A Study On Stress Causing Factors and Coping Strategies Of Teaching Fraternity in Education Sector

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ABSTRACT

In the present competitive world, an individual who works for an organization is experiencing familiar difficulties in their day-today work environment. The major rationale of this situation is due to immense work pressure which is usually called as **'Stress'** or in sometimes 'Occupational Stress' or 'job stress' or workplace stress'. Though there arevarious names for this stress in a job, the sources stress that show impact on employees and results of the working in stressful situations remain the same. The present study is aimed to identify the common factors that cause stress and the coping strategies that they take on to lessen their stress in the workplace of teaching faculty in education sector. As a known fact education sector is vast area to conduct a research, the study is limited to the teaching fraternity of Educational Institutions located in selected districts of South India. A few statistical techniques are applied to analyze the datato test the hypotheses and obtain the study results that meet the study's objectivesy. 185 teaching faculty from various Educational Institutions which includes both UG and PG were selected randomly for the study with the help of convenient and quota sampling methods. The results of the study make public that there is a significant difference between responses of faculty members of selected variables (Gender, Age, Experience and Designation) from demographic details.

Key Words: Stress, Occupational Stress, Stressors, Coping Strategies.

1. INTRODUCTION:

Managing stress has become a part of an individual's life along with the day-to-day activities in the present competitive working world and has become an inevitable element of work and life. The consequences of stress may vary according to the situations and demands of an individual's job, but the sources or the factors that cause stress among the employees of an organization or an institution will be almost symmetrical. The successes of every organization/institution will always a result of committed work coined by its personnel. An employee who satisfied with his/her working conditions will get self-motivated and work more efficiently than ever before and now-a-days this has become the key point for all the organizations to tune up their employees by providing comfortable working environment for their employees to reach their expectations in the market.

The concept of stress has been conferred in many research studies by large number of educationists, researchers, psychiatrists and respectable management experts. The current study spotlights the major factors that cause stress among the teaching faculty of Educational Institutions and the strategies that they adopt to reduce their stress levels in order to help themselves to balance their work and life.

1.1. SIGNIFICANCE OF THE STUDY:

Commonly, the stress among the employees will be seen everywhere in any company. It is pertained to employees but not restricted to company; of course the levels of stress may vary among the employees according to the nature of their job and the organization they work. By generalizing this statement, the stress is also seen among the employees (teaching & non-teaching) working in education sector including schools (primary/secondary), colleges (Inter/UG/PG). The present study is underlining only the teaching panel of Educational Institutions in Telangana State, Telangana state.

2. REVIEW OF LITERATURE:

Alka Shrivastava and Dr. Narendra Shukla[2] (2017) conducted a study on "occupational stress factors and their coping strategies among female faculty members of a women college". The purpose of study is to identify the factors causing stress among the female faculty members and its effects on their job and the coping strategies that they adopt to reduce the stress. The critical analysis of the study resulted that there is a moderate level of occupational stress among the female faculty members working in women's colleges.

Hagos Atsebha Gebrekirstos[3] (2015) employed a cross-sectional survey to examine the level of occupational stress among the school teachers and coping strategies that they adopt to reduce stress in the central zone of Tigray region with a 321 secondary school teachers (respondents). The results of the research revealed that the secondary school teachers are experiencing high level of stress in their occupation with the leading stressors that are related to inter-personal, administrative, student-parent sources. The teachers based on their demographic profiles (gender, work place, and family size) have no result in experiencing occupational stress whereas, the teachers of different age and work groups differ significantly in experiencing stress in their occupation. The most commonly used strategy to reduce their stress levels is turning to religion. Finally, the researcher with the help of findings in the study suggested that to reduce the high level of occupational stress among the secondary school teachers the education bureaus in the central zone and the region, health professionals and other educational

practitioners, in association with the schools must take appropriate measures motivate them in adopting most effective strategies to cope up with their occupational stress.

Bhawana Sharma and Manju Nair[4] (2015) aimed to identify the causes and effects of stress among working women in management colleges in Jaipur. The researchers investigated faculty's viewpoint towards stress at workplace in the course of well structured questionnaire from the selected female faculty members of private colleges located in jaipur city and analyzed the primary data collected with percentage evaluation method. The results of the study utters that due to long working hours, handling various responsibilities in both workplace and family, job insecurity and so on are the major factors that cause stress among the faculty members which results in health issues to long-drawn-out headaches, annoyance and anxiety.

