

Stress Audit: A case study of the stress in coaching institutes and higher education at Faculty Level with reference to Kota City

Garima Tyagi
School of Computer Application
Career Point University, Kota
garima.tyagi@cpur.edu.in

Abstract : As per the current environment at workplace due to the focus on the increasing completion in the business it seems that the stress at workplace can affect both the individual as well as the organization and so many organizations are trying to focus on the managing stress in the organization.

The stress is present in all the sectors but nowadays mainly education sector is being hit by it, due to recession and high targets for managers. Previously it seems that educational sector is not affected by the stress but nowadays it shows that in education sector there is also a high level of stress. Now it seems that there are many occupational stressors, those may lead to organizational inefficiencies, high employee turnover, absence due to illness, lower quality and amount of practise, increased expenses for health-care, and decrease in job satisfaction. This paper is based on auditing stress; it acquaints you with the knowledge of stress present in education sector, various stressors, cost of stress, signs of stress, strategies to deal with stress in different organizations etc. This paper also provides you with the suggestions and recommendations that should be practiced by institutions to manage stress and harness potential of employees in optimum way.

Keywords : *Stress, Stress Audit, Stressors, Manage Stress, Stress Management*

I. INTRODUCTION

Stress is defined as “an abnormal state in which a person may develop an unwanted response to outside factors those are defined as stressors. Everyone feels pressure in personal life as well as professional life. Due to the increasing pressure of completion stress is increasing at workplace human response to the pressure that faced by an individual with certain challenging and dangerous situations. It can be defined as negative response by an individual. The stress not only come only due to the pressure of what going around us but may also due to the demand we put on our selves. Stress not always as an unpleasant situation but sometimes it increase our alertness and energy to manage the challenging situations if it remains at a certain level.

Stress occurs at different states –

- The state that is not permanent, but moving from.
- The state in which, we are stressed under the influence of stress.
- The main stressor is the bereavement that comes from our personal lives.
- Work related stress comes due to the reaction due to certain pressure, deadlines, threats and anxieties within the working environment.

Stress affects different individuals differently. Its effect also varies with the different times of lives it come across. Personal stress should be handled by the individuals but if the stress is due to the poor working conditions it becomes the primary responsibility of the employer to create and maintain a stress free work environment and he should take initiative to reduce the stress by adopting various stress management techniques.

Workplace stress is a major issue for both the company as well as for its employees. The best way to avoid stress is to adopt fair management practices and an improved job structure. If employees are found to have anxiety already, their superiors should be aware of the situation and know how to assist them. Workplace stress is a result of a situation that people experience when challenged with work expectations and pressures that are not suited with the knowledge and talents of the employeew, and which put their ability to deal to the test.

(Chaudhry, 2013) As here faculty members are considered to be affected by the stress so there is always a relation of work stress with different types of variables. It can be defined that stress closely linked with the commitment of an employee, turnover rate in organization, job satisfaction, organizational performance and productivity of the employee.

Any occurrence or scenario that strains or exceeds an individual's ability to cope is referred to as stress. It is an organism's non-specific, often global response to real or imagined pressures placed on it. Stress, whether externally or internally induced, can be a danger to an individual's integrity, resulting to personality disorganization (Singhai, 2014). An individual who perceives an event as challenging is more likely (given individual differences) to cope by taking direct action or using a problem-solving strategy to change the situation, whereas an individual who perceives the situation as threatening is more likely to cope by using intrapsychic processes like avoidance, wishful thinking, or threat minimization. It may be due to the high attrition rate in the organization , in case of faculties stress and attrition are also inter related with each other and in some cases that high attrition rate is due to the high stress at work place (Skaalvik & Skaalvik, 2015).

Stress should be controlled or balanced. Stress is like hot air which is passed into the hot air balloon to support it to fly. If the air in the balloon is less than what is required to fly high in the sky, it won't work. If the air in the balloon is more than what is required the balloon might get out of control or may even get burnt out. It has been observed that stress is more due to psychological factors than due to physical issues.

Similarly when it comes to the employees, if there is no stress the employees doesn't feel motivated to perform or will not operate

efficiently to their 100% but if the stress is high it might lead to negative results such as depression, low productivity, health related problems etc

II. STRESS AUDIT

A stress audit is a tool which identifies that where, at what time and to what extent the stress is present. It identifies the stress within the individuals, departments, sections, groups etc. Stress audit not only identifies the stress presence, but also acquaints the organization with the information such as stress levels, stress indicators, Stress cost and suggestions to cope up with the stress. With the help of Questionnaire stress audit tries to find out the stress levels and its indicators within the organizations and group of individuals. Stress may be of two types one is because of poor working conditions i.e. Workplace stress and another is because of personal stress factors outside the workplace i.e. external stress. With the help of stress audit we should be able to differentiate between different types of stress & provide solutions as per the problem and requirement.

