

Analysis of Work Stress among Faculties and Coping Strategies at Private Institutions in Mathura District

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Abstract

In the current scenario of stiff competition, Stress is inevitable in all walks of human life. The phenomenon of work stress among faculties of private institutions has been receiving increased global attention and concern in recent years. Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching a child what are in a text book. There is a continuous change in social, cultural, economic, political, legal and technological environment. Stress at workplace can lead to problems for the individual, working relationships and the overall environment. This results in lowered self esteem and poor concentration skills for the employees. Managing stress in the workplace is therefore an essential part of both individual and it is institutional social responsibility also. This study investigated causes of stress and coping strategies adopted by faculties in some selected institutions.

Key Words: Work stress, Causes, Coping strategies

Introduction

In today's competitive and changing organizations, Stress is a part of every employee's life. Stress has become an important and influential factor due to dynamic social factor and changing needs of life styles. Stress is man's adaptive reaction to an outward situation which would lead to physical, mental and behavioural changes. Even though stress kills brain cells, not all stresses are destructive in nature. If controlled, stress is friend that strengthens for the next encounter. Stress is highly individualistic in nature. Some people have high tolerance for stress and thrive well in the face of several stressors in the environment. Appropriate amount of stress can actually trigger passion for work; energize them to put forth their best effort. However,

where stress is excessive, personal and organisational performance is at best damaged. At the worst, stress is a liability and a threat to the survival of an organisation. The study throws light on the wide spread silent problem by name Stress, which gave rise to acute dysfunctions and are called many diseases, increase divorce rates, and other harassments. The work stress is found in all professions. Teacher stress may be defined as an unpleasant feeling that teachers experience as a result of their work. Stress can make a person productive and constructive, when it is identified and well managed. Past research on work stress among lecturers has identified numerous sources and variables affecting stress levels. For example, researchers have consistently reported time pressure, high self expectations, and research and publication demands as significant sources of work stress. Empirical evidence has shown that teachers experiencing more stress were burned out. It was found that managing student misbehaviour, teachers' appraisal by students, workload and time constraints were predictors of burnout. Role conflict, work overload, classroom

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Table 1: Response on Stress Related Factors

Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Role overload					
I feel that I have been overloaded with too many works	12(28.6)	15(35.8)	3(7.1)	12(28.6)	0(0.0)
I do my work under considerable tension	14(33.3)	20(47.6)	1(2.4)	7(16.7)	0(0.0)
Physical working conditions are poor	13(31.0)	23(54.8)	1(2.4)	4(9.5)	1(2.4)
Intrinsic to job					
I feel harassment at work place	13(31.0)	7(16.7)	2(4.8)	15(35.7)	5(11.9)
I have been assigned too much responsibility	10(23.8)	14(33.3)	9(21.4)	9(21.4)	0(0.0)
I feel nervous when I fail to accomplishing my task in job	14(33.3)	19(45.2)	8(19.0)	1(2.4)	0(0.0)
My working hours are excessive	14(33.3)	18(42.9)	8(19.0)	1(2.4)	1(2.4)
Role ambiguity					
I feel over burdened in my role	13(31.0)	20(47.6)	1(2.4)	6(14.3)	2(4.8)
Several aspects of my role are vague and unclear	12(28.6)	18(42.9)	0(0.0)	3(7.1)	9(21.4)
Role relatedness					
HOD	6(14.3)	17(40.5)	14(33.3)	5(11.9)	0(0.0)
Colleague	10(23.8)	20(47.6)	7(16.7)	3(7.1)	2(4.8)
Students	10(23.8)	19(45.2)	8(19.0)	4(9.5)	1(2.4)
Role career					
I find difficulty in coping with the changes in the institutional policies	14(33.3)	15(35.7)	0(0.0)	10(23.8)	3(7.1)
There is less staff consultation when change is proposed	9(21.4)	17(40.4)	14(33.3)	0(0.0)	2(4.8)
I don't have any difficulties to handle the technological changes in the emerging private institutions	3(7.1)	11(26.2)	3(7.1)	25(59.5)	0(0.0)
I am informed when new developments occur related to the changing situation	6(14.3)	31(73.8)	2(4.8)	3(7.1)	0(0.0)
Role expectations					
I don't have good environment to interact with my colleagues	12(28.6)	28(66.7)	0(0.0)	0(0.0)	2(4.8)
I have no sufficient assistance to complete my assignment	11(26.2)	27(64.3)	2(4.8)	1(2.4)	1(2.4)
I feel that people around me simply expect too much from me	17(40.5)	15(35.7)	0(0.0)	9(21.4)	1(2.4)
Family role					
I don't have enough time to spend with family members	2(4.8)	9(21.4)	4(9.5)	26(61.9)	1(2.4)
My role tends to interface with my family life	8(19.0)	16(38.1)	9(21.4)	8(19.0)	1(2.4)

