

# An Empirical Study on Stress Management Strategies Practiced By The Selected Teachers Within Their Daily Living

M.SUBHASHINI<sup>1</sup> & Dr.B.VIMAL SUKUMAR<sup>2</sup>

<sup>1</sup>Research Scholar, Osmania University, Hyderabad

<sup>2</sup>Research Guide, Director, Wesly Pg College, Hyderabad

Received: September 16, 2018

Accepted: November 01, 2018

**ABSTRACT:** *Within this tough, complicated, strong and lively market, it's quite tough for every single company to exist, develop and settle. These intricacies of labour include to pressure on the job. The forceful environmental changes comprise; the knowledge revolution, the data explosion, rapid technological progress and their execution in organizations. As a result of this complicated and dynamic market, the competition is quite high and each of these have a fantastic influence on the tasks in the business. These forces quickly attract changes in the character of tasks and requirements made on worker skills, higher worker expectations regarding quality of a balance between those expectations and obtained organizational advantages. The Greater rivalry and intricacies of industry environments and associations, stress in the workplace is rising rapidly. This paper describes the factors influencing stress and stress management techniques practiced by the selected teachers in their daily living.*

**Key Words:** *stress management, women employees, worker skills*

## I. INTRODUCTION

Contemporary living has brought with it, but not just countless way of comfort, but also a myriad of requirements that taxation human mind and body. Now-a-days everybody talks about anxiety. Anxiety is an inevitable and inescapable part of life because of growing complexities and validity at living standards. The rate in which change is happening on earth now is surely overpowering and breathe. From the quickly changing world of now, no person is totally free of anxiety and no livelihood is worry free. Everybody experiences anxiety, while it's inside the family, organization, business, research, function, or some other social or economic activity. Thus in contemporary time, anxiety generally and job stress particularly has come to be part of the life, and it has received substantial attention in the past several decades. Anxiety has come to be the heart concern in the life span of everybody, but everyone needs life. Anxiety is a topic that's tricky to prevent. Anxiety is part of day-to everyday living. Each person is exposed to pressure either intentionally or unknowingly. Anxiety, long regarded alien to Indian way of life, is currently a significant health problem / danger.

Stress is hard to define exactly. It was originated from the Latin term 'stringere'; it supposed the experience of bodily hardship, starvation, pain and torture. Selye Hans, described stress as "the non invasive reaction of the human body to any demand placed on it". Further, pressure was described as "any outside event or inner drive that threatens to upset that the organismic balance.

Anxiety impacts not just our physical wellbeing but our psychological wellbeing, also. To successfully handle anxiety in everyday lifestyles, person can learn how to unwind and revel in life. The very best approach to handle stress is to block it. This might not be always feasible.

## II. REVIEW OF LITERATURE

Successful people demonstrate tremendously effective interpersonal abilities. Above and beyond their specialized experience, they're proficient at positively impacting other men and women. At the work area this usually means understanding the underlying motives of the others, their ideas and feelings, communication effectively about them, including receiving and giving the best feed back and registering people doing what has to be achieved with minimum stress, resistance and conflict.

An effort is made to seriously examine the literature of the previous research work in value to the current study. Some significant and relevant research on stress and coping strategies one of the level faculty teachers as Well as the studies pertaining to perform related factors to occupational stress and coping skill were introduced under the following headings

### III. FACTORS INFLUENCING STRESS

Both the individual and organizational factors influence stress.

#### Demographic factors and stress

The connection between demographic variables viz. , age, sex, education, profession, experience, type of family, and stress assessed as under.

##### Age

Aminabhavi and Triveni in their analysis found that age, gender, working strategies of bank personnel haven't affected their occupational anxiety.

Virk et al. conducted a research on occupational strain and work inspiration in connection with age, occupation level and type-A behavior. He said that era and occupation level could have powerful influence on job anxiety.

In the above research, it may be reasoned that younger age group is much more susceptible to anxiety because of lack of Knowledge and old age class experience anxiety due to the increase in the obligation.

##### Education

Education functions as mediator, either reduces or increases anxiety based on perspective of these people.

