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A study of stress faced by faculties at management institutes in Lucknow with special references to role stressors

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Abstract
This research paper aims to examine the stress-effects in management faculty members by gender, to find out the antecedent factors of stress, to measure the extent of job satisfaction related to role stressors, to understand the relationship between stress-effects and job satisfaction and between stress-effects and role stressors. Researcher have identified relevent constructs to assess the stress among sampled faculty members working in various higher and professional Institutions in Lucknow city. This study utilizes exploratory research design along with causal relationship among identified constructs. Primary survey have been conducted on pre designed tested questionnaire. The primary data carried out through survey method with the help of self-developed structured, non-disguised questionnaires on 100 faculties working in different institutions (higher Institutions) in Lucknow city. The collected data has been analysed through descriptive statistics.

Keywords: stress, job satisfaction

1. Introduction

A person, who inspires you, encourages you to strive for greatness and see the best in us is the role model of our life and that could be anyone but the people who guide us in the right direction is the teacher. Teacher play a vital role in nation building, who creates, who nurture the talent and we look to them for advice and guidance for right direction.

In today's scenario with the hustle and bustle in life stress is the most common thing which we can observe, reasons could be numerous but sometime the major would be the occupational stress. Stress is something, which make you weak mentally and physically, and sometime the moment come in life when you see yourself in fall. As researches (Naina Sabherwaland Deeya Ahuja, 2015), (Sapna, Dr. Ved Prakash Gabha, 2013), (G. Lokanadha Reddy & R. Poornima, 2012) shows that our academic profession is also get affected by Stress and positive relationship between occupational stress & professional burnout. Stress in academic level could be harmful if your mind is not properly centered how will you generate and impart the knowledge. In this research paper researcher try to find out the factors which act as a barrier in pedagogy which affect them physically, mentally and professionally and also assess what are the limitations of the existing research and database helps others to work on this direction.

The faculty members face this challenge everyday in discharging their duties effectively. The management institutes require highly qualified faculty members having industrial experience. The faculty members play a number of roles such as focusing research with academics, teach to apply theoretical knowledge as well as the latest technology and techniques to real world case studies. A faculty member has to integrate skills from a variety of disciplines designed to develop competencies both in individuals and in groups to bridge the gap between theoretical knowledge and practice. They are also required to handle consultancy and research projects for corporate houses and thus develop a strong liaison with the experts in industry to have handful of experience on the given subject matter. The management teaching faculty members put in long working hours to provide assistance to the students for achieving their career aspirations. The faculty members take consistent efforts on their part to provide assistance in conferences, industrial visits, on the job training research projects, winter, summer and final placements of students throughout the year. It is a great challenge to the teaching professionals of management institutes to live with dynamism by coming up to people' expectations, fit in their time horizons and willingly accept their status quo. They may face tension, anxiety, fear, pressure, strain and stress in their day to day life to be able to contribute effectively in the field of education. A few other factors such as job insecurity, increasing overload, accountability without adequate authority, inadequate facilities and lack of recognition may also contribute to stress in these teachers.

Definition of Stress

Levy and wegman (1988) [1] provide the following terms relating to stress: stress: A (perceived) substantial imbalance between demand and response capability under conditions where failure to meet demands has important (perceived) consequences. Stressor: environmental event, situation or condition that results in stress. Stressful: pertaining to environment that has many stressors. Strain (or stress reaction) short term physiological, psychological or behavioural symptoms of stress. In the classical work of Lazarus (1966) [2] Stress is defined as "A stimulus condition that results in a form of disequilibrium in the system,

producing a kind of strain and changes in the system. Psychological stress is a threat, an anticipation of a future confrontation with warm based on signs which are appraised by cognitive process" Krantz, Guruberg and Baum (1985) [3] view stressors as a stimulus that makes demands on an organism which to adopts or adjusts to the stimuli. Schlebusch (2004) [4] states that an event or stimuli only becomes stressful if the individual interprets it as such. The stimuli comprises of both positive and negative experiences, with both types of experiences resulting in changes of biological nature within the individual. Thus not all the stress is perceived as negative. Strumper (1983) [5] distinguishes between 'good' and 'bad' stress. Distress or 'bad' stress refers to harmful, unpleasant demands on the individuals. Strumper refers 'positive' stress as 'eustress' and is derived from the Greek word 'en' means good. Eu-stress denotes a pleasant and facilitating form of stress and can be demonstrated in an employee who thrives in a competitive or demonstrating work environment even though stressful. Pestonjee (1977) [6] has noted that it is a natural and healthy thing to maintain optimal level of stress and opined that success, achievement, higher productivity and effectiveness call for stress. Wolfe, S.G., (1986) [7] observed that stress can contribute to alcoholism and drug abuse in workers and may influence accident rates on the job. Coleman J.C (1976) [8] has suggested that right from the time of birth till the last day of life, the individual is invariably exposed to various stressful situations. From the view point of physical sciences, the phenomenon stress is evident in all materials when they are subjected to "force, pressure, strain and strong efforts".

