

Stress And Coping Management: An Analysis Of Government College Teachers In Aizawl

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ABSTRACT

Teaching professionals plays a crucial role in the academic environment, their service is primarily to inculcate the educational values and promote the chain of the human development process. Disciplined with research and accompanying the syllabus and curricula are of teachers primary responsibility. However, recent practices showed that educational institutions have experienced several controversial cards such as political games, competitive edge, personal interest, etc., have featured unprecedented environment to the academia. Despite pre-occupying with different loads of academic indicators, some of the external interference has a mild impact in their profession. Occupational stress, anxiety, and depression are factors that are identified as significant among teachers. As this study strives in investigating the factor that influences the stresses teachers while considering its (stress) coping management. 140 respondents are randomly selected among the government college teachers from Aizawl and the collected data's were analyzed with SPSS software. The deterioration in their performances and the upsurge of their level of dissatisfaction are the fundamental concerned of the study.

Keywords: Academic Environment, Occupational Stress, Indicators, and coping management

Introduction

The education system and practice in the Northeast region needs to be addressed specifically on the basis of their needs and challenges in the region, rather than take in hand with the other education value by coping their problem and challenges. The youth needs basic fundamental learning process which will at least enhance minimal values of social, economic, moral and innovation. Therefore, standardizing the current education system is indispensable to break through the ground reality rather than bringing the other problems. "Teachers occupational stress is a significant problem throughout the modern world and a concern for many organizations" stated by (Flaxman & Bond, 2010). "But it does not affect in the same manner the numerous existing occupations. Several studies have revealed that human services occupations, including teaching and health-care sectors, are prone to higher-stress levels" (Bermejo-Toro & Prieto-Ursúa, 2010; Camuñas et al., 2006). "Occupational stress has implications in terms of its negative consequences for individuals" (Mark & Smith, 2012) and "subsequently for organizations and societies in which they are embedded" (Edwards & Burnard, 2003). Therefore, "it is preferable to prevent it" (Moreno & Peñacoba, 1995). "One way to prevent and surpass its negative consequences is to design and implement stress management interventions targeting different levels, including person-focused interventions" (Minguez, 1995; Semmer, 2010).

Teacher as a profession plays a crucial role in the academic environment, their service is primarily to inculcate the educational value and promote the chain of the human development process. Discipline with the research and accompanying the syllabus and curricula are of their primary responsibility. However, in recent practices some of the educational institutions witnessed several controversial cards such as divisive political games, competitive edge, personal interest, etc., have featured unprecedented environment in the academic institution. Despite pre-occupying with different loads of academic indicators, this external

interference has a mild impact on their profession. Occupational stress, anxiety, and depression are significant factors commonly found among college teachers. However, a section of the teachers whose efforts are invested as such to destabilize the institutional mechanism with the expenses of their noble profession. Comforting the academic environment and suppress the effective learning process is likely of their political gimmick of future gain. Today's colleges in our country showcased beyond the traditional academic values. The game of politics in an educational institution touches everyone at some point which makes the preserve tradition beauty of academic jeopardized. Therefore, spill out the unprecedented environment in the compass provoke deteriorative academic value, inferences to academic attachment and deductive degree of their accumulated works are prominently instituted as the factors of teachers depression, anxiety, stress, etc.

Review of Literature

Mahmoudi F & Ozkan Y. (2016) conducted a study on practicum stress and coping strategies of pre-service English language teacher, they have determined the study into four factors such as supervisor and mentor, classroom management, school-related issues, and effective factors, the investigation reveals that the highest sources of stress among the four factors are associated with supervisor and mentor. Since the respondents have no role in the teaching process which is also a reason why no feedback is received for further strategies.

E.N.P Vonder at et. (2016) highlights teachers stress, teaching-efficacy, and job satisfaction to test-based educational accountability policies, the investigation found that self-efficacy has a role on classroom management and also balancing the impact of the relationship between the stress and job. They also determined the importance of supporting teacher self-efficacy to minimized high-stakes accountability policies and measure job satisfaction.

