



---

## **A Study on Stress Management towards Self Finance College Faculty with Reference to Coimbatore City**

*Dr. A. Sukumar, Yogeswaran C*

Dept of B.Com. With Professional Accounting, Sri Krishna Adithya College Of Arts And Science, Coimbatore

---

### **ABSTRACT**

All other professionalists once viewed that Teaching profession as a 'low stress occupation'. However, many recent studies reveals that college faculty is among the most stressed occupational group. The present study was conducted to explain the faculty stress using established questions, data were collected from five different self-financing colleges. To collect the data and opinion about faculty and handling students, to find out the stress creators, to analysis of sharing stress problems faced by the College teachers

**Keywords:** Stress, Academic stress, Managing Stress, and Reduce their Stress.

---

### **1. INTRODUCTION:**

Stress on an individual basis is complicated. Stressors are situations that need more than the body's normal adaptive reactions if stress is a state that exists between an individual and their reactions to external demands. Stress can have many causes, including personal problems, life changes, and health issues. Stress can also be caused by work, financial problems, and negative thoughts. Personal problems Relationship issues, Arguments with friends or loved ones, and Negative thoughts or feelings about yourself. Life changes Moving house, having a baby, getting married or divorced, Starting a new job, and Retiring According to psychology, stress is a sensation of pressure and emotional strain. One type of mental and psychological distress is stress. Stress in small doses may be good for you because it can boost your motivation, athletic performance, and environmental response. However, excessive stress can worsen pre-existing problems and raise the risk of heart attacks, strokes, ulcers, and mental illnesses like depression.

In addition to being external and influenced by the surroundings, psychological stress can also result from internal perceptions that make a person feel anxious or other negative emotions about a situation, such pressure, discomfort, etc., which they then perceive as stressful. Stress is your body's normal response to difficulties or changes. It may cause a wide range of behavioural, emotional, and physical reactions. Everybody gets stressed out occasionally it is unavoidable.

---

### **2. STATEMENT OF PROBLEM:**

Teaching is a demanding career, and educators face stress stemming from the complexities of changing educational policies, unengaged or unhappy parents, and the various behavioural, emotional, and academic requirements of their diverse students. Every profession causes a specific level of stress. Teaching is one among those professions that causes high stress compared to other professions like Doctor, Engineer, Lawyer, etc. At personal level, teaching-related stress can affect a teacher's health, well-being and performance. The current research titled "Stress Among Teachers of Self-Financing Arts and Science Colleges in Coimbatore District" examines the perceived stress levels among educators at these institutions and determines the primary factors contributing to stress experienced by college teachers.

---

### **3. OBJECTIVIES:**

- To Study the level of Stress among self financing teachers.
- To Analysis the stress due to heavy workload.
- To Analysis How Faculty Reduce the stress

#### 4. RESEARCH DESIGN:

The study used primary data as well as secondary data. A total of 25 questionnaires were distributed among 151 faculty of different self-financing colleges in Coimbatore district of TamilNadu. Percentage analysis, Weighted average analysis and chi-square method has been used to analyze & interpretation of data.

#### 5. Literature and Review:

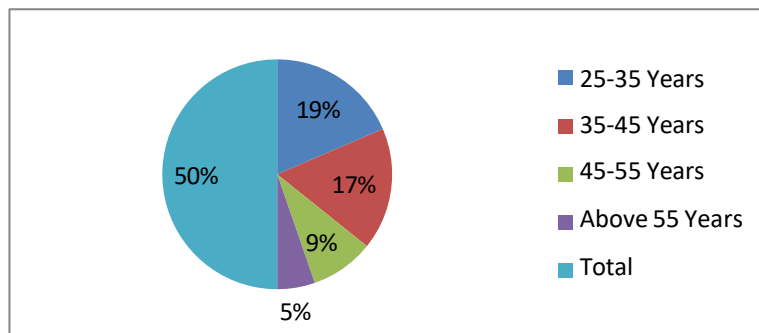
**Satarupa Datta (2018)** Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. The United States corporate giants have jumped to fitness band wagon, wellness programs and health education programs with the realization that a healthy 121 employee is a productive employee. Stress counselling 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.

**S. SAVITHA & Dr R. KASTHURI (2022)** Most employees deal with a lot of psychological issues and serious stress-related illnesses. The organization should promote and encourage taking on positions that help individuals balance work and family because the majority of stress in the education sector is caused by excessive job pressure and work-life imbalance. When it comes to an organization's performance, employee productivity and job happiness are the most important factors. Because decreased productivity and job satisfaction directly impact the organization as a whole, stress cannot be viewed as a personal problem. It is advised that the firm support employee growth and implement training interventions for staff members in order to manage stress inside the company.

**Girija, C, Dr. D. Ramani (2024)** the impact of stress on college teachers is substantial and can have detrimental effects on their performance, job satisfaction, and overall well-being. To mitigate this issue, there has been a growing emphasis on researching stress management techniques specifically tailored for college teachers. A key aspect of this research involves creating and implementing stress management programs that equip educators with effective tools and strategies to cope with stress and enhance their overall well-being.

