



## A STUDY ON FACTORS AFFECTING JOB STRESS AMONG ARTS AND SCIENCE FACULTY MEMBERS WORKING IN SELF FINANCING COLLEGES WITH SPECIAL REFERENCE TO SELECTED DISTRICTS OF TAMIL NADU

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### Abstract

Fast changing educational process in the present century has influenced the role of faculty members, their responsibilities and teaching activities at higher educational institutions. As a result, they may face stress in their day to day life through common work and non work stressors, ultimately lowering down their psychological well being. The work overload, work ambiguity and work conflict have positive and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level, while, organizational support and peer support have negative and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level. The self financing arts and science colleges should strongly consider the faculty members' goals and values and the self financing arts and science colleges should be willing to help faculty members if they need a special favour and must provide adequate information or advice to the faculty members for performing their job efficiently and effectively.

**Key Words:** Faculty Members, Job Stress, Self Financing Colleges.

### 1. Introduction

In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economical activity. Thus, in modern time, stress in general and job stress in particular has become a part of the life and has received considerable attention in recent years. Job stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the employees.

Fast changing educational process in the present century has influenced the role of faculty members, their responsibilities and teaching activities at higher educational institutions. As a result, they may face stress in their day to day life through common work and non work stressors, ultimately lowering down their psychological well being. Along with teaching, a faculty member has to perform varied other duties such as doing administrative jobs, attending faculty meetings, advising students, conducting examinations, doing assessment and undergoing faculty advancement schemes. In present times, faculty members are increasingly confronted with a problem of conflict between work role and an equally demanding role at home (Radha, 2015). This in turn leads to stress amongst them.

One's current stress level may be determined by an interaction among the stress events taking place in the environment, the nature and intensity of resulting emotional responses and personality characteristics of the individual. Many identified stressors appear consistently and may be subsumed under the general domains of environmental and personality based stressors. Environmental stressors include student discipline and attitude problems, faculty competence, and faculty-administrator relations. Additional stressors include accountability laws, large classes, low salaries, intense pupil dependence, and declining community support (Waheed, 2001). With this background, the present study is made to examine the factors affecting job stress among arts and science faculty members working in self financing colleges with special reference to selected districts of Tamil Nadu.

### 2. Methodology

The selected districts in Tamil Nadu have been selected for the present study purposively. There are nine districts in south Tamil Nadu namely Madurai, Dindigul, Theni, Ramanathapuram, Sivagangai, Virudhunagar, Thoothukudi, Tirunelveli and Kanyakumari. These districts in south Tamil Nadu have been purposively selected for the present study. The four self financing arts and science colleges have been selected randomly from each district. The faculty members of from these arts and science colleges have been selected by adopting multi stage random sampling technique. The sample size for the present study is 678 faculty members working in self financing arts and science colleges in selected districts of Tamil Nadu.

In order to study the socio-economic profile of the faculty members working in self financing arts and science colleges in selected districts of Tamil Nadu, the frequency and percentage analysis have been worked out. The mean and standard deviation have been calculated for factors affecting the job stress among the faculty members working in self financing arts



and science colleges. In order to study the impact of factors affecting the job stress on level of job stress among the faculty members working in self financing arts and science colleges, the multiple linear regression has been employed.

### 3. Results and Discussion

#### 3.1. Socio-economic profile of faculty members working in self financing arts and science colleges

The socio-economic profile of faculty members working in self financing arts and science colleges was analyzed and the results are presented in Table-1.

**Table-1. Socio-Economic Profile of Faculty Members Working in Self Financing Arts and Science Colleges**

Socio-Economic Profile	Frequency	Percentage
<b>Gender</b>		
Male	279	41.15
Female	399	58.85
<b>Age Group</b>		
25 – 30 years	141	20.80
31 – 40 years	290	42.77
41 – 50 years	163	24.04
Above 50 years	84	12.39
<b>Educational Qualification</b>		
PG Only	54	7.97
PG with SLET / NET	199	29.35
M.Phil	279	41.15
M.Phil with SLET / NET	52	7.67
Ph.D.	63	9.29
Ph.D. with SLET / NET	31	4.57
<b>Designation</b>		
Assistant Professor	272	40.12
Associate Professor	199	29.35
Professor	91	13.42
Head of the Department	64	9.44
Principal	31	4.57
Director	21	3.10
<b>Teaching Experience</b>		
1 – 5 years	233	34.37
6 – 10 years	281	41.45
11 – 15 years	90	13.27
Above 15 years	74	10.91

The results show that 58.85 per cent of faculty members are females and the rest of 41.15 per cent of faculty members are males. It is clear that 42.77 per cent of faculty members belong to the age group of 31 – 40 years, 24.04 per cent of faculty members belong to the age group of 41 – 50 years, 20.80 per cent of faculty members belong to the age group of 25 – 30 years and 12.39 per cent of faculty members belong to the age group of above 50 years.