G. Revathi and Dr. D. Venkatrama Raju[5] (2015) conducted a study on identifying the levels of stress among women teachers working in colleges of Chennai city. In the present study, the researchers aimed to extract the causes and effects of stress and the ways of managing stress among the women teachers of colleges in Chennai city. The verdicts of the study clearly reports that due to excess work pressure the women teachers under 30 years experience stress, the teachers in between 30 to 40 years facing high level of stress due to lack of control over the job whereas the management policies and principles framed the management personnel of the colleges create disproportionate stress to the women teachers above 40 years. The consequences of stress among all the age groups of women teachers resulted fluctuations in blood pressure, depression, anxiety and increase in perspiration. The researchers suggested that a habitual mode of exercise, yoga and meditation practices along with the positive attitude can help the respondents in managing stress in their job.

Otilia Clipa and Amelia Boghean[6] (2014) described the stressors for teachers for preschool level from Bucovin country. The researchers tried to investigate the teachers' perceptions on factors causing stress and the solutions for reducing the stress. 150 kindergarten teachers were selected for the study from two Romanian countries and the analysis explored that the kindergarten teachers experience higher levels of stress in their job which makes 50 percent of them to quit from their profession. The findings also show that most of them were running towards enjoyable activities to divert their stress levels. The final findings of the study reveal that increasing qualified employees with levelheaded salaries in suitable working conditions would be the most effective measure of the capable institutions to reduce stress among the employees.

Poonam Bakshi and Dr. Veeran Kochhar[7] (2011), conducted a research on a random sample of 200 faculty members of professional institutions located in Haryana state with a purpose of identifying the factors that cause stress with respect to demographic profile of the respondents. The findings of the study explains that the factors that cause stress among the faculty members were always due to the obstruction of the employment and organizational responsibilities with the organizing role in their family and lack of involvement in decision making. The results of the study revealed that majority of the faculty members perceived that their laziness in the work plays a major role in creating stress in their job and the final results of the study narrate that maximum number of faculty members from the selected sample were experiencing lower level of stress.

2.1. RESEARCH GAP:

There are enormous studies conducted on the concept stress by various scholars, researchers, academicians, corporate personalities and management gurus. But, a small size of research works have undergone in covering the conception of faculty members of Educational Institutions experiencing stress and in identifying the factors that are causing stress among them. The researcher identified a gap in the collection of literature for the present study i.e. no studies were done in extracting the actual perceptions of employees on with joint cram on the factors causing stress and at the same time the adoption of various stress coping strategies.

2.2. OBJECTIVES OF THE STUDY:

The major objectives of the present research study are:

1. To explore the factors that cause stress among the teaching faculty in their job role.
2. To identify the differences among the perceptions of teaching faculty with respect to their demographic profiles (gender, age, designation).
3. To catalog the different strategies that teaching faculty adopts to reduce their stress.

2.3. HYPOTHESES OF THE STUDY:

The following are the different hypotheses framed to meet the purpose and objectives of the research.

1. H_{01}: There is no significant difference among the perceptions of male and female faculty members towards the factors causing stress in their job.
2. H_{02}: There is no significant difference between the opinions of the faculty members designated in various designations towards the factors causing stress in their job.
3. H_{03}: There is no significant difference between the perceptions of the faculty members of various age groups towards the factors causing stress in their job.
4. H_{04}: The selection of coping strategies for reducing job stress among the faculty members is similar.

3. RESEARCH METHODOLOGY:

3.1. Research Design: A Research design is a platform with a well defined planning to collect the primary and secondary data using a structured questionnaire, selection of statistical tools for testing the hypotheses and extracting the optimized results to meet the purpose of study. The present research is aimed to classify the factors that cause stress among the faculty members of Educational Institutions and the coping strategies that they are adopting to trim down the stress levels in their workplace. The present study has been outfitted with descriptive research design in order to describe the factors causing stress and the coping strategies espoused by faculty members in Educational Institutions of Telangana State.

3.2. Sampling Procedure: The non-probability sampling technique has been selected for selecting a sample from a defined population for the present study. The researcher selected a sample of respondents (n=185) from the population (Educational Institutions located in Telangana State) using quota sampling and convenience sampling techniques.