Desouky D & Allam H. (2017) highlights the occupational stress, anxiety, and depression among the Egyptian teachers and the investigation found that anxiety and depression scores were significantly higher among teachers with an age more than 40 years, female teachers, those with inadequate salary, higher teaching experience, higher qualification, and a higher workload.

De Jesus at el. (2014) conducted a study on evaluating the effectiveness of stress management training on teachers and physicians stress-related outcomes. The study found that in all that implementation of short term training shows higher impact which resulted in benefits to teachers and physician.

Objectives of the study

- To study the role of stress amongst college teachers
- To study the coping styles anticipated by teacher educators to meet institutional functioning
- To evaluate the relationship between institutional perception and organizational role stress and coping styles, and institutional perception, coping styles of teacher.

Hypothesis

H₀₁: There is no significant impact of stress among college teachers

H₀₂: There is no significant correlation between occupational stress and coping management among college teachers

Research Methodology

Data collection: For the purpose of this study, data's were collected both from primary and secondary sources from the area of the study. The tools used to collect primary data were structured questionnaire designed based on the past researched models, which were then administered to the respondents. Whereas, the secondary data were collected from various publications and reports (published as well as unpublished) from various organizations which have significant importance in particular to this study.

Sample size: Variables of the study were teacher/educators of Government colleges within Aizawl city. The faculties of the government colleges in Aizawl were specifically identified for this study, where the whole population of the target area was considered. There was a total of 140 respondents from the population i.e., seven government colleges viz., Aizawl College, Hrangbana College, T. Romana College, Aizawl West College, Aizawl North College, J. Thankima College, Johnson College, Zirtiri Residential College and Hindi Training College in Aizawl.

Data Analysis Technique: The data collected were tabulated and processed with excel and analysed with an SPSS. The descriptive statistics, correlation analysis, and Five point Likert Scale were used for analyzing data. The descriptive statistics (mean, frequency, percentage, standard deviation, and rank) provide information on the data of the sample respondents. Correlation coefficient shows that, the relationship between dependent and independent variables and Likert Scale determined the degree or level of variables.

Analysis and Interpretation

The core discussion in these tables are to enhance the characteristic profile of the respondents, the independent variables such the age, educational qualification, marital status, gender and mode of employment of the respondents are presented in details.

Table 1.1 Brief Profile of the Respondents , 2023 (N = 140)

Variables	Parameters	Total (N = 140)
Age	Up to 25	3 (2.14)
	26 -30	17 (12.14)
	31 - 35	33 (23.57)
	36 - 40	65 (46.43)
	41 - Above	22 (15.72)
Teaching Experience	Up to 5	26 (18.56)
	6 - 10	75 (53.58)
	11-15	31 (22.14)
	16- Above	8 (5.72)
Gender	Male	94 (67.14)
	Female	46 (32.86)
Marital Status	Married	107 (76.42)
	Unmarried	33 (23.58)
Mode of Employment	Full Time	113 (80.71)
	Part Time	27 (19.29)

Source: Primary data

The table 1.1 enlightened the brief profile of respondents, it is found that majority (46.43%) of the respondents are aging between 36 - 40 years and only 3 (2.14) respondents are up to 25 years. Of the total, 75 with 53.58% of the respondents have a maximum of 6 - 10 years teaching experiences and only 5.72% have up to 16 and above years teaching experience. The table further portrayed the description of the respondents and it is found that 67.14% from the respondents are male and 80.71% of the respondents serves full-time mode of employment. Therefore, it may be concluded that the respondents have a lot of future potential in regards to age, teaching experience, mode of employment, etc.

