

Stressors amidst Teaching Community and Strategies for Management of Stress

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Abstract

The workload of teachers has undergone drastic change with a whole lot of documentation work related with their class teaching and also related with the internal quality assurance reporting forced upon the teacher. Lack of time and energy and the increased pressure for finishing the workload for a prolonged time period have caused stress to set into their lives. The productivity of the work force is the most decisive factor as far as the success of an organization is concerned and productivity in turn is dependent on the psychosocial well-being of its employees. Stress may arise either due to organizational factors or job-related factors or due to personal factors which accentuate one's external stressors, in all cases, these stressors decrease general job satisfaction and mental and physical well-being of the employees. Therefore, it is important to identify stress builders inside an organization, study their causes and take concerted efforts to eradicate them. This study aims to identify the reasons for stress among college teachers and provides a comprehensive assessment of the levels of stress and describes the various coping strategies to reduce the stress among teachers in various educational institutions. The study is based on primary data which has been collected with the help of structured questionnaire containing a set of questions about the respondent's profile including the nature of the educational institution, gender, years of service etc and three set of constructs to assess the level of stress caused by organizational factors, job related factors and personal factors. These statements elicited the responses from 109 teachers from different aided, government and self-financing colleges in Kerala on to a 5-point likert type scale ranging from 1 strongly disagree to 5 strongly agree to the existence of a particular stimulant which increases the stress of the respondent being observed. Reliability test were performed on the 3 constructs which exhibited a Cronbach alpha of above .8 for organizational and job-related stressors and 0.6 for personal stressors. The collected data were analyzed by using appropriate statistical and mathematical tools, using SPSS 16.1. Percentages and independent sample T – test, ANOVA, Friedman's test. The summated mean of the statements collecting opinion on various stress boosters is computed and so, making it statistically correct to perform one way ANOVA on the 3 stressors. The coping strategies were collected using ordinal scale showing the frequency of using a particular strategy ranging from Always to never. Friedman's test was performed to identify the most frequently adopted strategy to eliminate or reduce stress levels. The study found that stress caused by organizational climate and job-related factors were moderate and that stress due to personal factors were lower than moderate level. Also, the levels of various types of stress across gender, experience, different types of educational institutions, period of total service, age etc were found to be the same except the Post hoc test Tukey revealed that significant difference existed in the level of stress between respondent's having 20 years and above experience and respondents having years of service between 5 to 10 years.

Keywords

Stress, Teacher, stress management, coping strategies,

I. Introduction

Teachers are at the most privileged central point in any system of education. Once a sought-after peaceful profession has now however, becomes one

of the most stressful professions. Research in a variety of countries has shown that teaching is a highly stressful profession (Smithetal.2000). Studies show that there is high levels of long term occupational stress leading to burnout and desistance from the profession (Golembiewski et al. 1983). The workload of teachers has undergone drastic change with a whole lot of documentation

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work related with their class teaching and also related with the internal quality assurance reporting forced upon the teacher. Lack of time and energy and the increased pressure for finishing the workload for a prolonged time period have caused stress to set into their lives (Kyriacou 1987). Studies of Schwarzer and Greenglass (1999) pinpointed demands for working outside class room teaching and pang pointed out how higher aspiration for oneself and role conflict impact stress levels in teachers (pang, 2012). Even while indulging in the official and administrative duties teachers in the back of their mind have the nagging and challenging task to find ways to improve the quality of teaching and learning in colleges.

Stress is related with teacher's job satisfaction and in turn is related with an unhealthy organizational climate. It is important to create a positive environment for advancing teaching and learning (Simin Ghavifekr, 2016). There are many research works focusing on the relationship between organizational positivity and teacher's output (Hoy and Miskel 2008; Le Cornu 2009; Mine 2009). (Kelley et al. 2005; Marzano et al. 2005; Robinson 2010; Duff 2013)(Mertler 2002).

