



Work Place Stress in Higher Educational Institutions at Hyderabad

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ABSTRACT

The role of teaching has always been considered to be very stressful. This study deals with the work place stress at higher educational institutions. Keeping in mind the growing level of stress among different faculty members in higher educational institutions, an attempt was made to select a sample of 150 respondents who have been teaching in different educational institutions at Hyderabad. The participants were selected based on their experience and occupation, both genders were represented and a statistical tool chi-square is used.

This study concluded that most of the faculties at higher educational institutions, experience high degree of job stress like lack of participation in decision making, lack of authority, lack of promotion and feedback, workload, unsatisfactory working conditions and interpersonal relationships. Female faculties are feeling more stressful than their counterparts is being proved by this study.

KEYWORDS

work place stress, work overload, unsatisfactory working conditions, interpersonal relationships.

INTRODUCTION:

We are living in a knowledge era; the lives of people are mostly dependent on learning and disseminating of knowledge. The learning process in institutionalized form is known as Education. Within educational system, the teacher is a vital person, which runs and maintains the educational system of any society at different levels, ranging from school to colleges. Among these all levels the teaching for higher education is considered as more sophisticated; which involve not only teaching to senior students but also requires engagement in research related activities. Faculties are facing greater challenges in the present educational system and have more work load, where they have to fulfill complex demands of academia.

Teaching is a very noble profession. The success of any nation depends on how the young students are getting education. It is hard to think that a teacher under stress ill produce good students. Perhaps the lack of concern towards the problems of faculties is due to the fact that there is less understanding about faculties' problems. The knowledge of various sources of job stress among the faculties will lead to creation of awareness about the phenomenon of teacher's stress and will ultimately help in developing solutions for reduction of teacher's stress. (Rosman Bin Md Yusoff, November 2012)

A new and growing world can be built up by young brains and educational institutions faculties have a major contribution of nurturing, educating and developing these brains. All the above development can only be possible only when, faculties working life and job environment which plays a major role in their life should be improved. (Dr. O. P. Singh, 2015). Therefore, there should be a focus on capacity building and professional development for individual faculties and throughout the educational structure. Supervision is a working method that makes room for reflection and consequently for the experience of being a "teacher in progress" - always learning and growing. But the management should give a chance for individual involvement in decision making.

OBJECTIVES:

To determine the factors associated with occupational stress of the employees and their relationship with peers, colleagues, Heads of the Department over and above.

To identify the occupational stress between male and female faculties at higher educational institutions

RESEARCH METHODOLOGY:

Keeping in mind the growing level of stress among different faculty members teaching in higher educational institutions, an attempt was made to select a sample of 150 respondents who have been teaching in different educational institutions at Hyderabad. The participants were selected based on their experience and occupation, both genders were represented and a statistical tool chi-square is used.

REVIEW OF LITERATURE

Day-to-day life is full of stress- both on the personal and the professional fronts. Pressure of time often results in people reporting to their workplace with migraine attacks, body aches, mental strains, etc. stress therefore, is a costly business affair, that affects two aspects- first, the employee's health- which directly affects the second- the organization's profits. This is so because, if the health does not allow the body to function normally, it will lead to increased absenteeism, late comings and short leaves in the organization, which directly affect the organization's growth and profit since employees, are the main source of profit generation for the organization.

According to the late Dr. Hans selye, "stress is the sum of all the non-specific effects of factors that can act upon the body" anything that affects the body and causes stress is called a stressor. Stressors could be internal as well as external. Internal stressors are those which cause stress due to something that happened in the past. Environment, people, food and other external factors from external stressors. Depending upon the circumstances, beliefs, perceptions and conditioning, different persons react differently to the same stress factors.