Before designing & implementing the stress audit an employer should analyze that is stress is a problem in their organization or not and if it is a problem to what extent it is affecting the organizational performance. Stress affects different individuals differently. Its effect also varies with the different times of lives it come across. Personal stress should be handled by the individuals but if the stress is due to the poor working conditions it becomes the primary responsibility of the employer to create and maintain a stress free work environment and he should take initiative to reduce the stress by adopting various stress management techniques.

III. OBJECTIVE

The objective of the study is –

- To identify sources of stress in education sector and detecting the crucial stressors which require immediate attention and action.
- To evaluate the severity of risk.
- To find out the ways to eliminate stress.
- To find the ways to reduce the stress cost such as absenteeism, low productivity etc.
- To identify the areas where chances of stress are more.
- Identifying extent of stress.
- To specify the measures those are necessary to reduce the stress among the faculties.

IV. LITERATURE REVIEW

According to Dr.J.Vijayadurai & Mr.S.Venkatesh . stress at work can be a real problem to the organization as well as for its workers. (Vijayadurai & Venkatesh, 2012) The best ways to avoid stress are good management and job structure. Managers should be aware of employees who are already anxious and know how to assist them. Workplace stress is a reaction that people have when they are confronted with job demands and pressures that are out of their skill set and put their capacity to deal with them to the test.

Any occurrence or scenario that strains or exceeds an individual's ability to cope is referred to as stress. It is an organism's non-specific, often global response to real or imagined pressures placed on it. Stress, whether externally or internally induced, can be a danger to an individual's integrity, resulting to personality

disorganization. An individual who perceives an event as challenging is more likely (given individual differences) to cope by taking direct action or using a problem-solving strategy to change the situation, whereas an individual who perceives the situation as threatening is more likely to cope by using intrapsychic processes like avoidance, wishful thinking, or threat minimization. The purpose of this study is to identify management teachers' coping techniques in order to determine which tactics they prefer and which styles they frequently use when dealing with organizational stress. The defensive coping style was found to be the most dominant among the styles, followed by intropersistive coping style. This was followed by a defensive approach.

V. Research Methodology

VI.

For this research the information is collected from the *Primary Resources* by using a *Questionnaire* designed in alignment with the needs of the study including the closed ended questions to be measured on to the Likert's Scale. *Descriptive Research* also forms part of the research.

Research Methods that will be applied are as follows:

- Survey.*
- Secondary Data studies.*
- Observation Techniques.*

Convenience Random sampling is used for collecting the data – Sampling size - 30

The Mathematical and scientific Model to be applied in the study includes:

- Chi-Square Test*
- Weighted Mean*

To draw the conclusion two mathematical models Chi- Square test and Weighted Mean are used. The ultimate focus is on “Is there is Stress in Education Sector (coaching and higher education) or Not at Faculty level”

VI. ANALYSIS AND INTERPRETATION

1) EMPLOYMENT INFORMATION

The basis of this hypothesis is the work environment and the Quality of work Life as they play a vital role in causing the stress. To be stress free, a person need a supportive, coordinated, well managed and quality work environment.

H_0 : There is correlation between work environment and stress.

H_1 : There is no correlation between the work environment and stress.

Calculated value of Chi-Square = 34.83 (Annexure 1)

Tabular value at 5% level of significance at 28 Degree of freedom is 41.337

As the **Tabular Value > Calculated Value**

H_0 is accepted

As the null hypothesis is accepted this interprets that in Life education sector the managers do face stress due to work environment, but as researcher adopted the observation technique too.

According to the calculation of Weighted Mean the most important factor that is responsible for causing stress is “The relationship between the people” as it is clear with the highest mean value of 139 obtained & the least important factor is “The amount of work given” with a mean value of 108. The other factors those are also

responsible for causing stress amongst the employee's are "communication within the organization", "the degree of motivation", "the conflict resolution strategies", "the job profile" and "the actual work environment" etc.

b) PHYSICAL HEALTH

Stress should be balanced i.e. it should not be too high that the person gets de-motivated or undergoes depression or it may affect the physical health of the employees. The basis of hypothesis is that the weather the stress in education sector plays a vital role in diminishing the physical health of employees.

