



A study on stress coping behavior of teachers in Self-financing colleges

Author

Susan Mathew

Designation:

Research scholar,

Kerala university of Fisheries and Oceanic studies

Panaghad, Cochin kerala

ABSTARCT

This paper is intends to find the stress and coping behavior of teachers in self financing colleges. Stress is a condition which affects almost all in different kinds of profession. The stress experienced by different occupation types and job roles has been discussed in many papers with a number of different occupations being described as experiencing above average levels of stress, for example, teachers((Chris, 2001)nurses and social workers ((Kar & Mishra, 2016)), and the experiencing above average levels of stress. So with no doubt we could say teachers /educators are always stressed in their profession mainly due to the fact that in current day world they have to meet the expectation requirements of students, parents and management .In this paper stress and coping behavior of teachers is analysed on the basis of the following factors ie age, qualification, salary, experience. For the above study about 50 respondents from various department in various self financing colleges of Ernakulum were taken into consideration.

Key words: Stress, Coping behavior, Self financing college

INTRODUCTION

Education assumes an essential job in understanding the expectations of a society. Nevertheless to state instructors have their influence in this procedure .It has been seen now a days that the instructive arrangement of our nation is years old and it neglects to fuse the ongoing advancements of our general public . Here is the place the job of an educator lays. For all these to happen an educator needs to have a sound, solid body and psyche. Not at all like the early years there has been an uncommon change in the mentality on how an educator ought to be, prior instructors were seen with most extreme regard .But now instructors needs to have to a greater extent a responsive disposition. There has been a quick change in the workplace of our nation, this is reflected in instructive area likewise, instructors should adapt up to these fast changes in their work and its condition. Are these causing worry for instructors? On the off chance that so are the educators being burnout essentially of this? In the event that so it will be definitely influencing our instructive framework moreover.

Stress is something like a disease which affects everyone .It is an accepted fact prolonged stress can have a deleterious impact on mental and physical health of human beings. It has become an inevitable part in every ones life. Stress can be found everywhere, whether in the family, business, business or any other social and economic activity. (McKenzie, 2009) By and large, individuals feel crisp in the wake of having rested for seven hours, yet individuals gripe for not having a sound rest. It mirrors that there is something which upsets their rest and this possibly occur if an individual doesn't have sound personality and physical wellbeing. To keep oneself physical and mental sound, individuals join club or become the individuals from various recreational classes. Individuals do utilize their own loved methods like yoga, contemplation, morning walk and so forth. In any case, these may not be compelling; on the off chance that one is under an extraordinary pressure. So stress is a typical wonder in regular day to day existence

STATEMENT OF PROBLEM

Our instructive foundations are additionally loaded with stressors of different kind. The instructors feel different sorts of weight from the general public. There exist worry among educators, worry between instructors affiliations and head of instructive foundations, worry among people and family life and so on. Actually, stress is pervasive in all human involvement with our instructive organizations. There are various elements which causes worry among instructors. So it is important to comprehend the significance and reasons for pressure, at that point we can adapt to the worry for solid advancement person. Here lies the significance of this study. This study involves to discover the feeling of anxiety in self financing college educators and the adapting systems utilized by them.

OBJECTIVES

To study the stress level of male and female teachers in self-financing institutions with regard to factors ie age,salary,qualification and experience.

To study different coping techniques used by them to overcome stress

HYPOTHESIS

- H1-The higher the age of respondents the lower is stress and coping level in teachers
- H2-The higher the qualification of teachers affect the stress and coping techniques of teachers.
- H3-The number of years of experience of teachers affect the stress and coping of teachers.
- H4-The salary of teachers affect their stress and coping behavior.

LITERATURE REVIEW

Various reviews demonstrate that instructors, guardians, and general society perceive the requirement for a wide instructive motivation to improve scholastic execution as well as to upgrade understudies' social-enthusiastic fitness, character, wellbeing, and metro commitment ((Jennings & Greenberg, 2009), 2000,Jenninngs,Greenberb,2009). Blix et al (1994) found that resource facilitators having under 10 years of experience had higher worry than personnel with over 20 years of experience(Chaplin,2008)explored a connection among stress and mental trouble among students auxiliary school in England extraordinarily. The investigation inspected the structure of an instructor stress scale and its relationship to psychological well-being as estimated by the 12 Item General Health Questionnaires. (Literature, n.d.) analyzed the consequences of endeavors to enable instructors to lessen pressure and improve work fulfillment and inspiration. The discoveries of the investigation uncovered that the more standards took an interest in enabling conduct, the more instructors were urged to settle on compelling decisions in satisfaction of occupation assignments. Instructors lives are unfavorably influenced by pressure. Prompting physical sick wellbeing (otto, 1986, Mokdad, 2005) and mental sick wellbeing (Fletcher and Payne, 1982; Finlay – Jones, 1986; Beer and Beer, 1992) Teacher stress frequently influences the instructor's capacity to work adequately (Blase, 1984). Once in a while to the degree of causing educator burnout (Seldman and Zager, 1998). Ahuja P. Harshpinder (2000) to examine the psychological pressure the board strategies used by ladies in Ludhiana city. A complete example of 150 respondents were considered under 6 subheadings (contemplation, psychotherapy, social support, adjusting circumstance, arranging and decreasing obligations).Results show that petition, diversion, talking, legitimate house the executives, setting needs were the most well-known pressure the board systems used by ladies. Working ladies were essentially utilizing certain undertakings during time deficiency and changing standard of employment execution. Utilization of mental pressure the executives strategies was found in the two classifications however the recurrence was more in working ladies.

