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REVIEW OF LITERATURE ON STRESS MANAGEMENT

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ABSTRACT

The main aim of this research paper is to summarize all the research work done by various researchers on the topic stress management. To make this paper meaningful and helpful to other researchers the authors haveleft no stone unturned by reading and summarizing articles from number of journals, thesis, literature reviews, and reviewed books availableon the Internet. This article covers what all different factors were taken into consideration by different researchers to measure stress management of faculty members, what statistics has been applied, how data are collected, and what the result of such research in higher education institutesis. From the review of literature, it has been found out that stress management is very critical aspect. Its level and factors affecting is different from v person to person, place to place. So, nothing can be standardized about it with full surety. It has also been found out that researchers have linked stress management with performance, commitment, motivation, turnover, and much more. The paper tries to cover all studies based on stress management of teachers in India.

INTRODUCTION

Hans Seyle known as -father of modern stress coined the term -stress. The word stress has come from the Latin word -stringere.which means to "draw tight. Hans Seyle in 1936 defined stress as, a syndrome produced by diverse nocuous agent. He described stress as a non-specific response of the body to noxious stimuli. According to Lazarus, (1976), Stress occurs when there are demands on the person, which taxes or exceeds his adjustive resources. Richard Carlson defines stress as -Stress is nothing more than a socially acceptable form of mental illness. We are currently living in stressful times holding down two or more jobs, building and trying to hold up unreasonable performance parameters which all result in higher stress levels. Work stress can be referred as a strain, depression, fretfulness, anxiety, angst etc. one‘s faces in his workplace when he is overloaded with copious demands and expectations which he she has to complete within a limited time-frame. Work stress is also termed as job stress or occupational stress**.**

Dr.venkateswara Rao, Mrs. G. Kavitha Kiran (2013) Performance refers to behaviors that are directly linked with completion of the job and consists of execution of technical processes and maintenance and servicing of technical requirements. Contextual performance, on the other hand, refers to interpersonal behaviors or actions that benefit the organization. It includes activities such as helping and cooperating with others, following organizational rules and procedures, and volunteering to carry out task activities. Stress is a major factor that affects the work in terms of task and contextual performance of the job. Excessive exposure to stress agents, take a toll on the body and mind of individuals, resulting in serious maladies such as insomnia, depression and cardiovascular diseases. Such reactions commonly take the form of physical ailments, emotional problems, and impaired job performance. Thus, job stress results in physical and health problems, psychological and behavioral problems and organizational problems

Kyriacou, (2015) Teachers have above-average burnout rates compared to other professions and the occupational stress among teachers has increased significantly over the last decade. Around 30% of teachers report that the teaching profession is ‘very stressful’ or ‘extremely stressful’ (Kyriacou, 2015). The Gallup Report results from 2014 indicate that 46% of US teachers report very high daily stress during the school year. According to an SNF study on Swiss teachers from the fifth to the ninth school year, around one-third of teachers feel ‘very stressed. Consequently, many teachers leave the profession or retire early. 40–50% of those starting their careers quit the job during the first 5 years.

Matthew R. Ancona(June 2014)Many public school teachers face formidable challenges, including overcrowded classrooms, limited administrative resources, and high numbers of students with behavioral and emotional problems. Mindfulness-based strategies are a potentially promising means of reducing teachers' stress and enhancing their ability to handle job demands effectively. Findings suggest the intervention may be beneficial for some teachers, but our recruitment response also highlighted feasibility challenges. Recommendations are presented for enhancing program feasibility and for advancing research on the use of yoga and mindfulness with teachers.

Richa, Dr. Tulsee Giri Goswami, (2018) Basic knowledge and understanding of work stress can be drawn from the descriptive and conceptual papers of the work stress. According to the study there are more empirical studies rather than exploratory and longitudinal studies. Besides, the majority of the articles are published by the academicians as compared to the professionals. A number of papers have been contributed by the different countries across the globe. U.S.A has contributed highest number of papers followed by U.K and India. India has published research paper based on both conceptual knowledge and practical problems in a continuous span-of-time which shows that researchers are aware about the work stress and its consequences but nothing much has been done to cope with it. . Research suggest that stress management workshops should be conducted on regular basis which can educate workers about the source of stress and its harmful consequences on their health and how they can reduce stress effectively. It should be backed by practical stress reduction techniques that workers can use on and off the job.