#### 6. ANALYSIS AND INTERPRETATION:

##### 6.1 DEMOGRAPHIC PROFILE:

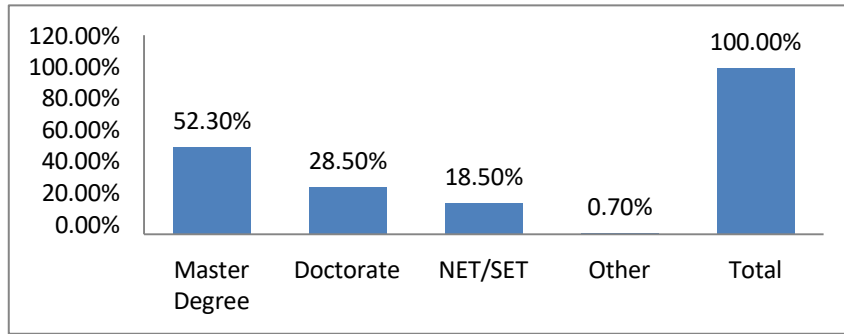


##### AGE:

##### INTERPRETATION:

The age distribution of 151 respondents. The 25-35 years group is the largest (37.1%), followed by 35-45 years (34.4%). The 45-55 years group makes up 17.9%, while those above 55 years are least represented (10.6%). Most respondents (71.5%) are between 25-45 years.

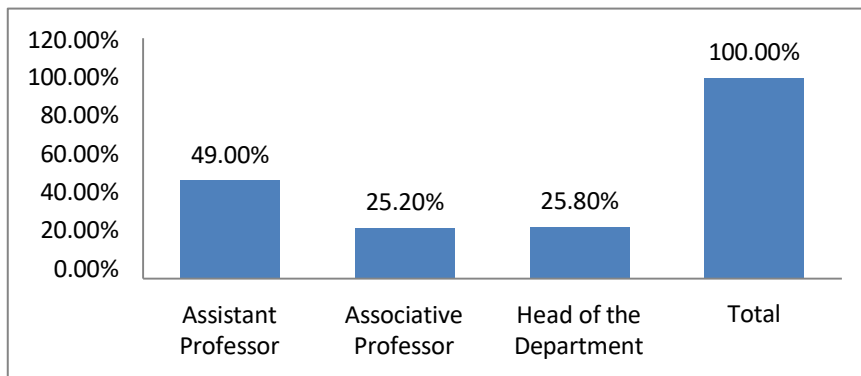
**QUALIFICATION:**



**INTERPRETATION:**

The education levels of 151 individuals. Most hold a Master’s degree (52.30%), followed by Doctorates (28.50%) and NET/SET qualifications (18.50%). A very small portion falls into the Other category (0.70%). This indicates a highly educated group, with the majority having postgraduate or higher qualifications.

**DESIGNATION:**

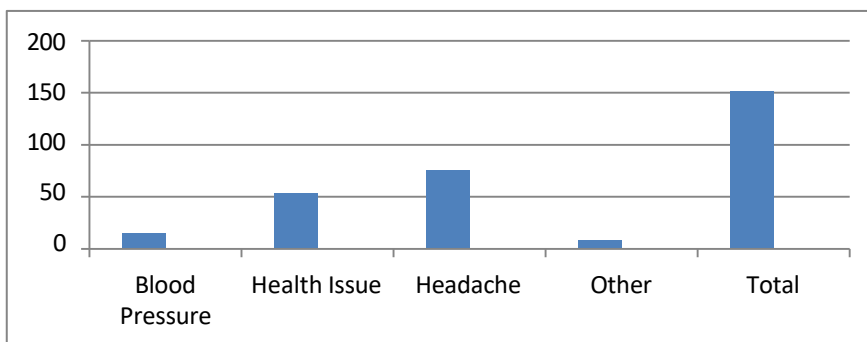


**INTERPRETATION:**

The professional roles of 151 individuals. Assistant Professors (49.00%) form the largest group, followed by Heads of Departments (25.80%) and Associate Professors (25.20%). This indicates a balanced academic hierarchy, with nearly half in entry-level faculty positions.

**6.2 PERCENTAGE ANALYSIS:**

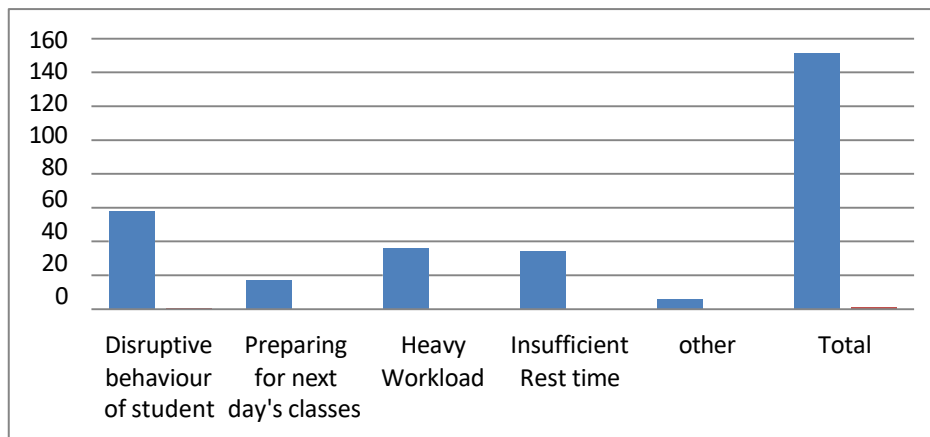
**SYMPTOMS DUE TO STRESS:**



**INTERPRETATION:**

The common health issues among 151 individuals. Headaches (49.70%) are the most reported, followed by general health issues (35.10%). Blood pressure (9.90%) and other issues (5.30%) are less common, indicating headaches as the primary concern.