Objectives of the Study

The present study was formulated with the following objectives

1. To measure the extent of job satisfaction related to family role stressor and work role stressors.
2. To understand the relationship between stress-effects and job satisfaction.
3. To study the relationship between stress-effects and role stressors in male and female faculty members.
4. To identify the effects of stress experienced by male and female management faculty members.
5. To know the causes or antecedent factors of stress among management faculty members.

2. Literature Review

After review of literature we have found that lots of work have been done on the occupational stress of a teacher in a different dimension i.e. (Naina Sabherwal and Deeya Ahuja *et al*, 2015) has tried to find out the occupational stress among faculty members in higher education institution and the results showed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student's indiscipline and poor pay prospects as a very high ranked stressors. Along with that, findings also revealed that the administrators experienced on an average a low to moderate level of stress and this did not negatively affect their performance.

(Dr. Ansarul Hasan, 2014) found that the primary school teachers are highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teachers counterparts.

(Chaly PE, Anand SPJ, Reddy *et. al*, 2014) [2] results showed, Out of 504 software professionals and 504 schoolteachers, for 23% of software professionals and 85% of schoolteachers, stress was Not a Problem in their life. 71%of software professionals and 15% of schoolteachers were in moderate Stress level. For 6% of software professional stress was a Problem in their life.

(Dr. S.S. Jeyaraj, 2013) [8] worked on government and Aided higher secondary school teachers, with the sample of 185 Aided school teachers and 120 Government Teachers. Result shows that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent were more likely to leave teaching (career intention) and less likely to take up a teaching career again (career commitment).

(Ali Qadimi and Praveena K.B, 2013) investigated that teachers with higher age groups had higher burn out scores. In addition, study shows that there were no significant differences between age groups of schoolteachers with reference to their occupational stress.

(Sapna, Dr. Ved Prakash Gabha, 2013) reported many factors of occupational stress in engineering colleges i.e. academic problem, fear, uncertainty, life causes, frustrations, pressures, environment, fatigue and overwork.

(Ms. Rani Ritu, 2012) conducted the comparative study of occupational stress of secondary school teachers in relation to their demographic variables i.e. gender, types of school and locality. With the objective to compare the occupational stress of male and female secondary school teachers, to compare the OS of the teachers working in government and private secondary schools, to compare the OS of the teachers belonging to urban and rural secondary schools. OSI index prepared by A.K. Shrivastva is used for the data collection. Results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

(G. Lokanadha Reddy and R. Poornima, 2012) the results revealed that majority of the university teachers are experiencing moderate and high levels of occupational stress and 86 percent of teachers have professional burnout. Also the analysis showed strong support for the hypothesis that there is a positive relationship between the occupational stress and professional burnout of university teachers.

(MariyaAftab, TahiraKahttoon, 2012) finding reviles that nearly half of the secondary school teachers experience less stress towards their job and males displays more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most and 0-5 years the least.

(Dhrub Kumar and JM Deo, 2011) explored the different aspects of work life of college teachers in general and to find out difference in perception of male and female as well as junior and senior teachers with regard to their responses in particular. Findings revealed that junior teachers experienced significantly more stress on most of the dimension of stress in comparison to senior teachers. However, female teachers experienced more roles overload and inter-role distance stress as compared to their ment counterparts.

3. Research Methodology

Sample Size and Area

The study carried out on a representative sample of 100 faculties from 20 institutions in management institutes in Lucknow. The research carried out through survey method with the help of self-developed structured, non-disguised questionnaires. It consist of some questions based on 5 point Likert Type Scent on which the respondents (Faculties) who are working in different institutions based in Uttar Pradesh were asked to indicate the degree of agreement or disagreement.

Variables of Study

The stress arising out of execution of teaching activities and responsibilities in management teaching professionals depends on a number of factors which directly or indirectly affect the extent of stress-effects experienced by faculty members. Based on the framework, the following two sets of variables were selected for this study.

i) Independent Variables: Independent variables were classified into two categories, namely

a) Individual factors
b) Job related factors

a) Individual factors

1. Gender
2. Personal factors i. Age ii. Health status
3. Family factors i. Family type ii. Family Size iii. Paid help

b) Job related factors

1. Situational Factor, i. Hours of Work
2. Service Duration
3. Role Stressors
4. Job Satisfaction

ii) Dependent Variables

a) Effects of Stress

1. Physiological stress-effects
2. Psychological stress-effects
3. Behavioural stress-effects

Tools used for measurement of the variables

The three most suitable standardized scents used in the present study were as follows

1. Organisational Role Stress (ORS) Scent by Pareek Udai (1983c) revised in (1997, 2002, 2010) measured the ten types of role stressors.
2. Stress Test It was developed by Dr.Prabhu G.G., NIMHANS, Banglore, in (1991-92). It was used to measure the level of stress-effects namely physiological, psychological and behavioural in teaching faculty members.
3. Job Satisfaction Scent This scent was used to measure the level of job satisfaction in management teaching professionals. It was developed by Murali D. and Kulkarni M.S. in 1997.