Source: Sample Survey

climate and decision making are all organizational factors that contributed to teacher stress and eventual burnout. Therefore, it was expected that job stress will predict burnout.

Therefore the researcher attempts to identify the factors that cause high stress among employees and discuss the coping strategies adopted by them to reduce stress.

Objectives

1. To study the level of work stress among the faculties working at private institutions.
2. To identify the causes for work stress.
3. To determine the effect of stress on the faculties well being and their quality of work.
4. To suggest strategies for manage of work stress among faculties.

Research Methodology

The faculties in the private institutions of management department are classified into three categories viz Lecturers, Sr. Lecturers and Assistant Professors. Forty two employees are conveniently selected. The data is

collected with the help of well structured questionnaire. Both primary and secondary data have been used for the present study. The job stress factors such as role overload, intrinsic to the job, role ambiguity, role relatedness, role career, role expectations and family role are identified (Table 1). The response of employees is obtained on a series of statements under a five point continuum scale. The scores of 5, 4, 3, 2 and 1 are assigned to a positive statement i.e. strongly agree, agree, neutral, disagree and strongly disagree respectively. The score is reversed in the case of negative statement. The total score of each respondent is computed. On the basis of average score of each factor, overall mean score is determined. Taking into consideration the total score, respondents are classified into the three categories like high job stress (60.00 to 68.00); medium/optimum job stress (48.00 to 59.00); and low job stress (30.00 to 47.00) (Singh, 1975).

In order to find out whether or not the faculties working in the institutions under study differed in their job stress, Krushkal Wallis Test (H-test) is used:

$$H = \frac{12}{N(N+1)} \sum_{k=1}^K \frac{R_k^2 - 3(N+1)}{nk}$$

Where:

N = total number of faculties in all the three categories (in the present study N= 42)

K = number of samples or groups (in the present case K= 3)

n = number of cases or frequencies in the k_i sample

Table 2: Factors Affecting Job Stress among Faculties

Factor	Mean score	Rank
Role overload	3.16	4
Intrinsic to job	3.37	2
Role ambiguity	2.84	6
Role relatedness	3.21	3
Role career	3.16	4
Role expectations	3.10	5
Family role	3.64	1

Source: Table 1

Table 3.1: Designation Wise Level of Job Stress among Faculties

Stress level	Designation				Chi-square
	Asst. Professors	Sr. Lecturers	Lecturers	Total	
High stress	3 (16.7)	10 (47.6)	0 (.0)	13 (31.0)	$\chi^2 = 12.86$; ($p = 0.012$)* df= 4; TV = 9.49
Medium stress	13 (72.2)	5 (23.8)	1 (33.3)	19 (45.2)	
Low stress	2 (11.1)	6 (28.6)	2 (66.7)	10 (23.8)	
Total	18 (100)	21 (100)	3 (100)	42 (100)	

Source: sample survey

R_k = the sum of all ranks in k_i samples/groups
i = ranges from 1 to k (individual group)

(3.16), role expectations (3.10) and role ambiguity (2.84) (see Table 2).

Data Analysis & Interpretation

Stress Related Factors

It can be observed from the Table 1 the response of faculties to statements. These are categorised into different job stress factors.

Of the stress factors, family role is prominent (3.64) followed by intrinsic to job (3.37).

Role relatedness (3.21), role overload, role career

Designation Wise Job Stress

A cursory look at the Table 3.1 reveals that a little over 45 per cent of faculties have medium level of job stress followed high level of stress (31 per cent) and rest 23.8 per cent have low level of stress.