**CHALLENGES FACED BY FACULTY IN COLLEGES:**

**INTERPRETATION:**

The challenges faced by 151 individuals. The most common issue is disruptive student behaviour (38.40%), followed by heavy workload (23.80%) and insufficient rest time (22.50%). Preparing for classes (11.30%) and other issues (4.00%) are less reported, indicating student behaviour as the primary concern

**6.3 CHI-SQUARE:**

The chi square tests were conducted between the demographic factors like Age, Gender, Qualification, Designation and challenges face most often in college. The only significance identified between the age factor and challenges face most often in college.

PARTICULAR	VALUE	DF	ASYMPTOTIC SIG. (2- TAILED)
Pearson Chi-Square	20.41	12	0.06
Likelihood Ratio	21	12	0.05
Linear-by-Linear Association	6.27	1	0.012
N of Valid Cases	151		

**INTERPRETATION:**

The chi-square test results assess the association between two categorical variables. The Pearson Chi-Square test ( $\chi^2 = 20.41$ ,  $df = 12$ ,  $p = 0.06$ ) suggests no significant association. The Likelihood Ratio test ( $\chi^2 = 21$ ,  $df = 12$ ,  $p = 0.05$ ) indicates marginal significance. However, the Linear-by-Linear Association test ( $\chi^2 = 6.27$ ,  $df = 1$ ,  $p = 0.012$ ) shows a significant linear relationship. While general tests suggest weak or no association, the significant linear trend indicates a specific directional relationship.

**7. SUGGESTION:****1. Managing Stress and Promoting Well-Being:**

**Stress-Relief Programs:** Since "Getting Enough Sleep" is the most common stress-relief method, offer programs on sleep hygiene and time management to help respondents balance work and rest.

**2. Handling Disruptive Student Behaviour:**

**Training for Educators:** Provide training sessions on classroom management techniques to help Assistant Professors handle disruptive behavior effectively.

**Student Engagement Strategies:** Encourage the use of interactive teaching methods to keep students engaged and reduce disruptions.

**3. Improving Work Environment:**

**Adequate Resources:** Ensure that employees have access to the necessary tools and resources to perform their jobs effectively.

**Workload Management:** Regularly review workloads to ensure they are manageable and equitable.

---

## 8. CONCLUSION:

The data reveals that the majority of respondents are young (25-35 years), married females with Master's degrees, working as Assistant Professors. They face challenges such as disruptive student behaviour, frequent headaches, and stress, with "getting enough sleep" being their primary method of stress relief. While many respondents report positive or neutral responses to their work and life situations, there are clear areas for improvement to enhance their well-being and job satisfaction. To address these issues, organizations can implement health and wellness programs to tackle common health concerns, provide training to manage classroom challenges, and promote work-life balance through flexible policies and time management workshops. Additionally, fostering a supportive work environment with mental health resources, recognition programs, and professional development opportunities can significantly improve employee morale and productivity. By taking these steps and regularly monitoring employee feedback, organizations can create a more inclusive and productive environment that meets the evolving needs of their workforce.

---

## 9. BIBLIOGRAPHY

1. Smith, M., & Witt, R. (1993). A comparative study of occupational stress among African American and White university faculty members. *Journal of Higher Education*, 64(5), 123-135.
2. Blackburn, R., & Bentley, R. (1993). Faculty research productivity: Some moderators of associated stressors. *Research in Higher Education*, 34(6), 717-739.
3. Dey, E., Astin, A., & Korn, W. (1993). The American college teacher: National norms for the 1992-93 HERI faculty survey. Higher Education Research Institute, UCLA.
4. Blix, A. G., Cruise, R. J., Mitchell, B. M., & Blix, G. G. (1994). Occupational stress among university teachers. *Research in Higher Education*, 35(1), 289- 310.
5. Leung, C. (1994). Causes and prevention of teachers' suicide in Hong Kong. *Asian Journal of Education*, 12(2), 89-105.
6. Datta, S. (2018). Stress management in educational institutions: Importance and challenges. *International Journal of Education and Development*, 4(1), 120-134.
7. Savitha, S., & Kasthuri, R. (2022). Psychological issues and stress-related illnesses among employees in the education sector. *Journal of Workplace Well-Being*, 9(2), 65- 78.
8. Girija, C., & Ramani, D. (2024). The impact of stress on college teachers and stress management programs. *International Journal of Educational Research*, 15(1), 34-50.