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AN EMPIRICAL STUDY ON STRESS MANAGEMENT- -ACADEMIC FACULTY IN KHAMMAM DISTRICT- TELANGANA

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ABSTRACT

Stress is fact of every human life in day today activities. Stress is normal psychological reaction when the brain recognizes threats of life. Stress is both positive and negative stressors. It can help to cope with life challenges. In this work the analysis has been done on stress management of khammam district colleges only. Sample size of 115 is taken for the purpose of analysis made from primary and secondary data. Out of the total sample most of the respondents are male. Most of the respondents are post graduate and have professional qualification. Most of the respondents have 41-50 years of age. Most all the respondents are satisfied with the academic working condition of the organization, and only few respondents are highly dissatisfied with the working condition of the organization. The opinion about the job of the organization most of the respondents are expressed it as interesting, according to majority of the respondents the level of stress is very high and also respondent's opinion on stress influential factors of are also analyzed by using mean standard deviation and allocated raking.

KEY WORDS

Stress, Academic Working condition, Stress management and Influential factors.

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INTRODUCTION

Stress is a part of day-to-day living. It is a common human phenomenon and part of life as a college faculty. When people reach out for help, they are often dealing with circumstances, situations, and stressors in their lives that leave them feeling emotionally and physically overwhelmed. Many people feel that they have very little resources or skills to deal with the high levels of stress they are experiencing. The concept of stress was first introduced in the life science by Selye Hans in 1936. It was derived from the Latin word 'Stringere'

means the experience of physical hardship, starvation, torture and pain. As college faculty you may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and energizer. However, if your stress level is too high, medical and social problems can result.

REVIEW OF LITERATURE

Rizwan raheem ahmed, Warraich usman ali and Nawaz ahmad (2014) in his study has revealed that workload, inadequate monetary reward are the primary reason for causing stress in employees, so it was recommended that employees should minimize stress by lowering the work load and pay adequate salary. V. Abirami (2012), in his research titled 'levels of stress among college teachers with reference to Coimbatore district', studied about the level of stress among college teachers as a function of age, sex, marital status, educational attainment, family system, monthly income wise, number of dependents in the family and designation, nature of college, teaching experience, location of work place, working time. Geetanema (2010) Identified stress is a result of five factors: emotional, physical, social, economic, or other factors that require a response or change. He also studied various work related causes that lead to stress with respect to work culture in educational institutes. Payne and Furnham (1987) reported data from 444 secondary teachers in Barbados and found that difficulties associated with instructional and managerial demands were perceived as the most stressful aspects of their work. Rupinderkaur, (2013) identified the five factors that create the job stress among college teachers, the most important factors that create stress is salary and other benefits followed by working conditions, relation with colleagues, job security and work load so by improving these factors can be reduced among college teachers and also the colleges to make HR policies for college teachers. Borg, M. (1990). Attempted to measure the stress among college faculty up to one third of college faculty perceive their occupation as highly stressful. Nearly 39

percent of teachers leave the profession within first five years. Because of lack of support and poor treatment the main reason is to leave early years of their career is high levels of stress. Goteti Himabindu (2012) attempted to measure the stress of teachers of college of education which reveals that the Teacher Stress variables like Sex, Locality, Qualification, Experience and type of institution do differed significantly. Wang Cai-feng (2010) analyzes the concept of the performance of university teachers and identifies the four variables of organizational commitment, job stress, mental health and achievement motivation. Based on the research findings obtained in China that sustained commitment, emotional commitment, showed negative correlation with job and work stress, mental health showed positively correlated. İlhan Gunbayi (2014), The findings related to the effects of stressors showed that the stressors had psychological, social, mental and physiological effect on academic staff, the analysis also supported the findings based on individual interviews related to stressors as heavy workload, insufficient physical conditions, increasing number of students, combination of many different tasks document analysis also supported the findings based on individual interviews related to stressors as heavy workload, insufficient physical conditions, increasing number of students, combination of many different tasks. And various kinds of stress originating from stressors in academic setting and the effects of stress stressors which are likely to affect academic work life negatively and positively in universities.

