



Impact of Stress on Job Satisfaction and Plight of Faculties

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ABSTRACT

Workplace stress is a common phenomenon so much so that it is considered to be part and participle of a concerning job and people are not so much aware. The effect of stress differs from person to person. It depends on your personality traits and how you behave to pressure. Stress is the result of any emotional, physical, social, economic, or other factors that require a response or change. Sometimes stress is referred as "challenge", but when stress exceeds the limit which you cannot handle, it effects both mentally and physically and thus change occurs. The word "Stress" is derived from the Latin word 'stringere'; it means the experience of physical hardship, starvation, torture and pain. Stress occurs in all types of jobs, circumstances but is made worse when employees feel that they have little support from supervisors and colleagues or the management gets aloof and the employees are left alone to cope with its demands and pressures. There is often confusion between pressure, challenge and stress, stress is in the workplace and at home too. Factors such as job insecurity, long hours, continuous change and unrealistic deadlines can cause serious problem for workers.

Once, teaching profession was considered as a low stress and cool knowledge based occupation, as they had number of leaves, limited time period, sans targets with good salary and perks. However, current studies suggest that faculties are facing lot of occupational stress. This trend is not new or of temporary face, during the last 10 years or so fast growth of stress among the faculty members of higher professional education institutions is easily observed specially in private sector institutes. In this era of competition



and profit making the educational institutions are working like corporate sector, having vast duties, responsibilities of academicians. This has increased the roles, besides their traditional roles of teaching and research.

The present study was conducted to explore the faculty perception towards occupational stress using established questionnaire, data was collected from two institutes of engineering and management. The purpose of this study was to identify factors which contribute to academic and occupational stress and to estimate their direct and indirect effects on various relevant outcomes, such as faculty turnover. It is interesting to note that, stress has two faces. It is a good servant, but a bad master. In other words, it can be one's best friend or worst enemy. A certain amount of stress is necessary to achieve success, but undue stress causes distress.

Key Words: *Organisational stressors, Individual stressors, Impact, and Stress Busters.*

Introduction

Stress is common and is usually seen in each and every job and life. When the stress comes / it is felt, it brings frustration, anger or anxiousness. In medical terminology, it refers to the changes in physiological actions in response to some reactive stimuli; the effect is manifested and is measurable as strain. In a recent Health and Safety Executive survey (2007) it came out that one out of six of individuals in the UK reported that their job is stressful. During the normal course of working pattern, we get stressed at some time; the level of stress may be more or less depending upon the personality. The degree to which we are affected is also a major variable. Stress not only affects your work, and business, but it affects your health too. Causes of workplace stress are numerous - job content, profile, package, timings, etc. It is correct to say that attrition rate among faculties is also high in comparison with the employees working in corporate sector. This resulted that lot of research took place, as to find out the reasons of it.

In all the professions, teaching job is highly respected in most of the countries of the world, as the teachers shape the future, they make their pupils knowledgeable and smart citizens, they represent a "key profession" (Locke and Teichler, 2007). Research done by Cotanch (1984) came with the new dimension that burnout is the contributing factor to teacher – student apathy, negativism, etc. The study done by Borg and Riding (1991) also found similar results that teachers who were facing lot of stress were less satisfied with their job and less loyal / dedicated. The present state of affairs is similar and true, increased work load,



competition, growing expectations and unhealthy work conditions etc. are leading the present workforce towards mental exhaustion, burn out and even premature retirements.

While normal course of working, it is impossible to escape pressure, or stress. The stress and work is two sides of the bread, which you have to take it. In order to cope the side effects, it is better to learn how to manage stress. Every job has a level of stress associated with it. The research done by Kasl (1984) stated that couple of decades back teachers had lower rate of heart disease in comparison with lawyers, insurance agents, and physicians, etc. but nowadays the situation has changed, now the teachers are facing lot of occupational stress. This has cultivated the interest among several researchers throughout the world to undertake and examine the dominance, level and causes of stress among teachers. What is more, important is that work stress is directly causing the mental and physical agony to teachers, and indirectly it is affecting the students, studies and the learning environment.

