

# A study on Occupational Stress and Coping Strategies with Reference to Educational Institutions in Bhopal

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**Abstract:-** Now a day's Stress has become an inevitable part of human life. It is becoming a global phenomenon affecting all genres of people. In everyday life, working people have to face many situations, where they use coping strategies to come out of that. Stressful situation put them into lot of stress. The optimum level of occupational stress poses a risk to most organizations. Educators in particular have lot of pressure, they have to do dual job. They are on the one side dealing with diversified gentry of students and other side helping students in their development.

The present study aimed to examine the occupational stress experienced by teachers working in Bhopal, and the coping strategies adopted by them. The study aimed to understand the conceptual framework of stress and coping, to find out the relationship between the dimensions of teacher stress and coping and to identify the causes of stress.

**Keywords:-** Stress , stress coping strategies, Educational institutions.

## I. INTRODUCTION

Stress is a reality and its unavoidable. Present day living has brought plenty of stressors, incalculable methods for comfort, as well as a plenty of requests that assessment human body and psyche. Presently a-days stretch is everyone's piece of each one's life. It is cutting overall financial gatherings of the populace and turning into the colossal leveler. High-pressure officials are confronting worry as well as corporate workers, working women, businessmen, experts in various field, and even kids. Stress is an inevitable part of day to day life because of growing competition and dynamicity of the environment. Even many a times its because of increasing expectations for everyday comforts. In the dynamic work environment, no individual is free from stress and no calling is free from stress. Everybody has to encounters pressure whether it is at the domestic end, business, academics, professional , or some other social or financial action. Stress has become centre point of attention because of its negative consequences. Everyone wants peaceful life but Stress is unavoidable factor and no one can stay away from it. Every day one has to encounter stressful situation. Stressful situation can arise may be accidentally or purposefully. Stressors principally begin at individual level, group level , organizational level and extra organizational levels. These relate straightforwardly to the one's identity and employment obligations. The first definition of stress was firstly proposed by Selye Hans in 1936. It was gotten from the Latin word

"stringere"; it implied the experience of physical hardship, starvation, torment, and pain. Selye Hans, 1936 characterized stress as "the non-particular reaction of the body to any request put upon it". Further, push was characterized as "any outside occasion or inward drive which undermines to annoy the organism harmony" (Selye Hans, 1956). Stephen Robbins (1999) characterized stress as "a dynamic condition in which an individual is confronted with an opportunity, construct and demand related to what he/she wants and for which the result is seen to be both questionable and critical." Stress creates disturbance in life and influences our physical wellbeing as well as our psychological prosperity. For improving individuals wellbeing on should reduce the negative impact of stress. The ideal approach to handle stress is to counteract it. This may not be constantly conceivable. Intensity of stress depends upon level of pressure and circumstances which are causing stress.

To deal with stress different people adopt different strategies. Udaipareek (1983) suggest coping strategies that people usually use reactive strategy and proactive strategy. In first situation people tries to avoid the situation and in a second situation people tries to confront the problem or adopt approaching style of coping. Based on this different styles of coping people follow one of the following style-

### A. Impunitive

(M) has a mode of coping combination of low internality, lowexternality and avoidance.

### B. Intropunitive

(I) is categorized by high internality, low externality and avoidance.

### C. Extrapunitive

(E) is categorized by low internality, high externality and avoidance.

### D. Defensive

(D) is categorized by high internality, high externality and avoidance.

### E. Impersistive

(m) is categorized by low internality, low externality and approach.

### F. Intropersistive

(i) is categorized by high internality, low externality and approach.

*G. Extrapersistive*

(e) is categorized by low internality, high externality and approach.

*H. Interpersistive*

(n) is categorized by high internality, high externality and approach.

## II. LITERATURE REVIEW

Tharakan (1992) did his research on the topic occupational stress and job satisfaction among working women and he found that professional women's has to bear more lat of stress as comparison to non working women's or non professional women's.

Ryhal and Singh (1996) did the study on the correlation of different designations with job stress among university faculty members. The study choosethe sample of 100 teaching members of university including 30 professors, 31 associate and 39 assistant professors. The study drew the conclusion that assistant professors experienced higher job stress than associate professors and professors.

On other side Ansari and Singh (1997) conducted research on the contribution of demographic variables to the nature of stress experienced by the teachers in an agriculture university. This study has taken a sample of 235 faculty members (23 professors, 74 associate and 138 assistant professors). As per the finding of researcher professors were either in moderate or in high stress level as compared to associate and assistant professors.