OBJECTIVES

To ascertain and estimate the level of stress in academic staff, and in particular, to engineering management and arts colleges. To identify various influential factors of stress. To find the professional stress in college faculty. To identify the sources of occupational stress among faculty member.

IMPORTANCE OF STUDY

The teaching faculty members may have multiple roles. The problem of balancing between organization and

family demands may all put a strain on the teaching faculty members at work, in the same way the stress at work may spill over and have negative impact on their family and personal life. Much of the research into this area has focused on level of stress and the most influential factors of stress related to teaching professionals. The study can bring forth the significance of stress management in teaching professionals to countercheck the stress-effects experienced by them in relation to their roles at work and in the family. The study not only useful to the faculties but also for the Educational institutions, educational authorities and administrators can be greatly benefited by the findings of the present study

METHODOLOGY AND SAMPLING

Research Design

The research study is an empirical in nature. Describing the characteristics of a particular individual or a group studies concerned with specific empirical research studies. The study on stress among faculty members of engineering, management and arts colleges.

Area of the Study

The data collected for this study covers khammam district only.

Tools for Collection and Analysis

Collected a method is used to collect the primary data by using questioner. Secondary information was collected from records, journal, and books.

Sample Size

Keeping in mind all the constraints, the size of the Sample of the study was selected as 115.

Sampling Technique

The random sampling. The college faculty was taken into consideration. Research was conducted on clear assumptions that the respondents would give frank and fair answers in a pragmatic way and without any bias.

Sampling Description

In order to understand the nature and characteristics of various respondents in this study, the information was collected and analyzed according to their socio economic background which included the characteristic of their respondents like education, age marital status and salary. This description shows that

respondents included in this survey belong to different backgrounds and this turn increase the scope of the study.

Analysis

Collected data were arranged in logical of sequential order. To analysis the data percentage analysis has been made simple bar diagrams has been used for diagrammatic representation of data. Mean and standard deviation was used to test the data to have a meaningful study of stress management faculty in Khammam district only.

RESULTS AND DISCUSSION

Socio-Economic Factors of Academic Staff

Table No.1 shows the demographic profile of the respondents. According to this table male comprised about 70.40 per cent, while female constituted 29.60 per cent of the sample. The profile of the respondents discloses that out of 115 respondents, 46 respondents were between 41-50 years of age, whereas 34 were between 21-30 years of age, 24 respondents were between 31-40 years of age and 11 respondents having age above 51. Regarding work experience 29.60 per cent having work experience 11-15 years, followed by 20.00 percent greater than 15 years of teaching experience., Then respondents divided the educational level into four categories, i.e. U.G, P.G, M.Phil, and Ph.D. More than 50.40 per cent of faculties were having P.G qualification, 29.60 per cent of faculty having their Ph.D, .U.G per cent is 10.40. And M.Phil 9.60 percent. When salary considered, 47.00 per cent falls in the above 10,001- 20,000. Those who follow it and who account for 22.60 percent falls in the 20,001-30,000 salary group. 20.00 per cent falls in the > 30,000 salary group and low income group constituted. <10,000 are 10.40 percent. Out of 115 sample 40.00 per cent constitutes engineering faculty followed by 30.40 per cent Arts and management 29.60 per cent.

CLASSIFICATION OF RESPONDENTS BASING ON OPINION ON JOB

Table No.2 From the above table, it denotes more than 50.40 per cent respondents feel the job interesting, 20.00 per cent of them feel it challenging

and routine and rest 9.60 per cent of them feel the job is boring.

CLASSIFICATION OF RESPONDENTS BASING ON ACADEMIC WORKING CONDITIONS

Table No.3 It is found that the survey that 42.60 per cent of the respondents are satisfied with the working conditions of the organization, 30.40 per cent Neutral, 11.30 percent are highly satisfied, 8.70 percent are dissatisfied and 7.00 per cent are Highly Dissatisfied with working conditions.