H₀: Stress in education sector doesn't causes physical ailments in people.

H₁: Stress in education sector causes physical ailments in people.

Calculated value of Chi- Square = 34.84 (Annexure 2)

Tabular Value at 5 % level of significance at 20 degree of freedom is 31.410

As the **Tabular Value < Calculated Value**

H₀ is rejected and H₁ is accepted.

Acceptance of alternative hypothesis interprets that the stress does cause the physical ailments in education sector such as Headaches, Insomnia, Sickness and other bad habits.

As per the observations the main health ailments that are found in employees were "Fatigued or exhausted" with a mean value of 97 and the other relevant health hap hazard's were "headaches", "insomnia", "upset stomach" etc.

c) SOURCES OF PRESSURE

There are different sources which causes pressure or Stress in one's professional life such as huge amount of work, lack of authority & power, inadequate training etc.

H₀: Stress in Education Sector is not affected by various factors present at workplace.

H₁: Stress in Education Sector is affected by various factors present at workplace.

Calculated value of Chi- Square = 20.02 (Annexure 3)

Tabular Value at 5 % level of significance at 20 degree of freedom is 26.296

As the **Tabular Value > Calculated Value**

H₀ is accepted.

This interprets that the factors present at workplace in life education sector are not responsible for causing stress. Only some factors are responsible for stress as it is explained with the calculation of weighted mean, As per the calculation it has been observed that the most crucial source of pressure is "Lack of social support by people at work" with a mean value of 130 and the least important source is "I have far too much work to do" and "Inadequate or poor quality of training/ management development" with a mean value of 112.

The managers are provided with full fledged training, flexibility and authority to work upon but at the same time they are made responsible too for achieving their targets.

d) COPING STRATEGIES

The basis of hypothesis is to find weather the education companies are using stress management techniques and if they are using these techniques they are adequate or not.

H₀: Company doesn't adopt the coping strategies to cope up with stress.

H₁: Company adopts the coping strategies to cope up with stress.

Calculated value of Chi- Square = 66.94 (Annexure 4)

Tabular Value at 5 % level of significance at 24 degree of freedom is 36.415

As the **Tabular Value < Calculated Value**

H₀ is rejected and H₁ is accepted.

Acceptance of alternative hypothesis interprets that to cope up with stress the companies are using stress management strategies. such as proactive approach towards the problems, SWOT analysis of one own self, planning ahead, adopting the ways to make work more interesting, resorting to hobbies etc. As per the weighted mean calculation the most appropriate strategy is "Look for ways to make the work interesting" and "I deal with the problems immediately as they occur" with a mean value of 144.

As per observation they are following coping strategies but still there is a lot of scope for adopting more appropriate strategies for managing stress.

e) OTHER FACTORS

Some other factors that cause stress are job insecurity, monotonous job profile, lack of career development opportunity, lack of acknowledgement or motivation, amount of work, improper feedback etc.

As per calculation of Weighted Mean it is interpreted that the most important factor which identifies stress in life education sector is "Thinking about problems even at the time of relaxation" and "Non consultation about the changes and decisions that affect the faculties" with the highest mean value of 110 & 102 respectively

VII.RECOMMENDATIONS

- Organizations should adopt the participative style of management.
- Organizations and companies should have a proper training management.
- Faculties must be trained for the time management so that they will not be overburdened.
- Companies should have a help desk to solve the problems.
- The communication and flow of information should be fast and strong.
- Managers and employees should be given the flexibility and authority along with the responsibility.
- Companies should have proper conflict resolution procedure.
- The rewards and recognitions should be purely based on the achievements and performance i.e. no biasness should be there (Parveen, 2013).
- Proactive approach rather than reactive approach to deal with the stress should be adopted by the organizations.
- Employees should learn the time management techniques (such as balanced schedule, avoid going late to office, plan regular breaks, avoiding over commitment etc.) and task management techniques (such as prioritization of tasks, delegation of responsibility etc.).
- Other quick stress reduction techniques such as humor, brisk walk, snooze (catnap); self talk etc will also help the managers in coping up with stress.
- Ones own SWOT analysis by the employees will help them in reducing the stress.