Mean Scores on Management of Stress Scale among College Teachers

The study is designed in such to get important information on arithmetic average score and also to understand the index of variability of the various components. The detail on the performances of variables are presented in table 1.2

Table 1.2 Mean Scores on Management of Stress Scale among College Teachers, 2023

Items	Mean	Std	T Value	P Value
I feel over-committed at work with too many duties and responsibilities. I often take homework.	3.730	1.590	0.701	0.413#
I have little time to relax.	3.031	1.210	3.421	0.000*
I have a hard time balancing my work life with my personal life.	3.260	0.908	0.421	0.002#
I don't have enough time to prepare lessons.	3.630	1.201	1.43	0.105#
The testing and pacing pressure is stressful for me.	3.585	1.138	2.092	0.410#
I feel physically exhausted much of the time	3.912	0.840	2.203	0.019*
My class size is too large.	2.434	1.705	3.876	0.000*
Teaching needy students without enough support is stressful.	3.352	1.093	0.973	0.332#
I feel a lack of control over college's decisions that affect me and my students.	3.451	0.986	0.552	0.582#
My personal opinion in decision making as a teacher does not matter much.	3.144	1.286	1.491	0.088#
I do not feel respected by those outside my profession.	3.020	1.203	-0.885	0.058#
Feeling the constant pressure of being "accountable" is stressful.	3.085	1.082	0.578	0.067#
I often feel isolated and do not feel "safe" to speak my mind with colleagues or administrators.	3.484	1.352	1.849	0.088#
Discipline/student behaviour problems cause frustration daily.	3.101	1.007	0.884	0.096#
Teaching students who do not seem motivated to learn are stressful.	1.2980	1.268	2.698	0.000*
I don't feel that I have the administrative support that I need.	1.037	1.190	0.738	0.233#
I feel vulnerable, unable to cope, anxious, or depressed.	1.076	0.983	0.255	0.058#
I have insomnia because of departmental stress.	1.970	1.286	1.941	0.061#
I feel generally irritated and impatient with students.	1.082	1.123	0.588	0.083#
I find myself withdrawing from others.	1.030	1.002	0.689	0.068#
I feel overwhelmed with what is expected of me as a teacher and have	1.078	1.086	1.167	0.087#

doubts about my ability to make a difference in students' lives.				
I worry a lot about my job security.	1.039	1.249	0.838	0.051#
Job stress has negatively affected personal relationships in my life.	1.109	1.081	0.698	0.060#
I am not as idealistic and enthusiastic about teaching as I once was.	1.690	1.150	1.184	0.071#
I suffer from frequent headaches, stomach pains, and/or high blood pressure.	1.716	0.972	0.743	.057#
Overall Management of Stress	60.367	28.154	27.731	0.084

Source: Primary data

* **Significant 5% level ($P < 0.05$), # = Not Significant**

Table 1.2 highlights the mean and standard deviation of college teachers stress management scale along with its components. The analysis result shows that, there was no significant ($t=27.731$, $p=0.084$) in overall source of stress, meaning that, the null hypothesis (H_0) was failed to reject. It is being further observed that, there are high different significances in the mean scores of, I have little time to relax ($t=3.387$), The testing and pacing pressure is stressful for me ($t=2.209$), "I feel physically exhausted much of the time ($t=2.508$) and teaching students who do not have motivation to learn are stressful ($t = 2.698$)" similar study conducted by (Tomba & Rapheileng, 2014). Therefore, the test of the first hypothesis result showed that, there was partial acceptance in particular to item number 2, 6 and 15.

Mean, Standard Deviation, Frequency and Percentage of Items in the Coping of Stress Scale

An attempt is made to investigate stress of college teachers and the mode of its coping, descriptive statistics such as mean, standard deviation, frequency while percentages were monitored on scaling their coping management, the data are represented in table 1.3

Table 1.3 Mean, Standard Deviation, Frequency and Percentage of Each Item in the Coping of Stress Scale, 2023 (N=140)