Stress

The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Stress refers to any environmental, organizational and individual or internal demands, which require the individual to readjust the usual behavior pattern. Another definition given by Stephen Robbins (1999) stress has been stated as "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he/she desires and for which the outcome is perceived to be both uncertain and important." Stress affects not only our physical health but also our mental wellbeing. We cannot prevent stress always so it is imperative to reduce stress and make life easier. Stress is perceived by people differently; the same stressor may create a positive reaction in one person but totally disturbs and distress another. Thus, it may affect either positively or negatively the employee performance (Selye, 1956). However, higher levels of occupational stress on an average is found to detrimentally influence the quality, productivity and creativity of the employees and also employee's health, wellbeing and morale (Cohen and Williamson, 1991).

A certain amount of stress is necessary to achieve success, but undue stress causes distress. Stress may arise either due to organizational factors or job-related factors or due to personal factors which accentuate one's external stressors, in all cases, these stressors decrease general job satisfaction and mental and physical well-being of the employees. Therefore, it is important to identify

stress builders inside an organization, study their causes and take concerted efforts to eradicate them. This study aims to identify the reasons for stress among college teachers and provides a comprehensive assessment of the levels of stress and describes the various coping strategies to reduce the stress among teachers in various educational institutions.

II. Statement of the problem

Teacher's stress is real and is much related to specific job and organizational conditions in which they are working. The factors are universal but need not be present everywhere. Therefore, region wise studies on stress, job performance and stress management strategies are needed. Otherwise, it will create anxiety and depression and later on teachers get physical symptoms and start getting physical ailments. It is important to note that low turnover and absenteeism as reported by several studies does not mean low stress levels, in fact, economic reasons, financial responsibilities and such other reasons force teachers to suppress their burden and continue to be present for their work in spite of increased levels of stress. This leads to health setbacks ranging from headache to heart diseases. The study is proposed to examine the levels of various types of stress across gender, experience, different types of educational institutions, period of total service, age etc and the various coping strategies followed by teachers and stress management activities followed by the management to mitigate stress.

III. Objectives of the study

The following are the main objectives of the study:

- 1) Assess the level of stress due to organizational factors, job-related factors and personal factors
- 2) Examine stress levels across age, total service in years, gender and nature of the institution.
- 3) Examine different stress coping strategies adopted by the management and the teachers.

IV. Hypothesis of the study

- Ho1: Stress due to organizational factors is moderate.
 Ho2: Stress due to job related factors is moderate.
 Ho3: Stress due to personal factors is moderate.
 Ho 4: There is no significant relationship between age, marital status, nature of institution and family type and organizational, job related and personal factors causing stress.

V. Methodology

The study is based on primary data which has been collected with the help of structured questionnaire containing a set of questions about the respondent's profile including the nature of the educational institution, gender, years of service etc and three set of constructs to assess the level of stress caused by organizational factors, job related factors and

personal factors. These statements elicited the responses from 109 teachers from different aided, government and self-financing colleges in Kerala on to a 5-point likert type scale ranging from 1 strongly disagree to 5 strongly agree to the existence of a particular stimulant which increases the stress of the respondent being observed. Reliability test were performed on the 3 constructs which exhibited a cornbach alpha of above .8 for organizational and job-related stressors and 0.6 for personal stressors.

Random sampling method was used. Structured questionnaire was sent to 200 teachers. From that 109 fully filled questionnaires were collected for the study. The collected data were analyzed by using appropriate statistical and mathematical tools, using SPSS 16.1. Percentages and independent sample T – test, ANOVA, Friedman's test. The summated mean of the statements collecting opinion on various stress boosters is computed and so, making it statistically correct to perform one way ANOVA on the 3 stressors. The coping strategies were collected using ordinal scale showing the frequency of using a particular strategy ranging from Always to never. Friedman's test was performed to identify the most frequently adopted strategy to eliminate or reduce stress levels.