Ansari (1991) had analyzed the character and degree of anxiety in agriculture college instructors. Sample consisted of 235 respondents containing 30 professors, 74 associate professors and 135 assistant professors. The result revealed the correlation between the essence of tension and eligibility of teachers in various cadres has been proven to be non significant. He discovered that, greater education can fight stress and burn related issues among the faculty members

##### Occupation and position

Upadhyay and Singh analyzed the amount of occupational stress experienced from the 20 school educators and 20 executives. The executives revealed significant high levels of anxiety than faculty teachers on job finished burden, role ambiguity, job conflicts variable. Gaur and Dhawan analyzed the association between work associated migraines and adaptation pattern among women professionals. A sample of 120 women professionals (30 educators, 30 physicians, 30 bank officials and 30 bureaucrats) engaged in the analysis. It revealed the four practitioners classes have shared nearly similar degree of anxiety except in the Types of livelihood development and migraines unique to working women

##### Experience

Results demonstrated that people with 26-35 years expertise had significantly greater job stress compared to people who have teaching expertise of 16-25 decades and 5-15 decades. People who have 16-25 years experience had significantly greater job stress compared to people who have teaching expertise of 5-15 decades. Ansari and Singh made an effort to learn more about the participation of demographic factors to the character of pressure experienced by the educators at an agriculture college. The analysis included sample of 235 school members (23 professors, 74 partner and 138 assistant professors). The associate professor's complete service experience has been positively linked to anxiety.

In the above mentioned studies, it may be reasoned that the duration of support has positive and negative connection with anxiety. Even more research demonstrated that person with lesser expertise, experienced more anxiety in comparison with the person with more support years.

##### Type of family

Nuclear family generates more anxiety when compared with joint family. Joint family members and assistance in the joint household functions as buffer against pressure. Results suggested that subjects reported social and mental stress. They utilized social support to handle anxiety. Vashishtha and Mishra found that social assistance in the family, colleagues, managers and other folks could minimize strain among the workers.

##### Organizational factors and stress

The organizational factors seem to have the most significant influence on a person. The connection between two variables viz. , function, role, personal growth, social relationship, organizational climate and stress of the individual reviewed as under.

##### Work stressors

The job variable is closely connected to the amount of anxiety experienced by the workers in the business. Tharakan analyzed on occupational stress and job satisfaction among working women. He discovered that specialist women experienced better work related anxiety than non-professional ladies. The anticipation of technocrats was higher compared to non- technocrats. It also noted the dimensions of work lots, the sophistication of responsibility and tasks would be the significant sources of stress variables. The factors for frustration will be delay in livelihood growth along with also a slow erosion of standing among the supervisors.

### **Organizational climate stressors**

The organizational climate variables are closely connected to the amount of anxiety experienced by the workers in the business. Vashishtha discovered that evaluation service had a partly moderating impact on occupational stress in cognitive dedication relationship. Das researched the impact of job freedom upon occupational stress among supervisors, 300 male supervisors were chosen for the analysis. The findings of this analysis demonstrated that the supervisors with higher job autonomy reveal less anxiety in comparison with supervisors with low labour freedom. Part of that, occupational stress consequently becomes affected by the variables like function, function, social relationship, personal advancement and organizational climate. Studies in this respect showed the aforementioned facts.

### **IV. LEVEL OF STRESS**

Bhatia and Kumar tried to research occupational stress and burn among workers. An sample consisted of 100 workers belonging to both manager and under manager level. Employees at manager rank experienced greater occupational stress than under manager level because of greater responsibility and responsibility. He researched the impact of job freedom upon occupational stress among supervisors, 300 male supervisors were chosen for the analysis. The findings of this analysis demonstrated that the supervisors with higher job autonomy reveal less anxiety in comparison with supervisors with low labour freedom. A research revealed that working women were significantly more worried as a result of emotional frustrations than non working women.

Working women were scored higher in life stress compared with non working women.