VIII. LIMITATIONS

As the research is restricted within Kota City, results may not applicable to other areas of country; the number of respondents is

not as per the mark and chosen due to time constraint and this might affect the accuracy of result to certain extent;

IX. CONCLUSION

As we all know that the important role of teaching profession is for in economic and social development of a country. The performance of a faculty can be affected by intra as well as extra organizational factors, and it can affect the normal routine functioning of teachers. So it can be seen that when the routine functioning of teachers is disrupted, then the teachers become exhausted and frustrated, and if the disrupted situation remains same for a certain time than this type of negative feeling give a negative impact on teacher's performance, which can be termed as stress, which is a reaction to the unwanted environmental stressors. Any human being even it is a teacher cannot perform well in a stress full situation or working condition. Their job satisfaction and motivation levels are decreased when working under such conditions and they show unwanted behaviors like absenteeism, mistakes during work and violence at work. The student's satisfaction level also decreased because faculties are not able to deliver quality information to the students, resulted in the overall decrease in the image of institution. The faculties are the vital resources for the management, so the management should focus on the factors those are responsible for the stress and thus they tried to remove or minimize these factors and tried to improve the working conditions

References

1. Chaudhry, A. Q. (2013). Analysis of occupational stress of university faculty to improve the quality of their work. *Journal of Quality and Technology Management Volume IX, Issue I*, 12 – 29.
2. Parveen, M. (2013). Faculty Stress in a Saudi Government University. *International Journal of Humanities and Social Science*.
3. Singhai, M. (2014). Stress coping strategies among management teachers: an empirical investigation. *Prestige e-Journal of Management and Research Volume 1, Issue 1*.
4. Skaalvik, E. M., & Skaalvik, S. (2015). Job Satisfaction, Stress and Coping Strategies in the Teaching Profession—What Do Teachers Say? *International Education Studies; Vol. 8, No. 3*.
5. Vijayadurai, D. J., & Venkatesh, M. S. (2012). A Study on Stress Management among Women College Teachers in Tamilnadu, India. *Pacific Business Review International Volume 5, Issue 2*.

ANNEXURES

Annexure 1 Chi Square Calculations- Section 1 – Employment Information

Observed Frequency (f_o)	Expected Frequency (f_e) RT*CT/N	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2/f_e$
1	1.25	-0.25	0.06	0.05
2	3.25	-1.25	1.56	0.48
6	6.75	-0.75	0.56	0.08
13	12.75	0.25	0.06	0.00
8	6.00	2.00	4.00	0.67
0	1.25	-1.25	1.56	1.25
0	3.25	-3.25	10.56	3.25
4	6.75	-2.75	7.56	1.12
17	12.75	4.25	18.06	1.42
9	6.00	3.00	9.00	1.50
2	1.25	0.75	0.56	0.45
0	3.25	-3.25	10.56	3.25
8	6.75	1.25	1.56	0.23
14	12.75	1.25	1.56	0.12
6	6.00	0.00	0.00	0.00
1	1.25	-0.25	0.06	0.05
4	3.25	0.75	0.56	0.17
5	6.75	-1.75	3.06	0.45
13	12.75	0.25	0.06	0.00
7	6.00	1.00	1.00	0.17
2	1.25	0.75	0.56	0.45
5	3.25	1.75	3.06	0.94
11	6.75	4.25	18.06	2.68
8	12.75	-4.75	22.56	1.77
4	6.00	-2.00	4.00	0.67
0	1.25	-1.25	1.56	1.25
4	3.25	0.75	0.56	0.17
7	6.75	0.25	0.06	0.01
15	12.75	2.25	5.06	0.40
4	6.00	-2.00	4.00	0.67

2	1.25	0.75	0.56	0.45
8	3.25	4.75	22.56	6.94
8	6.75	1.25	1.56	0.23
8	12.75	-4.75	22.56	1.77
4	6.00	-2.00	4.00	0.67
2	1.25	0.75	0.56	0.45
3	3.25	-0.25	0.06	0.02
5	6.75	-1.75	3.06	0.45
14	12.75	1.25	1.56	0.12
6	6.00	0.00	0.00	0.00
Total				34.83