The stress is a multidimensional and multi-level phenomenon; it is caused by excess workload and errors of communications. Stress occurs in a wide range of work circumstances but is often made worse when employees feel they have little support from supervisors, colleagues and are left alone to cope themselves with excess demands and pressures. A person can face stress both at workplace and at home, factors such as job insecurity, long working hours, less or no holidays and unrealistic deadlines can cause serious problem for workers. The other term used is 'Burnout' has been defined as a state of mental, physical and emotional exhaustion, usually resulting from chronic and persistent stress (Sharma, 2007). It is generally considered as a syndrome consisting of three dimensions (Maslach & Jackson, 1986) including emotional exhaustion, depersonalization and lack of personal accomplishment.

HSE research (2000) found teaching to be the most stressful profession in the United Kingdom, with 41.5% of teachers reporting themselves as 'highly stressed'. The ground level reality of the education system has led to the attrition of teachers due to stress (Sinclair & Ryan, 1987, cited in Howard & Johnson, n.d). The ultimate aim of education is to produce good citizen and this responsibility is entrusted with teachers, as such teachers must have job satisfaction. The Secondary Education Commission (1953) defined that "we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher - his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend upon the kind of teachers working in it."



Abrol (1990) discussed that due to competition and wants / desires of a person to attain pleasure, has invited stress. Nowadays the percentage of heart disease is increased among college teachers too; the main causes are work related stress, type of work, standard of living, nutrition, lack of physical exercise, etc. Aditi and Kumari (2005) discussed in their research that women teachers face lot of problems like overweight, body ache, and psychosomatic effect, etc. It was also found that the expectation is high from women workers. The women employees face lot of pressure, as they are balancing work and family. All these factors influence in health - William (1991) and Weib (1991) suggest about the health problem of career women. Bluementhol (1995) also investigated the job stress affect on health. Sudan (1998) remarks that psychomatic disorders are increasing rapidly.

Occupational stress causes physical or psychological disorders such as extreme apprehension, tension, cramps, headaches and digestive problems, etc. Allen, Hitt and Green (1982) stated stress causes interference in a person's physiology that forces them to deviate from the job and work environment. If the job is dull and boring or demanding and requires lot of travel, the person will face stress (Telsang, 2007). The effects of occupational stress are devastating to both employees and employers (McDonald and Korabik, 1991).

Research has proved that teacher's stress is related to number of variables. During transaction between the individuals and environment, stress finds the way in (Cox, 1978). Travers & Cooper (1997) due to lack of government support, constant change in the national curriculum and communication errors, etc. are some of the greatest sources of stress among teachers. Teaching profession is a noble profession with lots of expectations from the parents towards their children's education and the development of their personalities. Kahn and Cooper (1993) indicate that limited opportunities for promotion, performance assessment and biased systems in the organisation, are some of the potential stressors. Claxton (1989) indicated that teaching is the profession which is always demanding and changing. Stress has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, blood pressure, and heart disease, etc.

Objectives

- To study the satisfaction level of male and female faculty members in professional educational institutes.



- To examine the causes of stress among faculty members of engineering, management institutes.
- To know, the way faculties remove stress through various stress busters techniques.

Hypothesis

1. Null Hypothesis (H_0):-

The faculties of professional education institutes are not satisfied with their working environment.

Alternate Hypothesis (H_1):-

The faculties of professional education institutes are satisfied with their working environment.

2. Null Hypothesis (H_0):-

There is no significant difference in the satisfaction level among the faculties.

Alternate Hypothesis (H_1):-

There is significant difference in the satisfaction level among the faculties.

3. Null Hypothesis (H_0):-

There is no significant difference in the stress level of faculties.

Alternate Hypothesis (H_1):-

There is significant difference in the stress level of faculties.

4. Null Hypothesis (H_0):-

There is no significant difference in the stress buster techniques used by faculties.

Alternate Hypothesis (H_1):-

There is significant difference in the stress buster techniques used by faculties.

Research design

Descriptive research design has been used for the study.

Sample size & Data collection

The study targeted the teaching staffs of four institutes of engineering and management which belong to private sector of Bhopal. Convenience based sampling was done and the data is collected through a structured questionnaire.



Tools and Techniques

Percentage and graphical analysis, Mean Score, ANOVA with F Test, and Chi Square will be used to interpret the result.

