

A Study of Stress Level among Faculty Members of Management Institutions in Haryana

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ABSTRACT

Stress, a common issue in today's modern world which is backed up by various health issues which includes many physiological and psychological diseases. To understand the causes of stress, present study has been conducted. The purpose of the study to measure the stress level among faculty members and factors affecting stress level viz. self-role distance, inter role distance, role boundedness & personal adequacy. To attain the objective, the study selected 97 faculty members from management institutions of Haryana as samples. To obtain the result, a standardized questionnaire has been used which is developed by Pareek and Purohit(1990). The study used descriptive statistics to measure the stress level among faculty members. From the data analysis, the study concluded that most of the faculty members felt stressed when they were duty bounded and the impact of role boundedness was highest among all other factors studied.

Keywords: Stress level, Role boundedness, Self-role distance, Duty boundedness.

INTRODUCTION

Stress is a very common word used in today's modern world which is backed up by different perceptions of different individuals. Suffering from stress has become a common phenomenon among people. It includes the interaction between stressor, which is causing a stressful situation to achieve the desired goal and the person's ability to achieve that goal and if he/she is not able to achieve that goal, it works as a stressor for that individual. Woodman (1995) emphasizes that physical or psychological pressures from the environment that result in stress are called stressors.

It is a common myth that stress is always perceived as a negative term. Instead, it has some positive impacts also. If a person wants to achieve the desired goal, then it works as a stressor for him and it will result in a positive way to help him achieve that desired goal. Flowers (1991) pointed out that without stress, a person would be motivated to do little or nothing. Up to a level, stress is good for an individual but if we go above that level, then it can have harmful results. It can impact an individual biologically as well as psychologically.

Dr. Kanika Garg, Ashi Mittal, Muskan Khanna and Mayank Singh Rawat (April 2022). A Study of Stress Level among Faculty Members of Management Institutions in Haryana

International Journal of Economic Perspectives,16(4),1-10

Retrieved from <https://ijeponline.org/index.php/journal>

In today's modern world, there are different kinds of health issues that were not there in ancient times as the expectations were not much. A little bit of stress is not much to be concerned about but the problem arises when there is Chronic stress. The major problem which arises due to chronic stress includes depression, anxiety, personality disorders, various cardiovascular diseases including heart disease, high blood pressure, heart attacks and strokes, physical diseases such as obesity and other eating problems. The major issue which is faced by women especially the working ones is the issue of PCOD and PCOS.

There is no place, no sector, no industry which can escape from the clings of the stress. The education industry is also one of the victims of stress. The education industry is one of the fastest-growing industries in the world and the stress level is running parallel with it. Technological up-gradation and new requirements in this field have forced the employees to upgrade themselves.

Among those employees of the education industry, the major impact was faced by the faculty members. Those are the ones who have to fulfil their daily commitments related to their tasks. On one hand, they have to comply with their duties to complete their tasks for which they are accountable to the top-level management and on the other hand, they have to have direct interaction with the students and keep a daily check on their activities also. The severe impact of this situation is mainly faced by the female faculties as at the same point of time, they have to manage their homes as well as their working hours. They have to do the household chores, manage their families and after that, they have to rush to the institutions to fulfil their work-related commitments. It merely creates a situation of stress for them. Reuters (2012), emphasized in a Health Research Journal, the result of a review that was done to evaluate the role of gender in the level of workplace stress. It revealed that women reported higher levels of stress compared to men. The female faculties who are working for some institutions become habitual for these kinds of stressful situations but what they do not know is that the level of stress they are having in their minds results in harmful diseases. The main thing that works here or that could be the only solution for this problem is the mind-set of an individual. If a faculty is optimistic by nature, then it would become easy for him/her to manage things and if he/she is pessimistic in nature, then even a small task given to him/her is difficult. It has a huge impact on the performance of a person as it depicts the efficiency and effectiveness of work done. Likewise, Brissette et al suggested that optimists use more effective coping strategies and have more supportive social networks and this is why optimists are usually found to be less prone to stress, though it is difficult to distinguish between causes and effects. Cohen et al (1999) compared the immune responses of optimists and pessimists to acute and chronic stressors. They found that optimists had better immune function following acute stress, whereas pessimists showed no effect. But in situations of persistent high stress, optimists showed more immune depression than pessimists.

