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## AN EMPIRICAL STUDY ON STRESS MANAGEMENT AMONG COLLEGE TEACHER'S IN HOSHANGABAD DISTRICT OF MADHYA PRADESH

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### ABSTRACT

*Stress is a fact of life, wherever you are and whatever you are doing. You cannot avoid stress, but you can learn to manage it, so it doesn't manage you. Academic personnel were observed as a smaller stress profession and they have been envied for long tenure, light workload, versatility and other perks such as foreign trips for study and conference. However, many recent studies suggest that college faculty is among the most stressed profession recently. The main focus of the paper is to know the diverse factors to stimulate stress and performed to investigate the teacher's perception towards occupational stress of faculties in college level. In this research paper Henry Garret's ranking method with structured questionnaire using Likert scale given to the sample of population. The study was conducted in Hoshangabad district of Madhya Pradesh and questionnaire were sent to 150 faculties but I received responses from 115 persons that was found to be suitable for the purpose of analysis. The results have been analyzed and interpret the data with the assistance of various statistical tools. The outcome of this research indicates that point of view about teaching profession is stress creators, to ascertain stress management techniques applied by the college teachers for managing stress.*

### KEYWORDS

academic personnel, college teachers, managing stress, occupational stress, stress management technique.

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### 1. INTRODUCTION

**S**tress is experienced when a body responds to any kind of excessive demand, stress can be caused by both good and bad experiences. When a body feels stressed by something around it reacts by releasing chemicals into the blood, which gives the body more energy and strength. This can be a good thing, if the stress is caused by physical activity. Similarly, it can be a bad thing when stress is in response to an emotional instance and there is no outlet for this extra energy and strength. There's no particular fixed cause for stress, the reason, can be personal, social or even work related for that matter, depression, guilt, physique, relationship issues, death or major life instances, financial problems, traumatic events can be included as catalyst of stress. Stress is natural phenomenon in an individual's life. There is both positive and negative stress, depending on every individual's exceptional understanding of the tension between the two forces. Stress endures reflecting effects on both the employees and the employer. Furthermore, stress is considered positive because it enhances the individual's capacity of learning and maintains emotional stability. Stress is highly individualistic in nature. Some people have high tolerance for stress and thrive very well in the face of many stressors in the environment. In other words, some individuals are not able to execute well except when it is subject to a level of stress that activates them to put force their best efforts. Although stress cannot be controlled it can be managed with applied stress management techniques for controlling stress in academic institutions.

### 2. REVIEW OF LITERATURE

The several studies have been taken up to evaluate the strategies for the purpose of the stress management of college teachers. For this objective concise literature is presented have some of them are.

Jin Joy P. and Dr. R. Radhakrishnan (2013), in this research article indicates work stress among factory workers in Kerala, he provided a few coping strategies at individual and organizational level are suggested to manage stress in day to day life and to resolve the state of stress by making use of stress management strategies, consciously at appropriate time of working. In this study he suggested many measures to prevent stress, like introduce employee assistance programmes to overcome the stress being faced by employee.

Dr. K. Chandrasekhar (2011), in his research article he analyzed work place stress and its impact on organizational performance in public sector organizations. He enlightens in the relationship between work and the tools of work, workplace becomes an integral part of work itself. The management that dictate how, exactly, to maximize employee productivity centres around two major areas of focus personal motivation and the infrastructure of the work environment.

Dr. M. Vasantha, R. Santhi & N. Deepalakshmi (2013), in this research study he found work stress among college teachers of Tamilnadu. He provided an overview of stress management. These studies aimed to analyzed occupational stress and mental health among college teachers and suggested to enhance teachers stress management resources are recommended.

Dr. Vijayadurai J. & Venkatesh S.A. (2012), in his research article he pointed out occupational stress among college women teachers of Tamilnadu. He concluded that work stress is a real challenge for college teachers and their employing institution. Further, it is not only important to identify stress problems and to deal with them but to promote healthy work and declined harmful aspects of work.

V. R. Malarvizhi and M. Jeyarathnam (2016), in his study he suggested the stress and coping techniques among employees of Sugar Mill in Tamilnadu. In his research analysis he found positive correlation between stress symptoms and physical and mental health problems. Hence, he remarked the most important stress coping strategies identified are positive thinking and conversation with positive mindset persons.

### 3. RESEARCH METHODOLOGY

The methodology adopted for this study is based on primary data, were extracted from the 115 respondents via structure questionnaire method. A total of 115 structure questionnaire were distributed among 115 college teachers of Government and self-financing colleges in Hoshangabad district of Madhya Pradesh. Percentile method has been employed to scrutinize and interpretation of data. Henry Garret Ranking technique was used to analyze the ranked data.