Sally Boyd and Cathy Wylie (2008) one of the major factors involved in the increase in stress levels was increases in workload. The majority of respondents stated that their workload had increased recently, and was likely to increase in the future. And although the majority found their work satisfying, many respondents noted a decrease rather than an increase in work satisfaction in recent years. Other stress factors often mentioned included deadlines and demands, interruptions to work, staffing levels, management, and staff relations.

Dr.J.Vijayadurai, Mr.S.Venkatesh (2012) if the institution concentrate and give more importance to financial problems, Unsatisfactory Work, working environment the level of depression rate will be reduced comparing with the present level. Since the individual often get into stress due to organization changes, proper communication should be given to reduce such stress. Seek professional help when appropriate. Employee can exercise regularly and get enough sleep. Make time to enjoy an activity outside the work place. If you dislike something at home or work, try to change those things that bother you. "Griping" doesn't solve much. Maintain a positive attitude; this will make it easier to live and work with others.

Sumanta Dawn1, Payel Talukdar1, Subir Bhattacharjee.(2016)Stress from pupil misbehavior and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers; pupil misbehavior and poor working conditions predicted burnout for urban school teachers. This study found a direct correlation between stress and location of the schools. The teachers of urban schools were more stressed than rural and sub urban schools. So it justified the stress with long distance. Income is a major determining factor behind the stress level of a teacher. A negative correlation is found as with the increase in income, stress level is decreasing.

Nandan and Krishna (2013) conducted a study on faculty members working in management education institutions in Andhra Pradesh to analyze their job satisfaction level. The researchers had taken various factors into consideration which were motivation, work itself, working conditions, working relations, organizations policies & procedures, pay and benefits, teaching performance, research performance, strengths & opportunities, and stress. The result of the study revealed that job satisfaction of faculty members working in these institutes is highly influenced by pay, benefits, motivation, working relations, policies and procedures, work itself, performance, working condition, and research performance whereas there exists a negative relationship between stress and job satisfaction. It indicates when stress increases job satisfaction decreases and vice-versa. It also shows that job satisfaction level among the faculty members varies according to designation, qualification, age, and experience. Moreover, it also revealed that level of job satisfaction is also different in different colleges and universities, like it is higher in Central University but starts declining in state universities, deemed universities, autonomous colleges, affiliated colleges, and standalone institutions of AICTE.

Bordhan (2015) conducted a study on faculty members of secondary level to analyse how sex, educational qualification, teaching experience, and age influence their job satisfaction level. The result of the study revealed

that different gender, educational qualification, experience and age play an important role in influencing job satisfaction of faculty members differently. It also revealed that, less than 50 percent faculty members were highly satisfied in these institutions even in which ratio of female faculty members was high.
Vijai Anand (2013) conducted a study on faculty members working in B-schools in India to measure their job satisfaction level. The researcher had taken factors into consideration; they were pay, promotion opportunities, work schedule flexibility, and supervision. The researcher had used self-administered questionnaire to collect data from faculty members of B-Schools of India. The result of the study revealed that faculty members working in Indian B-schools were satisfied on all the dimensions except with the variable satisfaction with Supervision.

Xavier, Muthukumaran, and Sugukumar (2013) conducted a study in management institutions to analyse job satisfaction among faculty members towards infrastructure and professional development. The researchers had used questionnaire designed on five-point Likert scale to collect data. The analysis of data had been done through SPSS.The result of the study revealed that the faculty members of these management institutions were highly satisfied by the professional development activities of these institutions. .

Patrick (2010) conducted a study on B-school faculty members of Bangalore, Chennai, Bombay and Delhi to analyse relationship between job satisfaction and big five personality traits. At the same time, it also aims to find out that does demographics factors (gender, age group, marital status) influences job satisfaction (intrinsic, extrinsic and general) and personality traits (conscientiousness, agreeableness, neuroticism, openness, and extraversion) of faculty members. It also shows it is beneficial for the institutes to conduct personality test before hiring faculty members as high job satisfaction led to higher level of effectiveness and productivity.