Composition

		Total Teaching Exp.						Total	Age						Total
		0-5	6-10	11-15	16-20	21-	Total		20-29	30-39	40-49	50-59	60-	Total	
Male	Assistant Prof.	21	9	5	2	0	37	53	10	25	2	0	0	37	53
	Associate Prof.	2	7	5	0	0	14		2	4	8	0	0	14	
	Professor	0	0	0	0	2	2		0	0	0	0	2	2	
Female	Assistant Prof.	10	3	3	0	0	16	22	9	3	4	0	0	16	22
	Associate Prof.	1	2	2	0	0	5		0	0	3	2	0	5	
	Professor	0	0	0	0	1	1		0	0	0	0	1	1	
Total		34	21	15	2	3	75	75	21	32	17	2	3	75	75

Total sample taken is 75, they are the faculty members who are from engineering and management institutes of Bhopal. In all two institutes were approached for this study, from them 53 faculty members are male and 22 are female faculty members who were approached.



The above table is descriptive in itself, which shows the minute bifurcations done in order to understand that how many faculty members have teaching experience and what are the age they have attained. The questionnaire was given to all levels of seniority among faculty i.e. Professor, Associate Professor and Assistant Professor. In this sample study of stress, $37+16=53$ were Assistant Professors, $14+5=19$ were Associate Professors, and $2+1=3$ were Professors, who were interested in getting involved in this study.

Data Analysis and Interpretation

To analyze the data, faculties' responses were converted into numerical scale according to the following description: Strongly Agree 5, Agree 4, Undecided 3, Disagree 2, and Strongly Disagree 1. The mean was calculated for every factor. Physical Environment is also the cause of the stress, as per the study done by the researcher; it was found that the seating arrangement which is provided to the faculties by the college is not comfortable, given small tables, almirah / cabinet is sometimes not provided or if given then on common sharing, etc. the mean score stood (**2.59**). While many faculties disagreed over this point and that they are not stressed over this issue. Overall the college provides suitable environment / area for working mean score (**4.39**). The other factor in which stress is caused is work-role, as clarity of duties and freedom of working / style gives a boost, and thus stress is not felt, otherwise the job is like a burden and the faculty drops the standard of delivery / quality. Freedom of choosing the subjects is not often done in colleges, especially in engineering ones. Mostly the senior faculty member / Head of the Department allot the subject to the junior teachers. Hence, the control / freedom of selecting the subjects are having a mean of (**2.47**). The faculties are provided with basic amenities for teaching, but freedom is not provided to the concerning person, if he / she wants to use other type of learning aids, etc. thus the mean score stands at (**2.36**). In another words, many a times teachers are not provided with transparency sheets (used in OHP), markers / white boards are not provided, classrooms lack LCD projectors, the teachers are forced to share common rooms or are kept mobile so that faculty can take and deposit as per situation, etc.

Similarly, the textbooks or the learning materials are already given, provided by the institute as per the university syllabus / norms. Sometimes, the faculties give suggestion / recommend the books / learning materials for the enrichment of the college library, but the management shrugs down the proposal, due to finance / cost point of view. (**1.87**). The concerning department faculty uses old books that are kept in the library. Astonishingly many of the senior faculties complained that they don't have departmental library, nor the books kept in library are revised (old books are discarded by the academic committee, and new books with latest editions are purchased) hence low morale among teachers is seen, causing stress. Many



of the engineering / management institutes of Bhopal are private organizations which are run by business houses. They give importance to finance and want profits, thus they curtail expenditures over the educational structure / necessity thus resource inadequacy is always there in the departments / colleges mean score shows **(4.23)**. Faculties are having an overload, the management is expecting too much in less interval of time **(3.55)**. Most of the faculty members think that their colleagues are in better positions than themselves; this is because the colleges have no fixed criteria / standard of pay or slabs. In another words two persons, having same qualifications and are who are appointed at same time are having different salary. It is all totally based on bargaining and time of appointment (demand and supply gap of faculty) hence lot of people are unhappy while working and have stress over the pay structure, mean score is thus **(4.53)**.