3.3. Data Collection & Statistical Tools: The primary data has been collected using a well structured questionnaire with 5-point Likert scale which classified into 5 parts including demographic profile of respondents, perceptions of stress among the respondents, factors causing stress, impact of stress, and stress coping strategies. The questionnaire has been distributed to 250 faculty members who are working in Educational Institutions located in Telangana State according to the convenience (cost/time/distance) of researcher and received perfectly filled in questionnaires from 185 faculty members and then the sample size was fixed to '185'. The statistical tools like student's t-test for independent samples, and ANOVA One-Way Classification are applied to analyze the primary data. The statistical package for social sciences i.e. SPSS (*version 22.0)* has been used for analyzing primary data with the above said statistical tools.

3.4. Limitations of the study:

As a known fact, a study on the concept of stress is searching for a ground in an ocean. This means that the concept of stress is a vast subject which can be seen in every corner of a human life either in professional life or in a personal life. So, the vision of conducting a research on stress has been restricted to only one area i.e. education sector which is sub classified into different parts of education sector (schools & colleges) and selected the phase of Educational Institutions located in Telangana State, Telangana State due to cost and time effectiveness.

4. ANALYSIS OF PRIMARY DATA:

The process of analyzing primary data has been classified according to the selected demographic variables of the respondents like gender, experience and designation. To test the drafted hypotheses the analysis section has been sub classified into four parts. The part-1 reflects the demographic statistics of the respondents, part-2 tests the differences among the perceptions of respondents based on their selected demographic profiles (*viz. gender, age, experience and designation)* "t-test for Equality of means for independent samples (gender basis)", "ANOVA One Way Classification for differences between the groups (age groups, levels of experience and designations) and simple percentage method to extract the percentage of employees perceptions on various stress coping strategies.

Table – 4.1: The Factors Causing Stress (FCS) selected for the present study are:

S. No	Factors Causing Stress	Code
1	Job Insecurity	**FCS.1**
2	Lack of Promotion Opportunities	**FCS.2**
3	Lack of Research and Personal Growth Opportunities	**FCS.3**
4	Lack of resources to undertake research, including problems in obtaining funding	**FCS.4**
5	Unreasonable expectations from higher authorities	**FCS.5**
6	Negative attitude of colleagues/politics	**FCS.6**
7	Excessive teaching work load (classes)	**FCS.7**
8	Additional responsibilities apart from teaching	**FCS.8**
9	Involvement in non-teaching work	**FCS.9**
10	Lack of motivation from superiors/management personnel	**FCS.10**
11	Work-home conflicts	**FCS.11**
12	Poor students behaviour and their negative attitude towards study	**FCS.12**
13	Lack of choice in the courses/subjects to teach	**FCS.13**
14	Continuous teaching hours/classes	**FCS.14**
15	Heavy use of information technology in various activities	**FCS.15**

4.1. Demographical Statistics of Respondents' Job Profile

The table-4.2 shows the complete statistical demographic profile of all 185 respondents who are participated in the survey. Here, the simple percentage method is used to know the number and percentage of respondents according to their demographic variables in the total survey process.

Table-4.2: Demographic Statistics of Respondents' Job Profile

Variables of Respondents' Job Profile			Frequency	%
Gender	1	Male	140	75.68
	2	Female	45	24.32
		Total	**185**	**100.00**
Age Group	1	25-35 Years	100	54.05
	2	35-45 Years	60	32.43
	3	45-55 Years	25	13.51
	4	Above 55 Years	0	0.00
		Total	**185**	**100.00**
Designation	1	Professor	**25**	13.51
	2	Associate Professor	**45**	24.32
	3	Assistant Professor	**115**	62.16
		Total	**185**	**100.00**
Experience	1	Below 2 Years	5	2.70
	2	2-5 Years	25	13.51
	3	5-10 Years	65	35.14
	4	10-15 Years	40	21.62
	5	15-20 Years	35	18.92
	6	Above 20 Years	15	8.11
		Total	**185**	**100.00**

From the table-4.2, the demographic profile (gender, age and designations) of respondents reveals that the sample consists of 75.68% of male and 24.32% of female faculty members, the respondents in between the age group 25-35 years are in high number (100) whereas the respondents in the age group 35-45 years are moderate in number (60) and the respondents in the age group 45-55 years takes a less occupancy (25) in the current research. As per the job roles (designations) of respondents, the faculty members working as professors are 25, associate professors are 45 and the majority participation in the survey has been taken by the faculty members playing role as assistant professors (115). It was found that the faculty members with 5 to 10 years (65) of experience contribute a major share to the present research, whereas, the lowest share of contribution is from the faculty members with below 2 years, following with the faculties (15) having above 20 years of experience.