The results indicate that 41.15 per cent of faculty members have the educational qualification of M.Phil, 29.35 per cent of faculty members have the educational qualification of PG with SLET / NET, 9.29 per cent of faculty members have the educational qualification of Ph.D., 7.97 per cent of faculty members have the educational qualification of PG only, 7.67 per cent of faculty members have the educational qualification of M.Phil with SLET / NET and 4.57 per cent of faculty members have the educational qualification of Ph.D. with SLET / NET. It is observed that 40.12 per cent of faculty members are assistant professors, 29.35 per cent of faculty members are associate professors, 13.42 per cent of faculty members are professors, 9.44 per cent of faculty members are heads of the departments, 4.57 per cent of faculty members are principals and 3.10 per cent of faculty members are directors.

The results reveal that that 41.45 per cent of faculty members have teaching experience of 6 – 10 years, 34.37 per cent of faculty members have teaching experience of 1 – 5 years, 13.27 per cent of faculty members have teaching experience of 11 – 15 years and 10.91 per cent of faculty members have teaching experience of above 15 years.



### 3.2 factors affecting job stress among the faculty members working in self financing arts and science colleges

The factors affecting job stress among the faculty members working in self financing arts and science colleges was analyzed and the results are hereunder presented.

#### 3.2.1. Work Environment

The work environment for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-2.

**Table-2. Work Environment**

Work Environment	Mean Score	Standard Deviation
I have been given good resources for doing my job	3.76	0.85
My college rules and procedures are flexible for doing my job	3.44	0.92
I have a good relationship with colleagues	3.81	0.76
I have a good relationship with the head of the department	3.65	0.81
I am being provided adequate training related to job	3.39	0.75
There are no interruptions by other people when doing my job	3.62	0.63
I have been provided enough support staff for executing my task	3.37	0.77

The results show that the faculty members working in self financing arts and science colleges agree with they have been given good resources for doing their job, they have a good relationship with colleagues, they have a good relationship with the head of the department and there are no interruptions by other people when doing their job, while, they are neutral with their college rules and procedures are flexible for doing their job, they are being provided adequate training related to job and they have been provided enough support staff for executing their task.

#### 3.2.2. Work Overload

The work overload for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-3.

**Table-3. Work Overload**

Sl. No.	Work Overload	Mean Score	Standard Deviation
1.	I am pressured to work long hours	3.84	1.01
2.	My job requires very hard work	3.71	0.91
3.	I have taken a long time to finish a task	3.75	0.80
4.	I am pressured to take up the results	3.77	0.79
5.	I am provided additional duties regularly by the head of the department	3.65	1.10

The results indicate that the faculty members working in self financing arts and science colleges agree with they are pressured to work long hours, their job requires very hard work, they have taken a long time to finish a task, they are pressured to take up the results and they are provided additional duties regularly by the head of the department.

#### 3.2.3. Work Ambiguity

The work ambiguity for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-4.

**Table-4. Work Ambiguity**

Work Ambiguity	Mean Score	Standard Deviation
My job has clear, planned goals and objectives	3.81	0.93
I feel certain about my level of authority in the college	3.38	1.10
I know that I have divided my time properly	3.42	1.19
I know my responsibilities	3.65	0.79
I know exactly what is expected of me	3.77	0.70
My senior's explanation of what is to be done is clear	3.31	1.30

The results reveal that the faculty members working in self financing arts and science colleges agree with their job has clear, planned goals and objectives, they know their responsibilities and they know exactly what is expected of them, while, they are neutral with they feel certain about their level of authority in the college, they know that they have divided their time properly and their senior's explanation of what is to be done is clear.



### 3.2.4. Work Conflict

The work conflict for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table -5.

**Table-5. Work Conflict**

Work Conflict	Mean Score	Standard Deviation
I receive an assignment without adequate resources	3.64	0.58
I work with two or more groups who operate quite differently	3.73	0.64
I work on unnecessary things	3.65	0.97
I have to bend a rule or policy in order to carry out an assignment	3.43	1.02
I receive conflicting requests from two or more people	3.62	1.32
I have to do things that should be done differently	3.14	1.03
I have to do things that are likely to be accepted by one person and not accepted by others	3.75	0.88

The results show that the faculty members working in self financing arts and science colleges agree with they receive an assignment without adequate resources, they work with two or more groups who operate quite differently, they work on unnecessary things, they receive conflicting requests from two or more people and they have to do things that are likely to be accepted by one person and not accepted by others, while, they are neutral with they have to bend a rule or policy in order to carry out an assignment and they have to do things that should be done differently.