Table 1

	5	4	3	2	1	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score
Physical Environment						
I am provided with suitable environment / area for working.	42	20	13	0	0	4.39
I am not comfortable with the seating arrangement, (Chair, table, etc.)	7	16	9	25	18	2.59
I am not provided with basic amenities i.e. Almirah, Telephone, Stationery, Xerox, etc.	13	27	10	13	7	3.28
Work-Role						
How much control do you feel you have in the following areas:						
selecting subjects to be taught	1	15	19	23	17	2.47
deciding and using teaching techniques, learning aids, etc.	1	3	35	19	17	2.36
choosing textbooks and other learning materials	0	4	17	19	35	1.87
selecting the year group you teach	11	19	15	9	21	2.87
Role Stagnation (Lack of growth in one's job, role)	5	32	13	14	11	3.08
Role Expectation (This is arised due to the	13	21	27	9	5	3.37



conflicting expectations from others)						
Role Overload (Too many / high expectations)	12	39	8	10	6	3.55
Role Ambiguity (Not clear about expectations)	2	17	45	9	2	3.11
Resource Inadequacy (Resources not available / provided to perform role)	27	43	0	5	0	4.23
My job lacks opportunities to utilize my skills and abilities.	0	31	15	20	9	2.91
My presence is felt in the organization.	1	9	35	23	7	2.65
My college peers with same qualifications are in better positions than me.	45	30	5	0	0	4.53
I have aspirations and qualifications, but the system does not have better positions for me.	35	25	10	0	0	4.07
I have the freedom to express my ideas in front of my superiors.	45	27	3	0	0	4.56
I have cordial relation with my superiors.	19	37	10	9	0	3.88
My superiors understand my personal problems with sympathy.	13	15	25	5	17	3.03
What you feel while you are on your job?						
Aggressive and depressed	0	25	0	50	0	2.67



Lazy boredom and as usual (monotonous)	0	50	23	2	0	3.64
Motivated, productive and creative.	1	32	15	27	0	3.09

Table 2

(Satisfaction * recognition for teaching)

Receiving insufficient recognition for teaching performance.	Male	Female	Total
Agree	27	12	39
Undecided	13	2	15
Disagree	13	8	21
Total	53	22	75

The table value of X^2 for 1 Degree of freedom at significance level of .05 is 3.841, the calculated value of X^2 is 2.669 which is lower than the table value, and this means that the calculated value is derived by chance. Hence it is not significant. The hypothesis holds well that the satisfaction level among male and female employees is similar.

Table 3

Satisfaction level among faculties		SS	D.F	F Ratio	5% F Limit / Table
Rewards, increments, etc. are at par with your performance?	B/w SS	160.07	1	160.07 / 85.32 = 1.876	7.71
	W/I SS	341.29	4		
	Total	501.36	5		
Are you overburdened with lot of workload?	B/w SS	160.07	1	160.07 / 85.33 = 1.875	7.71
	W/I SS	341.33	4		



	Total	501.40	5		
Your efforts are liquefied by your seniors.	B/w SS	160.07	1	160.07 / 21.33 = 7.504	7.71
	W/I SS	85.32	4		
	Total	245.39	5		
Autonomy in working.	B/w SS	160.07	1	160.07 / 71.83 = 2.228	7.71
	W/I SS	287.32	4		
	Total	447.39	5		
Good working environment / working culture.	B/w SS	160.07	1	160.07 / 99.33 = 1.611	7.71
	W/I SS	397.32	4		
	Total	557.39	5		

The satisfaction level of faculties, regarding the rewards, increments, etc. they get, is not at par with performance. As per the analysis done and results got, it can be said that faculties are unhappy. The calculated 'F' ratio comes to 1.876, which is less than the 'F' table value i.e. 7.71. Hence it can be said that it is derived from chance. This analysis supports the null hypothesis of no difference in sample means. We may therefore conclude that there is insignificant difference in the dissatisfaction level among the male and female faculties and is just a matter of chance.

Both the male and female faculties believe that their efforts are liquefied by their seniors. There is common notion that whatever the good efforts are laid down by the respective faculties, and if the results come fruitful, he / she (faculty) feels that management / superiors i.e. Director / Chairman will not be informed and the middle ones i.e. Head of the Department / Dean will liquefy the matter. The calculated 'F' ratio comes to 7.504, which is slightly lesser than the 'F' table value i.e. 7.71. Hence it can be said that it is derived from chance. This analysis supports the null hypothesis of no difference in sample means. We may therefore conclude that there is insignificant difference in the dissatisfaction level among the male and female faculties and is just a matter of chance.