4.2. Testing of significant differences among the respondents with respect to demographic variables.

4.2.1. Test of Significant differences among the independent samples of respondents on gender basis using "t-test for Equality of Means" (Independent Samples)

The part-4.2.1 of data analysis aimed to test the differences between perceptions of male and female faculty members (null hypothesis 'H_{01}') towards the factors causing stress among them. As the perceptions of male and female employees are not dependent, the researcher selected the students't-distribution among two independent samples (male and female) and the primary data has been analyzed using SPSS 22.0 to test whether the null hypothesis (H_{01}) can be accepted or rejected.

Table – 4.3: Independent Samples t-Test for Gender Based Respondents

Independent Samples Test											
Factors Causing Stress (FCS)	Variances assumed/not assumed	Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig	Mean Diff.	S.E. Diff	95% Confidence Interval		Null Hypothesis (H0)
									Lower	Upper	
FCS.1	Equal variances assumed	1.26	0.26	-1.90	183	0.06	-0.25	0.13	-0.52	0.01	Accepted
	Equal variances not assumed			-1.96	78	0.05	-0.25	0.13	-0.51	0.00	
FCS.2	Equal variances assumed	0.47	0.49	4.36	183	0.00	0.66	0.15	0.36	0.95	Rejected
	Equal variances not assumed			4.54	79	0.00	0.66	0.14	0.37	0.94	
FCS.3	Equal variances assumed	1.28	0.26	0.65	183	0.52	0.10	0.16	-0.21	0.42	Accepted
	Equal variances not assumed			0.61	68	0.54	0.10	0.17	-0.23	0.44	
FCS.4	Equal variances assumed	0.05	0.83	1.19	183	0.24	0.18	0.15	-0.12	0.48	Accepted
	Equal variances not assumed			1.24	79.	0.22	0.18	0.14	-0.11	0.47	
FCS.5	Equal variances assumed	0.69	0.41	0.69	183	0.49	0.10	0.15	-0.19	0.40	Accepted
	Equal variances not assumed			0.77	89	0.45	0.10	0.14	-0.17	0.37	
FCS.6	Equal variances assumed	19.61	0.00	2.75	183	0.01	0.48	0.17	0.13	0.82	Rejected
	Equal variances assumed			2.22	56	0.03	0.48	0.21	0.05	0.91	
FCS.7	Equal variances assumed	3.08	0.08	-2.26	183	0.03	-0.37	0.17	-0.70	-0.05	Rejected
	Equal variances not assumed			-2.76	111	0.01	-0.37	0.14	-0.64	-0.11	
FCS.8	Equal variances assumed	3.64	0.06	-0.31	183	0.76	-0.06	0.19	-0.44	0.32	Accepted
	Equal variances not assumed			-0.34	90	0.73	-0.06	0.17	-0.40	0.29	
FCS.9	Equal variances assumed	3.93	0.05	3.24	183	0.00	0.58	0.18	0.23	0.93	Rejected
	Equal variances not assumed			2.86	62	0.01	0.58	0.20	0.18	0.98	
FCS.10	Equal variances assumed	2.07	0.15	1.38	183	0.17	0.24	0.18	-0.11	0.59	Accepted
	Equal variances not assumed			1.20	61	0.23	0.24	0.20	-0.16	0.65	
FCS.11	Equal variances assumed	4.09	0.04	-1.55	183	0.12	-0.26	0.17	-0.59	0.07	Accepted
	Equal variances assumed			-1.60	78	0.11	-0.26	0.16	-0.58	0.06	
FCS.12	Equal variances assumed	3.20	0.08	2.70	183	0.01	0.54	0.20	0.15	0.93	Rejected
	Equal variances not assumed			2.54	67	0.01	0.54	0.21	0.12	0.96	
FCS.13	Equal variances assumed	6.93	0.01	-2.57	183	0.01	-0.44	0.17	-0.78	-0.10	Rejected
	Equal variances assumed			-3.24	121	0.00	-0.44	0.14	-0.71	-0.17	
FCS.14	Equal variances assumed	0.70	0.40	0.95	183	0.35	0.20	0.21	-0.22	0.61	Accepted
	Equal variances not assumed			0.92	71	0.36	0.20	0.22	-0.23	0.63	
FCS.15	Equal variances assumed	2.21	0.14	-2.40	183	0.02	-0.46	0.19	-0.84	-0.08	Rejected
	Equal variances not assumed			-2.58	84	0.01	-0.46	0.18	-0.82	-0.11	

Source: Primary Data analysis using SPSS 22.0 Version

Interpretation:

As per the rules of *Levene's Test for Equality of Variances* the table-3 coins that out of 15 factors the stress causing factors FCS.6, FCS.11 and FCS.13 the significant values (0.00, 0.04, & 0.01) are less than 0.05 which makes the null hypotheses to be rejected whereas, the significant values for the remaining stress causing factors found to be greater than 0.05 and

accepts the null hypotheses for those factors. These findings (*as per Levene's test*) help in selecting the statistics related to "*Equal variances not assumed"* or "*Equal variances assumed*" in the t-test for equality of means to know the factor-wise status of null hypotheses whether accepted or rejected.