VI. Review of Literature

Numerous studies related to causes and effects of stress and about stress management have been conducted by researchers around the world. Studies report time management, difficulties emanating from class room management Furnham (1987), as the significant causes of stress. Lack of infrastructural facilities was another cause of stress reported Soyibo (2006), student misbehaviour Brundage (2007) Skaalvik and Skaalvik (2007) Ekyndayo and Kalawole (2013) and poor relations with superiors and delay in payment of salaries Ekyndayo and Kalawole (2013)

Studies have brought out the effects of stress on teachers. Health concerns both physical and psychological is found to be a major burnout factor Seidman and Zager (1991) Al Alghaswyneh (2012)

Studies about stress management strategies adopted by teachers and management could be found. Some studies found that teachers were pursuing unhealthy means like excessive alcohol consumption to cope with stress and these tendencies were found among high teacher burnout cases Seidman and Zager (1991) Brundage (2007),). Pursuit of hobbies were related to low burnout among teachers Seidman and Zager (1991) sports, conversation with friends, watching TV, movies and listening to music. Brundage (2007), An interesting study done by Ramon (1999) indicated that teachers who had increased concern about the students had greater worry, self-blame and they reported more stress, got more sick and they were found to internalize their stress and consoling themselves

instead of seeking outside stress coping methods Arikewuyo (2004). It was found out that there was a significant decrease in teacher's distress and increase in professional motivation when teachers attended stress management programmes Neves de Jesus and Conboy (2001).Effective tim

Studies do not have a consensus about level of uniformity in the stress among different sample groups based on their gender, school location, teaching experience, place of work and subjects taught. Antonion, Ploumpi and Ntalla (2013) in their research found out teachers of primary education experience higher levels of stress compared to teachers of secondary education. Female teachers experience more stress than men.

Sources of Stress

Different situations and circumstances in individual personal lives and in workplace produce stress. Conditions that tend to cause stress are called stressors. Job stress is commonly defined as the most harmful physical and emotional responses that occur when the demands of the job exceed the capabilities, need or resources of the worker. According to American Psychological Association (APA), the top stressors for people in the workplace, in order of importance are low salary, heavy workload, lack of opportunity for growth and advancement, unrealistic job expectation, job security etc.

Many of the stressors have roots in organizational characteristic. Many of them are listed in literature as discrimination in pay/salary structure, strict rules and regulations, ineffective communication, peer pressure, goal conflict/goal ambiguity, more of centralized and formal organization structure, less promotional opportunities, lack of employee's participation in decision-making and excessive control over the employees by the managers.

Job related factors include monotonous nature of job, unsafe and unhealthy working conditions, lack of confidentiality, crowding and certain job specific factors like lack of discipline of students, low basic entry quality of students, lack of cooperation among teachers, and handling subjects which are not one's specialization due to unscientific allotment of subjects among teachers. Inability to use change in technology or ICT in teaching also are found to create stress in teachers.

Stress Management

Both the employees as well as the Organizations make use of various methods to manage stress. Such methods include providing healthy and hygienic work environment, providing fair compensation, providing flexible work schedules, providing proper feedback mechanism, providing insurance options, providing proper leaves and holiday options, providing training and job security so that employees feel motivated to

work, counselling etc. Management also encourages employees to engage in activities like picnics, outdoor sports, stress management seminars and lectures to reduce stress levels.

VII. Results and Discussion

Stress in jobs arise from organizational factors, personal factors and job-related factors and people

Results

Respondent Profile

find ways to circumvent if not, eradicate these causes. This study analyses the causes of stress among teachers and the ways and means they have resorted to mitigate these. And also examine different stress coping strategies adopted by the management of the educational institutions.

Table 1: Descriptive Statistics- Respondent profile

Dimension	Profile	Frequency	Percentage
Gender	Male	40	36.7
	Female	69	63.3
	Total	109	100.0
Marital Status	Married	88	80.7
	Unmarried	18	16.5
	Widow	1	.9
	Divorced	2	1.8
	Total	109	100.0
Highest Educational Qualification	PG	48	44.0
	M.Phil	13	11.9
	Ph.D	46	42.2
	Post-doctoral	2	1.8
	Total	109	100.0
Family Type	Nuclear	75	68.8
	Joint	28	25.7
	Independently	6	5.5
	Total	109	100.0
Age	Less than 30 years	20	19.2
	31-40 years	54	51.9
	41-50 years	21	20.2
	Above 50 years	9	8.7
	Total	104	100.0
Type of institution	Aided college	84	77.1
	University	2	1.8
	Government college	13	11.9
	Self-financing	10	9.2
	Total	109	100.0
Nature of the Institution	Not autonomous	100	91.7
	Autonomous	9	8.3
	Total	109	100.0
Location of the Institution	Rural	66	60.6
	Urban	43	39.4
	Total	109	100.0
Designation	Assistant Professor	97	89.0
	Associate Professor	12	11.0
	Total	109	100.0
Total service in years	less than 5 years	18	16.5
	5-10	42	38.5
	10-20	39	35.8
	20 above	10	9.2
	Total	109	100.0
Satisfaction on remuneration	Not satisfied	20	18.3
	Satisfied	89	81.7
	Total	109	100.0