#### 3.1 OBJECTIVES OF THE STUDY

The present study attempts to analyze the stress management of college teachers in Hoshangabad district of Madhya Pradesh. The prime objectives of the study are as under.

1. To identify the various causes for stresses that affects the teachers in the atmosphere.
2. To recognize various ways of managing stress by the college teachers in the study area.
3. To examine the effect of excessive stress level in changing environment.
4. To scrutinize the individual's strength to cope with stress.

**3.2 RESEARCH DESIGN**

The research design used for the purpose was descriptive various factors are considered for understanding of college teachers towards stress management in Hoshangabad region. In this research study I used exploratory and conducive descriptive research studies and which information is collected without changing the environment convenience non-probability sampling method was followed. The data has been collected from the faculties of Government and non-Government colleges, with a structured questionnaire was administered to 115 respondents in Hoshangabad district of Madhya Pradesh. In this study I have used Likert scale and Garret's ranking method for data analysis. For the purpose of this research study, questionnaires were sent to 150 people, but I received responses from 115 persons that were found to be suitable for the purpose of analysis. The data relates to the month of June-2021 to August-2021.

**3.3 SAMPLING FRAME**

Target populations were samples, a subgroup of a population selected for the study purpose. Sample components were faculties in the college level collected for analysis. In this research study non-probability with convenience sampling method was used.

**3.4 COLLECTION OF DATA**

This research is a descriptive and exploratory research the methodology adopted for this study is based on the primary data was extracted from the respondents of Hoshangabad district of Madhya Pradesh. The present research study has been conducted in the Hoshangabad region. A purposive sample of 115 individuals which was collected online sources of information.

**3.5 PERIOD OF THE STUDY**

Time period of the study has been conducted during June-2021 to August-2021.

**3.6 TOOLS AND TECHNIQUES USED FOR ANALYSIS**

In this study the methods of collecting and gathering data from a part of population will used by the structured questionnaire method. The analysis of data collected has been carried out by using Likert scale, Garret ranking method, simple frequencies, percentages and was analyzed using Microsoft Excel 2007.

**3.7 LIMITATION OF THE STUDY**

The analysis is mostly based on primary data extracted from Hoshangabad district of Madhya Pradesh only the period of June-2021 to August-2021 is taken for empirical analysis. Some of the superficial elements prevailing the faculty's perception towards stress management were not appropriated into this research study. Concept of generalization of the study cannot be universally applied as the study confines to Hoshangabad region only. Although different factors influencing the teacher's perception towards stress management were taken it may be needed that aspects and factors not considered it required to be explored.

**4. ANALYSIS AND INTERPRETATION**

The data collected was analyzed using Microsoft Excel 2007 software Package.

**TABLE 1: DEMOGRAPHIC PROFILE OF RESPONDENTS**

S. No.	Demographic Profile of Respondents	Attributes	Frequency	Percentage
1	Gender	Male	93	81
		Female	22	19
		<b>Total</b>	<b>115</b>	<b>100</b>
2	Age Group	Between 18-30 years	34	30
		Between 31-45 years	38	33
		Between 46-60 years	25	22
		Between 61-70 years	18	16
		<b>Total</b>	<b>115</b>	<b>100</b>
3	Marital Status	Married	71	62
		Unmarried	41	36
		Widowed	2	2
		Married and divorced/Separated	1	1
		<b>Total</b>	<b>115</b>	<b>100</b>
4	Educational Qualification	Post Graduation	46	40
		M. Phil.	37	32
		Ph. D.	22	19
		Others	10	9
		<b>Total</b>	<b>115</b>	<b>100</b>
5	Designation	Lecturer	10	9
		Assit. Professor	83	72
		Asso. Professor	10	9
		HOD	7	6
		Others	5	4
		<b>Total</b>	<b>115</b>	<b>100</b>
6	Experience	Upto 3 Years	41	36
		3 Years to 6 Years	34	30
		Above 6 Years	40	35
		<b>Total</b>	<b>115</b>	<b>100</b>
7	Monthly Income (Rs.)	Rs 10000 to 20000	46	40
		Rs 20001 to 30000	35	30
		Rs 30001 to 40000	19	17
		Above 40000	15	13
		<b>Total</b>	<b>115</b>	<b>100</b>
8	Family Size	Upto 4 Members	66	57
		5 to 6 Members	37	32
		Above 6 Members	12	10
		<b>Total</b>	<b>115</b>	<b>100</b>

Source: Primary Data

Table-1 explicitly exhibited that 81 % of the respondents are male and remaining 19% of them are female respectively. Research shows that 30% of respondents are age group between 18-30 years, 33% of them are between ages of 31-45 years, 22% of them are between group 46-60 years and remaining 16% of the respondents are age of between 61-70 years respectively. Research study indicates that 62% of the respondents are married and remaining 36% of them are unmarried, 2% of them are widowed and 1 % of them respondents are divorced or separated. In this research study it is clear that 9% of the respondents belongs to the category of Assistant Professor, 6% respondents belongs to the category of Head of the Departments and remaining 4% respondents belongs to the category

of others. In this research study disclosed that 40% of the respondents earn monthly income between Rs 10,000-20,000, 30% of the respondents earn between Rs.20,000-30,000, 17% of the respondents earn between Rs 30,000-40,000 and 13% of the respondents earn Rs 40,000 and above as monthly income and 57% of respondents are from the family contains up to 4 members.