OPINION ABOUT SALARY PACKAGE PROVIDED BY THE ORGANIZATION

Table No.4 It is found that more than 39.10 per cent respondents are satisfied with the salary package, among all other respondents 30.40 per cent of the respondents are neither satisfied nor dissatisfied with the salary package, 16.50 per cent of the respondents are highly satisfied with the package, 7.80 percent of the respondents are highly dissatisfied and 6.10 percent of the are dissatisfied with the salary package

Stress in Job

Table No.5 It is evident from the survey that 100 percent of the respondents suffer with stress.

Level of Stress

Table No.6 It is found that from the survey that 35.70 per cent of the respondents have very high level of stress, 33.00 per cent of the respondents have medium level of stress, and only 5.20 per cent of the respondents have very low level of stress.

OPINION ON THE MOST INFLUENTIAL FACTORS OF STRESS

Table No.7 There are five most important influential factors of stress are professional stressors, Economic stressors, Students stressors, Social and personal pressures and The college as a stressful workplace.

The Important Professional Stress Factors were "New Teaching Methods" ($M=1.9565$), followed by "Inadequate Training And Continuing Education" ($M=1.7652$), "Lack Of Research And Personal Growth" ($M=1.4696$) And "Changes In Curriculum

and Courses" ($M=1.391$)

Scored Very Low Regarding These Sectors for analysis Economic Stressors "Job insecurity" ($M=1.2348$) and "Inadequate salary" ($M=1.1391$).

Students Stressors the most dominant factors includes "violence and aggression" ($M=1.5652$)

, Lack of motivation, attention and interest ($M=1.4696$), Decrease in discipline ($M=1.3391$).

Social and Personal Pressure stressors include

"Lack of public esteem" with a mean score of 2.1043 ranked first followed by "Social position - no recognition or acknowledgement" mean score of 1.9826, Society demands on the duty of a teacher in a child's upbringing mean score of 1.7043, "Lack of coherence between personal goals and professional obligations with a mean score of 1.2783, Concerns about the quality of education 1.5478. The least factor was "Teachers' own ambitions" with a mean score of 1.4174.

Finally, whilst "Lack of control and autonomy" ($M=1.687$), "Lack of solidarity and morale" ($M=1.687$), "Environmental noise, poor ventilation" ($M=1.4000$), "Problems with hygiene and security" ($M=1.2957$), "Excessive paperwork and administrative duties" ($M=1.826$), are the seven main The College As A Stressful Workplace stressors affecting the respondents, "Lack of sufficient and up to date teaching material, equipment, and class rooms" ($M=1.1478$) and "Excessive workload and hours of work, lack of time" ($M=1.1391$) are the two least important factors.

Table No.1: Socio-Economic Factors of Academic Staff

| Variables | Respondents(N=115) | | Variables | Respondents(N=115) | |
|-------------------------------|--------------------|---------|----------------------------------|--------------------|---------|
| | Number | Percent | | Number | Percent |
| Gender | | | Educational qualification | | |
| Variable | Number | Percent | U.G | 12 | 10.40 |
| Male | 81 | 70.40 | P.G | 58 | 50.40 |
| Female | 34 | 29.60 | M.phil | 11 | 9.60 |
| Age(Years) | | | Ph.D | 34 | 29.60 |
| 21- 30 years | 34 | 29.60 | Salary(Rs) | | |
| 31-40 years | 24 | 20.90 | < 10000 | 12 | 10.40 |
| 41-50 years | 46 | 40.00 | 10001 To | 54 | 47.00 |
| | | | 20000 | | |
| 51 and above | 11 | 9.60 | 20001 To | 26 | 22.60 |
| | | | 30000 | | |
| Work experience(Years) | | | > 30000 | 23 | 20.00 |
| Less than 5 years | 34 | 29.60 | | | |
| 6 to 10 years | 24 | 20.90 | Discipline | | |
| 11 to 15 years | 34 | 29.60 | Engineering | 46 | 40.00 |
| > 15 years | 23 | 20.00 | Management | 34 | 29.60 |
| | | | Arts | 35 | 30.40 |