There is a significant difference in job stress among the categories of faculties since calculated value of χ^2 is greater than the table value.

Table 3.2: Variation in Job Stress Scores among Select Faculties

Status of employee	Number of respondents	Sum of ranks	'H' value
Asst. Professors	(n1 = 18)	R1 = 26.03	6.57 df = 2 Sig p= 0.037
Sr. Lecturers	(n2 = 21)	R2 = 19.52	
Lecturers	(n3 = 03)	R3 = 8.17	

Source: sample survey

Table 4: Impact of Stress on the Quality of Work of Sample Faculties

Response	Frequency	Percentage
Yes	27	64.28
No	15	35.71
Total	42	100

Table 5.1: Adoption of Stress Relieving Techniques at Private Institutions

Response	Frequency	Percentage
Yes	29	69.1
No	13	30.9
Total	42	100

Source: sample survey

Table 5.2: Satisfaction on Stress Relieving Techniques

Frequency	Response	Percentage
Satisfied	23	82.14
Not Satisfied	5	17.85
Total	28	100

Source: Table 5

Table 6: Stress Relieving Techniques Adopted By Faculties

Response	Frequency	Percentage
Yes	35	83.33
No	7	16.67
Total	42	100

Source: sample survey

Variation in Job Stress

In order to know whether the faculties working in the institutions differ in their job stress or not, Krushkal Wallis Test was used.

The results show that there is a significant difference in job stress among the categories of faculties as the calculated value (6.57) is higher than the table value (5.27).

Impact of Stress on Work Quality

It is evident from the Table 4 that two thirds of respondents have perceived that the stress has undoubtedly affected the quality of their work whereas the remaining opined conversely.

It implies that a lion's share of faculties perceived that stress has adversely affected their quality of work.

Table 7: Stress Relieving Techniques Employed Sample by Faculties

Technique used	Frequency	Percentage
Yoga	28	66.67
Exercise	15	35.71
Relaxation in peaceful place	6	14.29
Mediation	10	23.81
Short break	4	9.52
Positive thinking	7	16.67

Note: Multiple answers

Stress Relieving Techniques

Nearly 67 per cent of respondents have opined that the institutions had adopted stress relieving techniques and the rest negative. On probing whether or not employees were satisfied with the job stress relieving techniques adopted by the colleges, 75 per cent have satisfied while the rest did not.

It may be said that there is a need to know the causes for dissatisfaction so as to initiate corrective action. Otherwise it may cause adverse affect on their job performance.

A perusal of the Table 6 shows that 83.33 per cent of respondents have adopted stress relieving techniques in one way or the other by themselves. While, the rest did not.

Table 8: Suggestions for Creating Stress Free Working Environment

Suggestion	Frequency	Percentage
Cooperation among faculties	31	73.81
Efforts to develop an effective and supportive relationship	15	35.71
Fixation of realistic deadline to accomplish the assigned task	3	7.14
Provision for relaxation during working hours	25	59.52
Short training camps	18	42.86
Provision of increment/promotion for the honest,sincere and hardworking faculties	32	76.19
Job security	28	66.67

Source: sample survey data

Among the techniques adopted by respondents to relieve from stress, the highest 66.67 per cent have adopted yoga followed by exercise (35.71%), meditation (23.81%), positive thinking (16.67%), relaxation in peaceful place (14.29 %) and short breaks from busy routine schedule (9.52%).

Suggestions

The respondents were asked to suggest measures to create conducive environment to free from any kind of stress.

A perusal of the Table 8 shows that the highest 76.19 percent have suggested rewards/incentives to relieve stress, 73.81 per cent cooperation among faculties, 66.67 per cent job security, 59.52 per cent provision for relaxation

during working hours, 42.86 per cent short training camps, 35.71 per cent effective and supportive relationship and 7.14 percent fixation of realistic deadline to accomplish the tasks assigned to them.

Conclusion

Family role, intrinsic to job, role overload, role career, role expectation and role ambiguity cause job stress. A majority of the faculties had medium/optimum level of job stress. There is a significant difference in job stress among the three levels of faculties. There is a need to educate and motivate those faculties who have not adopted any stress relieving technique by them. Yoga is the popular technique used by respondents for relief from job stress at personal level.

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