Annexure 2 Chi square Calculation- Section 2- Physical Health

Observed Frequency (f_o)	Expected Frequency (f_e) RT*CT/N	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2/f_e$
10	10.00	0.00	0.00	0.00
6	6.33	-0.33	0.11	0.02
6	7.17	-1.17	1.36	0.19
3	3.00	0.00	0.00	0.00
5	3.50	1.50	2.25	0.64
8	10.00	-2.00	4.00	0.40
2	6.33	-4.33	18.78	2.96
13	7.17	5.83	34.03	4.75
5	3.00	2.00	4.00	1.33
2	3.50	-1.50	2.25	0.64
11	10.00	1.00	1.00	0.10
5	6.33	-1.33	1.78	0.28
9	7.17	1.83	3.36	0.47
3	3.00	0.00	0.00	0.00
2	3.50	-1.50	2.25	0.64
3	10.00	-7.00	49.00	4.90
14	6.33	7.67	58.78	9.28
5	7.17	-2.17	4.69	0.66
3	3.00	0.00	0.00	0.00
5	3.50	1.50	2.25	0.64
13	10.00	3.00	9.00	0.90
5	6.33	-1.33	1.78	0.28
7	7.17	-0.17	0.03	0.00
2	3.00	-1.00	1.00	0.33
3	3.50	-0.50	0.25	0.07
15	10.00	5.00	25.00	2.50
6	6.33	-0.33	0.11	0.02
3	7.17	-4.17	17.36	2.42
2	3.00	-1.00	1.00	0.33
4	3.50	0.50	0.25	0.07
Total				34.84

Annexure 3 Chi square Calculation- Section 3- Sources of Pressure

Observed Frequency (f_o)	Expected Frequency (f_e) RT*CT/N	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2/f_e$
2	1.40	0.60	0.36	0.26
4	2.40	1.60	2.56	1.07
12	8.80	3.20	10.24	1.16
8	11.60	-3.60	12.96	1.12
4	5.80	-1.80	3.24	0.56
0	1.40	-1.40	1.96	1.40
2	2.40	-0.40	0.16	0.07
8	8.80	-0.80	0.64	0.07
14	11.60	2.40	5.76	0.50
6	5.80	0.20	0.04	0.01
2	1.40	0.60	0.36	0.26
1	2.40	-1.40	1.96	0.82
7	8.80	-1.80	3.24	0.37
11	11.60	-0.60	0.36	0.03
9	5.80	3.20	10.24	1.77
1	1.40	-0.40	0.16	0.11
5	2.40	2.60	6.76	2.82
12	8.80	3.20	10.24	1.16
9	11.60	-2.60	6.76	0.58
3	5.80	-2.80	7.84	1.35
2	1.40	0.60	0.36	0.26
0	2.40	-2.40	5.76	2.40
5	8.80	-3.80	14.44	1.64
16	11.60			
7	5.80	1.20	1.44	0.25
Total				20.02

Annexure 4 Chi square Calculation- Section 4- Coping Strategies

Observed Frequency (f_o)	Expected Frequency (f_e) RT*CT/N	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2/f_e$
0	0.71	-0.71	0.51	0.71
1	2.57	-1.57	2.47	0.96
4	6.14	-2.14	4.59	0.75
9	9.43	-0.43	0.18	0.02
16	11.14	4.86	23.59	2.12
1	0.71	0.29	0.08	0.11
4	2.57	1.43	2.04	0.79
4	6.14	-2.14	4.59	0.75
7	9.43	-2.43	5.90	0.63
14	11.14	2.86	8.16	0.73
1	0.71	0.29	0.08	0.11
0	2.57	-2.57	6.61	2.57
5	6.14	-1.14	1.31	0.21
6	9.43	-3.43	11.76	1.25
18	11.14	6.86	47.02	4.22
0	0.71	-0.71	0.51	0.71
2	2.57	-0.57	0.33	0.13
16	6.14	9.86	97.16	15.82
9	9.43	-0.43	0.18	0.02
3	11.14	-8.14	66.31	5.95
1	0.71	0.29	0.08	0.11
9	2.57	6.43	41.33	16.07
3	6.14	-3.14	9.88	1.61
11	9.43	1.57	2.47	0.26
6	11.14	-5.14	26.45	2.37
1	0.71	0.29	0.08	0.11
1	2.57	-1.57	2.47	0.96
5	6.14	-1.14	1.31	0.21
9	9.43	-0.43	0.18	0.02
14	11.14	2.86	8.16	0.73
1	0.71	0.29	0.08	0.11
1	2.57	-1.57	2.47	0.96
6	6.14	-0.14	0.02	0.00
15	9.43	5.57	31.04	3.29
7	11.14	-4.14	17.16	1.54
Total				66.94

Annexure 5 Calculation of Weighted Mean - Section 5 – Other Stress Factor

Table 5

Section 5 Others

Statement Number	Options					Total	Weighted Mean
	1	2	3	4	5		
1	20	6	3	1	0	30	59
2	15	6	2	4	3	30	78
3	7	15	2	4	2	30	83
4	9	8	6	4	3	30	88
5	4	14	6	5	1	30	89
6	5	9	6	7	3	30	98
7	0	15	7	3	5	30	102
8	4	5	6	11	4	30	110
Total	64	78	38	39	21	240	