Upadhyay and Singh (1999) studied the occupational stress level experienced by the 20 college teachers and 20 executives. The studied found that the teachers showed significant higher levels of stress than executive's. They experienced more stress because their personal wishes and strong desire for better and prosperous career were felt to be blocked by others.

Dorota Z' onierczyk-Zreda (2002) studied The Effects of Worksite Stress Management Intervention on Changes in Coping Styles. He found intervention would have a significant influence on enhancing positive problem focused and social diversion coping. The intervention was aimed at increasing the participants' self-efficacy, both behavioral and cognitive control over their work, so as to avoid being helpless or self-blame prone. Simultaneously, the participants were encouraged to express their negative emotions (e.g., anger) in a socially accepted way to avoid venting those emotions on others.

Vashishtha and Mishra (2004) studied the relative input of social support and work stress to organizational commitment of supervisors (n=200) the study revealed that the

social support and occupational stress notably predict the degree of organizational commitment of supervisors.

Chand and Monga (2007) studied the correlation between two major factors that is role stress and burnout. The study was conducted on 100 faculty members of two universities. Study revealed that faculty with internal locus of control, having high level social support and high job commitment towards the job experience less stress. Results also revealed that, stress level varies with the level of designation i.e. professors experiences high level of stress where assistant professors experiences minimum job stress.

R. Ravichandran and R. Rajendran (2007) Studied Perceived Sources of Stress among the Teachers. They found that there is significant relationship between stress and gender. Female teachers experiences more stress as compare to male teachers.

Jayshree Nayak (2008) studied Factors influencing stress and coping strategies among the degree college teachers of Dharwad city, Karnatka. She found that respondent experience stress frequently because of the multifaceted nature of the work, work family life conflict, due to their ignorance sometimes, Lack of friendly behavior from their colleagues, lack of their contribution in decision making in their organization. Age, total service, monthly income were negatively and significantly correlated with different component of employment organization sources of stressors viz. work, role, personal development, interpersonal relation, organizational climate and total stressors. At the time of physical stress majority of teacher practice taking rest, avoiding strenuous posture, taking balanced diet walking, using sleeping pills, hot water therapy.

## III. OBJECTIVE OF THE STUDY

- To find out the major factors causing stress among faculty members of Bhopal.
- To find out the stress coping strategies adopted by faculty members of Bhopal.

## IV. RESEARCH METHODOLOGY

The present study is descriptive in nature. For the purpose of research primary and secondary data were collected and used. Sources of secondary data are books, journals, periodicals, publication of various organizations and various websites.

## V. PARTICIPANTS

The study analyze the data of 100 respondents. Responses were collected from educational institutions of Bhopal. 100 college teachers were selected by using convenient and snowball sampling method. Responses were collected based on different criteria such as gender, income, age, education, designation.

**VI. MEASURES**

With the help of literature review well structured questionnaire was designed for the collection of primary data. The questionnaire was developed for collecting primary data and was administered to 100 college teachers and their responses were collected through filled up questionnaire. The collected data were tabulated and analyzed. The statistical tools used for analysis include Frequency and Percentage analysis.

**VII. DATA ANALYSIS AND DISCUSSION**

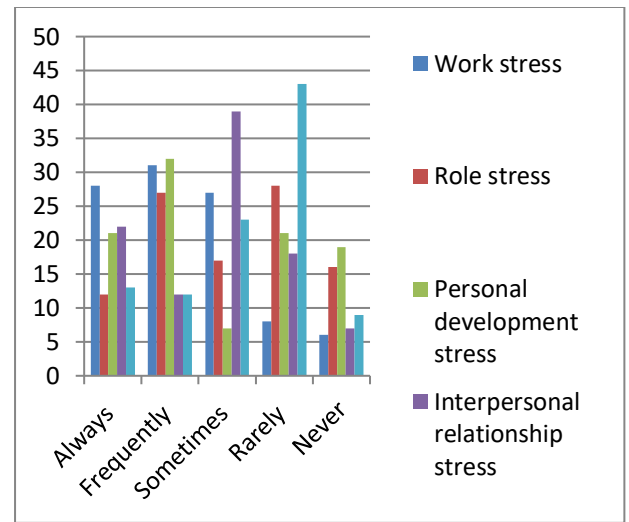
*A. Major factors causing stress among faculty members of Bhopal*

In day to day working faculty member has to bear lot many stressors. The factor which causes stress is called as stressor. This may arise because of role and circumstances which teachers has to face at work place. It can be due to personal or professional life. Different circumstances and demands can influence people, it can be positive or negative. It can motivate or demotivate the individual to perform their roles. According to Pestonjee (1992) the identified sources of stressors in the organization were namely, work, role, personal development, interpersonal relations and organizational climate stressors, which were further adopted by Telaprolu and George (2005) to develop the Employment Organization Sources of Stressors scale.