***T-test for Equality of Means*:**

Equality of variances assumed: The factors *FCS.1, FCS.2, FCS.3, FCS.4, FCS.5, FCS.7, FCS.8, FCS.9, FCS.10, FCS.12, FCS.14, FCS.15* are considered and it was found that the p-significant values of *FCS.2 (0.00), FCS.7 (0.03), FCS.9 (0.00), FCS.12 (0.01)* and *FCS.15 (0.02)* are less than 0.05 which means that the null hypotheses for these factors can be rejected and can be said that there is a significant difference between the perceptions of both male and female faculty members about the factors that are causing stress in their workplace. Whereas, the p-significant values for the factors *FCS.1 (0.06), FCS.3 (0.52), FCS.4 (0.24), FCS.5 (0.49), FCS.8 (0.76), FCS.10 (0.17), FCS.14 (0.35)* are found to be greater than 0.05 and accepts the null hypotheses for the above factors. Thus for these factors there is no significant difference among the perceptions of male and female faculty members towards these factors that they cause stress in their workplace.

Equality of variances not assumed: The factors *FCS.6, FCS.11, FCS.13* are considered and it was found that the p-significant values of *FCS.6 (0.03), FCS.13 (0.00)* were found to be less than 0.05 where the null hypotheses can be rejected and confirms that there is significant differences among the perceptions of male and female faculty members towards the above factors that are causing stress in their workplace. Whereas, the p-significant value of the factor *FCS.11 (0.11)* is greater than 0.05 and supports to accept the null hypothesis by mentioning that there is no difference between the perceptions of male and female towards *heavy use of information technology in various activities*.

4.2.2. Factors Causing Stress among the respondents with respect to their Age Groups using ANOVA One-Way

Table – 4.4: ANOVA-One Way Classification for varied Age-Group Respondents

ANOVA			
Factors	**F**	**Sig.**	**Null Hypothesis**
FCS.1	1.88	0.16	ACCEPTED
FCS.2	1.19	0.31	ACCEPTED
FCS.3	1.88	0.16	ACCEPTED
FCS.4	2.92	0.06	ACCEPTED
FCS.5	4.85	0.01	**REJECTED**
FCS.6	1.61	0.20	ACCEPTED
FCS.7	3.30	0.04	**REJECTED**
FCS.8	1.76	0.17	ACCEPTED
FCS.9	3.15	0.05	ACCEPTED
FCS.10	6.43	0.00	**REJECTED**
FCS.11	0.85	0.43	ACCEPTED
FCS.12	8.75	0.00	**REJECTED**
FCS.13	0.28	0.76	ACCEPTED
FCS.14	0.72	0.49	ACCEPTED
FCS.15	6.70	0.00	**REJECTED**

Source: Primary Data analysis using SPSS 22.0 Version

Interpretation: The table-4 exhibits the status of hypotheses whether accepted or rejected towards the 15 factors that are causing stress among the faculty members in their workplace. The ANOVA One-Ways helps to identify the differences between the different age grouped employees about their perceptions on the factors that are causing stress (table-1). From the results of ANOVA states that the p-significant values of the factors FCS.5 (0.01), FCS.7 (0.04), FCS.10 (0.00), FCS.12 (0.00), FCS.15 (0.00) are less than 0.05 and conveys a message that the null hypotheses for these factors can be rejected. Hence, we can conclude that the faculty members of different age groups are with different opinions or perceptions towards the above factors that are causing stress among them in the workplace. On other side, the p-significant values of remaining factors are found to be greater than 0.05 and brings to a close decision of accepting null hypotheses of the remaining factors. This defines that there is a difference only in the age groups of faculty members but the opinions or perceptions of those respondents (varied age groups) are similar in nature according to the factors that are causing stress in their job.