Source: Primary data

In the sample 88 % of the respondents were married and majority were females. Most of them had experience between 5 to 20 years (74 %) and were working as Assistant professors (89 %). Majority were from non-autonomous institutions (91 %) and majority were from aided colleges (77 %). Majority of the respondents were from nuclear families (68 %). Majority of the teacher respondents were aged between 31 and 50 years (72 %). Majority of the respondents were satisfied with their remuneration (81.7 %).

Organisational Stress Factors

Issues related to organizational climate and satisfaction of the employees on their job has been a sought-after topic of discussion (Hoy and Miskel 2008; Le Cornu 2009; Mine 2009) (Kelley et al. 2005; Marzano et al. 2005; Robinson 2010; Duff 2013). Organizational climate is reflected in the behavior of its members therefore, it is reasonable to assess what factors or elements in the organizational climate adds to or reduces the stress of the teachers and thus reveal the areas needing improvements (Mertler 2002). Robinson (2010) defines organizational climate as the sum total of the experiences resulting in emotional wellbeing, physical as well as mental health of teachers in turn giving rise to job satisfaction and positive job performance, if the

climate is favourable and job under performance if otherwise (Duff 2013). Teachers are now expected to do a large amount of documentation work related to their wards. Further, they are also being burdened with college administration work including the quality assessment reporting and maintenance of the internal quality assurance database. They get little time for teaching and being creative for their students and very little time for research activities. The aftermath of this is quality degradation in the long run. These are facts well known to the teachers themselves and triggers stress in the them (Hoy and Miskel 2008).

Table 2 shows the organisational factors causing stress among college teachers. Among these factors No timely promotion, teachers have to work overtime in the college and the students and teachers ratio are the critical factors which contribute more towards stress with a mean value of 3.769, 3.288, and 3.22 respectively. Other factors include lack of adequate facilities, taking extra class due to inadequate staff and lack of unity among teachers due to employee's union affiliation, favoritism of higher authorities and lack of participatory decision making also create stress among teachers with a mean value of more than 2.5. In short organisational factors have a major impact on stress creation in teachers.

Table 2: One sample t test on Organizational Stressors

	Mean Statistic	T	Df	Test Value = 3			
				Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
org1 over time work	3.82	8.673	108	.000	.817	.63	1.00
org 2 extra classes due to inadequate staff	2.79	-1.755	108	.082	-.211	-.45	.03
org 3 no compassion from superiors	2.45	-5.030	108	.000	-.550	-.77	-.33
org 4 inadequate remunertaion	2.41	-5.265	108	.000	-.587	-.81	-.37
org 5 lack of cooperation among colleagues	2.32	-6.143	108	.000	-.679	-.90	-.46
org 6 favouritism	2.78	-1.908	108	.059	-.220	-.45	.01
org 7 no participatory deciiionmaking	2.76	-1.952	108	.054	-.239	-.48	.00
org 8 no encouragement for academic conf	2.68	-2.658	108	.009	-.321	-.56	-.08
org 9 no adequate infrastructure facilities	2.94	-.446	108	.657	-.055	-.30	.19
org 10 no timely promotion	3.17	6.716	108	.000	.780	.55	1.01
org11 strikes	3.80	1.347	108	.181	.165	-.08	.41
org 12 office work forced on teachers	3.78	6.730	108	.000	.798	.56	1.03
org 13 no flexibility in work time	3.46	3.997	108	.000	.459	.23	.69

Source: Primary data. Level of Significance 5 %.

