

LEVELS OF STRESS AMONG COLLEGE TEACHERS WITH REFERENCE TO COIMBATORE DISTRICT

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ABSTRACT

The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether be within the family, business organization or any other social or economic contest. Right from the time of birth, until the last breath drawn, an individual is invariably exposed to various stressful situations. Stress happens whenever one's mind and body reacts to some real or imagined situation. Since every situation or event in our daily life causes some type or degree of stress, it is unrealistic and impossible to eliminate stress, totally from one's life.

In fact, one actually needs moderate levels of stress to help stay alert and perform well. The only people who are totally free of stress are those who populate the cemeteries. Dr. Hans Selye, the father of stress research, made the important distinction between stress which is harmful and that which is beneficial. Harmful stress can cause one to feel helpless, frustrated, disappointed and harmful. It can also cause physical as well as psychological damage; Selye called this 'distress'.

Keywords: College Teachers, Levels of stress, Stress.

INTRODUCTION:

‘Stress’ refers to the responses, body and mind have to the demands placed on them which is a normal part of life and a normal part of any job. Without stress, one would not meet deadlines, strive to hit sales or production targets, or line up new clients. Meeting the demands and challenges of a job is part of what makes work interesting and satisfying, and it is often what allows people to develop new skills and advance in their careers. In the workplace, people regularly experience stress-causing situations, react to them with heightened tension, and then return to a more relaxed state when the crisis, big or small, is resolved. However, problems occur when stress is so overwhelming or constant that the tension never abates and one can never get to relax.

WHAT IS STRESS?

Stress is a psychological and physiological response to events that upset a person’s personal balance in some way. When faced with a threat, whether to physical safety or emotional equilibrium, the body’s defenses kick into high gear in a rapid, automatic process known as the ‘fight-or-flight’ response. Its well known, what this stress response feels like: heart pounding in the chest, muscles tensing up, breath coming faster, every sense on red alert.

According to the American Medical Association, Stress is defined as “Any interference that disturbs a person’s mental or physical well-being.”

CAUSES OF STRESS:

The potential causes of stress are numerous and highly individual. What one considers stressful depends on many factors, including his personality, general outlook on life, problem-solving abilities, and social support system. Something that's stressful to one may not faze someone else, or he/she may even enjoy it. For example, the morning commute may make one anxious and tense because he worries that traffic will make him late. Others, however, may find the trip relaxing because they allow more than enough time and enjoy listening to music while they drive.

The pressures and demands that cause stress are known as stressors. People usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that forces one to adjust can be a stressor. This includes positive events such as getting married or receiving a promotion. Regardless of whether an event is good or bad, if the adjustment it requires, strains a person’s coping skills and adaptive resources, the end result is stress.

LITERATURE REVIEW:

Sagar Sharma (1979)¹, in his research titled ‘A Comparative Study of General Anxiety among Engineers and white collar workers as function of certain Demographic Variables’, studied about the anxiety levels among engineers and white collar workers of a state Public Works Department as a function of job level, age, length of service and educational qualifications. The comparative study of various sub-groups of engineers and white collar workers revealed that engineers are significantly less anxious than white collar workers, at some job, age, experience and educational levels.

Herbert s. Kindler (1979)², in his research article entitled ‘The influence of a Meditation-Relaxation technique on Group problem-solving effectiveness’ revealed that meditation teams improved more from pretest to posttest than control teams in solving the group problem faster with fewer transactions; also, members of meditation teams felt less tense and showed more effective team work than members of control teams. The results are interpreted as encouragement for organizations to offer meditation-relaxation programs to employees on a voluntary basis.

Peters and Waterman (1982)³ in their study entitled the subsequent application of these ideas may involve competencies such as problem solving and technical ability. Furthermore, attempts to introduce such

changes may sometimes meet with extreme resistance, thereby requiring competencies such as perseverance and standing alone.

RESEARCH METHODOLOGY:

STATEMENT OF THE PROBLEM:

In this Age of Anxiety, people experience high levels of stress and as well are over scheduled and in the fast lane. Living with fear is common to many. According to the Gallup poll in 2001 and Center for Disease control estimates in the US, three out of five women express stress as the number one issue in their lives, 75% of all employees describe their jobs as being stressful, 68% of Americans are worried about the economy and 48% have fears about their own security and the security of the country. Fear has become a lifestyle feature.

