

A Study on Occupational Stress Among Faculty Members in Private Institutes of Hyderabad, Sindh

Liaquat Ali Rahoo

System Administrator, MUET Library & Online Information Center, Jamshoro, Sindh

Syed Ali Raza

MS, Research Scholar, Mehran University Institute of Science, Technology and Development, MUISTD, Jamshoro, Sindh

Muhammad Waqas Arain

MS, Research Scholar, Mehran University Institute of Science, Technology and Development, MUISTD, Jamshoro, Sindh

Prof. Muhammad Memon

IBA, University of Sindh, Jamshoro

Abstract

The topic "Occupational Stress among faculty members in Higher Educational Institutions of Hyderabad" was selected with the overall purpose of understanding the phenomenon of stress among faculty members and to find out how they combat stress operatively and strategically in higher educational institutions. The questionnaire was used as an instrument to collect data from 130 faculty members of different higher educational institutions in Hyderabad. The sample was taken by the stratified random sampling among the institutions of management, information technology, engineering, law, science and other faculties. The sample of research study included all teaching positions who were related to teaching with different designation as a Lab Instructor, Lecturer, assistant professors, associate professors, and professors. Seventy six percent of the respondents were women. The respondents' responses were measured by the following Stressors: workload, situations at work, and relations with colleagues at work, efforts for students, work for organization benefits, and social acknowledgment with his status. The results exposed that the determining factor of stress between the administrators and teaching staff, with compiling of results, time burdens, infrastructure, student's indiscipline and poor pay prospects are high ranked stressors. The conclusions also exposed that the administrators experienced, on a normal a low to moderate level of stress and this did not negatively affect their performance. This research will benefit the faculty in deal with work related stress.

Keywords: Work stress, academic administrators, Stressors, job satisfaction, stress management

Introduction

Teaching is no longer merely hard work; it has become a highly stressful profession. The nature and organization of work makes teaching very difficult. Professors face new challenges and opportunities of the students population is increasingly diverse and needy. Demand of faculty members is develops new knowledge and skills to perform new tasks rapidly for student's development. This often leads to over whelming pressures and challenges for the faculty, which consequently leads to conflict and stress. The aim of this research is to study the reasons for organizational stress among management teachers and to examine the correlation between stress and job satisfaction. The study will identify the main stressors and methods applied to manage them. The study was limited to teaching fraternity of professional educational institutes only and the parameters for measuring the effects of stress were subjective rather than objective.

Objectives

1. To study the reasons for occupational stress among teachers of Private Institutes.
2. To study the correlation between stress and job satisfaction.

Review of Literature

(Gabha, 2013) Work stress is the real challenge Teachers College and the institutions they work for to. The Foundation and transforming their work environment, the kind of problems that may stress faced by teachers. It is important that your workplace is being monitored continuously for stress problems. Therefore, in this paper, we have discussed about the various career pressures between engineering colleges in the state of Punjab, India.

(Chowdhury, 2012) Faculty members at the university in Pakistan is witnessing a moderate level of tension and the majority response (67%) from the tension is not a big problem in the classification of more participants in the male and faculty members are female and supports the results of the previous table, it shows a moderate level of

tension and male (70%) and females (63%) do not take tension as a big problem. According to a very small number of participants of both sexes that stress is a real problem for them.

(Chaudhry Abdul Gayoom, 2012) Pearson correlation is applied to test the importance of the relationship between job satisfaction and overall professional stress faculty members in the universities. In accordance with the table's statistics, there are no statistically significant differences between job satisfaction and professional stress and found the overall relationship. Results lead to the rejection of any H_0 . The depth of the relationship between various demographic variables analysis may reveal a statistically significant relationship between related items.

Brewer and Landers (2003)

In their study, they found that "the relationship between work and job and technical teacher education workers'. They took random techniques for sampling of teachers from industrial and technical teachers. They had found that inverse relationship between the structure of organization and work pressure which related. They conclude stress is the main factor that affect the level of job satisfaction.

Pestonjee and Azeem (2001) conducted a study on "Research on the Pressure of Organizational Role of University Teachers' Job Burnout

". The research study consisted of (N = 300) university teaching faculty of professors, which have been categorized into three groups of 100 each. Outcomes of the research study show that the controlling role of stress is closely linked Job Tension among teachers (lecturers and professors and readers). Lecturers have an upper level of the role of stress in comparison with their counterparts from the other two. Professors were found to have less than the level of stress and fatigue compared with the amount of readers and lecturers. So deep analysis helped the researchers concluded that a different group of teachers has predicted different levels of fatigue and stress function vary from experienced and demographics.