This study has constructed a scale to measure the stress in teachers due to organisational factors which takes into consideration the satisfaction on pay scale, lack of cooperation among staff, over time work, less promotional opportunities, lack of employee's participation in decision-making, no compassion from employers/superiors, lack of infrastructural facilities, lack of encouragement for advancement in career, strikes and other disturbances and favoritism. The reliability scale contained 12 items and the Cornbach's Alpha on reliability statistics is 0.843.

Job stress factors: Similar to the organisational factors, job specific factors also triggers stress in

teachers. Certain factors related to job which cause stress among employees are monotonous nature of job, unsafe and unhealthy working conditions, lack of confidentiality, crowding etc. Job related factors that causes stress include heavy workload of 16 hours per week, inappropriate syllabus, tedious paper valuation, poor basic entry quality of the students, behavioural problems of the students leading to absence of discipline, lack of parental support etc. A 5 point likert scale comprising of 14 factors was tested for reliability and it is found to have a Cornbach's Alpha of 0.817 and is considered satisfactory to measure the stress related to job factors.

Table 3: One sample test on Job related stressors

	Mean	Test Value = 3					
		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
job1 high student teacher ratio	3.28	2.363	108	.020	.275	.04	.51
job 2 heavy workload	2.90	-.812	108	.419	-.101	-.35	.15
job3 inappropriate syllabus	3.43	4.189	108	.000	.431	.23	.64
job4 tedious paper valuation	3.61	5.523	108	.000	.615	.39	.84
job 5 poor basic entry quality	3.49	4.181	108	.000	.486	.26	.72
job6 lack of discipline	2.95	-.414	108	.680	-.046	-.27	.17
job 7 lack of parental support	2.86	-1.285	108	.201	-.138	-.35	.07
job 8 documentation work	3.56	4.618	108	.000	.560	.32	.80
job 12 no friendly time at work	2.77	-1.997	108	.048	-.229	-.46	.00
job 13 no time for research	3.31	2.570	108	.012	.312	.07	.55
job11 poor relation with students	1.76	-12.943	108	.000	-1.239	-1.43	-1.05
job 14 no creativity due to inadequate time	3.60	5.350	108	.000	.596	.38	.82

Source: Primary data. Level of Significance 5 %.

Personal stress factors: The individual or personal environment of the teachers also causes stress which accentuates the other forms of stress. The individual attitude towards job, personal health, skills ie., specialization in one's subject, lack of financial support, physical help from other family members,

heavy family responsibilities etc. A 5 point likert type scale comprising of 7 personal characteristics was tested for reliability in measuring the stress caused by personal factors and it is found to have a Cornbach's Alpha of 0.571 approx to .6 and is considered satisfactory by this study.

Table 4: One sample statistics on Personal stressors.

	Mean	Test Value = 3					
		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
per 1 long journey to job	2.19	-6.476	108	.000	-.807	-1.05	-.56
per 2 health problems	2.62	-3.098	108	.002	-.376	-.62	-.14
per3 relationship problems	1.60	-19.305	108	.000	-1.404	-1.55	-1.26
per 4 no time for personal interests	3.29	2.383	108	.019	.294	.05	.54
per 5 no financial support	2.02	-9.490	108	.000	-.982	-1.19	-.78
per 6 heavy responsibilities at home	2.89	-.914	108	.363	-.110	-.35	.13
per 7 attitude towards job retirement feeling	2.27	-6.898	108	.000	-.734	-.94	-.52

Source: Primary data. Level of Significance 5 %.

The summated mean of organisational, job related and personal stressors were computed and a one sample test was administered to know the level of stress. Table shows that the level of stress due to organisational factors (3.02) and job related (2.96) factors are moderate. Both the means are equal to the central value of the scale of measurement (Sig

being .740 and .575 respectively). However, it was found that stress due to personal factors are lower than moderate (mean = 2.41, $p = .000$). The summated mean of the personal factors contributing to stress is significantly lower than the central score of the scale of measurement.

Table 5: One Sample Statistics for Organisational, Job related and Personal Stressors.