Stress can be linked to external factors such as the economic conditions, the environmental issues, or your family in particular. Stress can also linked with external factors which govern our own irresponsible behaviors, negative thoughts that surround us, or unrealistic desires and expectations. (Arun bhatia, December 2007)

Every individual, irrespective of the age is influenced once or at some point of time by workplace stress. Even though work related stress is not a new incident, it is becoming a world

wide phenomenon and the consequences have an adverse effect on all lines of work and all sorts of employees, including both blue and white collar people, families and society on the whole. (Smitha Das, feb 2009)

“No one dies from working too hard, but when people don’t get any recognition in their work, the stress of that lack of control can kill them.”

-Barrie S Greiff (motivational speaker)

Stress affects everyone at some point for longer or shorter periods of time and with different effects on performance and our health. There is a beneficial stress that mobilizes us for exceptional results, but there is a harmful one, leading to very serious physical and psychological problems. Not all individuals respond equally to a specific stressor. Some are more resistant, going over difficult situations and to the others that install, sooner or later. Specific negative manifestations may be mental - frustration, anxiety or depression and physical - high blood pressure, strokes, heart, digestive, respiratory, renal disease. The negative effects of stress have an impact on both organizations and individuals. (Bazgan Magdalena-Camelia, 2011)

DATA ANALYSIS AND INTERPRETATION:

Table 1: Gender wise work experience

Gender	Work experience					total
	< 1year	1-3years	3-5years	5-7years	>7years	
Male	12	17	19	3	1	52
fe-male	26	28	31	9	4	98

Table 2: work experience with occupation

Work experi-ence	lecturer/assistant professor	associate professor	professor	total
< 1year	20	14	4	38
1-3years	31	12	2	45
3-5years	36	11	3	50
5-7years	5	5	2	12
>7years	2	3	0	5
Total	94	45	11	150

Table 3: occupational stress among faculties of higher education

Types of occupational stress		Response in %	
		female	
1.Overload	unrealistic deadlines and expectations	21.4	25
	unmanageable workloads	11.2	13.4
	Additional workload & poor working conditions	29.5	44.2
2.Control	lack of control over job responsibilities	9.2	11.5
	lack of involvement in decision making	3.06	9.6
	lack of guidance for career development	34.6	50
	lack of time management	32.6	26.5

3.Relationships with co-workers	aggressive management style	36.5	34.6
	lack of support from co-workers	30.7	22.4
	isolation at work	15.4	13.5
	lack of understanding and leadership	21.4	9.2
	Supervisor is inappropriate & irritating	46.6	31.6
	others take credit for personal achievements	28.8	3.06
	Favoritism done by colleagues on basis of race, family relations & other basis	67.3	41.8
	poor relationships with colleagues	40.4	32.6
	Competition among colleagues, subordinates & boss	82.6	59.2
4.Job security	job insecurity	18.4	38.5
	lack of job permanence, e.g. temporary/fixed term contracts	5.1	3.8
	fear of skill redundancy	7.1	19.2
5.Work-life balance	Lack of time to dedicated for preparation of the subject	60.2	21.4
	Lack of updating of latest information related to the subject	14.3	17.3
	excessive travel time	69.3	94.2
6.Resources and communication	Lack of maintenance of communication channel	62.2	61.5
	Dislike to reveal feedback on performance	35.7	51.9
	Lack of career development opportunities	67.3	78.8
	Lack of conducting FDP program	64.3	88.4
7.Pays and benefits	Lack of equipment/ resources to do the job	60.2	86.5
	No encouragement for the paper publications	61.5	51
	No incentives for the faculties	94.2	71.4
	Poor pay prospects	92.3	69.4
	No paper evaluation duties	61.5	54.1
	lack of annual leave	5.7	5.1
No External examination duties	7.7	7.1	

8.Aspects of the job	job is unlikely to change in the next 5–10 years	23.1	34.7
	poor physical working conditions	67.3	58.2
	Emotional involvement	15.4	42.8
	Close supervision	59.6	58.2
	Routine and repetitive work	96.1	79.6
	lack of enjoyment of job	42.3	46.9

As the female respondents are more, compared to male, the responses are converted into percentage method to get accurate results.