Methodology

The present research study was selected keeping in mind the rising level of stress among different faculty members teaching in private institute of Hyderabad. An attempt was complete to select a sample of respondents who have been teaching and have experience to the job of teaching. For this purpose, 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. The result of the research study was based on the following hypothesis:

Hypotheses 1:

H0: Gender, Marital status and Age does not have a direct relationship with Stress.

H1: Gender, Marital status and Age have a direct relationship with Stress.

Hypotheses 2:

H0: Factors like work demands, relationships at work, job roles, work changes and support affect stress level among faculty do not affect stress level among faculty.

H1: Work demands, relationships at work, job roles, work changes and support related factors affect stress level among faculty. In this research study primary data collection was held with the help of a questionnaire. And Secondary data collected from the different resource available for research study in our society such as Journals, magazines, articles, and online sources websites directly.

Results of Hypotheses

- 1) The Demand related factors causing maximum stress were lack of regular breaks (85%) and long working hours (83%). On a contrast frequent changes to timetable or courses added the least amount of stress with 30% respondents. None of the respondents felt that dealing with aggressive or violent behavior had no effect on stress level. 53% of respondents felt occasionally stressed out with frequent changes to timetable or courses. Results rejects the null hypothesis 2 hypothesis, which "needs work, labor relations, and the roles of working and changes to work and support the relevant factors and other factors do not affect the teachers' stress levels." Thus, the alternative hypothesis is that "work requirements, relationship work, job roles, job changes and related factors supporting the teachers' stress levels."
- 2) Social factors that cause the maximum pressure was. 75% of respondents said they feel harassed by managers / staff / students, also saw 73% of respondent's lack of communication with employees. Only 18% of respondents feel neutrally She is scheduled to work is not valued, while 37% of respondents feel sometimes stressed out due to the new patterns of institutional management. Thus, the alternative hypothesis of a "work demands, relationships at work, job roles, and changes to work and support the relevant factors affecting the level of stress among faculty members" are unacceptable.

Data Analysis and Discussion

In the below tables given summary of the respondents individualities according to their gender, age, material status, educational level of qualification, and experience. Female employees made the well proportion of the sample size in the private teaching Institute. In table-1 about 75.39% of the respondents were female and only 22.61% were male. In table-2 less than 30 years age only 29.24% respondents were participated in survey, 31 to 40 years age respondents' ratio is greater from all age levels of participants who were participated in survey. 16.92% are under 41 to 50 years of age respondents participated. Only 7.69% participated are more than 50 years old. In table-3 70.76% respondents are married and only 29.24% respondents are unmarried were participated in survey. In table-4 respondents were 13.84% graduates, 60.93% of respondents having Master's degree. 16.93 respondents were having MS/M.Phil. Degrees. In the last minimum ratio of respondents were Ph.D. holders that is 8.46%. In table-5 18.47% respondents have less than five years experiences, 30.77% percent respondent have between 5 to 10 years experiences, 28.46% percent respondents have between 11 to 20 years' experience, 22.30% percent respondents have more than twenty years' experience in the teaching at the different institutes of Hyderabad.

Section-a Table-1 Gender Respondents

Sex	Response	Percentage %
Female	98	75.39
Male	32	24.61
Total	130	100%

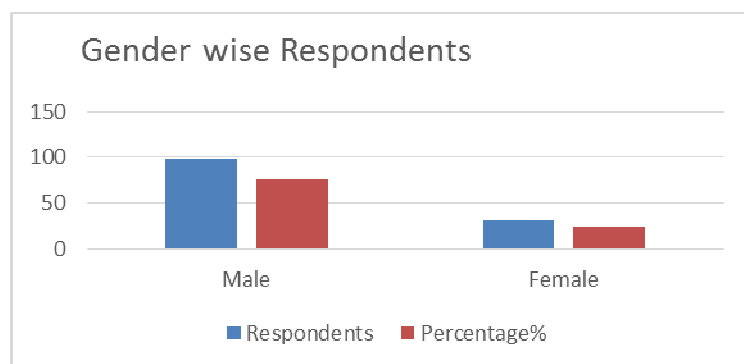


Figure-1 Gender wise Respondents

Table-2 Respondent Age wise

Age	Response	Percentage %
Less than 30 years	38	29.24
31 to 40 years	60	46.15
41 to 50 years	22	16.92
More than 51 years	10	7.69
Total	130	100