The main aim of the study is to find out the reasons responsible for stress among faculties and the factors which are affecting the stress level. The study is limited to institutes situated in Haryana only. The impact of other factors or variables such as workload, work environment, work culture, remuneration will be analyzed on the level of stress and a correlation will be examined between stress and job satisfaction.

REVIEW OF LITERATURE

Akbar and Akhter (2011) conducted a study to identify the sources of faculty stress in Business schools of Pakistan. Second, To identify whether the faculty stress varies concerning background variables such as gender, age, salaries and qualifications etc. Third, to identify the leading stress coping strategies, faculty members of the Business schools of Punjab adopt to reduce or eliminate stress.

Initially, a series of around 30 informal interviews were conducted by the researcher with the faculty members of the Business Schools of Punjab stress was founded to be more distracting in Private sector business schools as compared to the Public sector. Moreover, female faculty experienced more stress as compared to male faculty members. A big reason behind the females having more stress was embedded in working in a male-oriented society.

Areekkuzhiyil (2011) conducted a study to identify the level of organizational stress among the teachers in higher education... The study selected a sample of 180 teachers based on primary data.. Descriptive and Inferential study has been conducted. The study founded that the teachers belonging to aided institutions have less organizational stress as compared to the self-financing sector and government sector

Adebiyi (2013) conducted a study to examine the prevalence of stress among lecturers in the university. This study also investigated whether the gender of lecturers, faculties and the number of years they have spent on the job influence stress experience in them. The study employed descriptive research of survey design. stratified random sampling technique was used. The result of this study indicated that there was generally a very high prevalence of stress; this submission was as a result of the high-stress response correlated among males and females, across the faculties and rank.

Katyal and Arora (2013) conducted a study to explore various aspects of workplace stress. Data collection was done using the administration of questionnaires among the 73 faculty members of seven higher education institutes and private universities in the region of Punjab. For data collection, a convenient sampling technique was used. From the study, it was inferred that major factors that affect workplace stress of faculty include workplace environment, workplace harmony, performance concerns and wellbeing and benchmarks related to compensation.

Saeed and Farooqi (2014) conducted a study to find out the relationship of work-life balance and job stress with job satisfaction among university teachers in Pakistan The researcher has selected a probability sampling design for the study in which simple random sampling was used. The results showed that there was an insignificant relationship between job stress and job satisfaction. The relationship between work-life balance and job satisfaction was found significant and of moderate positive nature which meant that an increase in Work-Life Balance will increase Job Satisfaction.

Sharma (2014) conducted a study to investigate the role stressors of the faculty members of various universities from different countries. The sample size of the study was 108, out of which 40 were females and 68 were males The Independent Sample t-test has been conducted to analyze the data. The research showed that role stress was prevalent amongst the faculty members of higher educational institutions. Although the stress levels do not have a significant difference, based on gender, there is a difference. The faculty with high work experience exhibited high stress because of higher expectations of an administrative role.

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International Journal of Economic Perspectives,16(4),1-10

Retrieved from <https://ijeponline.org/index.php/journal>

Yusuff and Azam (2014) conducted a study to explore the perceived sources of stress among the faculty members working in the five campuses of COMSATS Institute of Information Technology, Pakistan by examining the stress-coping methods used by faculty members. The respondents of the study comprised 150 randomly selected faculty members of the Management Science, Computer Science, BioScience& Engineering departments of the five campuses of COMSATS Institute of Information Technology, Pakistan. Two self-administered questionnaires were used for data collection. The finding of this study showed that the female teachers experienced more stress with an average TSS of 63.00 as compared to their male counterparts, with an average TSS of 48.00. It has further been found that out of five total stressors, the three most important sources of stress for faculty members were colleagues, parents and government.