Stressors	N	Mean	Std. Deviation	Std. Error Mean
Orgstress	109	3.0220	.69050	.06614
Jobstress	109	2.9640	.66844	.06402
Personalstress	109	2.4115	.61682	.05908

Source: Primary data

Table 6: One Sample Test for Organisational, Job related and Personal Stressors

	Test Value = 3					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Orgstress	.333	108	.740	.02202	-.1091	.1531
Jobstress	-.562	108	.575	-.03599	-.1629	.0909
personalstress	-9.960	108	.000	-.58847	-.7056	-.4714

Source: Primary data. Level of Significance 5 %.

The hypotheses stating that stress due to organisational ($p = 0.740$) and job related ($p = 0.545$) factors is moderate stands accepted whereas the hypothesis stating that stress caused due to personal ($p = 0.000$) factors is not accepted. The mean value of stress due to personal factors is less than the central value of the scale of measurement, 3, therefore, stress due to personal factors is lesser than moderate.

Assessment of stress across gender, nature of institution, family living condition, total years of service

There were no significant differences in the degrees of stress experienced by the teachers based on their gender, school location, teaching experience and subjects taught. Soyibo (2006)

Stress across family living condition

The stress causing factors are observed to be different among respondents belonging to different types of

family living conditions. People come from nuclear or joint families or they may live independently. Test of homogeneity of variance was found to be not significant (levene statistic : 1.616, sig = .203). A one way ANOVA was performed to compare the effect of type of family with the level of organisational stress. One-way ANOVA revealed that there was no statistically significant difference in the level of organisational stress between the 3 different family types ($F(2,106) = \{1.455\}$, $p=.238$).

Table 7: ANOVA on Family Living Condition and the level of stress due to organisational factors

Family living Condition	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.376	2	.688	1.455	.238
Within Groups	50.118	106	.473		
Total	51.494	108			

Source: Primary data. Level of Significance 5 %.

The study found that the hypothesis stating that organisational stress is the same among teachers living in nuclear or joint families or those who leave independently by themselves is accepted ($p = .238$)

Job stressors across family living condition

The stress caused by job related factors are observed to be different among respondents belonging to

different types of family living conditions. People come from nuclear or joint families or they may live independently. Test of homogeneity of variance was

found to be not significant (Levene statistic: .947, sig = .391). One way ANOVA was performed to compare the effect of type of family with the level of job related stress. One-way ANOVA revealed

that there was no statistically significant difference in the level of job related stress between the 3 different family types ($F(2,106) = \{.218\}$, $p = .804$).

Table 8: ANOVA on Family Living Condition and the level of stress due to Job related factors

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.198	2	.099	.218	.804
Within Groups	48.057	106	.453		
Total	48.255	108			

Source: Primary data. Level of Significance 5 %.

The study found that the hypothesis stating that stress due to job related factors is the same among teachers living in nuclear or joint families or those who leave independently by themselves stands accepted ($p = .238$)

Stressors across gender of the respondents

The stress causing factors are observed to be different among respondents according to their gender. An independent sample t test performed to compare the effect of gender with the level of

organisational stressors, job related stressors and personal stressors. The one sample independent t test showed that there was no statistically significant difference in the level of stress between the male and female respondents.

Table 9: Independent sample test across gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Orgstress	Equal variances assumed	1.770	.186	.858	107	.393	.11792	.13739	-.15444	.39028
	Equal variances not assumed			.903	94.474	.369	.11792	.13053	-.14123	.37708
Jobstress	Equal variances assumed	.077	.781	-1.833	107	.070	-.24086	.13141	-.50136	.01965
	Equal variances not assumed			-1.829	81.124	.071	-.24086	.13166	-.50281	.02110
personalstress	Equal variances assumed	1.347	.248	-.838	107	.404	-.10285	.12275	-.34618	.14049
	Equal variances not assumed			-.797	69.799	.428	-.10285	.12908	-.36031	.15462

Source: Primary data. Level of significance 5%.

The study found that the hypotheses stating that organisational stress ($p = .393$), personal stress ($p = .070$) and stress due to personal factors ($p = .404$) are the same among teachers irrespective of their gender is accepted.

