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STRESS AMONG FACULTY IN ENGINEERING AND ARTS COLLEGES IN NAMAKKAL DISTRICT -EMPIRICAL STUDY

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HEAD

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GORIPALAYAM

ABSTRACT

The mushroom growth of higher educational sectors, change the organizational climate at the institution, entry of foreign universities especially at higher education level, the faculty members are expected to play many roles along with the role of a teacher. The educational institutions are screened with so many certifications like NAAC, NBA, AICTE, ISO, etc. These committees' enhances the quality of teaching and expects the standard to be maintained in educational sector. The present study has made an attempt to analyze the role stress among the faculty in educational institutions. The result shows that there are significant organizational role stress factors influencing the stress among faculty. The significantly influencing role stress factors are self-role distance, role conflict, role overload and lack of group cohesiveness.

KEYWORDS

Organizational Role Stress, Stress ,Faculty.

INTRODUCTION

Work is an important aspect of man's life and behaviour. Most active part of people's lives goes in work and work related activities. But in this modern world, stress and anxiety have become pervading features of one's work life. Majority of people all over the world seems to be experiencing high psychological stress in various spheres of their life. It also plays major role in teaching profession also.

Teaching was mere preparing lessons, lecturing in the classes and evaluating the students in past. But, now the teaching includes so many aspects apart from the core activities, especially in higher studies. The 'autonomy' given to the colleges provide freedom with responsibilities on the teachers to play multifaceted role. There is a greater demand for the teachers to equip themselves with required talent of publishing, presenting papers in national and international conferences. Heavy workloads, Constant fear of job insecurity, the departure of co-worker, and the conflicting demands of work and family have turned many downsized operations into modern day sweatshops. Stress and its manifestation include low morale, high turnover, burnout, excessive absenteeism, violence, substance abuse, and hypertension. Teachers were reported to be an occupational group with psychiatric morbidity levels that 'should give some cause for concern'. Unless the job stress among the teachers is reduced, it affects the production of quality student and also the establishment of academic excellence. Therefore, an in-depth investigation on role stress among the college teachers is undertaken in the study.

REVIEW OF LITERATURE

Karuna et al. (2003) found that the age, salary and work experience influenced the various types of role stress among the clerical cadre employees of nationalized banks. It was also evident that both more and less experienced women suffered by more stress than their counterparts. More experienced men faces more stress on Role Stagnation and Resource Inadequacy whereas women felt more stress on Inter role distance, Role erosion and role isolation.

Vander and Hepus (1993) revealed that there was no significant difference among male and female managers regarding the stress. Both work and life support were negatively correlated with work stress, only work support was negatively correlated with work stress, strongly related to reducing work stress and was positively related to each measure of strain.

Usha Sree, et al. (1995) reported significant effect of gender role difference alone on job stress and masculine and androgynous subjects were undergoing more stress than others.

Ashish Roy (1997) identified that the junior scientists are facing more role stress in role stagnation and role erosion whereas the senior scientists are facing in role overload. The significant relationship is identified in Inter role distance among the boss and colleagues, in role expectation conflict among boss and wife; in role erosion among boss and subordinates, in role isolation among parents and subordinates, in personal inadequacy among boss and parents; and in self role distance among boss and subordinates.

Deosthalee (2000)concluded that the type of organization in which female executives work has no impact on the stress experienced by them in an organization has a significant effect on the stress experienced by female executives, as higher the position lesser the stress experienced by female executives.

Nirmala (2002) found that there is significantly negative relationship between job performance and occupational stress of cashier-cum-clerks. Four dimensions of occupational stress namely role overload, role conflict, powerlessness and intrinsic impoverishment are significantly but negatively related to job performance of cashier-cum-clerks.