This study is aimed at examining the levels of stress among the arts and science college teachers working in Coimbatore District, Tamilnadu, India.

NEED FOR THE STUDY:

Every era in history has been characterized by some debilitating disease. Our society today also has its own characteristic disease, which is 'stress', the one that is not so easy to eliminate. It underlies such diverse conditions as psychosomatic diseases, heart diseases and can be a major contributor to disturbances in one's emotional, social, industrial and family life. It inhibits creativity and personal effectiveness and exhibits itself in a general dissatisfaction, so obvious in our day-to-day lives. Stress has been called the most debilitating medical and social problem of the present century.

OBJECTIVES OF THE STUDY:

1. To present the theoretical framework of stress in general, and in particular, to Arts and Science College teachers.
2. To ascertain and analyse the levels of stress among the college teachers.

METHODOLOGY OF THE STUDY:

The methodology of this study presented here under includes the description and discussion of research design, sample size, sampling technique, tools and procedures of data collection and methods of analysis. The validity and value of a research depends on the systematic method of collecting the data and analyzing them insightfully and methodologically. In the present study, extensive and systematic uses of both primary and secondary data have been made. For collecting primary data, the field survey technique was used in the study area i.e., Coimbatore District. First-hand information and data were collected pertaining to the respondents' socio-economic background, aspects related to the job, symptoms of stress, factors contributing to stress, consequences of stress and the coping strategies followed by them to manage stress.

SAMPLING DESIGN:

The primary data was collected from the arts and science college teachers falling in 3 types viz. self financing colleges, aided colleges and government colleges by using stratified random sampling method.

LIMITATIONS OF THE STUDY:

1. This study was confined to the Arts and Science College teachers only, that too with specific reference to those in the district of Coimbatore, Tamil Nadu and hence the results of the study may not be applicable to the other parts of the country or other parts of the world.
2. Due to the time constraint the sample size was restricted to 750 respondents to elicit first- hand information

DATA ANALYSIS AND INTERPRETATION:

LEVEL OF STRESS OF COLLEGE TEACHERS:

S. No.	Category	No. of Respondents	Percentage (%)
1.	Low	161	21.5
2.	Medium	279	37.2
3.	High	310	41.3
	Total	750	100.0

Source: Computed from primary data

It is observed from the above table that a majority (41.3 percentage) of the respondents were stressed at the high level in their work which is more than a one-third of the total. It is followed by 37.2 percentage of the respondents who were stressed at the medium level and finally 21.5 percentage of the respondents who were stressed at the low level. Hence a majority of college teachers were stressed in their work at the high level.

LEVEL OF STRESS – CHI SQUARE ANALYSIS:

AGE AND LEVEL OF STRESS (TWO-WAY TABLE)

S.No.	Age	Level of Stress			Total
		Low	Medium	High	
1	Below 25 yrs.	11 (10.3)	16 (15.0)	80 (74.8)	107
2	25 to 35 yrs.	117 (24.4)	216 (45.1)	146 (30.5)	479
3	35 to 50 yrs.	12 (11.1)	40 (37.0)	56 (51.9)	108
4	Above 50 yrs.	21 (37.5)	7 (12.5)	28 (50.0)	56
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (74.8%) among the respondents of below 25 years aged category and the same was the lowest (30.5%) among the respondents of 25-35 years aged category. The percentage of medium level of stress was the highest (45.1%) among the respondents of 25 to 35 years aged category and the same was the lowest (12.5%) among the respondents of above 50 years aged category. On the other hand, the percentage of low level of stress was the highest (37.5%) among the respondents of above 50 years aged category and the same was the lowest (10.3%) among the respondents of below 25 years aged category.

In order to find the relationship between the age of the respondents and the level of stress perceived by the college teachers, a chi-square test was employed and the results of the test is shown in the following Table No. 4.3.

AGE AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Age	98.232	12.592	6	Significant at 5% level

Source: Computed from primary data

It is divulged from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, "Age of the respondents and their level of stress are not associated", does not hold good. From the analysis, it is concluded that there is a close relationship between the age of the respondents and the level of stress perceived by them.

SEX AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Sex	Level of Stress			Total
		Low	Medium	High	
1	Male	117 (27.7)	161 (38.2)	144 (34.1)	422
2	Female	44 (13.4)	118 (36.0)	166 (50.6)	328
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (50.6%) among the female respondents and the same was the lowest (34.1%) among the male respondents and the percentage of medium level of stress was the highest (38.2%) among the male respondents and the same was the lowest (36.0%) among the female respondents. On the other hand, the percentage of low level of stress was the highest (27.7%) among the male respondents and the same was the lowest (13.4%) among the female respondents.