Stress across total years of service

The stress causing factors are observed to be different among respondents according to their total years of service. One way ANOVA was performed to compare the effect of years of service with the level of various types of stress causing factors. The one-way ANOVA revealed that there was no statistically significant difference in the level of stress between the respondents having different

periods of service, except in the case of personal stress ($F(3,105) = \{3.107\}$, $p = .030$), which showed statistically significant difference in the level of stress. Post hoc test Tukey revealed that significant difference existed in the level of stress between respondent's having 20 years and above experience and respondents having years of service between 5 to 10 years ($p = .033$).

Table 10: ANOVA comparing effect of years of service on the Organisation, Job and Personal stressors

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Orgstress	Between Groups	.837	3	.279	.578	.630
	Within Groups	50.657	105	.482		
	Total	51.494	108			
Jobstress	Between Groups	.367	3	.122	.269	.848
	Within Groups	47.888	105	.456		
	Total	48.255	108			
personalstress	Between Groups	3.351	3	1.117	3.107	.030
	Within Groups	37.740	105	.359		
	Total	41.091	108			

Source: Primary data. Level of significance 5 %.

The study found that the hypotheses stating that organisational stress ($p = .630$), job related stress ($p = .848$) are the same among teachers irrespective of their total years of service is accepted, however, hypothesis stating that stress due to personal stressors among teachers based on the total years of service is the same is not accepted ($p = .030$).

Coping with Stress

If one does not react to the stress, it may create trauma, which is a severe form of stress. Stress disturbs the equilibrium of the body. It affects physically, emotionally, and mentally. When individuals experience stress or face demanding situation, they adopt ways of dealing with it, as they

cannot remain in a continued state of tension. How the individual deals with stressful situations is known as 'coping'. There are two major targets of coping: changing ourselves or changing our environment. Coping refers to a person's active efforts to resolve stress and create new ways of handling new situations at each life stage (Erikson, 1959).

Table 11: Strategies for coping with stress

	Ranks	Mean Rank
SM yoga		6.94
SM medical assistance		7.07
SM hobbies		7.23
SM sharing with co workers		7.80
SM breathing exercise		8.78
SM counselling		3.84
SM help from family		7.87
SM ask peers for doubts		8.47
SM help from mgt		5.93
SM gets recongition from mgt		6.46
SM pleasure trips by mgt		5.82
SM good infrastructure		7.94
SM time mgt		6.86

Source: Primary data. Level of Significance 5 %.

Test Statistics ^a	
N	109
Chi-Square	172.449
Df	12
Asymp. Sig.	.000
a. Friedman Test	
b. Source: Primary data. Level of Significance 5 %.	

The Friedmans'test results reveal that there was a statistically significant difference in the use of various stress management strategies Chi Square =

172.449, $p = 0.000$ and the most sought-after stress coping strategy is the breathing exercises.

VIII Conclusion

Organizational and job-related stress is moderate among the teachers and there is no personal stressors reported from the survey. Stress levels however should be brought down to minimum for accomplishing more productivity in work. Adequate facilities in the college, timely promotion, pleasure trips, cultural activities and celebrations should be organized by the management in order to reduce organizational stress. Yoga and meditation classes help to reduce the stress level and to enhance the concentration level of employees. A pre scheduled work plan for a complete year and adhering to it as far as possible will significantly bring down anxiety among teachers and enable them to plan individual activities, student development activities according to this master plan to bring about efficiency and effective time management. It is recommended that yoga and meditation classes can be organized for teachers to reduce the stress level and to enhance the concentration level of employees. The teachers should be provided adequate education and training on new technologies as the technology is constantly changing.

Heavy load due to paper valuation and name's sake vacation are creating stress among the teachers and reduces their productivity. University should take proper measure to tackle the problem through teacher interaction programs and immediate action need to be taken. As all are human beings' heavy academic pressure will lead to personal pressure and ultimately it will affect the family and relationships. At the same time vast syllabus and semester system affects the quality of teaching since teachers are compelled to complete the portions on time and not enabling the students to think and question the topics as it requires quality time that is lacking in semester system. Stress level of teachers are likely to vary across different time period within a single year. So, this study should have included variables to assess whether the stress levels are the same throughout the year.

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