STATISTICAL ANALYSIS:

Null hypothesis: there is no significant difference between occupational stress between male and female faculties

Alternative hypothesis: there is a significant difference between occupational stress between male and female faculties

Table 4: observed frequencies

Types of occupational stress	male	female	row total
1.Overload	20.7	27.54	48.24
2.Control	18.34	25.92	44.26
3.Relationships with co-workers	40.1	27.5	67.6
4.Job security	10.2	20.5	30.7
5.Work-life balance	44.3	47.93	92.23
6.Resources and communication	57.94	73.42	131.36
7.Pays and benefits	53.82	43.02	96.84
8.Aspects of the job	50.63	53.4	104.03
column total	296.03	319.23	615.26

Table 5: expected frequencies

Types of occupational stress	male	female
1.Overload	23.21	25.03
2.Control	21.29	22.96
3.Relationships with co-workers	32.52	35.07
4.Job security	14.77	15.93
5.Work-life balance	44.37	47.86
6.Resources and communication	63.2	68.16
7.Pays and benefits	46.59	50.24
8.Aspects of the job	50.05	53.97

Table 6: chi-square table

27.54	23.21	4.33	18.7489	0.807794054
25.92	21.29	4.63	21.4369	1.006899953
40.1	32.52	7.58	57.4564	1.766801968

20.5	14.77	5.73	32.8329	2.222945159
44.3	44.37	-0.07	0.0049	0.000110435
73.42	63.2	10.22	104.4484	1.652664557
53.82	46.59	7.23	52.2729	1.121976819
50.63	50.06	0.57	0.3249	0.006490212
20.7	25.03	-4.33	18.7489	0.749057131
18.34	22.96	-4.62	21.3444	0.929634146
27.5	35.07	-7.57	57.3049	1.634014827
10.2	15.93	-5.73	32.8329	2.061073446
47.93	47.85	0.08	0.0064	0.000133751
57.94	68.16	-10.22	104.4484	1.532400235
43.02	50.24	-7.22	52.1284	1.03758758
53.4	53.97	-0.57	0.3249	0.006020011
Chi-square calculated value:				16.53560429

At 5% level of significant for 7 degrees of freedom the critical value of chi-square is 14.067, which is less than the chi-square calculated value. Hence the null hypothesis is rejected therefore, there is a significant difference between occupational stress between male and female faculties at higher educational institutions at Hyderabad.

TIPS TO REDUCE WORK PLACE STRESS:

Individual level

The faculties should learn time management practices.

The behavioral self control practices like controlling of emotions at time of stress, thinking positively, avoiding of being perfectionist can help in relieving the negative effects of stress.

Individual involvement in spiritual and religious activities can be supportive in fighting negative feelings due to stress.

Getting involved into a hobby and spending some time in re-creational activities can help in preventing negative effects of stress.

The faculties should consult with the experienced senior colleagues in difficult times that can help them in solving problems.

The faculties should maintain a work-life balance.

The faculties should practice regular exercise; this will help them to control the physical symptoms of stress as well as psychological tension.

Institutional level

The management should allocate tasks according to the capabilities and skills of the faculties.

The faculties should be given regular trainings in their areas of expertise, which can enhance knowledge, skills and adaptation.

Salaries should be paid genuinely.

There should be equal chances for all to career development.

A climate of openness and honesty should be established by making it safe for faculties to express their views.

The management should give services like transportation, accommodation, sports club, childcare center.

The management should frequently arrange recreational events for engaging faculties and students.

The authorities concern should provide adequate incentives that would enhance academic excellence

Adequate facilities should be provided in their place of work to enhance work performance

The authorities concern should make sure that workloads are reduced to academic staff so as to increase efficiency in research.

CONCLUSION:

The most of the employees at higher educational institution will experience high degree job stress like lack of promotion and feedback, lack of participation in decision making, lack of authority, workload, unsatisfactory working conditions and interpersonal relationships. From the study it is concluded that female faculties are facing more work place stress compare to male faculties.

Stress can be minimized if management takes the right steps. Stress free faculties perform better, work harder, feel happier and have long term commitment to the institutions when compared to their counterparts.

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