During the survey, it came out that at the departmental level and institute level, both male and female faculties believe that internal politics is found, which affects the normal working environment of the institute. As a result of politics the working culture is not perfect, with either someone or another getting involved. The calculated 'F' ratio comes to 1.611, which is less than the 'F' table value i.e. 7.71. Hence it



can be said that it is derived from chance. This analysis supports the null hypothesis of no difference in sample means. We may therefore conclude that there is insignificant difference in the dissatisfaction level among the male and female faculties and is just a matter of chance.

Table 4

Stress level among faculties		SS	D.F	F Ratio	5% F Limit / Table
Participating in departmental or institute committees.	B/w SS	160.07	1	160.07 / 18.33	7.71
	W/I SS	73.32	4	= 8.732	
	Total	233.39	5		
Insufficient time to keep abreast of current developments in my field.	B/w SS	160.07	1	160.07 / 8.33 =	7.71
	W/I SS	33.32	4	19.216	
	Total	193.39	5		
Having inadequate time for teaching preparation.	B/w SS	160.07	1	160.07 / 33.33	7.71
	W/I SS	133.32	4	= 4.802	
	Total	293.39	5		
Unable to meet the social obligations expected out of me.	B/w SS	160.07	1	160.07 / 49.83	7.71
	W/I SS	199.32	4	= 3.212	
	Total	359.39	5		
Job insecurity.	B/w SS	160.07	1	160.07 / 361.33	7.71
	W/I SS	1445.32	4	= 0.443	



	Total	1605.39	5		
Counseling, admission work, touring, etc.	B/w SS	160.07	1	160.07 / 213.33	7.71
	W/I SS	853.32	4	= 0.750	
	Total	1013.39	5		

Faculty members, who are participating or are the members of various departmental or institute committees are not stressed, as those who are involved get the benefit of lecture adjustments, secondly the duration of meetings are short, thirdly it takes place during the college hours. Hence, the calculated 'F' ratio comes to 8.732, which is more than the 'F' table value i.e. 7.71. It can be said that it is not derived from chance. This analysis supports the alternative hypothesis; that there is significant difference of stress level among the faculties.

Regarding updating the current developments in their respective field's faculty members are not stressed, the calculated 'F' ratio comes to 19.216, which is more than the 'F' table value i.e. 7.71. It can be said that it is not derived from chance. This analysis supports the alternative hypothesis; we may therefore conclude that the difference among faculties is significant.