4.2.3. ctors Causing Stress among the respondents with respect to their experience using ANOVA One-Way

Table – 4.5: Test of Significant differences among the respondents with respect to respondents' experience using ANOVA-One Way Classification

ANOVA			
Factors	**F**	**Sig.**	**Null Hypothesis**
FCS.1	4.13	0.00	REJECTED
FCS.2	2.95	0.01	REJECTED
FCS.3	1.48	0.20	**ACCEPTED**
FCS.4	1.79	0.12	**ACCEPTED**
FCS.5	2.18	0.06	**ACCEPTED**
FCS.6	14.64	0.00	REJECTED
FCS.7	4.58	0.00	REJECTED
FCS.8	5.84	0.00	REJECTED
FCS.9	13.64	0.00	REJECTED
FCS.10	19.70	0.00	REJECTED
FCS.11	6.70	0.00	REJECTED
FCS.12	2.66	0.02	REJECTED
FCS.13	17.92	0.00	REJECTED
FCS.14	1.99	0.08	**ACCEPTED**
FCS.15	1.90	0.10	**ACCEPTED**

Source: Primary Data analysis using SPSS 22.0 Version

Interpretation: The table-5 exhibits the status of hypotheses whether accepted or rejected towards the 15 factors that are causing stress among the faculty members in their workplace. The ANOVA One-Ways helps to identify the differences between the different age grouped employees about their perceptions on the factors that are causing stress (table-1). From the results of ANOVA states that the p-significant values of the factors FCS.3 (0.20), FCS.4 (0.12), FCS.5 (0.06), FCS.14 (0.08), FCS.15 (0.10) are greater than 0.05 and conveys a message that the null hypotheses for these factors can be accepted. Hence, we can conclude that the faculty members with different years of experience are with similar opinions towards the above cited five factors that cause stress in their workplace. On other side, the p-significant values of remaining factors are found to be less than 0.05 and bring to a close decision of rejecting null hypotheses of the remaining factors. This defines the opinions or perceptions of those respondents (varied age groups) differ significantly according to the factors that are causing stress in their job.

4.2.4. Factors Causing Stress among the respondents with respect to their designation using ANOVA One-Way

Table – 4.6: Test of Significant differences among the respondents with respect to respondents' designation using ANOVA-One Way Classification

ANOVA			
Factors	**F**	**Sig.**	**Null Hypothesis**
FCS.1	8.61	0.00	REJECTED
FCS.2	1.19	0.31	**ACCEPTED**
FCS.3	2.85	0.06	**ACCEPTED**
FCS.4	3.04	0.05	**ACCEPTED**
FCS.5	5.94	0.00	REJECTED
FCS.6	7.35	0.00	REJECTED
FCS.7	4.45	0.01	REJECTED
FCS.8	4.67	0.01	REJECTED
FCS.9	4.26	0.02	REJECTED
FCS.10	3.11	0.05	**ACCEPTED**
FCS.11	6.16	0.00	REJECTED
FCS.12	2.35	0.10	**ACCEPTED**
FCS.13	0.37	0.69	**ACCEPTED**
FCS.14	1.39	0.25	**ACCEPTED**
FCS.15	3.99	0.02	REJECTED

Source: Primary Data analysis using SPSS 22.0 Version

Interpretation: The table-6 exhibits the status of hypotheses whether accepted or rejected towards the 15 factors that are causing stress among the faculty members in their workplace. The ANOVA One-Ways helps to identify the differences between the employees of different designations about their perceptions on the factors that are causing stress (table-1). From the results of ANOVA states that the p-significant values of the seven factors FCS.2 (0.31), FCS.3 (0.06), FCS.4 (0.05), FCS.10 (0.05), FCS.12 (0.10), FCS.13 (0.69), FCS.14 (0.25) are greater than 0.05 and conveys a message that the null hypotheses for these factors can be accepted. Hence, we can conclude that the faculty members working in different job roles are with similar opinions towards the above cited seven factors that cause stress in their workplace. On other side, the p-significant values of remaining eight factors are found to be less than 0.05 and bring to a close decision of rejecting null hypotheses of the remaining factors. This defines the opinions or perceptions of those respondents (varied age groups) differ significantly according to the factors that are causing stress in their job.