Table No.2: Classification of Respondents Basing On Opinion on Job

| S.No | Opinion on job | Frequency | Percent | Mean | Standard deviation |
|------|----------------|-----------|---------|--------|--------------------|
| 1 | Challenging | 23 | 20.0 | --- | --- |
| 2 | Interesting | 58 | 50.4 | --- | --- |
| 3 | Routine | 23 | 20.0 | 2.1913 | 0.8675 |
| 4 | Boring | 11 | 9.6 | --- | --- |
| 5 | Total | 115 | 100.0 | --- | --- |

Table No.3: Classification of Respondents basing on academic Working conditions

| S.No | Academic Working Condition's | Frequency | Percent | Mean | Standard deviation |
|------|------------------------------|-----------|---------|--------|--------------------|
| 1 | Highly satisfied | 13 | 11.3 | --- | --- |
| 2 | Satisfied | 49 | 42.6 | --- | --- |
| 3 | Neutral | 35 | 30.4 | 2.5913 | 1.0670 |
| 4 | Highly dissatisfied | 8 | 7.0 | --- | --- |
| 5 | Dissatisfied | 10 | 8.7 | --- | --- |
| 6 | Total | 115 | 100.0 | --- | --- |

Table No.4: Opinion about Salary Package Provided By the Organization

| S.No | Salary package | Frequency | Percent | Mean | Standard deviation |
|------|---------------------|-----------|---------|--------|--------------------|
| 1 | Highly satisfied | 19 | 16.5 | --- | --- |
| 2 | Satisfied | 45 | 39.1 | --- | --- |
| 3 | Neutral | 35 | 30.4 | 2.9913 | 1.2460 |
| 4 | Highly dissatisfied | 9 | 7.8 | --- | --- |
| 5 | Dissatisfied | 7 | 6.1 | --- | --- |
| 6 | Total | 115 | 100.0 | --- | --- |

Table No.5: Stress in Job

| S.No | Stress | Frequency | Percent |
|------|---------|----------------|---------|
| 1 | Yes | 115 | 100.0 |
| 2 | Source: | (primary data) | |

Table No.6: Level of Stress

| S.No | Stress level | Frequency | Percent | Mean | Standard deviation |
|------|--------------|-----------|---------|--------|--------------------|
| 1 | very high | 41 | 35.7 | --- | --- |
| 2 | high | 23 | 20.0 | --- | --- |
| 3 | medium | 38 | 33.0 | 2.2522 | 1.1611 |
| 4 | low | 7 | 6.1 | --- | --- |
| 5 | very low | 6 | 5.2 | --- | --- |
| 6 | Total | 115 | 100.0 | --- | --- |

Table No.7: Opinion on the Most Influential Factors of Stress

| S.No | FACTORS | MEAN | Standard Deviation | RANK |
|--|---|--------|--------------------|------|
| PROFESSIONAL STRESSORS | | | | |
| 1 | New teaching methods | 1.9565 | 0.5981 | 1 |
| 2 | Inadequate training and continuing education | 1.7652 | 0.7173 | 2 |
| 3 | Lack of Research and Personal Growth | 1.4696 | 0.6923 | 3 |
| 4 | Changes in curriculum and courses | 1.391 | 0.6448 | 4 |
| ECONOMIC STRESSORS | | | | |
| 1 | Job insecurity | 1.2348 | 0.5823 | 1 |
| 2 | Inadequate salary | 1.1391 | 0.437 | 2 |
| STUDENTS STRESSORS | | | | |
| 1 | violence and aggression | 1.5652 | 0.7025 | 1 |
| 2 | Lack of motivation, attention and interest | 1.4696 | 0.6923 | 2 |
| 3 | Decrease in discipline | 1.3391 | 0.6336 | 3 |
| SOCIAL AND PERSONAL PRESSURES | | | | |
| 1 | Lack of public esteem | 2.1043 | 0.7988 | 1 |
| 2 | Social position - no recognition or acknowledgement | 1.9826 | 0.7372 | 2 |
| 3 | Society demands on the duty of a teacher in a child's upbringing | 1.7043 | 0.8268 | 3 |
| 4 | Concerns about the quality of education | 1.5478 | 0.6913 | 4 |
| 5 | Teachers' own ambitions | 1.4174 | 0.6486 | 5 |
| 6 | Lack of coherence between personal goals and professional obligations | 1.2783 | 0.5856 | 6 |
| THE COLLEGE AS A STRESSFUL WORKPLACE | | | | |
| 1 | Lack of control and autonomy | 1.687 | 0.7418 | 1 |
| 2 | Lack of solidarity and morale | 1.687 | 0.7418 | 1 |
| 3 | Environmental noise, poor ventilation | 1.4 | 0.6325 | 3 |
| 4 | Problems with hygiene and security | 1.2957 | 0.6209 | 4 |
| 5 | Excessive paperwork and administrative duties | 1.1826 | 0.4698 | 5 |
| Lack of sufficient and up to date teaching material, equipment, and class | | | | |
| 6 | Rooms | 1.1478 | 0.4441 | 6 |
| 7 | Excessive workload and hours of work , lack of time | 1.1391 | 0.437 | 7 |

