ABSTRACT

Stress has been found in all types of organizations especially in schools and colleges. Stress is an inevitable part of life. The good stress named as eustress is good for organizational and personal development. Many researches have been conducted to understand the level of stress among school teachers but few research have been done among college teachers. Studies have proved that teachers have moderate to high levels of stress and those working in private schools have high levels of emotional exhaustion and depersonalization. The present study has been conducted to understand the level of stress among college teachers in the self financing colleges affiliated to University of Madras.

The study found that female teachers have more stress due to emotional imbalance and that generally the college teachers have moderate to high stress with regard to various stressors. Teaching problems, work overload, student problems, classroom management, participatory problems and procrastination which were the factors of classroom stress. The work related stressors of these college teachers identified were fragile environment, professional development, work autonomy, transitional academics and administrative cripples. Self efficacy and role erosion of role related stress and emotional imbalance and physiological problems of health related stress are the other stressors involved in the teaching field in these self financing colleges.

Self motivation techniques like meditation, yoga, prioritizing work and time management methods like managing time, planning the task etc are the self help techniques adopted among the college teachers of self financing colleges. Organizational techniques like faculty development programs, leave facility, training and development; frequent social trips etc will curtail the stress in college teachers. The study has also classified the college teachers into various categories based on their approach towards work and their ability to handle stress.

Gregarious, conventional and apathetic employees were based on the classroom stress. Optimistic, rational and fragile employees were the classification based on the work stress whereas intellectual, persuasive and composed were identified as the categories of role stress. Die-hards, refined and naive employees were classified from health stress. Employees were also
classified based on the coping strategies they adopted and those were perfection seekers, preoccupied and capricious employees. The most efficient and effective category of people are the gregarious, optimistic, intellectual, persuasive, refined and perfection seekers.

The research has also given suggestions to give a quality life to teachers in the self financing colleges. It was suggested to have faculty excellence centre and counseling centre for creating an outlet for the college teachers to have a good social support and to handle the issues related to the teaching field. Moreover it was also suggested to improve the monetary benefits and also to ensure a participative management process. Teachers can also be permitted to take short breaks from their routine work. Good employee- employer relationships and non monetary benefits can improve their working conditions which will ensure an unfettered stress free life for college teachers. This will ensure retention of the employees thereby bringing stability and perpetuity in the working of the organization. It also improvises the quality of the organization through an efficient and effective workforce.

The present study has contributed to the enhancement of the working conditions of the self financing colleges and proves to be a significant guideline for the educational institutions to cater to the needs of the teaching faculty thereby creating an environment that will be conducive to effective teaching-learning process.