### 3.2.5. Organizational Support

The organizational support for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-6.

**Table-6. Organizational Support**

Organizational Support	Mean Score	Standard Deviation
The college takes pride of my accomplishment	3.61	0.67
The college really cares about my well-being	3.44	0.91
The college values my contribution to its wellbeing	3.14	1.55
The college strongly considers about my goals and values	3.40	1.26
The college shows little concern for me	3.71	0.69
The college is willing to help me if I need a special favour	3.35	1.18

The results indicate that the faculty members working in self financing arts and science colleges agree with the college takes pride of their accomplishment and the college shows little concern for them, while, they are neutral with the college really cares about their well-being, the college values their contribution to its wellbeing, the college strongly considers about their goals and values and the college is willing to help them if they need a special favour.

### 3.2.6. Peer Support

The peer support for the faculty members working in self financing arts and science colleges were analyzed and the results are presented in Table-7.

**Table-7. Organizational Support**

Sl. No.	Peer Support	Mean Score	Standard Deviation
1.	Helpful information or advice	3.12	1.37
2.	Sympathetic understanding and concern	3.70	0.94
3.	Clear and helpful feedback	3.64	0.74
4.	Practical assistance	3.66	0.71

Source: Primary Data

The results reveal that the faculty members working in self financing arts and science colleges agree with sympathetic understanding and concern, clear and helpful feedback and practical assistance, while, they are neutral with helpful information or advice.



### 3.3. Impact of factors affecting the job stress on level of job stress among the faculty members working in self financing arts and science colleges

In order to study the impact of factors affecting the job stress on level of job stress among the faculty members working in self financing arts and science colleges, the multiple linear regression has been employed and the results are presented in Table-8. The factors affecting the job stress are considered as independent variables and the level of job stress is considered as dependent variable.

The results show that the coefficient of multiple determinations ( $R^2$ ) is 0.54 and adjusted  $R^2$  is 0.52 indicating the regression model is moderately fit. It is inferred that about 52.00 per cent of the variation in dependent variable (Level of Job Stress) is explained by the independent variables (Factors Affecting the Job Stress). The F-value of 6.387 is statistically significant at one per cent level indicating that the model is significant.

**Table-8. Impact of Factors Affecting the Job Stress on Level of Job Stress among the Faculty Members Working in Self Financing Arts and Science Colleges**

Factors Affecting the Job Stress	Regression Co-efficients	t-Value	Sig.
Intercept	1.171**	2.636	.009
Work Environment ( $X_1$ )	.013	1.427	.154
Work Overload ( $X_2$ )	.021**	2.418	.012
Work Ambiguity ( $X_3$ )	.023**	2.597	.010
Work Conflict ( $X_4$ )	.041**	3.702	.000
Organizational Support ( $X_5$ )	-.036**	4.045	.000
Peer Support ( $X_6$ )	-.029**	3.329	.000
$R^2$	0.54	-	-
Adjusted $R^2$	0.52	-	-
F	6.387	-	.000
N	678	-	-

Note: \*\* Significance at one per cent level

The results indicate that work overload, work ambiguity and work conflict have positive and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level, while, organizational support and peer support have negative and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level. Therefore, the null hypothesis of there is no significant impact of factors affecting the job stress on level of job stress among the faculty members working in self financing arts and science colleges is rejected.

### 4. Conclusion and Suggestions

The work overload, work ambiguity and work conflict have positive and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level, while, organizational support and peer support have negative and significant impact on the level of job stress among the faculty members working in self financing arts and science colleges at one per cent level.

In order to reduce the job stress among the faculty members working in self financing arts and science colleges, the colleges should have flexible rules and procedures for faculty members for doing their job and the faculty members should be given adequate training related to their job and must provide enough support staff for executing their task.

The self financing arts and science colleges should make their faculty members feel certain about their level of authority in their colleges and the faculty members must divide their time properly and should understand their senior's explanation of what is to be done clearly.

The faculty members should have to bend a rule or policy in order to carry out an assignment and they have to do things that should be done differently. The self financing arts and science colleges should really care about faculty members' well-being and value their contribution to its wellbeing.

Besides, the self financing arts and science colleges should strongly consider the faculty members' goals and values and the self financing arts and science colleges should be willing to help faculty members if they need a special favour and must provide adequate information or advice to the faculty members for performing their job efficiently and effectively.



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