misbehavior, deprived working atmosphere, poor interrelationships at work, role variance, role uncertainty, be deficient in of independence or autonomy, weak work culture and lacking in further work opportunities. The researcher has taken following statement to measure work related stressors.

1. More students more work
2. Due to the absence of a colleague in the department, I'm doing extra work.
3. Having a lot of responsibilities at the same time
4. The department head assigns a lighter workload to the employees.
5. Performing many tasks at the same time
6. Enhancement of more work because of negligence of staff

3.1.1 WORKING HOUR RELATED STRESSORS:-

Extended work timings and mental health problems among teachers are a concern in higher education colleges. Long working hours were connected with stress responses in both fresher's and experienced teachers. **The researcher has taken following statement to measure work hour related stressors,**

1. Long working hours can make it difficult to socialize and network with coworkers.
2. The working hours are very rigid and unpredictable.
3. The pressure to keep up with deadlines is intense.
4. Being under pressure to work extra hours can be difficult.

3.1.2 INTERPERSONAL RELATIONSHIP AT WORK PLACE:-

A teacher has to have well-built interpersonal skill like communication. This will enable higher education teachers to **know the necessities of each students and coworkers** and also, the effectiveness of a teacher's interpersonal skills will improve the excellence of their lecture or teaching methods. The researcher has taken following statements to measure the interpersonal relationship at work place

1. I have a lot of anxiety about my relationship with my superiors.
2. I seldom receive advice from my colleagues when I'm faced with a problem.
3. I find it hard to believe that anyone would show much affection towards their colleagues.
4. The support my subordinates give me puts me under a lot of stress.
5. It is difficult for me to extract work from my subordinate.
6. I am not allowed to ask for help from my superiors when I need it.
7. The wall between me and my subordinates creates a sense of loss
8. My relationship with my colleagues motive me a amazing deal of anxiety

3.1.3 TEACHING:-

From the overall perspective teaching job seem like a much less stressful job than other professions. There are several reasons for stress while teaching, but the prior reason for higher education teachers were student behavior issues, lack of concentration during class, huge nosiness, effortless in class, lacking in class preparation and unbalanced college leadership. The researcher has taken following statements to measure the teaching.

1. There are repetitive teaching tasks
2. I don't have enough time to prepare for my lesson
3. Class room presentations
4. Students feedback
5. Assignment evaluation
6. Teaching the latest subjects

3.1.4 SERVICE:-

Teaching is a profession considered to be a social responsible service. The teachers were always ready to contributing their fullest effort towards their profession. Due to lack of infrastructure and man power the teachers are diverted from their profession and force them to concentrate more on Adhoc jobs. This will create a unenthusiastic reflection towards teaching service of teachers and it end up with high stress. The researcher has taken following statements to measure the service.

1. Have administrative responsibilities
2. Too many tasks unrelated to my research and teaching
3. Can't get enough credit for my department's service
4. More social activities
5. Lack of power in carrying out administrative responsibilities

3.1.5 GENERAL WORK STRESSORS:-

Teachers are whispered to be a career which brings Peaceful. But, most of the higher education teachers facing the following general work stress. More work load, work timings, heavy workload, long teaching hours, huge class strength, disciplinary issues of students, colleagues, overcrowded classrooms, too much of administrative work and so on. The researcher has taken following statements to measure the general work stressors.

1. On the job learning
2. I am often interrupted by phone calls or visitors
3. My poor English is adversely affecting my chances for growth
4. Promoted to Senior Executive
5. Competition among colleagues
6. My personal focus is not on the department and the organization
7. attending more meetings
8. I am involved in a conflict between colleagues
9. Resolve conflicts with my colleagues

3.1.6 WORK LIFE BALANCE:-

Nowadays teachers are showing their full effort towards their profession through offline and online teaching. Meanwhile they have to equalize the timing towards their family commitment also. Through this WLB factor the researcher are going to analyze how a teacher can manage family as well as work commitments based on the WLB the following statements have be used to measure.

1. Health isn't satisfactory
2. Having household burdens
3. No time to pursue personal interests and hobbies
4. Family conflict
5. Parenting takes up a lot of my time
6. Spend a lot of energy taking care of family members
7. Difficulty taking on both professional and family roles