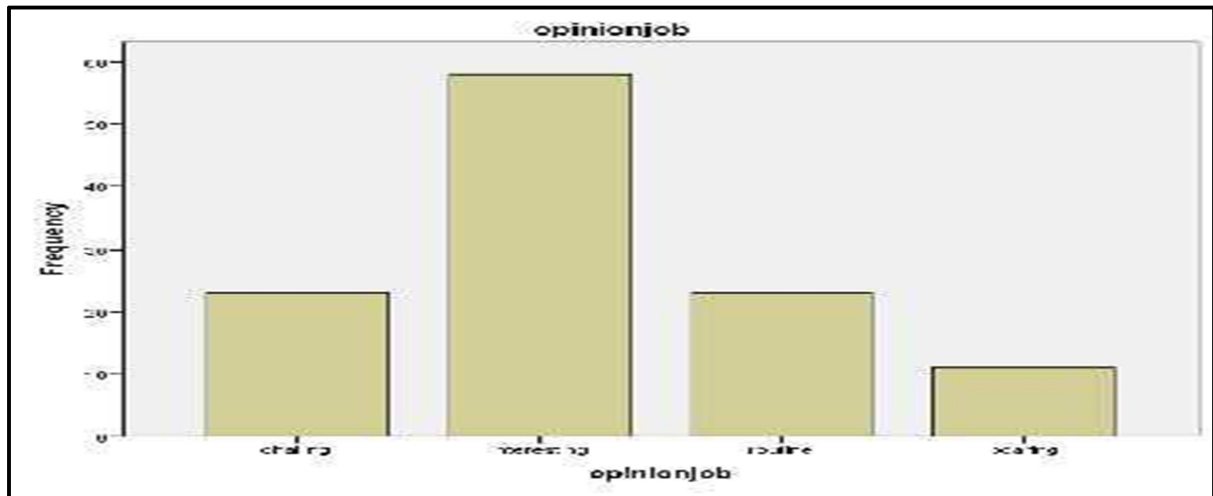


Figure No.1: Source: (primary data)