Udai Pareek's (1983) contribution to the organizational role research lies in identifying as many as ten different types of Organizational Role Stress (ORS). They are:

1.	Inter role distance Stress	–	Conflict between Organizational and Non-organizational roles.
2.	Role Stagnation Stress	–	Feeling of being struck up in the same role.
3.	Role expectation stress	–	Conflicting demands originating from colleagues.
4.	Role erosion stress	–	Role has become less important or some body else gets the credit.
5.	Role overload stress	–	Too much work or doing things of considerable importance.
6.	Role Isolation stress	–	Absence of strong linkages of one's role with other roles.
7.	Personal inadequacy stress	–	Absence of adequate skills, competence and training format the demands of one's role.
8.	Self role distance stress	–	Gap between one's concept of self and demands of role.
9.	Role Ambiguity stress	–	Lack of clarity about the demands of the role.
10.	Resource Inadequacy stress	–	Human or material resources allocated are inadequate to meet the demands of the role.

OBJECTIVES OF THE RESEARCH

- To identify profile of the College teachers.
- To examine the role stress among faculty.
- To find out the association between gender and role stress.
- To find out the association between profile of male and female teachers and role stress.

RESEARCH METHODOLOGY**AREA OF THE RESEARCH**

This research has been conducted among the engineering and arts college teachers in Namakkal District. The research sample size is 200. The researcher has adapted descriptive research design. Udai Pareek's (1983) Organizational Role Stress (ORS) questionnaire was used to analyze the role stress among teachers.

RESEARCH DESIGN

The design used in this paper study is descriptive type.

RESEARCH INSTRUMENT

A structured Questionnaire was used the study. Udai Pareek's (1983) Organizational Role Stress questionnaire was used to collect the primary data for the study. The factors of the study were drawn out from the related studies. In total, 57 variables have been estimated to measure the job stress among teachers. These 57 variables are drawn from the above said review and modified with the help of experts. The above said 57 variables are asked to rate by the faculties of the colleges at five point scale namely highly agree, agree, moderate, disagree and highly disagree.

Since both the positive and negative statements (variables) have been mixed up, the score assigned on the positive statements as 5, 4, 3, 2 and 1 for highly agree, agree, moderate, disagree and highly disagree respectively. Regarding the case of negative statements, the marks are assigned on reverse basis. The score of the 57 variables in the job stress are taken for the factor analysis in order to narrate these variables in job stress into meaningful factors in job stress.

POPULATION PROFILE AND SAMPLING

The study was confined to Namakkal district of Tamil Nadu. This district was selected keeping in mind that it is well endowed as education belt with many engineering and arts colleges. For the purpose of identifying organizational stressors in the college environment, five engineering colleges and five arts colleges were selected. 100 respondents from engineering and 100 from arts colleges were selected but received 116 responses from arts and 84 from engineering were collected and analyzed for the study. The sample adopted was Non-Probability convenience sampling

LIMITATIONS OF THE STUDY

1. The present study is confined to Namakkal alone.
2. The sample size of the present study is Convenience method of sampling.
3. The scope of the study is limited to arts and Engineering colleges in Namakkal only.

TOOLS FOR ANALYSIS

Factor analysis, T-Test and Percentage analysis are used for the study.

RESULTS AND DISCUSSIONS

The researcher has made analysis on the profile of the respondents with reference age, gender, qualifications, experience & income of the college teachers.

TABLE 1: PROFILE OF THE COLLEGE TEACHERS

Characteristics	Frequency	Percentage%
Sex		
Male	102	51
Female	98	49
Total	200	100
Age		
Under 30 years	82	41
30-40 years	52	26
41-50 years	37	18
51-58 years	29	15
Total	200	100
Education		
Post-graduation only	103	52
Post-graduation with M. Phil.,	43	21
Post-graduation with Ph.D.,	25	13
Post-graduation with M. Phil., & Ph. D	29	14
Total	200	100
Marital Status		
Single	72	36
Married	115	57
Separate	10	05
Spouse not alive	03	02
Total	200	100
Experience in Teaching		
1-5 years	69	34
6-10 years	43	21
11-15 years	45	23
16-20 years	26	13
21-25 years	17	09
Total	200	100
Current Position		
Asst. Professor	127	64
Associate Professor	44	22
Professor & HOD	29	14
Total	200	100
Type of Institution		
Engineering	84	42
Arts	116	58
Total	200	100
Current Salary		
5000-10,000	22	11
10,001-15,000	24	12
15,001-20,000	32	16
20,001-25,000	55	27
Above 25,000	67	34
Total	200	100