Reddy and Sarma (2015) conducted a study to examine the level of stress for different categories of faculty members in higher educational institutions. And to construct the statistical models to address the effects of stress factors on the occupational stress of faculty in higher educational institutions. The most commonly known and used dependence analysis in a multivariate method was the multiple regression A total of 500 faculty members from both technical (250) and technical (250) institutions have participated in the study. The results of regression suggest that there was a high impact of work environment on faculty stress in both technical and non-technical institutions.

M.Z. et al. (2016) conducted a study to determine job stress and its determinants among academic staff at Universiti Putra Malaysia, Serdang, Malaysia. This study involved all 15 faculties at UPM, Serdang. The respondents were given a set of a self-administered questionnaires. Finding from this study has shown that workload and responsibility also determine job stress among academicians. This study has found that hours of work is a determinant of job stress

Nandan and Krishna (2016) conducted a study on analyzing Job stress of faculty in management institutions in Andhra Pradesh with specific objectives as a) To identify factors impacting Job stress; b) To analyze the relative influence of the factors impacting job stress; and c) To suggest policy initiatives for the institutions to reduce/overcome stress among the faculty The sampling method used is as follows: a) Among the universities, one Central University, and three state universities in the public sector (one in each of the regions of Andhra Pradesh) and two deemed to be universities in the private sector offering MBA programme were selected. b) Among the colleges affiliated to state universities-two autonomous colleges (one in Andhra and one in Telangana regions), four affiliated colleges (representing three regions) and two standalone AICTE institutions (one in Andhra and second in Telangana region) were selected as a representative sample for the state of Andhra Pradesh. c) All the populations in each selected institution were taken and a predesigned questionnaire was canvassed to collect data on job satisfaction. It was found that Faculty in state universities appear to be relatively less stressed on one hand and faculty in deemed universities and standalone institutions recorded relatively more stressed on the other hand.

Rahoo et al. (2017) conducted a study on Occupational Stress among faculty members in Higher Educational Institutions of Hyderabad to study the reasons for occupational stress among teachers of Private institutes and to study the correlation between stress and job satisfaction. For this purpose,

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International Journal of Economic Perspectives,16(4),1-10

Retrieved from <https://ijeponline.org/index.php/journal>

130 faculty members of different private institutes in Hyderabad were chosen as the sample population by Stratified Random Sampling. The respondents were faculty members from IMSA, CMS, HIAST and NUML institutes of Hyderabad. It was found that determinants of stress among teachers were numerous and varied. The major stressors included work-related demands, work relationships, role-related factors, pace and intensity of change in the workplace and lack of organizational support. Shrivastava and Shukla (2017) conducted a study to present a critical review of the existing literature on occupational stress of teaching faculty of different streams of higher educational institutions in India. 30 research resources including research papers, thesis and books have been selected for the review. The paper concludes that policymakers should effectively design and frame policies to minimise the level of stress on the teaching community by applying appropriate coping strategies at a personal and organisational level and ensuring maximum facilities and a good environment in Institutes for achieving better productivity.

Kazmi and Ahsan (2019) conducted a study to study the Relationship among occupational stress, clinical anger and emotional intelligence in faculty members of universities, to find out impact of emotional intelligence on occupational stress and clinical anger and to study how gender and age were related to emotional intelligence occupational stress and clinical anger. A convenient/purposive sampling technique was used to select participants of the research A sample of 200 was collected. It was found that females were more emotionally intelligent than males in universities of Rawalpindi and Islamabad, Pakistan.

