



International Journal of Research in Finance and Management

P-ISSN: 2617-5754
E-ISSN: 2617-5762
IJRFM 2023; 6(2): 60-64
www.allfinancejournal.com
Received: 02-06-2023
Accepted: 03-07-2023

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To study stress coping strategies among self-finance teachers in Haryana: An empirical investigation

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DOI: <https://doi.org/10.33545/26175754.2023.v6.i2a.250>

Abstract

The global education industry has become more complicated because of global competition, an open market, the privatization of higher education, and new technologies. Because the workplace is changing so quickly, colleges and universities have to become globally competitive. This makes it hard for faculty members in many ways. Stress, in general, and occupational stress, in particular, is ubiquitous human phenomena that are commonly felt. Working in a higher education institution has traditionally been regarded as being both extremely satisfying and relatively stress-free. Nonetheless, the teaching staff in higher education is experiencing more work stress due to the rapidly changing workplace. The major goal of this essay is to comprehend the phenomenon of occupational stress sources, coping mechanisms, and stress consequences among instructors and faculty members from self-financing universities. The data are examined using a range of statistical techniques. The study's findings indicate that teachers employed by self-financing organizations have a moderate level of occupational stress.

Keywords: Global, technologies, occupational stress, coping mechanisms

Introduction

Working class individuals encounter numerous instances in daily life when they must deal with a variety of circumstances and conditions, which causes them great stress. In contemporary society, stress has become an unavoidable aspect of daily existence. It is spreading around the world and harming all types of individuals. The majority of firms are at risk when workplace stress reaches its ideal level. "Teachers in particular face the burden of having to deal with such a wide variety of youngsters on a daily basis, as well as the responsibility of educating and shaping these kids into contributing members of society. The job might be tough and offer no respite because of the laws, regulations, guidelines, and performance requirements. In order to prepare for the following class or field session, teachers frequently must bring their work home for the night or on the weekend. Alternatively, they must score the children's tests during their leisure time, which can only be done once they return home.

Stress

For many workers, occupational stress is a significant concern. Workload, overtime, unfriendly working conditions, and deadlines are a few of the variables that cause stress in employees. If an employee's capacity to manage the stressors at work exceeds their ability to do so, occupational stress will negatively impact their health and performance. For instance:

- Workload is the stressor since employees are overworked and their workloads don't go down despite their efforts.
- Stress happens when a worker is worried and their heart rate goes up because they have too much work to do.
- A strain is characterized by high blood pressure, sleeplessness, and recurrent headaches.

Coping strategies

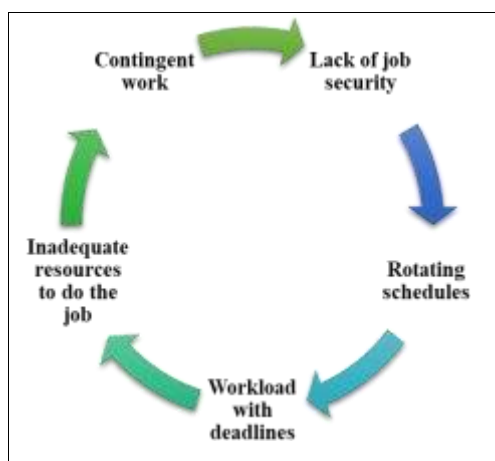
Coping techniques are the means through which a person tries to cope with the demands or stressful conditions in a particular setting. People develop coping mechanisms when they are under stress.

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An individual cannot maintain a constant state of tension; therefore, even in the absence of a purposeful and conscious plan to manage stress, a method is nonetheless used. This is referred to as stress management. The word "coping" has mostly been used to refer to two different concepts. In its broadest sense, it refers to methods for managing stress. In its second sense, it refers to actions taken to overcome danger, threat, or difficulty. The term "coping" in this study refers to its initial meaning (ways of dealing with stress).

Stress coping strategies

Both stress and coping are neutral notions. Even if a purposeful and conscious strategy is not used to deal with stress, some strategies are still used inherently, so they are strongly tied to one another. Despite the fact that most people view stress as negative and coping as positive, the two do not necessarily go hand in hand. Stress can have either a beneficial or negative psychological impact, and coping mechanisms can be successful or unsuccessful in addressing the problem that the stressful circumstance presents. The act of managing a certain external order and/or internal demands that are judged to be stressful or exceeding an individual's resources is referred to as coping. Coping involves cognitive and behavioral activities.