In order to find the relationship between the sex of the respondents and their level of stress perceived by the college teachers, a chi-square test was employed and the results of the test are shown in the following Table No. 4.5.

SEX AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Sex	29.977	5.991	2	Significant at 5% level

Source: Computed from primary data

It is observed from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, "Sex of the respondents and their level of stress are not associated", does not hold good. From the analysis, it is concluded that there is a close relationship between the sex and the level of stress perceived by the college teachers.

MARITAL STATUS AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Marital Status	Level of Stress			Total
		Low	Medium	High	
1	Married	52 (17.6)	113 (38.3)	130 (44.1)	295
2	Unmarried	109 (24.0)	166 (36.5)	180 (39.6)	455
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (44.1%) among the married respondents and the same was the lowest (39.6%) among the unmarried respondents and the percentage of medium level of stress was the highest (38.3%) among the married respondents and the same was the lowest (36.5%) among the unmarried respondents. On the other hand, the percentage of low level of stress was the highest (24.0%) among the unmarried respondents and the same was the lowest (17.6%) among the married respondents.

In order to find the relationship between the marital status of the respondents and the level of stress perceived by the college teachers, a chi-square test was employed and the results of the test is shown in the following Table No. 4.7.

MARITAL STATUS AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Marital status	4.379	5.991	2	Not Significant

Source: Computed from primary data

It is observed from the above table that the calculated chi-square value is less than the table value and the result is not significant. Hence, the hypothesis, “Marital status of the respondents and their level of stress are not associated”, holds good. From the analysis, it is concluded that there is no relationship between the marital status and the level of stress perceived by the college teachers.

EDUCATIONAL ATTAINMENT AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Educational Attainment	Level of Stress			Total
		Low	Medium	High	
1	Post Graduation	6 (8.8)	7 (10.3)	56 (80.8)	68
2	PG with M.Phil	118 (21.0)	234 (41.6)	211 (37.5)	563
3	PG, M.Phil., with Ph.D.,	37 (31.1)	38 (31.9)	44 (37.0)	119
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (80.8%) among the respondents who are educated till Post Graduation and the same was the lowest (37.0%) among the respondents who are PG, M.Phil with Ph.D. The percentage of medium level of stress was the highest (41.6%) among the respondents of PG with M.Phil., and the same was the lowest (10.3%) among the respondents of Post Graduation. On the other hand, the percentage of low level of stress was the highest (31.1%) among the respondents of PG, M.Phil., with Ph.D. and the same was the lowest (8.8%) among the respondents qualified with Post Graduation.

In order to find the relationship between the educational attainment of the respondents and their level of stress, a chi-square test was employed and the result of the test is shown in the following Table No. 4.9.

EDUCATIONAL ATTAINMENT AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Educational Attainment	55.573	9.488	4	Significant at 5% level

Source: Computed from primary data

It is divulged from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, “Educational attainment of the respondents and their level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a close relationship between the educational attainment of the respondents and their level of stress.

FAMILY SYSTEM AND LEVEL OF STRESS (TWO-WAY TABLE)

S.No.	Family system	Level of Stress			Total
		Low	Medium	High	
1	Nuclear	76 (23.3)	109 (33.4)	141 (43.3)	326
2	Joint family	85 (20.0)	170 (40.1)	169 (39.9)	424
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (43.3%) among the respondents of nuclear family and the same was the lowest (39.9%) among the respondents of joint family. The percentage of medium level of stress was the highest (40.1%) among the respondents of joint family and the same was the lowest (33.4%) among the respondents of nuclear family. On the other hand, the percentage of low level of stress was the highest (23.3%) among the respondents of nuclear family and the same was the lowest (20.0%) among the respondents of joint family.

In order to find the relationship between the family system and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No. 4.11.

FAMILY SYSTEM AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Family system	3.626	5.991	2	Not Significant

Source: Computed from primary data

It is evident from the above table that the calculated chi-square value is greater than the table value and the result is not significant. Hence, the hypothesis, “family system of the respondents and their level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a close relationship between the family system and the level of stress.