Batool et al. (2020) conducted a study to conduct an online survey regarding the prevalence of occupational stress among the University Faculty in online teaching in Pakistan during the outbreak of COVID-19. The sample consisted of 183 teachers. An online survey method was used for data collection. The findings showed that the non-availability of technical support, work-family conflict, work overload, and lack of training for online teaching were the major causes of occupational stress among university teachers of Pakistan in online teaching during COVID-19.

Khan et al. (2020) conducted a study to know the effects of job-related stress on the psychological strain of the faculty members that were working in the universities of Pakistan. This study has utilized a quantitative cross-sectional design. total of twelve universities was randomly selected. They founded that job stress has negative effects on the psychological and physical health of the teachers.

MATERIAL AND METHOD

Objective

- To study the stress level among faculty members of management institutions.
- To study the level of stress among males and females.
- To study the impact of factors viz. Self role distance, role boundedness on the level of stress

Research design

Descriptive research has been conducted to study the stress level among faculty members of management institutions in Haryana.

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Submitted: 27 Dec 2021, *Revised:* 09 January 2022, *Accepted:* 18 February 2022, *Published:* April 2022

Participants

To measure the stress level, the study selected the respondents of faculty members of Haryana. To collect data convincing sampling method has been used. The study targeted 150 faculties as a total population, after the data cleaning process only 97 respondents' data have been used.

Sample size

To attain the objective of 97 faculty members who are working in management institutions in Haryana.

Tool & data collection procedure

To attain the objective standardised questionnaire was used, developed by Parek and Purohi in 1990. The data was collected from various management institutions in Haryana. The data was collected in the form of a standardized questionnaire on the Likert 5- point rating scale. The employees working as assistants and associate professors were taken. For the data collection, the questionnaire was first administrated in front of them, the respondents were able to respond and the accuracy came.

Measuring instruments

General Role Stress scale consists of 12 statements and each statement was rated on Likert 5- point rating scale. General Role Stress gave a general index of individual role stress focusing on his/her role space stresses. The Role stress scale has been categorized into 4 sub-sectors viz. self-role distance. Inter-role distance, role boundedness and personal inadequacy.

Data analysis

To study the stress among faculty members' descriptive statistics have been used.

DATA INTERPRETATION AND RESULT ANALYSIS

To measure the stress level among the faculty members who were working in the management institutions of Haryana, descriptive statistics have been used. The present study focuses on the Stress level among the faculty members.

Table no. 1.1 Represent Stress factors among Male and Female

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
self-role distance	Male	31	2.5699	.90755	.16300
	Female	66	2.7677	.82477	.10152
inter-role distance	Male	31	2.6016	.71705	.12879
	Female	66	2.6427	.82251	.10124
role boundedness	Male	31	3.0215	.94648	.16999
	Female	66	2.9040	.90159	.11098
personal inadequacy	Male	31	2.8817	.79138	.14214
	Female	66	2.8182	.87936	.10824

In the factors of self-role distance, the mean value for males is 2.5699 and for the female is 2.7677. Distance, the mean value for males is 2.6061 and for the females is 2.6427. In role boundedness, the mean value for males is 3.0215 and for the females is 2.9040. In personal adequacy, the mean value for males is 2.8817 and for the females is 2.8182. From the above table 1.1, Study concluded that the mean value for both males and females is highest in role boundedness i.e. 3.0218 and 2.9040 respectively. So this showed that both males and females felt more stressed when they are duty bounded.

Table no.1.2 Represent descriptive statistics among faculty members

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
self-role distance	97	1.00	4.33	2.7045	.85239
inter-role distance	97	1.00	4.33	2.6296	.78684
role boundedness	97	1.00	5.00	2.9416	.91288
personal inadequacy	97	1.00	4.67	2.8385	.84863
Valid N (list wise)	97				

From the table 1.2, the stress role model inventory shows that the mean value for self-role distance is 2.7045, for inter role distance is 2.6296, for role boundedness is 2.9416 and for Personal inadequacy is 2.8385. From above discuss study conclude that the mean value is highest in role boundedness (2.9416) so this showed that the male and female.