Factors causing occupational stress

Significance of the study

One of the most widespread aspects of the modern lifestyle is stress, which has an impact on people from all walks of life. By the late 20th century, it had grown to be a significant source of worry for both the individuals and the organizations where they worked. Hence, occupational stress is a concern for the majority of enterprises, and in order to succeed as an organization, it is crucial to properly address the causes and effects of stress. The term "occupational stress" has been defined in a variety of ways by experts, but the idea of a perceived imbalance in the interface between an individual, the environment, and other people is at the core of most definitions. The majority of the study in this field has focused exclusively on industrial and commercial enterprises, especially in the context of typical work environments, according to a review of the literature on occupational stress. Every profession and every type of employee are being impacted by the growing global problem of stress. One of the most incapacitating businesses is stress. The socio-psychological approach to the issue of stress has enlarged the field of stress research since it necessitates a study of the social contexts and institutions that produce the stressor variables. The study is expected to be helpful to physical education teachers in

identifying locations where stress would be created more and in learning how to manage stress under various scenarios.

Statement of the problem

The main goal of this study was to look at teachers' stress levels, ways of dealing with stress, and self-financing institutions. The researcher did a quantitative study to find out how male and female teachers deal with stress and how much stress they are under based on their jobs, communities, marital status, educational backgrounds, years of teaching experience, and how they are managed. In order to better understand how teachers in self-financing institutions cope with daily stress, the researcher lastly conducted a qualitative investigation. Stress, coping methods, and teachers at self-financing colleges are thus listed as the study's problems.

Objectives of the study

1. To assess the levels of stress among teachers in self-finance institutions
2. To determine if there is any connection between coping strategies and work stress.

Review of literature

Kumar, Ashok. (2020) ^[1]. Nursing is a very demanding career that calls for very rigorous training from the very first years of nursing school. The training session exposes pupils to a variety of trying circumstances. Students' efforts to pursue nursing careers may be hampered by psychological anguish caused by an inability to manage various pressures. The current study's objective is to evaluate stress levels and coping mechanisms among nursing students in Western Rajasthan. The study's overall enumeration procedure resulted in the recruitment of 221 undergraduate nursing students. To evaluate stress and coping mechanisms, the Standardized Student Nurse Stress Index and the brief coping scale were utilized. Worries about the interface and issues with academics have become important sources of stress. The employment of adaptive coping techniques over simply giving up was seen as an encouraging development. In order for these aspiring health professionals to be better prepared and trained to tackle the numerous obstacles of their field, there is a huge need to create and implement stress management programs.

Kabito and Wami (2020) report that poor relationships, high job demands, education level, and teaching experience are all correlated with teachers' experiences with work-related stress. They advise that measures be adopted to balance work demand and experience in order to lower teacher stress levels. Also, teachers should be given the chance to upgrade their educational credentials in order to improve their skill set. Teachers who get along well with one another have less stress at work.

Research Methodology

A two-by-two factorial design was used in the current investigation. In order to evaluate stress and coping behaviors, the study included all teachers employed in Self Finance institutions located in both urban and rural regions of the Haryana. 576 teachers from different Self Finance institutions in the Haryana were chosen for the study. 462 male teachers and 114 female teachers were accommodated in the group. As a result, there are no specific methods available to evaluate the stress and coping mechanisms of professionals. In the current study, the following two tools were used.

1. Employment Organization Sources of Stressors (EOSS) scale by Telaprolu and George (2005)
2. Coping Checklist by Rao et al. (1986)

The relevant authorities gave their consent for the data collection. Only postal questionnaires were used for the main investigation. To all teachers, the surveys were mailed. The instructions, which were self-sufficient and self-explanatory, had been provided to them at the start of the inventory and questionnaires. The researcher gave participants five days to complete the surveys. The majority of the completed surveys were obtained by the researcher directly from the respondents. After the data was gathered, it was checked for accuracy, completeness, and other factors. Following scoring and coding of the completed response sheets in accordance with the manuals provided, a master chart was created for each responder and entered into the computer. To assess the hypotheses made for the study, the data acquired was treated to a variety of statistical procedures, including descriptive statistics, contingency coefficient test, chi-square tests, correlation, regression analysis, independent samples t-test, and one way ANOVA.

Result and data interpretation

This analyzes the important information obtained during the course of the investigation. In order to make it easier to read and understand, this chapter provides an unbiased analysis. The researcher presented the findings using tables and graphs. Significant findings are emphasized in the tables. Many statistical techniques have been used depending on the requirements, including percentage, mean, mode, and median.

