

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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**CONTRIBUTIONS TO BOOKS**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**JOURNAL AND OTHER ARTICLES**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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**A STUDY OF STRESS AMONG FACULTY MEMBERS IN COLLEGES OF JALANDHAR**

**MEGHA JAIN**  
**RESEARCH SCHOLAR**  
**PUNJAB TECHNICAL UNIVERSITY**  
**JALANDHAR**

**DR. INDERPAL SINGH**  
**ASSOCIATE PROFESSOR**  
**KCL INSTITUTE OF MANAGEMENT AND TECHNOLOGY**  
**JALANDHAR**

**ABSTRACT**

Faculty members are the key factor in education system. It is a well known fact that their subject knowledge has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline. Stress, Politics and burnout level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately effects the teaching performance. Therefore the study is on stress among faculty members in Colleges of Jalandhar in order to know the influence of organizational-based factors and neuroticism on the job stress. The factors of the study were drawn out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. SPSS package has been used to analyse the data.

**KEYWORDS**

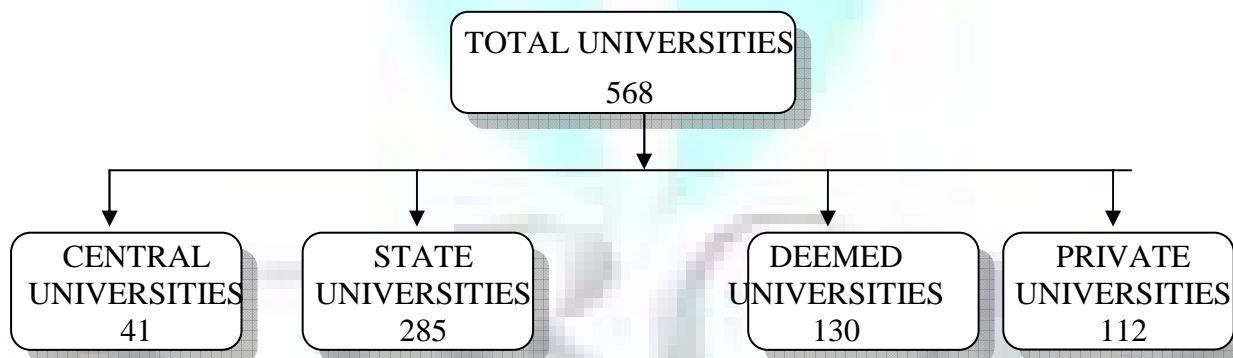
Stress, Organizational stressors, Role conflict.

**INTRODUCTION**

**EDUCATION SYSTEM IN INDIA**

In India, the term "college" is commonly reserved for institutions that offer degrees at year 12 ("Junior College", similar to American high schools), and those that offer the bachelor's degree. Generally, colleges are located in different parts of a state and all of them are affiliated to a regional university. The colleges offer programmes under that university. Examinations are conducted by the university at the same time for all colleges under its affiliation. There are several hundred universities and each university has affiliated colleges. The higher education system in India includes both private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are mostly supported by various bodies and societies. Universities in India are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, 15 Professional Councils are established, controlling different aspects of accreditation and coordination. Private universities are being set up with an aim to create a new generation of knowledge professionals and with a focus on innovative, multi-disciplinary curriculum. There is an opportunity for new players to set up institutions which address the current challenges and also meet student aspirations for world class education. As per the Annual Report of Ministry of HRD-2012 the total number of Universities in India is 568 and out of these 112 are Private Universities.

**FIG. NO.1: FLOWCHART SHOWING DIFFERENT CATEGORIES OF UNIVERSITIES**



The UGC has also laid down dual criteria to ensure that quality academic institutions are allowed to run joint degree or twinning courses. Only those foreign institutions will be allowed to collaborate who figure in the top 500 of the Times Higher Education World University Ranking.

Faculty members are the key factor in education system. It is a well known fact that their subject knowledge has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact many researchers have been paying attention to determine teacher educators' burnout, politics and stress towards their teaching profession and to find a relationship between these psychological concepts and certain variables.

**STRESS**

Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress is a general term applied to various mental and physiological pressures experienced by people feel in their lives. Stress may be defined as "a state of psychological and / or physiological imbalance resulting from the disparity between situational demand and the individual's ability and / or motivation to meet those demands." Stress can be positive or negative. Stress can be positive when the situation offers an opportunity for a person to gain something. It acts as a motivator for peak performance. Stress can be negative when a person faces social, physical, organizational and emotional problems.

**REVIEW OF LITERATURE**

In this chapter reviews of research studies directly or in directly related to present study has been carried out, it prepares a suitable background of the study being undertaken.