4.3. Perceptions of faculty members towards various stress coping strategies:

Table – 4.7: Simple Percentage Method for extracting the perceptions of faculty members towards stress coping strategies

Stress Coping Strategies (SCS)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Yoga, exercise and Meditation	65 (35.1%)	75 (40.5%)	35 (18.9%)	5 (2.7%)	5 (2.7%)	185 (100.0%)
Playing with children	65 (35.1%)	65 (35.1%)	50 (27.0%)	5 (2.7%)	0 (0.0%)	185 (100.0%)
Interaction with positive colleagues	65 (35.1%)	65 (35.1%)	55 (29.7%)	5 (2.7%)	0 (0.0%)	185 (100.0%)
Reading motivational books	20 (10.8%)	45 (24.3%)	90 (48.6%)	15 (8.1%)	15 (8.1%)	185 (100.0%)
Taking rest	30 (16.2%)	50 (27.0%)	75 (40.5%)	20 (10.8%)	10 (5.4%)	185 (100.0%)
Entertainment like watching movies, listening songs, playing games etc.	55 (29.7%)	65 (35.1%)	45 (24.3%)	15 (8.1%)	5 (2.7%)	185 (100.0%)
Habituating positive attitude	60 (32.4%)	90 (48.6%)	30 (16.2%)	5 (2.7%)	0 (0.0%)	185 (100.0%)
Social Media (Facebook, Whatsapp etc.)	75 (40.5%)	80 (43.2%)	30 (16.2%)	0 (0.0%)	0 (0.0%)	185 (100.0%)

Source: Primary Data analysis using SPSS 22.0 Version

Interpretation: From the table-4.7, the percentage of respondents about their preferences and perceptions on each strategy that helps them to reduce their stress are explained in detail. Among the 185 respondents, 65 (35.1%) of them are strongly agreeing that the practice of *Yoga, Exercise and Meditation* will help them to reduce their job stress whereas, only 5 (2.7%) respondents are against to this practice. Maximum number of respondents (65) is supporting 'strongly agree' and 'agree' towards the statement *reducing stress while playing with children*, it means that as a known fact children are always with pure heart and cherishing smiles. If we play with them or even spend some time with them we can divert or diminish our stress that created from different sources. No respondents was identified saying strongly disagree for this statement, as there will no human being in this world who doesn't like/love children. Other side, respondents with highest are also saying that they strongly agree (65)/agree (65) in coping up with their stress levels while they are having *interaction with positive colleagues* while, no respondents (0) are identified supporting the word 'strongly disagree'. Only 20 & 30 faculty members are responded positively by saying strongly agree for the practices *reading motivational books* and *taking rest*, whereas, very less number (15 and 10) of respondents are

strongly disagreeing the above practices in coping with workplace stress and on the other side maximum number of respondents are not ready to say their opinion and stood neutral. At maximum point 65 respondents agreed and 55 respondents strongly agreed that the strategy '*entertainment like watching movies, listening songs, playing games, etc.'* will help them in reducing their stress levels in their work, whereas, only 5 and 15 respondents strongly disagreed and disagreed to the above practice. *Habituating positive attitude* helps to reduce the workplace stress; this statement has been supported by many 81% (150) of respondents who opted strongly agree (60) and agree (90) for the above statement, on the other hand no respondent was found saying 'NO' to the above statement. Finally, 155 (83.7%) respondents out of 185 were supporting that spending time with *social media like facebook, whatsapp etc* will help us to reduce or at least divert their stress levels over a period of time.

RESULTS & DISCUSSION:

The major aim of the study is to measure the perceptions of respondents towards the factors causing stress and the various strategies that they prefer or adopt to reduce their levels of stress in their workplace. For this the analysis phase of the study reveals the results of various tests that are conducted to identify the differences between groups of faculty members depending on their demographic profile (*gender, age, experience & designation*). The analysis is classified into two parts defining the demographical statistics of the respondents in part-1 and the various tests that are used to measure the significant differences among the respondents with respect to the hypotheses framed. As the common findings are already mentioned in the interpretation of *demographical statistics* of respondents and the simple percentage analysis of respondents' perceptions on *stress coping strategies*, here the findings of the study covers the core area of data analysis i.e. tests of significant differences among the respondents' perceptions (*w.r.t demographic variables*) towards the factors causing stress.