Table 1: Gender wise distribution

Gender	Frequency	Percentage
Male	462	80.20%
Female	114	19.79%
Total	576	100%

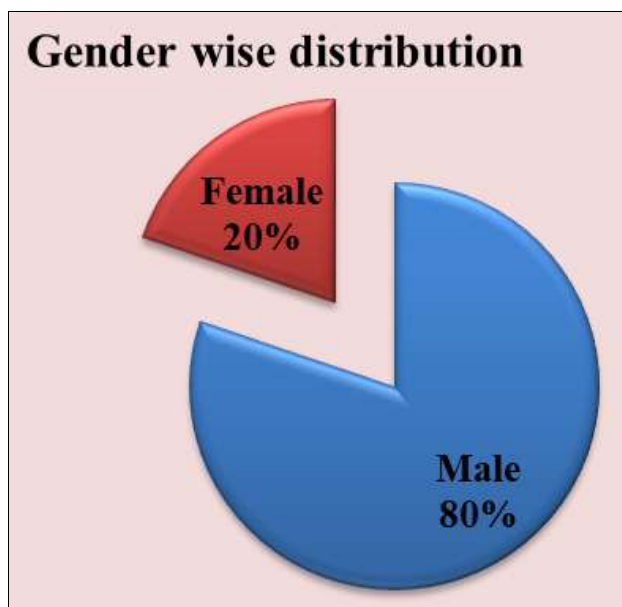


Fig 1: Gender wise distribution

There were 462 male respondents and 114 female respondents, all of them working as self-finance teachers in Haryana.

Table 2: Age wise distribution

Age Group	No of respondents	Percentage
20-29	133	23.07%
30-34	111	19.2%
35-39	177	30.72%
Above 40	155	26.9%
Total	576	100%

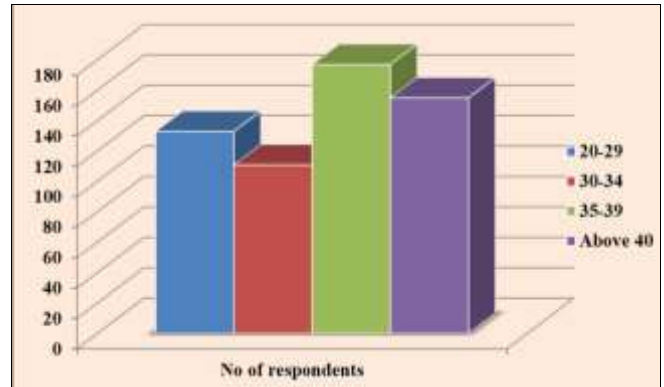


Fig 2: Age wise distribution

Table-2 show that the distribution of respondents by age who participated in the study and provided their opinions on the teachers it was discovered that those between the age of 35 and 39 made up the largest percentage of respondents (30.72%), then those between the ages of 30 and 34.(19.2%).

Table 3: Stress factors

S. No.	Stress Factors	N	Mean	S.D.
1	Job Insecurity	576	3.55	3.4
2	Lack of promotion opportunities	576	3.82	2.33
3	Lack of Research & Personal Growth Opportunities	576	3.15	2.27
4	Lack of resources to undertake research, including problems in obtaining funding	576	3.3	3.4
5	Unreasonable expectations from Higher authority	576	3.76	2.51
6	Negative Attitude of Colleagues / Politics	576	2.36	2.78
7	Excessive Teaching load	576	3.33	3.48
8	Additional responsibilities	576	3.85	2.02
9	Involvement in non-teaching work	576	3.85	2.02
10	Lack of Motivation	576	3.42	3.22
11	Work-home conflicts	576	3.24	4.46
12	Poor students behavior and their negative attitude towards Study	576	3.58	3.76
13	Lack of choice in the courses you teach	576	2.3	4.57
14	Teaching large classes	576	3	4.44
15	Heavy use of Information technology in various activities	576	3.27	3.38

The statement "More duties and involvement in non-teaching work" was scored highest among all of the statements presented in Table 3 for the stressors, with a mean score of 3.85, indicating that women faculty members felt the most pressure. Lack of promotion prospects, with a mean score of 3.82, and unreasonable expectations from higher authorities, with a mean score of 3.76, are other variables that contribute to teachers feeling more under pressure. Work insecurity is a further issue with a mean score of 3.55. Politics, poor student behavior, and students' unfavorable attitudes about learning, with mean scores of 2.36 and 2.58, are the causes of low stress.