From all these studies it may be reasoned that people do experience anxiety of distinct degrees; simply their resources of stress change according to the Kind of association, functioning conditions where they Need to operate

### **V. GENDER DIFFERENCES IN RELATION TO STRESS AND COPING STRATEGIES**

As far as gender differences are concerned the studies revealed the following facts

#### **Gender differences in relation to stress**

The analysis found that female and male executives differed considerably on role ambiguity, role conflict, renal function space, potential prospects and individual connection on the job along with femininity and masculinity measurements. Male executives using manly sex role orientation confronted greater job tension and stress than females owning an androgynous character. Authors attributed that fact to a greater reluctance to self reveal one of the guys and distinct socialization designs laid down to both women and men in Indian culture. They conducted a research to be aware of the sex gap in occupational pressure of specialist and non- specialists. The sample consisted of 300 professionals (physicians, attorneys and educators ) and 100 non practitioners ) The outcome revealed that women professionals undergo considerably higher occupational pressure than men because of under involvement

#### **Gender differences in relation to stress coping strategies**

Sahu Mishra researched the life anxiety and coping styles from educators. The men used emotion-focused working in addition to problem-focused dealing while guys employed just emotion-focused coping. He conducted a research on coping strategies among female and male instructors with high and very low job strain. The outcomes of the current study suggest that both female and male instructors used the very same approaches to handle job anxiety. Significant difference wasn't found to exist between both female and male teachers on distinct kinds of coping strategies except usage of humor. Teachers have embraced a variety of coping strategies most often be more functional or busy and a few are passive or dysfunctional (i.e. self-distraction and usage of humor ). Female and male teachers didn't provide reaction on alcohol measurement of deal scale.

These studies have shown controversial Effects but sex of people has no Substantial gap on the Usage of anxiety coping strategies.

### **VI. METHODOLOGY**

This paper addresses the methodology adopted for the current investigation. The methodology employed for the study has been presented below after sub headings

1. Selection of the sample
2. Research design
3. Procedure for the data collection

**1. SELECTION OFSAMPLE**

The standards for choice of these respondents to the analysis have been the complete time employed teachers at the schools of unique cities. The Entire sample size was included of 200 educators (100 males and 100 females), that had been chosen by random sampling procedure by the schools that were chosen

**2. RESEARCHDESIGN**

This study was aimed to identify stressors, the level of stress and coping strategies adopted by the teachers of degree colleges which may affect their behaviour and work efficiency.

**3. PROCEDURE FOR DATA COLLECTION**

Data collection was completed using the prior consent of the Primary and contacted by the instructors to acquire the answers. Fantastic connection with teachers was created by giving debut concerning the goals of the analysis, significance of the co-operation and their true answers prior to the supply of the survey. They were informed that confidentiality of this data will be preserved strictly. The instructors were educated very clearly concerning the routine of answering the survey. They had been given sufficient time to answer each of statements

**VII. STRESS MANAGEMENT TECHNIQUES PRACTICED BY THE SELECTED TEACHERS IN THEIR DAILYLIVING**

The stress management methods / actions practiced by the chosen instructors in their everyday living were introduced in table 2.

Regardless of sex maximum percent (27.5percent ) of these teachers practiced speaking to shut ones because of stress management strategy, followed by accepting remainder (25.5percent ), spiritual activity (25.0percent ), listening to audio (24%) and observing T. V. (22.5percent ). A number of the additional methods practiced were studying novels (15.5percent ), placing priorities (15.0percent ), walking (14.5percent ), preparation (14.0percent ), positive thinking (14.0percent ), yoga (14.0percent ), diversion with household (13.5percent ), meditation(13.5percent ), to be lonely (11.0percent ). On the flip side, lesser proportion of those instructors practiced exercise (7.5percent ), time management (7.5percent ), preserved nicely organized house (6.5percent ), drinking (6.0percent ), outing (6.0percent ), singing (5.5percent ), playing matches (4.5percent ) and painting (1.5percent ) as stress management methods favored in their daily living when they had been worried.

Gender wise it had been clear that greater percent of both female and male teachers embraced watching T.V., speaking to shut ones, acting spiritual actions, listening to songs, carrying rest, placing aims and walking as anxiety reducing techniques largely in their Everyday living.