TABLE 2: ANALYSIS OF STRESS CREATING FACTORS

S. NO.	Factors Creating Stress	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
		Count	%age	Count	%age	Count	%age	Count	%age	Count	%age	Count	%age
1	Excessive Additional duty	95	83	9	8	3	3	4	3	4	3	115	100
2	Job Insecurity	82	71	19	17	2	2	5	4	7	6	115	100
3	Behavior of students and their negative attitude towards study	92	80	10	9	5	4	6	5	2	2	115	100
4	Ineffective leadership at Department Level/Management Politics	71	62	8	7	2	2	3	3	31	27	115	100
5	Problems with superiors & Peers	65	57	19	17	9	8	5	4	17	15	115	100
6	Lack of Motivation	68	59	15	13	4	3	3	3	25	22	115	100
7	Negative attitude of Colleagues	64	56	18	16	1	1	5	4	27	23	115	100
8	Involvement in non-teaching duty	75	65	13	11	2	2	4	3	21	18	115	100
9	Lack of Research & Personal growth Opportunities	58	50	7	6	3	3	10	9	37	32	115	100
10	Work-home conflicts	64	56	31	27	4	3	5	4	11	10	115	100

Source: Primary Data

Table-2 indicates that there are number of components which create stress in life of a teacher. All these components were taken in the form of variables and respondents were asked to give their opinion on five point Likert scale ranging from 'strongly agree to strongly disagree' where 5 represented strongly agree, 4 represented agree, 3 represented uncertain, 2 represented disagree and 1 represented strongly disagree. The research exhibited extremely considerable component of stress creating factors is excessive additional duty 83% and another more dominant affecting factor is behavior of students and their negative attitude towards study 80%. This is concluding that excessive additional duty given to staff is having greater influence on the stress and creating more tension in life of a teacher.

TABLE 3: CALCULATION OF GARRET VALUE AND RANKING

Factors	Technique adopted to Manage Stress	Calculation Percent Position Value			Rank Given by the Respondents									Total	Mean %age Score	Rank
		100(Rij-0.5)/Nj	Percent Position Value	Garret Value	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>			
1	Yoga and Exercise	100(1.05)/9	5.6	81	21	9	17	7	11	6	14	9	21	5606	48.7	VI
2	Believe in actions rather than fruits	100(2.05)/9	16.7	69	21	19	21	17	13	3	5	11	5	6674	58.0	II
3	Playing with children	100(3.05)/9	27.8	62	13	23	17	9	5	10	20	13	5	6146	53.4	III
4	Interaction with positive colleagues	100(4.05)/9	38.9	56	19	13	11	6	18	19	9	14	6	6080	52.9	IV
5	Reading motivational books	100(5.05)/9	50.0	50	9	15	11	9	2	15	13	23	18	5259	45.7	VIII
6	Music	100(6.05)/9	61.1	44	7	15	17	22	20	6	16	4	8	6036	52.5	V
7	Positive attitude	100(7.05)/9	72.2	39	27	21	17	14	10	14	4	4	4	6942	60.4	I
8	Meditation	100(8.05)/9	83.3	31	7	6	11	7	17	7	14	24	22	4907	42.7	IX
9	Coffee and Tea	100(9.05)/9	94.4	19	15	17	9	4	8	25	7	6	24	5578	48.5	VII

Source: Primary Data

Table-3 exhibits the calculation of Garret value and ranking of the technique adopted to manage stress by the faculty of educational institutions at college level, situated Hoshangabad district of Madhya Pradesh. The ranks have obtained with the assistance of Garret Ranking method. The Garret ranks were calculated by using Garret Ranking formula. It was based on the Garret ranks; the Garret value was calculated. The Garret tables and scores of each technique adopted to manage stress in the table and multiplied to records scores in Tables-4. Finally, by adding each row, the total Garret score were obtained in following manner.

Percent position =  $100 (Rij - 0.5) / Nj$

Where Rij stands for- Rank given for the i<sup>th</sup> variable by the j<sup>th</sup> respondents.

Nj stands for- Number of variables ranked by the j<sup>th</sup> respondents.