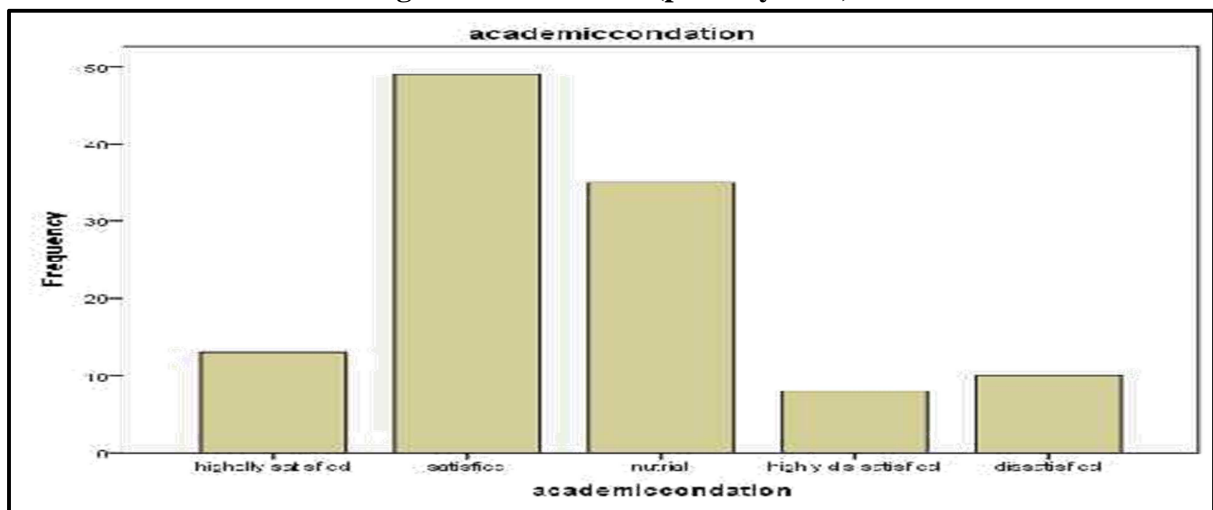


Figure No.2: Source: (primary data)

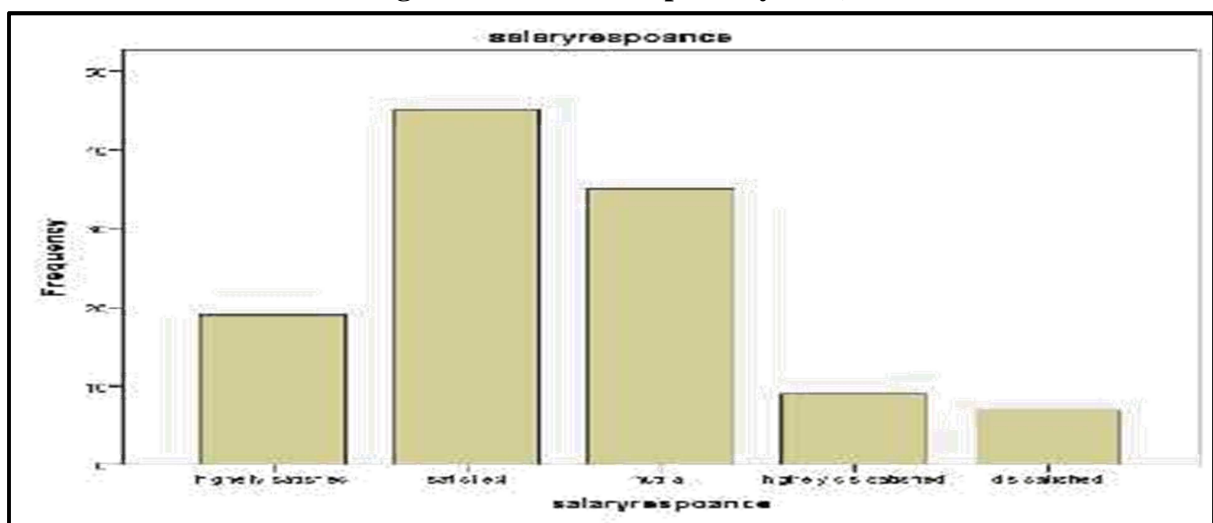


Figure No.3: Source: (primary data)