Table 4: Correlation coefficients between components of occupational stress and coping checklist

Occupational stress		Healthy cognitive coping	Social support coping	Spiritual related coping	Physical activity related coping	Problem solving coping	Unhealthy coping habits	Unproductive coping mechanism	High risk coping
Role overload	'r'	-.017	-.200	-.002	.080	.119	.358	.331	-.088
	P	.779	.001	.976	.175	.043	.000	.000	.135
Role ambiguity	'r'	-.035	-.106	.096	.156	-.073	.334	.290	.046
	P	.550	.072	.103	.008	.214	.000	.000	.441
Role conflict	'r'	-.246	-.111	.155	-.010	-.060	.181	.128	-.034
	P	.000	.061	.008	.860	.307	.002	.029	.571
Unreasonable group & political pressure	'r'	-.123	-.008	.142	.090	-.135	.254	.265	.169
	P	.037	.892	.016	.128	.022	.000	.000	.004
Responsibility for persons	'r'	.135	.298	.123	.125	.089	-.003	.014	.300
	P	.021	.000	.037	.034	.133	.963	.818	.000
Under Participate	'r'	.133	.033	.298	.082	.059	.278	.248	.214
	P	.024	.582	.000	.167	.322	.000	.000	.000
Power lessess	'r'	-.237	-.075	.178	.097	-.066	.221	.086	.000
	P	.000	.206	.002	.101	.263	.000	.147	.999
Poor peer relations	'r'	.047	.272	.193	.027	.053	-.109	-.005	.013
	P	.425	.000	.001	.646	.369	.065	.926	.828
Intrinsic impoverishment	'r'	.039	.221	.106	-.091	.174	.022	.059	.245
	P	.512	.000	.074	.125	.003	.712	.320	.000
Low status	'r'	.291	.150	.285	.173	.003	.184	.037	.307
	P	.000	.011	.000	.003	.960	.002	.529	.000

Healthy cognitive coping scores were negatively and significantly correlated with role conflict, unreasonable group and political pressure, and unprofitability components of occupational stress index while positively and significantly correlated with responsibility for people, under participation, low status, and demanding working conditions. The other OSI component correlation coefficients with healthy cognitive coping scores were not found to be statistically significant. Scores on social support coping were significantly and positively connected with ratings on interpersonal responsibility, strained relationships with peers, inherent poverty, low status, and overall occupational stress. Role overload and unprofitability were adversely and strongly linked with social support coping scores. Role conflict, unreasonable group and political pressure, responsibility for people, under participation, powerlessness, poor peer relations, low status, taxing working conditions, unprofitability, and overall occupational stress scores were all significantly and favorably correlated with spiritual coping. Role ambiguity, person-centeredness, low status, and overall occupational stress scores were all significantly and favorably correlated with physical activity-related coping. Role overload, intrinsic poverty, and unprofitability scores are strongly and favorably correlated with problem-solving coping strategy scores. Moreover, scores for unreasonable group pressure and political pressure were strongly and negatively linked with scores for problem-solving coping strategies. Role overload, role ambiguity, role conflict, excessive group and political pressure, under involvement, powerlessness, low status, unprofitability, and overall occupational stress ratings were all significantly and positively connected with unhealthy coping behaviors. Role overload, role ambiguity, role conflict, excessive group and political pressure, under involvement, physically demanding working conditions, unprofitability, and overall occupational stress ratings are all significantly and strongly connected with unproductive coping techniques. Last but not least, poor status, intrinsic poverty, responsibility for people, low involvement, and total occupational stress scores were all positively and significantly correlated with high risk coping ratings.

Conclusion

One of the highest vocations on earth is thought to be teaching. Teachers are the pillars of society and are always beneficial to society since they educate and shape the next generation of citizens in every nation. Physical education is just as crucial for students as teaching and learning to maintain their mental and physical health, as teaching is a respected profession in India. They aim to develop a well-rounded personality rather than taking control of the learner's knowledge and aptitude through their intelligence, patience, and wisdom. Participating in physical education influences mental and moral growth and also provides the delight of dispelling ignorance. Due to the size of this profession, different specializations, talents, and training are needed at various levels. A huge number of men and women are being drawn to this industry by its safe careers, excellent pay, and annual vacations. Several of the activities could be created in order to lessen physical education teachers stress levels. The teachers could practice relaxation techniques like JPMR (Jacobson's Muscular Relaxation Therapy) or JAPMR (Jacobson's Advanced Muscular Relaxation Therapy). The other options to effectively lower stress are yoga, meditation, and participating in stress management programs. Finally, educators and decision-makers should develop practical strategies to ease teachers' stress levels by enhancing their quality of life. This will allow for the highest possible performance from these physical education teachers. The outcome also suggests that one way to deal with stress is by using coping mechanisms. The profession of ergonomics, which applies theory, concepts, data, and methodologies to design in order to enhance human well-being and overall system performance, must address these concerns in order to comprehend the interactions between humans and other components of a system. Role conflict can be avoided by developing appropriate solutions that take into account working with flexible hours, interpersonal relationships, and supervision. Employee participation in stress management may also be beneficial for dealing with stressors.

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