MONTHLY INCOME AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Monthly Income	Level of Stress			Total
		Low	Medium	High	
1	Below Rs.10,000	49 (18.4)	77 (28.8)	141 (52.8)	267
2	Rs.10,001-20,000	55 (19.9)	125 (45.1)	97 (35.0)	277
3	Rs.20,001-30,000	18 (17.5)	55 (53.4)	30 (29.1)	103
4	Rs.30,001-40,000	20 (31.7)	6 (9.5)	37 (58.7)	63
5	Above Rs.40,000	19 (47.5)	16 (40.0)	5 (12.5)	40
	Total	161	279	310	750

Source: Computed from primary data

The above table explains that the percentage of high level of stress was the highest (58.7%) among the respondents of Rs.30,001-40,000 income level and the same was the lowest (12.5%) among the respondents of above Rs.40,000 income level. The percentage of medium level of stress was the highest (53.4%) among the respondents of Rs.20,001-30,000 and the same was the lowest (9.5%) among the respondents of Rs.30,001-40,000. On the other hand, the percentage of low level of stress was the highest (47.5%) among the respondents of above Rs.40,000 and the same was the lowest (18.4%) among the respondents of below Rs.10,000.

In order to find the relationship between the monthly income level of the respondents and their level of stress, a chi-square test was employed and the results of the test is shown in the following Table No. 4.13.

MONTHLY INCOME AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Monthly Income	75.604	15.507	8	Significant at 5% level

Source: Computed from primary data

It is found from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, “Monthly income level of the respondents and their level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a significant relationship between the monthly income and the level of stress perceived by the college teachers.

NUMBER OF DEPENDENTS AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Number of dependents	Level of Stress			Total
		Low	Medium	High	
1	1 and 2 members	118 (29.4)	113 (28.1)	171 (42.5)	402
2	3-4 members	9 (4.0)	96 (46.2)	103 (49.5)	208
3	Above 4 members	34 (24.3)	70 (50.0)	36 (25.7)	140
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (49.5%) among the respondents who are having 3-4 dependents and the same was the lowest (25.7%) among the respondents who have above 4 dependents in their family. The percentage of medium level of stress was the highest (50.0%) among the respondents who have above 4 dependents and the same was the lowest (28.1%) among the respondents who have 1 and 2 dependents in their family. On the other hand, the percentage of low level of stress was the highest (29.4%) among the respondents of 1 and 2 dependents and the same was the lowest (4.0%) among the respondents who have 3-4 dependents in their family.

In order to find the relationship between the number of dependents and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No.4.15.

NUMBER OF DEPENDENTS AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Number of dependents	71.986	9.488	4	Significant at 5% level

Source: Computed from primary data

It is highlighted from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, "Number of dependents and level of stress are not associated", does not hold good. From the analysis, it is concluded that there is a close relationship between the number of dependents and level of stress perceived by the college teachers.

NATURE OF COLLEGE AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Nature of college	Level of Stress			Total
		Low	Medium	High	
1	Self financing	107 (17.6)	237 (39.0)	263 (43.3)	607
2	Aided	36 (32.1)	35 (31.3)	41 (36.6)	112
3	Government	18 (58.1)	7 (22.6)	6 (19.4)	31
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (43.3%) among the respondents who are working in Self Financing Colleges and the same was the lowest (19.4%) among the respondents working in Government colleges. The percentage of medium level of stress was the highest (39.0%) among the respondents working in Self Financing College and the same was the lowest (22.6%) among the respondents working in Government Colleges. On the other hand, the percentage of low level of stress was the highest (58.1%) among the respondents working in Government Colleges and the same was the lowest (17.6%) among the respondents working in Self financing Colleges.

In order to find the relationship between the nature of college and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No.4.17.

NATURE OF COLLEGE AND LEVEL OF STRESS (CHI-SQUARE TEST)

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Nature of College	37.671	13.277	4	Significant at 1% level

Source: Computed from primary data

It is observed from the above table that the calculated chi-square value is greater than the table value and the result is significant at 1% level. Hence, the hypothesis, "Nature of College and level of stress are not associated", does not hold good. From the analysis, it is concluded that there is a close relationship between the nature of college and level of stress perceived by the college teachers.