Table no.1.3 Represents stress level among faculty members

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am not able to do many things for which I have a great liking.	97	1	5	2.89	1.172
My role in the family conflicts with my work role.	97	1	5	2.44	.946
I feel duty-bound as a student /employee/son/father, etc	97	1	5	3.12	1.269
I do not have enough knowledge/skills needed to do justice in my roles	97	1	5	2.74	1.184

Dr. Kanika Garg, Ashi Mittal, Muskan Khanna and Mayank Singh Rawat (April 2022). A Study of Stress Level among Faculty Members of Management Institutions in Haryana

International Journal of Economic Perspectives,16(4),1-10

Retrieved from <https://ijeponline.org/index.php/journal>

I am not able to use my strengths in the various things I do.	97	1	5	2.72	1.170
I do not get enough time for my family or friends because of my other responsibilities	97	1	5	2.69	1.112
The obligations of my roles are more important to me than my own wishes.	97	1	5	2.90	1.104
I feel I am not doing justice to my family role (as a son/husband/father).	97	1	5	2.56	1.050
What I do in various spheres (home, institutions, organisation, etc) conflicts with my values.	97	1	5	2.48	1.174
I have some other obligation (in a club, a voluntary organisation, a party, etc) which conflict with main work.	97	1	5	2.66	1.172
I am prepared to sacrifice my own values if they conflicts with my duties in various roles.	97	1	5	2.80	1.419
I wish I could be better equipped to perform my roles more adequately	97	1	5	3.25	1.216
Valid N (listwise)	97				

From the above table (1.3) it is clear that most of the faculty members felt duty-bound as a student/employees/son/father and they felt that they could be better equipped to perform their roles more adequately (mean 3.12 & 3.25 respectively)

The above table revealed that faculty members felt moderately stressed in relation with various factors viz. not able to do many things, don't have enough knowledge /skills needed to do justice in their roles, unutilised strengths, not getting enough time for friends and family, unfulfilled wishes sacrificing their values having mean values of 2.89, 2.74, 2.72, 2.69, 2.90, 2.80 respectively. In contrast with, the faculty members were comparatively less stressed in various parameters such as role conflicts with family, injustice with family, working in various spheres often conflicts with the values and others obligation conflicts with main work with means values of 2.44, 2.56, 2.48 & 2.66 respectively.

CONCLUSION AND DISCUSSION

The study concluded that most of the faculty members felt stressed when they were duty bounded as employee/son/father as they felt that they could be better equipped to perform their roles more adequately. In the study of Areekkuzhiyil, S. (2011), it was also concluded that the teachers belonging to aided institutions have less organizational stress as compared to the self-financing sector and government sector. The study also concluded that most of the faculty members felt role boundedness which lead to the highest amount of stress. In the study of Mund (2021), it was also concluded that the effect of role boundedness was the highest as compared to other factors on female professionals. The study also concluded that if all the factors were considered then, in self role distance, females were more stressed as compared to males. Females were more stressed in inter role distance & personal adequacy as compared to males but in role boundedness, males felt more stressed. The study of Yusoff, R. B. M., & Azam, K. (2014) also concluded that the female teachers experienced more stress as compared to their male counterparts. The study of Akbar, A., & Akhter, W. (2011) also supported that female faculty experience more stress as compared to male faculty members. A big reason behind the females having more stress is embedded in working in a male-oriented society. Self-role distance and role bounded was the deciding factor to measure the difference in stress level between males and females. As per the findings, it was found that in a particular region like Haryana, role boundedness had a major impact on the stress level among faculty members but by increasing the sample size, a researcher can explore qualitative factor that has an impact on the stress level among faculty members.

Dr. Kanika Garg, Ashi Mittal, Muskan Khanna and Mayank Singh Rawat (April 2022). A Study of Stress Level among Faculty Members of Management Institutions in Haryana

International Journal of Economic Perspectives, 16(4), 1-10

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