**Moracco, "The Measurement of Stress Among Regular Classroom and Special Education Teachers" (1982).** This study revealed that the stress score was found less among special education teachers as compare to regular classroom teachers. **Anderson & Calabrese, "The Public School-A Source of Stress and Alienation among Female Teachers" (1986).** This study revealed that the stress among female teachers were found more as compare to male teachers. **Blase, "A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance" (1986).** The relationship was studied between teacher stress and teacher performance and it revealed the deleterious effects of prolonged work stress on the instructional ability of teachers. **Haney et. al., "Stress and Illness Behavior among Urban Public School Teachers" (1990).** This study indicated that the stress- induced illness behaviour was found significantly less among teachers where the principal was seen supportive than teachers in schools where the principal was seen as unsupportive. **Singh et. al., "Effects of Organisational Climate, Role Stress and Locus of Control on Job Involvement of Banking Personnel" (1991).** This study examined the effects of organizational role stress and locus of control on job involvement among bank staff employed by them. They found that low stress group of employees were highly involved in their job as against those in the high stress group. **Akinsola, "The Concept of Schools Village and the Incidence of Stress among Science Teachers" (1992).** This study indicated that science teachers' interactions in the schools of villages had a significant depressing effect on stress level on five clusters of stressors: curriculum, facilities, student characteristics, administrative, and professional growth and self-satisfaction. **Cooper & Travers, "Mental health, job satisfaction and occupational stress among UK teachers" (1993).** Univariate analysis of the results revealed that teachers, as compared with other highly stressed occupational groups, experienced lower job satisfaction and poorer mental health. With regard to various subgroups in the sample, bivariate analysis revealed that it was necessary to consider the relationship between the level and nature of stress experienced and membership of a particular subgroup within the teaching profession. **Cutler & Niven, "The perception of occupational stress and its relation to research and teaching among academic staff" (1995).** This study revealed that the mean scores on the Occupational Stress Indicator (OSI) for job satisfaction and stress-related measures of mental health and physical health did not differ significantly from data obtained in previous studies on university academic personnel. **Davazoglou & Kokkinos, "Special education teachers under stress: evidence from a Greek national study" (2009).** The present study examined that the implementation of the special educational curriculum was the most important predictor of job stress, followed by the social and academic progress of children. **Lee et. al., "Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong" (2009).** This study revealed that secondary teachers in Hong Kong have high occupational stress but insufficient stress coping resources. Cognitive-behavioral programs to enhance teachers' stress management resources were recommended. **Darus et. al., "Salivary Biomarkers of Stress among Teachers in an urban setting" (2011).** This study revealed that the teachers with the teaching experience of 5 to 10 years and without a supervisor's support had higher job strain. Teachers in the 31 to 40 years age bracket, with the absence of supervisor support exhibited higher stress levels with lower salivary. **Spencer et. al., "A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers" (2011).** The majority of teachers under this study reported that occupational stress significantly impacted their personal relationships and physical health, and teachers identified human and material resources as most important to reduce their work-related stress. **Crane & Lwanicki, "Perceived Role Conflict, Role Ambiguity, and Burnout Among Special Education Teachers" (1986).** This study revealed that Role conflict and ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization. **Hayran et. al., "Predictors of burnout and job satisfaction among Turkish physicians" (2006).** The study revealed that the most significant and common predictors of all burnout dimensions and job satisfaction were the number of vacations at individual level, and public ownership of healthcare facilities at group level. Number of shifts per month was also a significant predictor of all burnout dimensions. **Nazir & Azeem, "A Study of Job Burnout among University Teachers" (2008).** This study indicated that lecturers had high level of emotional exhaustion and were found to be significantly different on emotional exhaustion from professors and readers.

**PROBLEM FORMULATION****NEED AND SIGNIFICANCE OF THE STUDY**

The need of this research was to fill the research gap that existed between the previous researches and the present research. Though lot of researchers had made efforts to gain an insight of the impact of stress and burnout level on the working of the school teachers but these researches had been either in context of school teachers or corporate institutions. That is why a need was felt to conduct the study on stress among faculty members in Colleges of Jalandhar. The result of this study will help the Staff members to cope up with the stress factors and improve their performance.

**RESEARCH PROBLEM**

In today's world every person is overloaded with their routine work and unemployment leads to misfits in every profession. Same is the case in the teaching profession, especially faculty members who are already away from their subject. They are teaching subjects which are not of their interest and that is why their attitude towards teaching profession changes. Stress, Politics and burnout level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately effects the teaching performance. Therefore the study is on stress among faculty members in Colleges of Jalandhar.

**RESEARCH METHODOLOGY**

Research Methodology is a way to systematically solve the research problem. The Research Methodology includes the various methods and techniques for conducting a Research. It will be a Descriptive Study, which will be later on converted into Conclusive Research by using different Statistical tools for testing Hypothesis.