DESIGNATION AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Designation	Level of Stress			Total
		Low	Medium	High	
1	Assistant Professor	119 (22.4)	208 (39.2)	204 (38.4)	531
2	Associate Professor	38 (22.1)	50 (32.5)	70 (45.5)	154
3	Professor	8 (12.3)	21 (32.3)	36 (55.4)	65
	Total	161	279	310	650

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (55.4%) among the respondents who were Professors and the same was the lowest (38.4%) among the respondents who were Assistant Professors. The percentage of medium level of stress was the highest (39.2%) among Assistant Professors and the same was the lowest (32.3%) among the Professors. On the other hand, the percentage of low level of stress was the highest (22.4%) among the respondents who were assistant professors and the same was the lowest (12.3%) among the respondents of Professors.

In order to find the relationship between the designation and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No. 4.19.

DESIGNATION AND LEVEL OF STRESS (CHI-SQUARE TEST)

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Designation	9.840	9.488	4	Significant at 5% level

Source: Computed from primary data

It is clear from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, “designation and level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a close relationship between the designation and level of stress perceived by the college teachers.

4.20 TEACHING EXPERIENCE AND LEVEL OF STRESS

(TWO-WAY TABLE)

S.No.	Teaching experience	Level of Stress			Total
		Low	Medium	High	
1	Below 2 years	26 (18.1)	49 (34.0)	69 (47.9)	144
2	2-5 years	32 (15.0)	62 (29.1)	119 (55.9)	213
3	5-10 years	51 (21.3)	115 (48.1)	73 (30.5)	239
4	10-15 years	12 (17.1)	39 (55.7)	19 (27.1)	70
5	Above 15 years	40 (47.6)	14 (16.7)	30 (35.7)	84
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (55.9%) among the respondents who were having 2-5 years experience and the same was the lowest (27.1%) among the respondents of 10-15 years experience. The percentage of medium level of stress was the highest (55.7%) among the respondents of 10-15 years experience and the same was the lowest (16.7%) among the respondents who had above 15 years experience. On the other hand, the percentage of low level of stress was the highest (47.6%) among the respondents who had above 15 years experience and the same was the lowest (15.0%) among the respondents of 2-5 years experience.

In order to find the relationship between the teaching experience and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No.4.21.

TEACHING EXPERIENCE AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Teaching experience	83.221	15.507	8	Significant at 5% level

Source: Computed from primary data

It is clear from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, “teaching experience and the level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a close relationship between teaching experience and the level of stress perceived by the college teachers.

LOCATION OF WORK PLACE AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Location of work place	Level of Stress			Total
		Low	Medium	High	
1	Rural	133 (27.4)	207 (42.6)	146 (30.0)	486
2	Urban	0 (0)	25 (22.9)	84 (77.1)	109
3	Semi urban	22 (24.4)	30 (33.3)	38 (42.2)	90
4	City	6 (9.2)	17 (26.2)	42 (64.6)	65
	Total	161	279	310	750

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (77.1%) among the respondents who were in urban area and the same was the lowest (30.0%) among the respondents of rural area. The percentage of medium level of stress was the highest (42.6%) among the respondents who were in rural area and the same was the lowest (22.9%) among the respondents of urban area. On the other hand, the percentage of low level of stress was the highest (27.4%) among the respondents of rural area and the same was the lowest (9.2%) among the respondents of city.

In order to find the relationship between the location of work place and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No.4.23.

LOCATION OF WORK PLACE AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Location of work place	105.641	12.592	6	Significant at 5% level

Source: Computed from primary data

It is clear from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, “location of work place and level of stress are not associated”, does not hold good. From the analysis, it is concluded that there is a close relationship between the location of work place and the level of stress perceived by the college teachers.

WORKING TIME AND LEVEL OF STRESS (TWO-WAY TABLE):

S.No.	Working time	Level of Stress			Total
		Low	Medium	High	
1	5 hours	39 (20.9)	90 (48.1)	58 (31.0)	18
2	5-8 hours	104 (22.6)	176 (38.2)	181 (39.3)	46
3	More than 8 hours	18 (17.6)	13 (12.7)	71 (69.6)	10
	Total	161	279	310	75

Source: Computed from primary data

The above table shows that the percentage of high level of stress was the highest (69.6%) among the

respondents who were working for more than 8 hours and the same was the lowest (31.0%) among the respondents who were working for 5 hours. The percentage of medium level of stress was the highest (48.1%) among the respondents who were working for 5 hours and the same was the lowest (12.7%) among the respondents who worked for more than 8 hours. On the other hand, the percentage of low level of stress was the highest (22.6%) among the respondents who were working for 5-8 hours and the same was the lowest (17.6%) among the respondents who were working for more than 8 hours.