**Table 1. Gender wise difference with regards to coping strategies among the college teachers**

Sl. No.	Coping strategies	Male		Female		t-value
		Mean	S.D.	Mean	S.D.	
1	Physical stress management strategies	8.59	2.09	8.62	2.04	0.103 <sup>NS</sup>
2	Mental stress management strategies	8.51	2.31	9.33	3.04	2.143*

**Table 2. Stress Management Techniques practiced by the selected teachers in their daily living**

Sl. No.	Activities	Male		Female		Total	
		F	%	F	%	F	%
1	Watching T. V.	26	26.0	19	19.0	45	22.5
2	Talk to closed ones	25	25.0	30	30.0	55	27.5
3	Religious activity	21	21.0	29	29.0	50	25.0
4	Listening music	21	21.0	27	27.0	48	24.0
5	Take rest	20	20.0	31	31.0	51	25.5
6	Set priorities	20	20.0	10	10.0	30	15.0

7	Walking	18	18.0	11	11.0	29	14.5
8	Planning	17	17.0	11	11.0	28	14.0
9	Reading books	16	16.0	15	15.0	31	15.5
10	Positive thinking	15	15.0	13	13.0	28	14.0
11	Recreation with family	15	15.0	12	12.0	27	13.5
12	Meditation	13	13.0	14	14.0	27	13.5
13	Yoga	12	12.0	16	16.0	28	14.0
14	Exercises	12	12.0	3	3.0	15	7.5
15	To be alone	9	9.0	13	13.0	22	11.0
16	Time management	8	8.0	7	7.0	15	7.5
17	Playing games	8	8.0	1	1.0	9	4.5
18	Cooking	5	5.0	7	7.0	12	6.0
19	Outing	5	5.0	7	7.0	12	6.0
20	Singing	3	3.0	8	8.0	11	5.5
21	Maintain well organized home	2	2.0	11	11.0	13	6.5
22	Painting	0	0.0	3	3.0	3	1.5

### VIII. CONCLUSION

Additionally, it may be the capacity to locate joy, pride, growth and satisfaction in life or it may be the reason behind anxiety, nervousness, depression, stress, humiliation and a feeling of helplessness once the appetite and functionality don't go together. Occupation can produce anxiety among the workers and is the fundamental situation for and contributor to both mature improvement. Occasions or scenario isn't stressful . It will become a source of anxiety just when the focal individual chooses it like a danger and exceeds their capacity to take care of. The individual gets the most effective possible and knowingly defines and shapes trying trades by way of his cognitive assessments and coping techniques. This is actually the main reason the exact same circumstance or occasion is otherwise reacted by distinct persons. The Idea of anxiety is Sure to individual and is really a subjective experience.

### References

1. Upadhyay, B.K. and Singh, B., 1999, Experience of stress: Differences between college teachers and executives. *Psy. Stu.*,44(3): 65-68.
2. Aminabhavi, V.A. and Triveni, S., 2000, Variables causing occupational stress on the nationalized and non-nationalized bank employees. *J. Com. Gui. Res.*, 17(1):20-29.
3. Potter, P.T., Smith, B.W., Strobel, K. R. and Zutra, A. J., 2002, Interpersonal workplace stressors and well -being: A multiwave study of employees with and without Arthritis. *J. App. Psy.*, 87(4):789-796.
4. Vashishtha, A. and Mishra, P.C., 2004, Occupational stress and social support as predictors of organizational commitment. *Psy Stu.*,49(2&3): 202-204.
5. Chand, P. and Monga, O.P., 2007, Correlates of job stress and burn out. *J. Com. Gui. Res.*, 24(3):243-252.
6. Latha, G. and Panchanatham, N., 2007, Job Stress Related Problems and Coping Strategies. *J. Com. Gui. Res.*, 24(3):235-242.
7. David, M. (1998). *Motivational and stress management*. Harvard Business School Publishing, Boston, Massachusetts, USA.
8. Kahn RL, Quinn RP (1970). "Role stress: A framework for analyses." In: A. McLean (Ed.), *Occupational mental health*. Chicago: Rand McNally.
9. Margot Shields. (2006). *Unhappy on the job: Analytical Studies and Reports*. Health
10. Reports, Statistics Canada, Catalogue no. 82-003XIE .17(4), pp. 33-37.
11. Pestonjee DM and Azeem SM (2001). "A Study of Organisational Role Stress in relation to Job Burnout among University Teachers" cited in RePEc, Indian Institute of Management