**SAMPLING DESIGN**

Sampling can be defined as the section of some part of an aggregate or totality on the basis of which judgment or an inference about aggregate or totality is made. The sampling design helps in decision making in the following areas:

**Universe of the study-**The universe comprises of two parts as theoretical universe and accessible universe

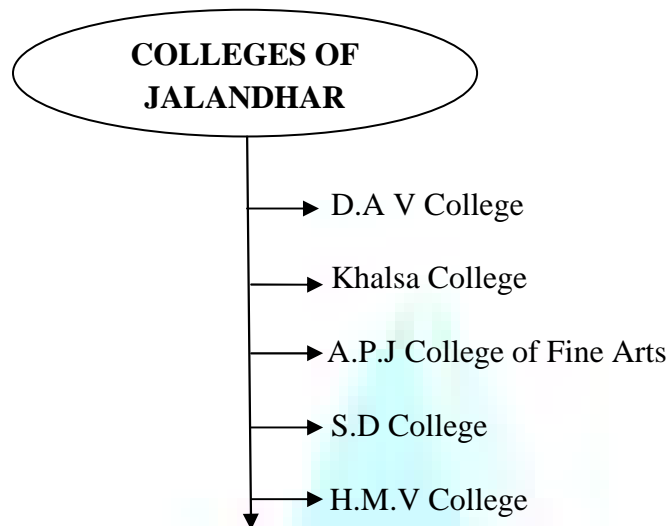
- **Theoretical universe-** It includes faculty members of all the Colleges throughout the universe.
- **Accessible universe-** It will include faculty members of Colleges of Jalandhar

**Sampling Unit:** It indicates who is to be surveyed. In this project, sampling unit consisted of faculty members of the Colleges of Jalandhar.

**Sample Size:** It refers to the elements to be included in the study. For the given study a sample size constituted the following:



FIG. NO. 2: FLOWCHART SHOWING DIFFERENT COLLEGES IN JALANDHAR



As far as the sample size is concerned, it would be 120, in which Professors, Associate Professors and Assistant Professors of five Colleges will be included.

**SAMPLING TECHNIQUE**

Non –probability, convenient sampling method was used for the study.

**DATA COLLECTION**

- **Primary Sources:** Primary data are the information collected firsthand from sources such as historical documents, literary texts, artistic works, experiments, surveys, and interviews. The primary data for present study will be collected from a structured, non disguised interview schedule was prepared for the purpose of collecting the data. The factors of the study were drawn out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. The predictor variables in this study were represented by four organizational variables namely conflict, alienation, work overload, and unfavourable work environment. These variables were measured by a 5-point response format ranging from (1) “Strongly Disagree” to (5) “Strongly Agree” was utilized. The mean scores were computed by averaging the scores for all the items associated with a particular stressor. The moderating variable in this study relates to the personality dimension of neuroticism. This trait was assessed by NEO Five Factor Inventory (Costa & McCrae, 1992). A 5-point response format ranging from (1) “Strongly Disagree” to (5) “Strongly Agree” was utilized. SPSS package has been used to analyze the data.
- **Secondary Sources:** Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process. The secondary data for present study will be collected from sources like Websites, Books, Journals, Online Databases, and Government Reports etc.

**TOOLS FOR ANALYSIS**

Chi – square analysis, Correlation, One way ANNOVA and Regression.

**OBJECTIVES OF THE STUDY**

Objectives are the guiding light of a project in the light of which all the relevant steps are taken. The objectives of this study are as follows:-

**PRIMARY OBJECTIVE**

1. To understand and measure the occupational role stress as perceived by the teachers.

**SECONDARY OBJECTIVES**

2. To find out whether the teachers’ stress affects their social behavior.
3. To identify the causes for the stress faced by the teachers working in the colleges.

**HYPOTHESIS OF THE STUDY**

- H<sub>0</sub> : There is no relationship between getting tiredness in the travel and satisfaction with the working hours.
- H<sub>1</sub> : There is relationship between getting tiredness in the travel and satisfaction with the working hours.
- H<sub>0</sub> : Organizational stressors do not positively related to job stress.
- H<sub>2</sub> : Organizational stressors are positively related to job stress.
- H<sub>0</sub> : There is no significant relationship between freedom of work and impact of work in the family life.
- H<sub>3</sub> : There is significant relationship between freedom of work and impact of work in the family life.
- H<sub>0</sub> : There is no adequate relationship between independent variables and Stress level while taking special class for slow learners.
- H<sub>4</sub> : There is adequate relationship between independent variables and Stress level while taking special class for slow learners.