The important gender among the college faculty is male but the female faculties are also playing a little bit lesser role in the present study. The important age group among the faculty is less than 30 years and 30 to 40 years. The most dominant level of education among the faculty is post-graduation. The most important marital status among the faculty is married'. The important designations among them are Asst. professor and associate professor. A maximum number of faculties in the present study are belonging to the department of arts . It is followed by engineering departments. The important teaching experience among the faculty is 1 to 5 years and 11 to 15 years. The important monthly salary among the faculty are Rs.15,001 to 20,000 & Rs.20,001 to 25,000.

TABLE 2: DIMENSION OF ROLE STRESS AMONG TEACHERS- FACTOR ANALYSIS

Sl. No	Dimensions of job stress	Number of statements	Reliability	Eigen	Percentage
			Co-efficient	Value	of Variation
1.	Self role distance	8	0.6367	5.2131	15.31
2.	Role stagnation	7	0.7024	4.8024	13.24
3.	Role ambiguity	6	0.6881	3.4142	11.08
4.	Role conflict	6	0.6393	3.2108	10.39
5.	Role overload	6	0.7217	3.0617	9.24
6.	Role Erosion	5	0.8033	2.4042	8.09
7.	Lack of group cohesiveness and supervisory support	5	0.7141	2.1933	7.43
8.	Personal/Resource Inadequacy	5	0.7021	2.0767	6.91
9.	Constraint of change	5	0.6694	1.9391	5.52
10.	Inadequacy of role Authority	4	0.7234	1.2347	5.43

*Significant at 5 per cent level.

The factor analysis narrate the fifty seven job stress variables into ten factors, self role distance, role stagnation, role ambiguity, role conflict, role overload, role erosion, lack of group cohesiveness and supervisory support, personal/resource inadequacy, constraint of change and inadequacy of role authority. The above said ten factors explain the 57 variables to the extent of 93.64 per cent. The most important job stress factor is self role distance which consists of eight job stress variables with the reliability co-efficient of 0.6367. The Eigen value and the per cent of variation of this factor are 5.2131 and 15.31 per cent. The next two important job stress factors are role stagnation and role ambiguity since its Eigen values are 4.8024 and 3.4142 respectively. The role stagnation consists of seven job stress variables whereas the role ambiguity consists of six job stress variables.

The fourth and fifth job stress factors are role conflict and role overload. These two factors consists of six each job stress variables with the reliability co-efficient of 0.6393 and 0.7217 respectively. The sixth and seventh job stress factors are role erosion and lack of group cohesiveness and supervisory support with the Eigen values of 2.4042 and 2.1933 respectively. The other extracted factors namely personal/resource inadequacy, constraint of change and inadequacy of role authority explain the job stress variables to the extent of 6.91, 6.52 and 5.43 per cent respectively.

TABLE 3: SIGNIFICANT DIFFERENCE AMONG MALE AND FEMALE REGARDING JOB STRESS

Sl.No.	Dimensions of Stress	Mean Score		T-statistics
		Male	Female	
1.	Self Role Distance	3.9646	3.2714	5.0431*
2.	Role Stagnation	3.8917	2.6671	2.5281*
3.	Role Ambiguity	2.7081	3.0334	0.5919
4.	Role Conflict	3.0492	2.9644	2.3032
5.	Role overload	2.8914	4.0262	3.8192*
6.	Role Erosion	3.7086	2.5101	2.2671*
7.	Lack of group cohesiveness and supervisory support	3.9081	2.8616	2.3021*
8.	Personal/Resource inadequacy	2.9693	3.0341	0.4416
9.	Constraint of change	4.0841	2.9902	2.7281*
10.	Inadequacy of role authority	4.1141	3.0696	2.4619*

*Significant at 5 per cent level.