FINDINGS

The word stress is being derived from the latin word 'Stringer' which means adverse, hardship etc. There is no single concurred definition in presence for stress. It is an idea, which is recognizable to both layman and expert the same, it is comprehended by all when utilized in a general setting yet change when an increasingly exact record is required. Stress is the body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental, and emotional responses. There are positive and negative effects of stress. Positive effect of stress(Eustress) include motivation,increased confidence etc. Selye(1946)emphasized on three stages or levels of stress:

A .Alarm stage: This stage is the initial mobilization by which the body meets the challenge posed by stressor. In this stage, prompt response of the body, many of them mediated by sympathetic nervous system prepare us to cope with the stressor.

B.Stage of Resistance: - When threat continues stress also continues and second stage resistance over take and body resists the effects of the continuous stressors. However, resistance to new stressors is impaired during this stage. During this stage certain hormonal responses of body are an important line of defense in resisting the effects of stressors .

c.Stage of Exhaustion: - The final stage of general adaptation syndrome is the stage exhaustion. In this stage body's capacity to respond to both continuous and new stressor has been seriously compromised due to prolonged and continuous exposure to stressor the system fighting the stressor become exhausted. Many times, this stage is referred to as burnout. It is the danger zone and person feel very ill.

The concept of coping has been of great interest during the last decades. An individual's coping behaviour has been considered to have an impact on his or her health.', Coping can be defined as the cognitive and behavioral efforts made to master, tolerate or reduce the external and internal demands and conflicts created by stressful situation (Clang and Bjorvell, 1997). The systems used to manage pressure have been characterized as adapting/coping techniques. The ideas of adapting procedure and adapting conduct are regularly utilized conversely. The person's reaction to a stressor might be a condition of strain and might be intellectually assessed as superfluous (rental), amiable constructive (helpful) or upsetting (pathogenic). Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Coping Behaviour at Stress	.097	50	.200*	.977	50	.422
occupationstress	.113	50	.153	.959	50	.083

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As checking normality of data is a prerequisite for parametric testing. The normality checking is done in data and it shows us that the data are normal . The above table presents the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. From the output it is understood that occupational stress and coping behavior at stress are normally distributed as the significance level of both is greater than 0.05.

Hypothesis 1 : relation between age ,stress and coping of teachers

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of Respondents * occupationstress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	135.128 ^a	120	.163
Likelihood Ratio	84.577	120	.994
Linear-by-Linear Association	.412	1	.521
N of Valid Cases	50		

a. 147 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age of Respondents * Coping Behaviour at Stress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	109.285 ^a	114	.607
Likelihood Ratio	79.882	114	.994
Linear-by-Linear Association	.002	1	.964
N of Valid Cases	50		

a. 140 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

The above analysis confines to the fact that there is a negative correlation between age of respondents ,stress and coping behavior at work because the significance level is greater than 0.05 in both cases ie the higher the age of respondents the stress will be less as such coping technique used by them.

Hypothesis 2: relationship between qualification, stress and coping behaviour**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Qualification of Respondents * occupationstress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	76.132 ^a	80	.602
Likelihood Ratio	58.004	80	.970
Linear-by-Linear Association	.633	1	.426
N of Valid Cases	50		

a. 105 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Qualification of Respondents * Coping Behaviour at Stress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.897 ^a	76	.227
Likelihood Ratio	61.085	76	.893
Linear-by-Linear Association	.003	1	.957
N of Valid Cases	50		

a. 100 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

The above table helps us in analysing the fact that the qualification of respondents have a negative correlation between stress and coping behavior. The higher the qualification the lesser will be the stress of teachers. And as such their coping behavior.