4. Findings

The major findings of this research are briefly presented below:

a) Personal profile: The total sample constituted 50 percent male and 50 percent female faculty members. Majority of the respondents were young and married.

b) Job profile: More than half of the faculty members were junior or senior lecturers and only one sixth were professors. The rest belonged to the categories of assistant or associate professors, principals, counselors, course coordinators, deans and directors.

c) Family profile: About 30 percent of the respondents belonged to nuclear family staying under one roof. Only 15 percent belonged to joint family. About 15 percent respondents had small size families with 2-3 members, 20 percent faculty members stayed alone and only 20 percent had large families with more than 5 members.

d) Role stressors: Overall, the total mean score of the respondents on all the tan role stressors was 48.50(SD = 31.78). In male faculty members the mean score was 53.79 (SD = 31.49) and in female faculty members the mean score was 47.62 (SD = 31.86).

e) Stress-effects: The overall mean score of the respondents on all three stress-effects namely physiological, psychological and behavioural for both genders was 45.20 (SD = 13.59). For male, the overall mean score was 43.36 (SD = 13.63) and for female it was 47.04 (SD = 13.34). On the physiological stress-effects, the mean score of male faculty members was 12.02 (SD = 3.86) and in the female faculty members the mean was 13.11 (SD = 4.15) indicating that female experienced more physiological stress than male faculty members. On the psychological stress-effects, the mean score in male was 17.66 (SD = 6.33) and in females the mean score was 18.90 (SD = 6.35). Again, female felt slightly more psychological stress than the male faculty members. On behavioural stress-effects the mean score for male faculty members was 13.68 (SD = 5.25) and in female faculty members the mean score was 15.02 (SD = 5.21). Although the gender difference was small on this stress effect, female seem to experience slightly more stress than their counterparts on this effect also.

f) Job satisfaction Overall, female respondents experienced more job satisfaction then male on each aspect of job namely work autonomy, occupational status, work schedule and work environment. The mean score for female respondents on work autonomy was 38.85 (SD = 5.72) and mean score for male was 37.34 (SD = 5.21). On occupational status the mean score for female was 48.62 (SD = 8.56) and mean score of male respondents was 47.77 (SD = 7.25). On work schedule the mean score for female respondents was 43.48 (SD = 8.43) and in male it was 42.22 (SD = 8.38). On work environment female respondents had a mean score of 19.48 (SD = 3.67) and in male it was 18.84 (SD = 3.29). The mean score of female respondents for overall job satisfaction was 150.43 (SD = 22.14) and in male it was 146.16 (SD = 19.23).

5. Conclusions

The conclusions from the present study are as follows The female faculty members experienced more of physiological, behavioural and overall stress than the management faculty members. The management teaching faculty members did not differ in their experience of psychological stress by gender.

The family role stressor namely Inter role distance (IRD) did not have any influence on the faculty members by gender. But some of the work role stressors such as Role expectation

conflict (REC), Personal inadequacy (PIN) and Role ambiguity (RA) showed influence on the faculty members by gender. Two more work role stressors namely Self role distance (SRD) and Resource

Role ambiguity was the most influential stressor with reference to job satisfaction in faculty members.

The span of service duration did not have much influence on the extent of stress-effects experienced by faculty members. The three categories of service duration namely short service duration, medium service duration and long service duration caused a significant difference in the influence of family role stressor, Inter role distance (IRD) on the teaching faculty members. However, the service duration did not cause a significant difference in the influence of work role stressors except for two stressors: Role expectation conflict (REC) and Resource inadequacy (RIN).

A definite positive relationship existed between all the role stressors and the stress-effects in teaching faculty members. The faculty members experienced more physiological stress as compared to the other two stress-effects arising out of the family role stressor Inter role distance (IRD). The work role stressors contributed more towards the experience of psychological stress in faculty members when compared to other two stress-effects namely physiological and behavioural.

Maximum psychological stress in faculty members was caused by the work role stressors of Role ambiguity (RA) followed by Personal inadequacy (PIN), Role expectation conflict (REC) and Resource inadequacy (RIN). These work role stressors emerged as potent sources of psychological stress in faculty members.

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