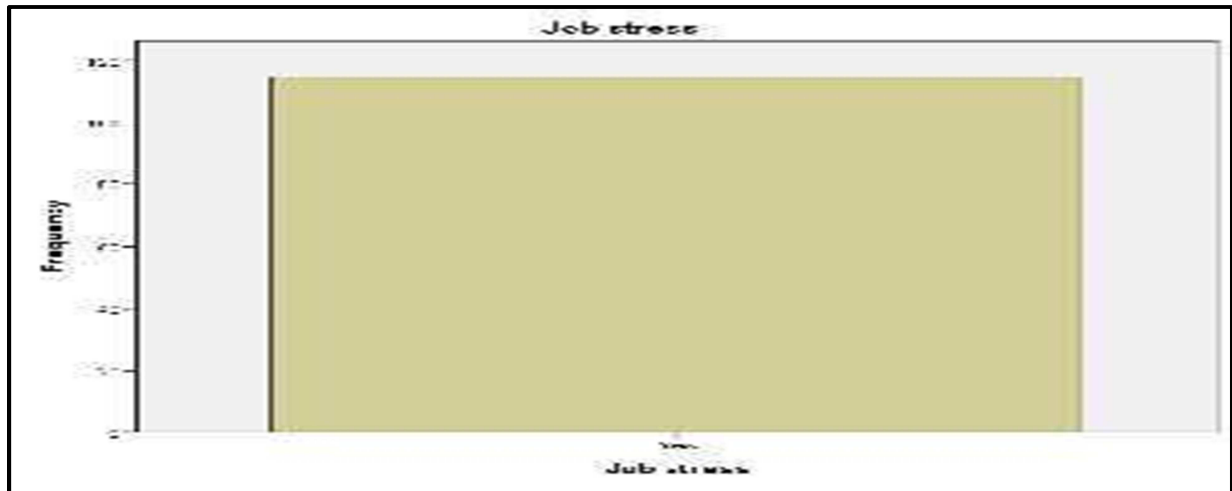


Figure No.4: Source: (primary data)

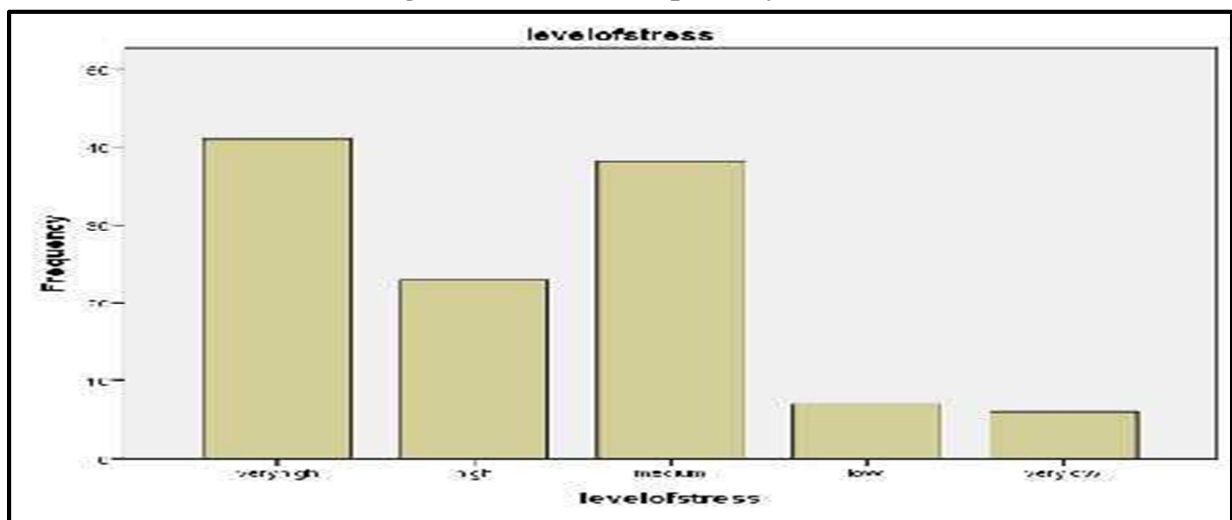


Figure No.5: Source: (primary data)

CONCLUSION

About 70.40 per cent of respondents are male, 29.60 per cent of respondents are female, and 50.40 per cent of the respondents having P.G qualification. Out of 115 respondents 40 per cent belongs to 41-50 years age group followed by 31-40 years. It is also identified that majority of the respondents 40 per cent in the sample are engineering discipline, majority of the respondents 47.00 per cent earning salary between 10,001-20,000 .majority of the faculty members feel the present job is interesting, basing on academic working conditions, salary package majority of respondents are satisfied, 33.70 per cent of the respondents expressed the opinion very high level of job stress. In professional stressors

category the stress factor of new teaching methods, in economic stressors category the stress factor of job insecurity, in student stressors category the stress factor of violence and aggression, in social and professional stressors category the stress factor of lack of public esteem and the college as a stressful workplace category the stress factor of lack of control and autonomy are having more mean score when compared to other stresses.

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CONFLICT OF INTEREST

We declare that we have no conflict of interest.

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