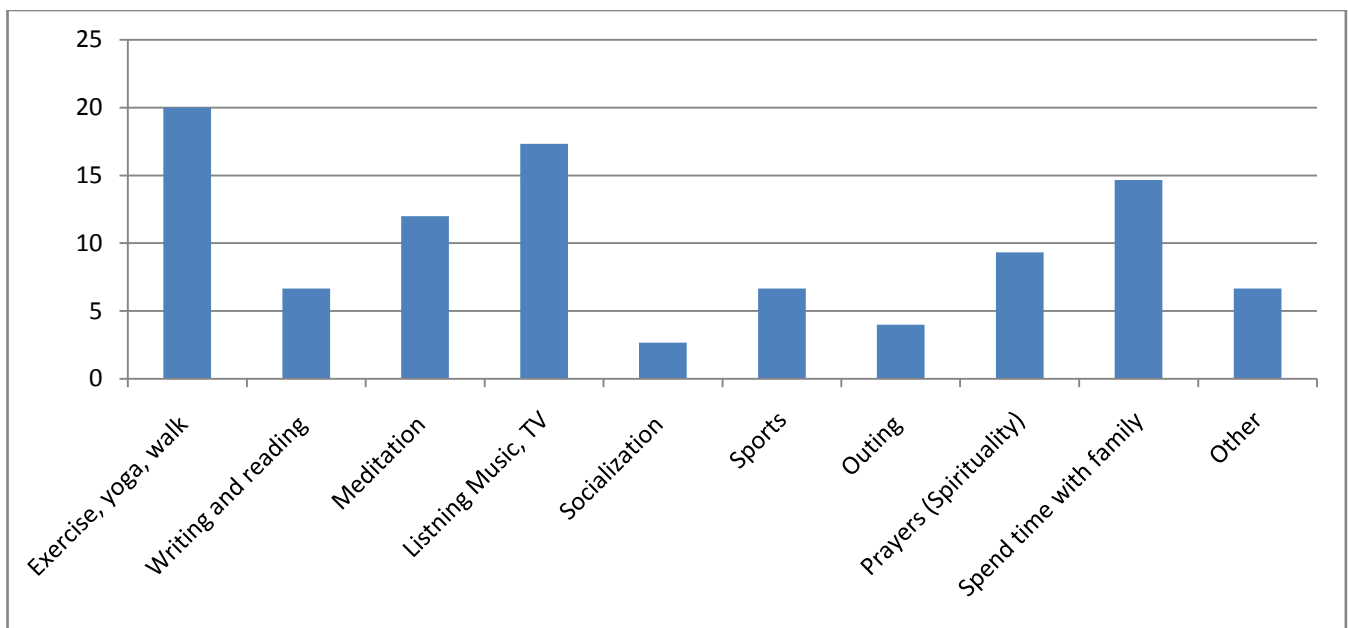
Job insecurity, among the faculty members of engineering and management institutes is common due to the low admission scenario going on and faced by the institutes. The faculty is facing stiff competition, low wages by the institutes; exploitation is high in colleges, etc. The calculated 'F' ratio comes to 0.443, which is very less than the 'F' table value i.e. 7.71. Hence it can be said that it is derived from chance. This analysis supports the null hypothesis of no difference in sample means, we may therefore conclude that the difference among faculties is insignificant and is just a matter of chance.

During the study, it was found and the same was proved in the analysis that the faculty members, are feeling lot of stress as they are given the work of counseling, admission work, touring, etc. which is in addition to duty of taking classes. This is being done for the survival of the institute, as it is commonly understood that the good strength of students are needed to run the institute, otherwise there will be financial crises which will bring salary reductions, firing, etc. Hence, the calculated 'F' ratio comes to 0.750, which is far very less than the 'F' table value i.e. 7.71. Hence it can be said that it is derived from chance. This analysis supports the null hypothesis, we may therefore conclude that the difference among faculties is insignificant and is just a matter of chance.

A study was conducted to find out the different stress busters techniques followed by the faculties. The response is shown in the form of pictorial graph representing the various techniques used for reducing stress.



Chart 1:



As per the study conducted and result analyzed, the faculties are using some common stress reduction techniques. They are involved in exercise, yoga, morning or evening walk, writing and reading, meditation, listening music, socialization in clubs, peer circles, sports, and outing with family members, prayers, spending quality time with the family members. This gives relaxation and is stress busters for the faculty members. The common stress buster is morning / evening walk or exercise (yoga, gym) which is having 20%, which is preferred by the faculty members. The other second stress releaser is listening to old, melodious songs of movies or instrumental music or watching T.V serials, etc. this is having 17%. The least selected stress busters are outing i.e. 4% and socialization i.e. 3% as the faculty members are having less number of holidays, Compensatory Leaves, etc. The only break which is provided is semester breaks, during which most of the faculties prefer doing the household pending works; only very few get a chance to go out for outings, etc.



Conclusion

Stress in teaching is a well-recognised phenomenon and research indicates that the profession is a stressful one (Johnstone, 1993). If two people experience the same amount stress or pressure, one may take it as positive or healthy types and the other may accept it as negative - what is stressful for one person may not be stressful for another. What is stressful for you may be different for your friend, spouse, and colleagues or even for your boss. The study by Ravichandran & Rajendran (2007), suggests the need of periodical assessment programmes to reduce stress among the teacher. From the above findings researcher concludes that inadequate salary, lack of time to prepare the lecture, insufficient leaves, overload of lectures / subjects, insufficient institutional recognition, frequent changes to timetable, etc. causes stress. We suggest certain programmes regarding stress reduceal should be provided by the management to their employees, so that they feel relaxed and rejuvenated again. To overcome this problem, proper administrative and academic policies can be framed. Similarly, working environment can be made more flexible but not on the grounds of output and productivity.

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