Factors Causing Stress:

GENDER: Here, the main sample was classified into two sub-samples *viz. male and* female based on their gender and the *t-test for equality of means* (*with the variances assumed/not* assumed) has been selected for analyzing the primary data in gender point of view. Out of 15 factors that are considered as major stressors for the study, 12 factors comes under the t-test for equality of means with assumed variances, where the remaining 3 factors were with variances not assumed. ***From the variances assumed point of view***, it was found that the null hypotheses has been rejected for the factors causing stress (FCS-2, 7, 9, 12, & 15) which means that the male and female faculty members are with dissimilar perceptions towards stress causing

through the above factors (*please refer table-1)*. And, the null hypotheses for the factors causing stress (FCS.1, 3, 4, 5, 8, 10, 14) has been accepted that means the male and female employees are with similar opinions towards the above factors (*please refer table-1)*. ***From the variances not assumed point of view***, only three factors (FCS.6, 11, & 13) are considered and it was found that the null hypotheses has been rejected for the two factors (FCS.6 & 13) that cause stress in workplace. It means that the male and female employees are having different perceptions about the stressors *negative attitude of colleagues/politics* and *lack of choice in courses/subjects to teach*. Whereas, the only one remaining stress causing factor is FCS.11 which makes to accept the null hypothesis and conveys that the male and female faculty members together saying that they are experiencing stress with *work-home conflicts*.

AGE GROUP, EXPERIENCE & DEISGNATION: ANOVA One-Way Classification has been applied to analyse the differences among the perceptions of the respondents with respect to their age groups, years of experience and designation (job role). ***In the context of respondents' age groups***, it was observed that the null hypothesis has been accepted for the 10 variables (FCS.1, 2, 3, 4, 6, 8, 9, 11, 13, & 14) and locks that the faculty members of varied age groups are having similar perceptions towards the above stress causing factors at the same time they are having significant differences in their perceptions towards the remaining factors (FCS.5, 7, 10, 12, & 15). ***From respondents' experience point of view***, it was observed that the null hypotheses has been accepted for only 5 variables (FCS.3, 4, 5, 14 & 15) and concludes that the respondents with various experience levels opines significantly towards the above five factors that causing stress in their job, on the other side, the null hypotheses of the remaining ten factors causing stress (FCS.1, 2, 6, 7, 8, 9, 10, 11, 12, 13) are rejected due to significant differences among the faculty members who are having differed opinions on those factors that causing stress. ***From respondents' designation point of view***, it was observed that the null hypothesis has been accepted for the 07 variables (FCS.2, 3, 4, 10, 12, 13, & 14) and locks that the faculty members working in diverse designations are having similar perceptions towards the above stress causing factors at the same time they are having significant differences in their perceptions towards the remaining factors (FCS.1, 5, 6, 7, 8, 9, 11, & 15).

CONCLUSION:

Based on an open fact that no two or more individuals will have similar opinion or perception on a context or a concept in the universe (S. Venkata Siva Kumar *et al*, 2018) The above analytical study and findings listed out from the analysis of primary data yields that there are

significant differences found among the responses of faculty members towards their perceptions on some factors causing stress and strategies that they prefer to adopt for reducing stress at workplace. The opinions at the same time are not differed among the respondents' opinions towards some factors that cause stress. These fluctuations are varying according to variations in respondents' gender, age groups, experience (in years) and designations. After scrutinizing the overall results/findings obtained through deep analysis using suitable statistical tools, the researcher concluded that in few situations the male and female faculty members are not similar due to various constraints that they consider personally. The faculty members of varied age groups are opining in a similar way about maximum number of factors that are causing stress among them in the workplace, on the other side of considering a range of experience levels among the faculty members, their opinions differed significantly on most of the factors that cause stress in workplace. A Faculty member with 0-2 years of experience may feel high stress as he/she was new to the job and facing new perplexed situations like controlling students, managing lectures, and satisfying superiors' expectations etc. may throw them into a stressful situations and the persons with 5-10 or 10-15 years of teaching experience may experience moderate stress and handles their stress by balancing the situations and this may not look like a high stress to them in comparison with fresh faculty members. Like-wise, the faculty members working in a range of job roles or designations also experience different kinds of stress. But the results of this study about differently designated respondents reveal that the respondents differ significantly in the responses towards to more than half of the selected factors causing stress in workplace. Now, in the point of adopting stress coping strategies by the faculty members of Educational Institutions, it was clear that maximum number of employees are supporting that by adopting or practicing some strategies like *yoga, exercise, mediation, reading books, playing with kids, entertainment, social media etc*. may help them to cope up with the levels of stress experiencing by them in their workplace.

SCOPE OF THE STUDY:

The present study is only limited to Telangana State and also selected only four demographic variables to study, further this reseconductingn become a key to conduct an extended study of this research theme by covering remaining demographic variables, extending geographical location from Telangana State to all over Telangana state or all over India, and also exclusively can concentrate to extract the women faculty members perceptions on the research theme as 'Stress' is an inevitable hurdle for restraining the women empowerment in the world.

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