From the T- test ,Among the male faculty, the highly job stressed factors are inadequacy of role authority, constraint of change and self-role distance since the respective mean scores are 4.1141, 4.0841 and 3.9646 whereas the less stressed factors are role ambiguity and role overload since the respective mean scores are 2.7081 and 2.8914. Among the female faculty, the highly job stressed factors is role overload since the respective mean score is 4.0262 whereas the less stressed factors are role erosion and role stagnation since its mean scores are 2.5101 and 2.66 of respectively. Regarding the job stress, the significant difference among the male and female faculty are identified in few job stress factors namely self role distance, role stagnation, role overload, role erosion, lack of group cohesiveness, constraint of change and inadequacy of role authority since the respective 't' statistics are significant at 5 per cent level.

TABLE 4: ASSOCIATION OF PROFILE OF RESPONDENTS AND THEIR ROLE STRESS

Sl.No.	Profile	Male	Female
1.	Age	3.3814*	2.0417
2.	Educational Qualification	2.9624*	3.1141*
3.	Marital Status	2.3081	3.2617*
4.	Designation	1.8609	2.2106
5.	Department	2.5792*	2.8661*
6.	Nature of placement	3.0614*	2.9617*
7.	Category of placement	3.1182*	3.3086*
8.	Teaching experience	2.0869	1.8082
9.	Lecture hours	3.3081*	3.4662*
10.	Number of subjects handled	3.6904*	2.9787*
11.	Family size	2.0811	2.8082*
12.	Number of earning members per family	2.8084*	2.9069*
13.	Spouse education	2.0411	2.8187*
14.	Personal income	2.6063*	3.0363*
15.	Family income	2.4146*	2.6068*
16.	Distance travelled to the institutions	2.9096*	2.8681*

*Significant at 5 per cent level.

The significantly associating profile variables with the role stress was analysed using T-Test and it is inferred that among the male faculty are age, level of education, department, nature of placement, category of placement, lecture hours, number of subjects handled, number of earning members per family, personal income, family income and distance travelled to the institution since the respective 'F' statistics are significant at five per cent level. Among the female faculty, all profile variables except age, designation and teaching experience are significantly associating with their role stress. The analysis infers that majority of the profile variables of faculty are highly associating with their role stress irrespective of their sex.

RECOMMENDATION

1. Management should enhance faculty performance by providing job security, adequate pay, participate in decision making, and help them to reach self actualization need of the faculty and good organizational climate.
2. The faculty should be recognized as resourceful human beings with emotions and sentiments rather than treating them as economic entities. Allow greater involvement and participation of the faculty in decision making process.
3. The intrinsic strain can be reduced by the established job specification among the faculty. The work load related to various committee activities should be included in the regular work load. Other wise, the over work load itself creates a lot of problems at the college level.
4. Stress management programmes should be encouraged and the organization should dispense information about the fundamentals of stress and its managing tactics like dietetics, exercises and meditation.

CONCLUSION

The positive stress adds anticipation and excitement to life, and the teachers thrive under a certain amount of stress. Deadlines, competitions, confrontations, and even frustrations and sorrows add depth and enrichment to our lives. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depression and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling "tied up in knots." So this research study reveals the amount of job stress and the remedial measures of managing stress. It motivates each individual to contribute towards the achievement of excellence in educational sector.

SCOPE FOR FURTHER RESEARCH

This research has been conducted with teachers in engineering and Arts College in Namakkal alone. This can be extended with school teachers. This study has not attempted to develop any model. Future research can carried out in developing role stress model for teachers.

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