In order to find the relationship between the working time and the level of stress perceived by the college teachers, a chi-square test was employed and the result of the test is shown in the following Table No. 4.25.

WORKING TIME AND LEVEL OF STRESS (CHI-SQUARE TEST):

Factor	Calculated χ^2 Value	Table Value	D.F	Remarks
Working time	48.525	9.488	4	Significant at 5% level

Source: Computed from primary data

It is observed from the above table that the calculated chi-square value is greater than the table value and the result is significant at 5% level. Hence, the hypothesis, "working time and level of stress are not associated", does not hold good. From the analysis, it is concluded that there is a close relationship between working time and level of stress perceived by the college teachers.

FINDINGS, SUGGESTIONS AND CONCLUSION:

FINDINGS:

1. It was found that the maximum level of stress was perceived by the college teachers who were below 25 years of age. It is supported by the chi-square test at 5 percent level of significance.
2. While analyzing the gender of the teachers, female teachers have perceived maximum level of job stress than the male teachers. The result is confirmed by the test of chi-square at 5 percent level of significance.
3. In the case of marital status, majority of the married teachers have perceived maximum level of job stress when compared to the unmarried teachers.
4. It is brought out from the analysis that the maximum level of stress was perceived by the college teachers who were qualified with Post Graduation. The result was confirmed by the chi-square test at 5 percent level of significance.
5. Maximum level of stress was perceived by college teachers who belonged to joint family.
6. While analyzing the income group, the college teachers with the income range of Rs.30,001 to 40,000 got maximum level stress and it is proved by the chi-square test at 5 percent level of significance.
7. The college teachers who had 3 to 4 dependents have perceived high level of job stress. It was analysed and proved by the chi-square test at 5 percent significant level.
8. It was found from the analysis that the maximum level of stress was perceived by the college teachers who were working in self financing colleges. This result is accepted by the chi-square test at 5 percent level of significance.
9. Professors have perceived maximum level of job stress when compared to the other category of the college teachers, which is confirmed by the test of chi-square at 5 percent level of significance.
10. It was found from the analysis that the maximum level of job stress was perceived by the college teachers who had experience of 2 to 5 years. The result is proved by the chi-squared test at 5 percent level of significance.
11. In the case of location of work place studied in the analysis, among the four locations which are 'Rural', 'Urban', 'Semi-Urban' and 'City', the respondents opined that the 'City' teachers have perceived maximum level of job stress. It was proved by the chi-square test at 5 percent level of significance.
12. It was found that the maximum level of stress was perceived by the college teachers who had been working for more than 8 hours. It is proved by the chi-squared test at 5 percent level of significance.

SUGGESTIONS:

1. Stress was found to be high among the respondents with more number of dependents, compared to those with less number of dependents. The reason for this could be attributed to the accumulating responsibilities, which increases with the size of the family. Hence it was suggested that, the respondents should have a control over their family size, which shall benefit the society at large, other than for the individual benefits it brings to the respondents.
2. The women teachers being emotionally triggered, it is suggested that the management should get emotionally bonded with the women teachers, which will not allow any stressful situation in the institution.
3. Among the various factors which influenced the respondents in the choice of the profession and institution, more weightage was given to the factor 'more days of leave'. Hence it was suggested that, the college teachers need to be granted the required number of days of leave, to help them balance their dual role, and give their utmost in terms of quality to their Institution.
4. When a person was suffering from headache or any other physical problem, it was suggested that, it should not be automatically assumed that such headaches or other complaints were stress-related just because the person had a high job stress score. A physician should always be consulted if a person experienced new symptoms, or if past problems seemed to be getting worse, because they might be due to something else that would have been much easier to treat in its early stages.
5. The feeling of having little control over stress was always distressful. Anything done to gain more control over daily activities would provide powerful stress reduction rewards. Analyzing all the items showing high stress levels and figuring out how to gain them in, particularly, if it was felt that health was being significantly affected. But it had got to be kept in mind that any such scale, along with its categories, was subjective and that some stressors, such as deadlines, could actually have positive consequences.

CONCLUSION:

Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. The United States corporate giants have jumped to fitness band wagon, wellness programs and health education programs with the realization that a healthy employee is a productive employee. Stress counseling and stress management in India, have still a low profile; but it is time that Indian organizations start taking steps like their western counterparts to enable executives to absorb and by-pass stress and strain which in days to come are likely to manifest in more alarming ways.

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