After obtaining the percent position of each factor, it was further converted into scores by using Garret's conversion table. The computed scores of the individual respondents for each factor were added and divided by the total number of respondents who had responded. The mean scores of all the factors arrived and ranks assigned according to the scoring.

The result is provided percent position value in table-3. It is seen from the table 3, 'positive attitude' is considered as the major component by the respondents with the highest mean value 60.4 occupying the first place and lowest the mean value 42.7, occupying the ninth place are listed in the analysis. Hence it is concluded that the 'positive attitude' is most important technique influencing the respondents to manage stress.

TABLE 4: GARRET'S RANKING ANALYSIS

S. No	Factors	Rank Scale Value	1 <sup>st</sup> *81	2 <sup>nd</sup> *69	3 <sup>rd</sup> *62	4 <sup>th</sup> *56	5 <sup>th</sup> *50	6 <sup>th</sup> *44	7 <sup>th</sup> *38	8 <sup>th</sup> *31	9 <sup>th</sup> *19	To-tal	Mean %age Score	Ranks
1	Yoga and Exercise	f	21	9	17	7	11	6	14	9	21	115	48.74	VI
		fx	1701	621	868	392	550	264	532	279	399	5606		
2	Believe in actions rather than fruits	f	21	19	21	17	13	3	5	11	5	115	58.03	II
		fx	1701	1311	1302	952	650	132	190	341	95	6674		
3	Playing with children	f	13	23	17	9	5	10	20	13	5	115	53.44	III
		fx	1053	1587	1054	504	250	440	760	403	95	6146		
4	Interaction with positive colleagues	f	19	13	11	6	18	19	9	14	6	115	52.86	IV
		fx	1539	897	682	336	900	836	342	434	114	6080		
5	Reading motivational books	f	9	15	11	9	2	15	13	23	18	115	45.73	VIII
		fx	729	1035	682	504	100	660	494	713	342	5259		
6	Music	f	7	15	17	22	20	6	16	4	8	115	52.48	V
		fx	567	1035	1054	1232	1000	264	608	124	152	6036		
7	Positive attitude	f	27	21	17	14	10	14	4	4	4	115	6036	I
		fx	2187	1449	1054	784	500	616	152	124	76	6942		
8	Meditation	f	7	6	11	7	17	7	14	24	22	115	42.67	IX
		fx	567	414	682	392	850	308	532	744	418	4907		
9	Coffee and Tea	f	15	17	9	4	8	25	7	6	24	115	48.5	VII
		fx	1215	1173	558	224	400	1100	266	186	456	5578		

Source: Primary Data

Table-4 indicates Garret's ranking analysis technique was used in compiling the information of respondents. The respondents are ranked from I to IX according to their opinion. In my research analysis I have considered nine major factors adopted to manage stress of college level faculty. I have applied Garret Ranking method for analysis this research study and collected responses from respondents represented by f known as frequencies. The score of each frequency and the Garret table values multiplied to records scores in the above table. Finally, by adding each row the total Garret score will come than mean score will be calculated for analysis. Ranks will be provided on the basis of mean score. From the given nine techniques the first rank was given to 'Positive attitude', it was succeeded by 'believe in actions rather than fruits' with second rank, third and fourth ranks were shared by 'playing with children' and interaction with positive colleagues respectively. 'Music' gets fifth rank, sixth rank given to 'yoga and exercise' and seventh, eighth and ninth were followed by 'coffee and tea', reading motivational books and 'meditation' respectively. In the above analysis it is highlighted that 'the positive attitude as the first rank preferred by the stress management.

## 6. SCOPE FOR FURTHER RESEARCH

The additionally research can be carried out at a different location with a population composed of respondents with a different cultural, demographics and social background. In this study, I have not included comparison options, so future study can be done on comparing the different choices of respondents. Present study reveals that there is awareness of stress management being major catalyst is college level faculty in Hoshangabad district of Madhya Pradesh. It is significant dimension for conducting research the study made on the topic of stress management of college level faculty will reveal the factor feeling of faculty. To conclude, most of the people were think that government should make an explicit policy of stress management and also best utilization of potentials of faculties without any mental pressure.

## 7. CONCLUSION

The concept of stress management is not new, over the last few years its importance and visibility have significantly increased. In the competitive global environment of uncertainty, it seems that everyone in today's workplace is under more pressure. Research study indicates that managing stress as something entirely negative but as I have seen, stress has tangible benefits when managed properly. Managing stress is a genuine challenge for college faculties and their employing institution. During institution and their working environment modify, so do the verity of stress problems that faculties may face. Hence it is most important that your place of work is being consistently monitored for stress troubles. Furthermore, not only recognize stress troubles but deal with positively and promote healthy work, decline harmful aspect of work. After applying the successful stress management techniques faculties will be benefited to manage stress.

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