Hypothesis 3: Relationship between Experience, stress and coping behavior

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience of Respondents * occupationstress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	97.233 ^a	100	.560
Likelihood Ratio	68.926	100	.992
Linear-by-Linear Association	.027	1	.870
N of Valid Cases	50		

a. 126 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Experience of Respondents * Coping Behaviour at Stress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	78.161 ^a	95	.895
Likelihood Ratio	62.504	95	.996
Linear-by-Linear Association	.314	1	.575
N of Valid Cases	50		

a. 120 cells (100.0%) have expected count less than 5. The minimum expected count is .02.

Looking into significance level in both cases helps us in coming into a conclusion that experience of teachers have a negative correlation between stress and coping techniques. The higher the experience of teachers the lower will be their stress level and coping technique applied

Hypothesis 4: Relationship between Salary, stress and coping behaviour**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Salary of Respondents * occupationstress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.088 ^a	40	.602
Likelihood Ratio	42.260	40	.374
Linear-by-Linear Association	.088	1	.766
N of Valid Cases	50		

a. 63 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Salary of Respondents * Coping Behaviour at Stress	50	100.0%	0	0.0%	50	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	39.566 ^a	38	.400
Likelihood Ratio	45.516	38	.188
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	50		

a. 60 cells (100.0%) have expected count less than 5. The minimum expected count is .18.

The salary of teachers in self financing colleges affect the stress level and coping techniques used by them. The higher the salary of teachers then lower will be the stress affected for them as well as coping techniques used by them.

Conclusion

This study help us to draw a conclusion that there are various factors which can lead to stress in teachers in self financing colleges. Here we have analysed stress in teachers mainly based on four factors age, qualification, experience and salary. Based on the study it was analysed there is a negative coorelation between stress and age, qualification, experience and salary ie when these four factors increases the stress level goes down and as such the coping mechanism to be adopted by them is reduced .

References:

- Chris, K. (2001). Teacher stress: Directions for future. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/0013191012003362>
- Jennings, P. A., & Greenberg, M. T. (2009). *Review of Educational Student and Classroom Outcomes*. <https://doi.org/10.3102/0034654308325693>
- Kar, B., & Mishra, B. (2016). *A Literature Review on Occupational Stress and Job Performance*. 1, 402–407.
- Literature, R. (n.d.). *Chapter- ii review of related literature 2.0.0*.
- McKenzie, K. E. (2009). Teacher burnout: A laughing matter. *ProQuest Dissertations and Theses*, October, 133. <https://search.proquest.com/docview/305162617?accountid=11664>
- Randall, P. W. (2019). Teacher Stress in Rural Schools: A Phenomenological Study on Stress and Its Effect on Teacher-perceived Physical and Mental Well-being. *ProQuest Dissertations and Theses*, 157.
- Ruggieri, R. A., Iervolino, A., Mossi, P., & Santoro, E. (2020). Instability of Personality Traits of Teachers in Risk Conditions due to Work-Related Stress. 1–13. <https://doi.org/10.3390/bs10050091>
- Roles, M., Quality, R., Coping, S., Relationships, C., Relationships, D. C., Stereotyping, G., Attachments, R., Ideology, R., Partnered, B., Patterns, G., Supermom, T., Childcare, N., & Summary, C. (n.d.). Women ' s Multiple Roles. 173–201.
- Ali, A. (2011). A study of occupational stress in relation to work commitment among university teachers. 48, 776–789.
- Katherine Damaris Garth, B., & State, M. (2015). of Philosophy in Curriculum and Instruction in the Department of Curriculum, Instruction, and Special Education. December.

- Sukumar, A., & Kanagarathinam, M. (2016). a Study on Occupational Stress Among College Teachers in Self- Financing College in. 5, 90–94.
- Suyunovna, K. D. (2020). PSYCHOLOGICAL CHARACTERISTICS OF PROFESSIONAL. 8(7), 156–162.
- Harish, K. A., & Jeya Prabha, B. (2018). An empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in government & private sectors. International Journal of Pure and Applied Mathematics, 118(11 Special Issue), 689–698. <https://doi.org/10.12732/ijpam.v118i11.89>
- Alves, R., & Lopes, T. (2021). Página 204. 203–217.
- Hosseinkhani, Z., Nedjat, S., & Parsaeian, M. (2020). Designing and Psychometric Evaluation of Iranian Students ' Academic Stress Questionnaire (IAASQ). 49(4), 701–710.
- Gulzar, F. H., & Rashid, K. (2020). A Study of the Organizational Stress in Public and Private Sector Secondary School Teachers. 42(1), 101–110.
- Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). Teacher stress and health: Effects on teachers, students, and schools. Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University, September 2016, 1–12. https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf430428%0Ahttp://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html
- Cox, T., & Brockley, T. (2018). The Experience and Effects of Stress in Teachers Linked references are available on JSTOR for this article : The Experience and Effects of Stress in Teachers. 10(1), 83–87.