Items	Mean	S.D.	A	O	S	R	N
I take a day off when the stress really gets to me!	2.95	1.314	25 (17.85)	78 (55.72)	27 (19.29)	2 (1.43)	8 (5.71)
I tend to procrastinate when my stress level is high.	2.96	1.020	15 (10.71)	22 (15.71)	84 (60.00)	9 (6.43)	10 (7.15)
I take over-the-counter or prescription drugs that help me feel better.	2.87	1.031	8 (5.71)	13 (9.29)	18 (12.85)	23 (16.43)	78 (55.72)
I drink alcohol to feel calmer.	2.96	1.972	20 (14.29)	28 (20)	69 (49.29)	14 (10.00)	9 (6.42)
I exercise at least 30 minutes a day (walking, biking, gardening, etc.).	2.57	1.614	48 (34.29)	31 (22.14)	57 (40.71)	4 (2.86)	
I have good friends and family who are there for me.	2.52	1.102	11 (8.86)	13 (10)	64 (49.23)	38 (29.23)	4 (3.07)
I seek social support when I feel particularly stressed with department issues.	2.54	1.091			16 (11.43)	25 (17.86)	99 (70.71)
I regularly use prayer or meditation to help me feel peaceful.	2.05	0.778	16 (11.42)	27 (19.29)	97 (69.29)		
Times of solitude help me cope with stress at college.	2.45	1.231			34 (26.43)	87 (64.28)	9 (9.29)
I make time to enjoy a hobby-even when I am busy with departmental work.	2.17	1.937		25 (17.86)	102 (72.85)	14 (9.29)	
I make it a point to eat healthy food, get adequate sleep, and maintain a healthy weight.	2.75	1.537	37 (26.43)	91 (65.72)	11 (7.85)		
I see stress as a problem to be solved and believe that I can succeed.	2.03	1.782	106 (75.72)	22 (15.71)	12 (8.57)		
I tend to have a positive attitude no matter what is going on.	3.84	1.174	113 (80.71)	18 (12.86)	9 (6.43)		
I have a good sense of humor that carries me through challenges.	2.46	1.038	125 (89.29)	10 (7.86)	4 (2.85)		

Sources: Computed from Primary data

*Figures in the bracket indicates a percentage

Note: Always(A), Often(O), Sometimes(S), Rarely(R), Never(N)

The Table 1.3 showed the mean values of all 14 item(s) on coping with stress among the college teachers. The mean scores of item number 13(3.48) ranges from 3 to 4 in the five-point Likert-type scale, which indicates the tendency of teachers to sometimes tend to a positivity no matter what is happening in the department or

college. Scores of the remaining coping management items are ranges between rarely (2) to sometimes (3). The general occupational stress among the college teachers lies between rarely (2) to sometimes (3). A statistically significant correlation was identified between stress and coping management (0.288, $p=0.000$) at 0.01 level. Hence, stress and coping management were positively correlated.

Discussion and Findings

Initially, the paper investigates the brief profile of the teachers and it found that college teachers are aging between 36 - 40 years, the age factor is emerging to be promising time as their teaching experience are also between 6 - 10 years, the majority of the teachers are male and found married. Next, the paper determined the mean scores and standard deviation among the teachers, the result shows that of the total only four (4) items namely I have little time to relax ($t=3.387$), "The testing and pacing pressure is stressful for me ($t=2.209$), I feel physically exhausted much of the time ($t=2.508$) and teaching students who do not seem motivated to learn are stressful ($t = 2.698$)" Tomba & Rapheileng (2014) which is failed to reject the hypothesis rather accept it. Finally, paper endeavors to determined that, there were no statistically significant differences in the general stress and coping management scores among the selected college teachers. Teachers were moderately exposed to stress. Occupational Stress and coping management were positively correlated. The higher the coping level of the college teachers, then there is lesser occupational stress level and vice-versa.

Conclusion

Teachers in college-level comparatively shows differences to that of other level teachers, pre-occupying with several thoughts and ideas in research and the teaching terms. Academic Performance Index (API) is one factor always influence in every one of their works. However, higher diplomacy often brings contrast to the intellectual process. It turns out to be ugly spade of the political game and finally, spill out conflict in an academic environment and which resulted in stressful for the innocent and promising teacher. UGC by and large needs to moderate the present education institution scenario, relaxing the environment ranging from bureaucrats political appointment to till the bottom line are essential for the enhancement of the academic environment. At the same time, teachers, in particular, are necessitated to maintain educational value as a teacher which will reduce their occupational stress and potential to academic growth.

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