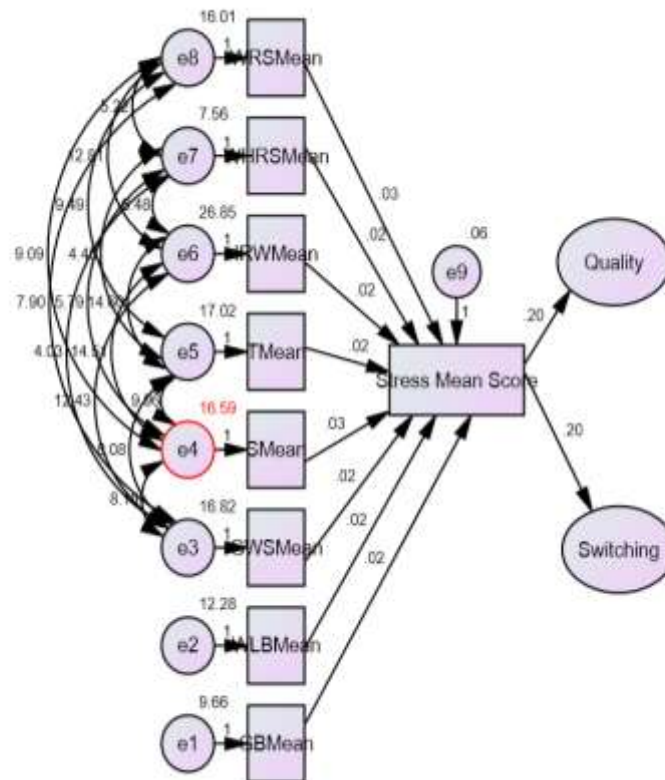
3.1.7 GENDER BIAS:-

In all the profession gender bias is playing a vital role. In the teaching profession has various classifications like deemed, minority institution,

1. Few opportunities to contribute to decision making in my department
2. My gender affects my chances of promotion
3. Believe that my career growth is not as expected
4. Having trouble accessing the male network
5. Social injustice hinders my personal growth

4. RESULTS AND FINDINGS

The researcher has framed individual conceptual frame work with eight supporting variables, one input variables and two outcome variables. The researcher has tested the conceptual framework by applying AMOS through SEM Model.



The eight supporting variables are drawn as observed variable (Exogenous Variable) by consisting of 52 various statements. The input variables is also to be drawn as observed variable by collecting of overall mean score and the two outcome variables are drawn as endogenous variable which will reflect the output of the framework.

From the eight supporting variables it is clearly explains that work related stress and service had highly influencing the work stress while comparing to other six variables. By analyzing the various factors of human stress, it is clearly examined that human stress is always end up with quality outcome and switching outcome. The both outcome factors were equally shared (.20) for human stress. It is purely based on perception of an individual and the environmental situation.

The output of conceptual frame work is given below:-

Table1.1. Goodness to Fit

Name of the Category	Name of Index	Index Value	Level Acceptance of	Comments
Absolute Fit	RMSEA	.000	<.08	The required level is achieved
	GFI	.993	>0.90	
Relative Fit	AGFI	.975	>0.90	The required level is achieved
	CFI	1.000		
	TLI	1.036		
	NFI	.992		
Parsimony Fit	CMIN	.388	<3.0	Perfect Fit

Source: AMOS Output

The goodness of fit indicates the relationship of stress and two outcomes of Quality and switching is presented in the Table1.1. The variable stress consists of various 52 statements in the form of exogenous variable, Quality and Switching is drawn in the form of Endogenous variable. The value of RMSEA is .000 which is less than the index value of 0.08 states that the required level is up to the actual. The value of GFI is 0.993 which is greater than 0.90 which states that the obtained level is achieved. In relative fit, the value of AGFI is 0.975 which is greater than 0.90. The value of CFI is 1.000 which states that it is perfectly correlated; the value of TLI is 1.036 which is also stated as perfect. The value of NFI is 0.992 which is greater than the index value of 0.90 which states that the relation level is achieved. The value of CMIN is 0.388 which is less than 3.0 and it states that the framed conceptual framework was perfectly Fitted with all the other variables.

5. RECOMMENDATION & CONCLUSION

Based on the findings of the paper, it is highly recommended that higher education teachers have to overcome all the level of stresses. Stresses of the job life can be conveniently managed to large extent at different stages through their work experience. By facing the various challenges, the experienced teachers can overcome the stress and it will help them to elevate in their professional life. The experienced teachers can easily face the challenges with comparing with freshers. The job-related stressors were found to be at the high level when comparing with individual stress. A recommendation that follows is aimed at improving areas of concern in order to enhance higher education teacher's performance. There is a need of higher education teachers to provide stress management training that is conductive and relevant to emerging teacher's expectations. This study recommends that the higher education teachers those who are manipulating the stress environment will enhance themselves towards growth, others who couldn't have to switching their jobs.

Stress will always be a part of our lives, but it is very important that how we have to control our stress and how it is going to impact our teaching profession and had an optimistic consequence on stress, hence it must be the most important purpose to control. Higher education teachers should adapt towards the competitive environment and they themselves can focus on profile rather than being stressful.

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