**FINDINGS OF THE STUDY**

Following tables depicts profile of the respondents:

Factors	Frequency	Percent	Mean	S.D
Male	12	10	1.9	0.3013
Female	108	90		
Total	120	100		

Factors	Frequency	Percent	Mean	S.D
<=30	60	50	2.1	0.1
30-35	28	23.3	8.48	0.3805
35-40	24	20		
>40	8	6.7		
Total	120	100.0		

Factors	Frequency	Percent	Mean	S.D
Married	68	56.7	1.5	0.6736
Unmarried	48	40		
Widow	4	3.3		
Total	120	100.0		

Factors	Frequency	Percent	Mean	S.D
<=5	80	66.7	1.433	0.6703
5-10	28	23.3		
>10	12	10		
Total	120	100		

Factors	Frequency	Percent	Mean	S.D
<=10000	104	86.7	1.2333	0.7640
10000-20000	12	10		
>20000	14	3.3		
Total	120	100.0		

TABLE 6: DEPICTS THE RELIABILITIES OF THE SURVEY INSTRUMENTS

RELIABILTY ANALYSIS -SCALE(ALPHA)
Reliability Coefficients
N of cases=120
Alpha= 0.7750
N of Items =33

**Inference**

As seen from above Table, the instruments used in this study were reliable, with Coefficients ranging from 0.70 to 0.80, which exceeded the minimum acceptance level of 0.70.

**H01: There is no Relationship Between Getting Tiredness in The Travel and Satisfaction with The Working Hours**

TABLE 7: CALCULATION OF X 2 TESTS

	VALUE	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	100.995	3	.000
Likelihood Ratio	137.849	3	.000
N	120		

**Result:** calculated value = 100.995, Table value = 7.81473 ( df is 3 with 5% level of significance)

**Solution:** calculated value > tab value

**Interpretation:**

From the above result the null hypothesis it is rejected and it is concluded that there is significant relationship between getting tiredness in the travel and satisfaction with the working hours.

**H02: Organizational stressors do not positively relate to job stress.**

TABLE 8: ONE WAY ANALYSIS OF VARIANCE AMONG THE PRESSURE LEVEL TO SHOW THE GOOD RESULT AND TEMPER LEVEL WHEN STUDENTS ARE INATTENTIVE IN CLASS

TEMPRESS	Df	SS	MS	STATISTICAL INFERENCE	Sig
b/w Group	3	20.897	6.966		.000
Within group	116	16.970	0.146	F=47.615>P	
Total	119	37.867			

**Result:** calculated value = 47.615, Table value = 2.6802 ( df is 3 with 5% level of significance)

**Solution:** calculated value > tab value

**Interpretation:**

From the above result the null hypothesis is rejected and it is concluded that organizational stressors are positively related to job stress.

**Ho3: There is no Significant Relationship Between Freedom of Work And Impact of Work in The Family Life.**

**TABLE 9: CROSS TABULATION**

		Impact of work in the family life			TOTAL
		To a great extent	To a certain extent	Not at all	
Freedom of Work	To a great Extent	8	32		40
	To a certain Extent	12	20	48	80
TOTAL		20	52	48	120

Value of coefficient of correlation = .428

**Interpretation:**

From the above result the null hypothesis is rejected and it is concluded that there is a perfect substantial relationship between freedom of work and impact of work in the family life.

**HO4: There is no Adequate Relationship Between Independent Variables and Stress Level While Taking Special Class For Slow Learners.**

**Regression****TABLE: 10**

MODEL	R	R SQUARE
1	0.597	0.357

- a) Predictors: (Constant), Years of Experience, Monthly income of the respondents, Marital Status, Gender, Age of the respondents  
 b) Dependent variable: Stress level while taking special class for slow learners.

**TABLE: 11**

MODEL	R	R SQUARE
1	0.407	0.166

- a) Predictors: (Constant), Monthly income of the respondents, Gender, Age of the respondents.

**RESULT**

As seen in Table 10, when the five personal variables were entered into the regression equation in the first step, the coefficient of determination (R) was found to be 0.597. In step 2, by adding the three independent variables, R change (0.407) is significant. From the second regression model Table 11, it can be observed that control variables (working experience and marital status) did have significant influence on job stress. These results provided partial support for the alternate hypothesis of the study.

**CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH**

In conclusion, the contribution of this study rests on the identification of organizational-based stressors and the role played by the personality dimension of neuroticism as a moderator in the relationship between organizational stressors and job stress experienced by the teachers at the workplace. Although several studies on job stress within the teachers context have been reported each of them differs in terms of the variables selected (organizational-based, personal-based, or personality-based), the instruments used, and sample. The present study did not aim to construct a complete model of job stress for teachers but merely to extend one's knowledge about the influence of organizational-based factors and neuroticism on the job stress.

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