For the present study, the respondents were asked to rate the stressors namely work stressors, role stressors, personal development stressors, interpersonal relations and organizational climate in a five point rating scale such as always, frequently, sometimes, rarely and never.

Organizational stressors	Always	Frequently	Sometimes	Rarely	Never	Total
Work stress	28	31	27	8	6	100
Role stress	12	27	17	28	16	100
Personal development stress	21	32	7	21	19	100
Interpersonal relationship stress	22	12	39	18	07	100
Organizational climate stress	13	12	23	43	9	100

Table : 1.1 Organizational stressors



Graphical representation of Table 1.1 Organizational stressors

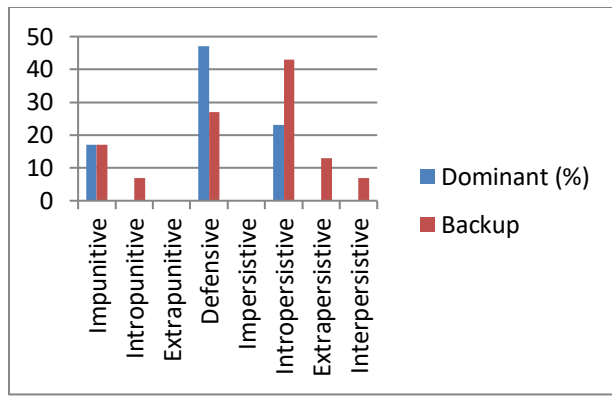
From the Table 1, it is clear that majority of respondents are experiencing work stress due to nature of job. As the data collection and analysis 86 percent respondents were under the pressure of work stress. The second stressor which is affecting respondents well being is role stress. 56 percent respondents are under the pressure of role stress. The third stressor which is experienced by the faculty members is personal development stress, 59.5 per cent respondents were under the pressure of personal development stress. The fourth stressor faced by respondents was due to interpersonal relationship, 74 percent were under the pressure of interpersonal relationship stress. This most common factor of stress and second highest number of employees are facing this stress. Fifth stressor was the organizational climate, 47.5 per cent respondents were under the pressure of organizational climate stress. So as per the result the most common stressor are work stress and interpersonal relationship stress.

So it can be concluded that majority of the respondents were under the pressure of work stressors.

**VIII. STRESS COPING STRATEGIES**

Coping Styles	Dominant (%)	Backup (%)
Impunitive	17	17
Intropunitive	0	7
Extrapunitive	00	00
Defensive	47	27
Impersistive	00	00
Intropersistive	23	43
Extrapersistive	00	13
Interpersistive	00	7

Table 1.2 Stress coping styles adopted by educators



Graphical Representation of Table : 1.2 Stress coping strategies adopted by educators

The above analysis represent that 59 percent members used avoidance strategy, whereas 47 percent used approach strategy. Among all the styles most dominant style of stress coping was the defensive style. 47 percent of respondents are using this style. Whereas intropersisitive coping style was used by 43percent respondents as there backup style followed by defensive style shown by 27 percent people. Extrapunitive, imperisitive were not exhibited by the respondents. Interpersisitive and intropunitive were not shown as dominant style though they were exhibited by a few in the backup style Extrapersisitive was shown as a dominant style by 7 percent whereas it was shown as a backup style by 13 percent respondents. Impunitive style was dominant in 17 percent whereas it was also the backup in 17 percent.

## IX. CONCLUSION

From the above data analysis it is very clear that the most of college teachers are experiencing stress in their day to day working. Teaching is a noble profession and teachers are the nation builder hence it is suggested that they should adopt right stress coping strategy to cope from stress. That study shows that most of the faculty members are using defensive mechanism to cope up from stress. This style is basically avoidance coping style in which stressed person tries to cope up from stress by altering the emotions. Defense mechanism operates at unconscious level and help in reducing unpleasant feeling. The high involvement of the oneself and of others in the stress makes superego more active and therefore, defensive behavior is encouraged.

As a teachers they have to manage the stressful situation because teaching job demands more patience as they have to deal with diversified students. Teachers are not suppose to show aggression as they have to deal tactfully with the students in many situation. Teacher has to manage stress situation by adopting right strategy of coping. It's very useful for organizations to understand what coping styles employees are adopting and whether that style is appropriate or not because wrong style and high stress may be lead to performance deficiency. The act of coping itself as opposed to

non-coping is related to satisfaction and is more important than any other coping strategy.

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