Azmi and Sharma (2012) conducted a study on B-schools in India to observe how various job-related dimensions influences job satisfaction of faculty members working in these B-schools. The researchers had taken various independent factors into consideration viz. pay, promotional opportunities, supervision, and work schedule flexibility. The result of the study revealed that there exists a positive relationship between faculty job satisfaction and pay, supervision, work-schedule flexibility. It indicated that when there is rise in these factors then there is rise in faculty's job satisfaction level too. But promotional opportunities are the only factor which does not play an important role in influencing job satisfaction level of faculty members.

Swaminathan and Jawahar (2013) conducted a study on faculty members of higher education institutions of to analyse relationship between job satisfaction (JS) and organisational citizenship behaviour (OCB). The researchers had used questionnaire from Wong (2010) for job satisfaction, which had five sub-sections and Organ (1988) for organisational citizenship behaviour, which had 20 sub-sections, to collect data from 252 faculty members of science, arts, engineering institutions. The analysis of the data had been done on SPSS, version 18 by applying various statistical tools of factor analysis, correlation and regression analysis. The result of the study revealed that there exists a moderate relationship between job satisfaction and organisational citizenship behaviour (OCB) but there are other factors too which influence faculty's job satisfaction.

Nisar, Zafar, Mahmood, Sohail, Sher, and Safdar (2012) conducted a study in University of Punjab to analyse the influence of pay satisfaction and workplace milieu on faculty job satisfaction level. The researchers had used structured questionnaire to collect data through stratified sampling method from 200 faculty members of University of Punjab. The analysis of data had been done by applying various statistical tools of descriptive statistics. The result of the study revealed that there exists a positive relationship between pay satisfaction and job satisfaction. It means when pay raises then job satisfaction of faculty members also rises and vice-versa. At the same time work place milieu does not affect the job satisfaction level of faculty members.

CONCLUSION

Study helps to understand the concept of stress and factors causes the stress and its impact on employees and organizations efficiency and productivity. The stress is part of work but to certain extent it has positive impact but if it cross the level than it negatively impacts employees physically and psychologically. So it has to be addressed properly and timely. There are different ways to overcome from the stress

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Table 1: Conclusion of Studies by Various Researchers

Sl.No	Authors & year ofpublication.	Conclusion
1.	Dr.venkateswara Rao, Mrs. G. Kavitha Kiran (2013)	Stress is a major factor that affects the work in terms of task and contextual performance of the job
2.	Nisar, Zafar, Mahmood, Sohail, Sher, and Safdar (2012)	There exists a positive relationship between pay satisfaction and job satisfaction.
3.	Swaminathan and Jawahar (2013	There exists a moderate relationship between job satisfaction and organisational citizenship behaviour. but there are other factors too which influence faculty's job satisfaction.
4.	Azmi and Sharma (2012	Promotional opportunities are the only factor which does not play an important role in influencing job satisfaction level of faculty members.
5.	Patrick (2010	It also shows it is beneficial for the institutes to conduct personality test before hiring faculty members as high job satisfaction led to higher level of effectiveness and productivity.
6.	Xavier, Muthukumaran, and Sugukumar (2013)	Faculty members of these management institutions were highly satisfied by the professional development activities of these institutions.
7.	Vijai Anand (2013	Faculty members working in Indian B-schools were satisfied on all the dimensions except with the variable satisfaction with Supervision.
8.	Bordhan (2015)	Faculty members were highly satisfied in these institutions even in which ratio of female faculty members was high
9.	Nandan and Krishna (2013)	Job satisfaction level among the faculty members varies according to designation, qualification, age, and experience
10.	Sumanta Dawn1, Payel Talukdar1, Subir Bhattacharjee.(2016	Income is a major determining factor behind the stress level of a teacher
11.	Dr.J.Vijayadurai, Mr.S.Venkatesh (2012	Maintain a positive attitude; this will make it easier to live and work with others.
12.	Sally Boyd and Cathy Wylie (2008	Other stress factors often mentioned included deadlines and demands, interruptions to work, staffing levels, management, and staff relations.
13.	Richa, Dr. Tulsee Giri Goswami, (2018)	Research suggest that stress management workshops should be conducted on regular basis which can educate workers about the source of stress and its harmful consequences on their health and how they can reduce stress effectively.
14.	Matthew R. Ancona(June 2014)	Findings suggest the intervention may be beneficial for some teachers, but recruitment response also highlighted feasibility challenges.
15.	Kyriacou, (2015)	Teachers have above-average burnout rates compared to other professions and the occupational stress among teachers has increased significantly over the last decade

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