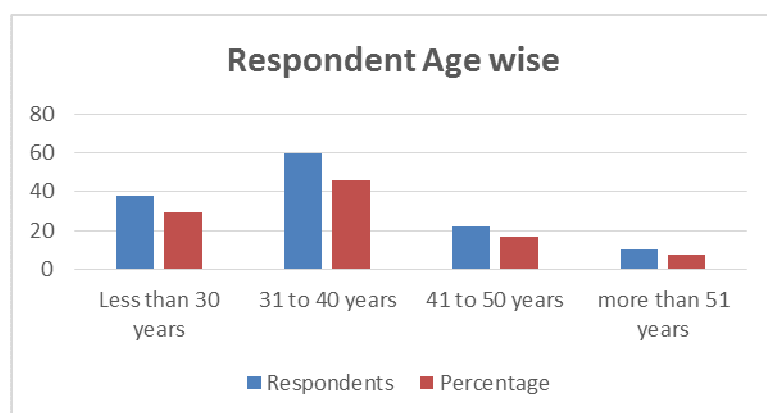


Figure-2 Age wise Respondents

Table-3 Material status of Respondent

Married Status	Response	Percentage %
Married	92	70.76
Single	38	29.24
Total	130	100%

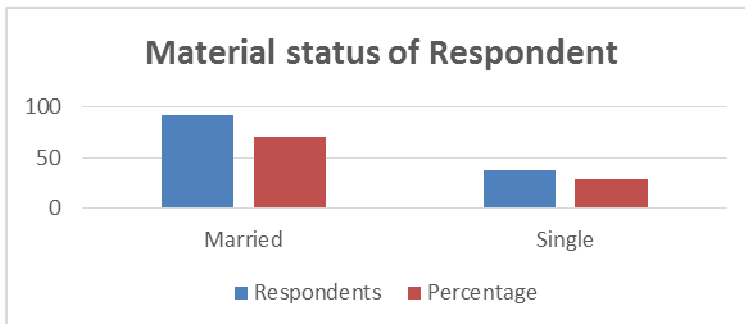


Figure-3 Material Status Respondents

Table-4 Qualifications of Respondent

Qualification	Response	Percentage %
Graduation	18	13.84
Masters	79	60.77
MS/M.Phil.	22	16.93
Ph.D.	11	8.46
Total	130	100

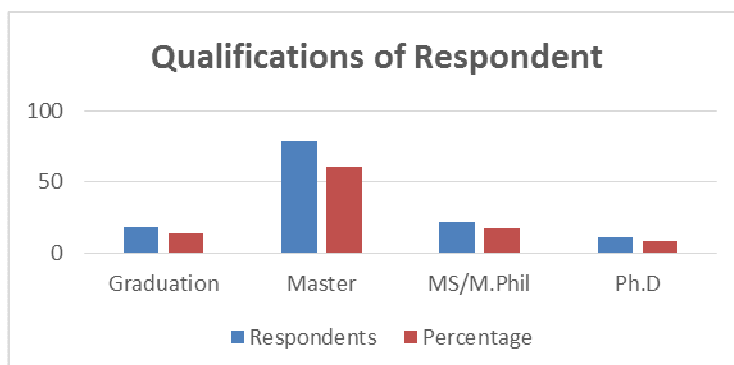


Figure-4 Qualification of Respondents

Table-5 Respondent's Experience

Experience	Response	Percentage %
Less than 05 years	24	18.47
5 to 10 years	40	30.77
11 to 20 years	37	28.46
More than 21 years	29	22.30
Total	130	100

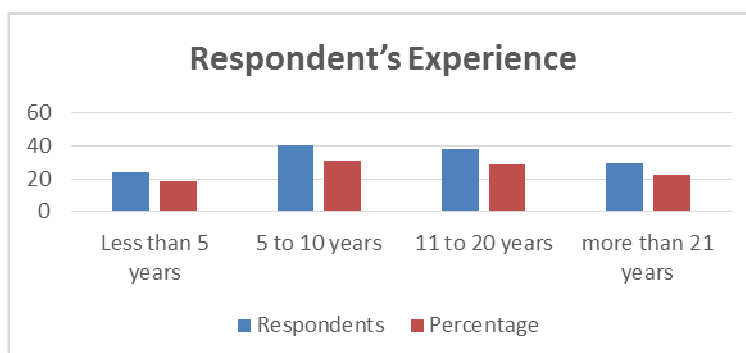


Figure-5 Experience of Respondents

Table-06 Role related factors that can lead to work related stress, tick the option you agreed upon

S.No	Role	Occasionally Stressful	Neutral	Stressful
1.	Unclear job description	41	22	67
2.	Lack of support in job role	36	19	75
3.	Efforts not valued	22	19	89
4.	Lack of career development opportunities	39	3	88
5.	Poor Pay Prospects	25	0	105

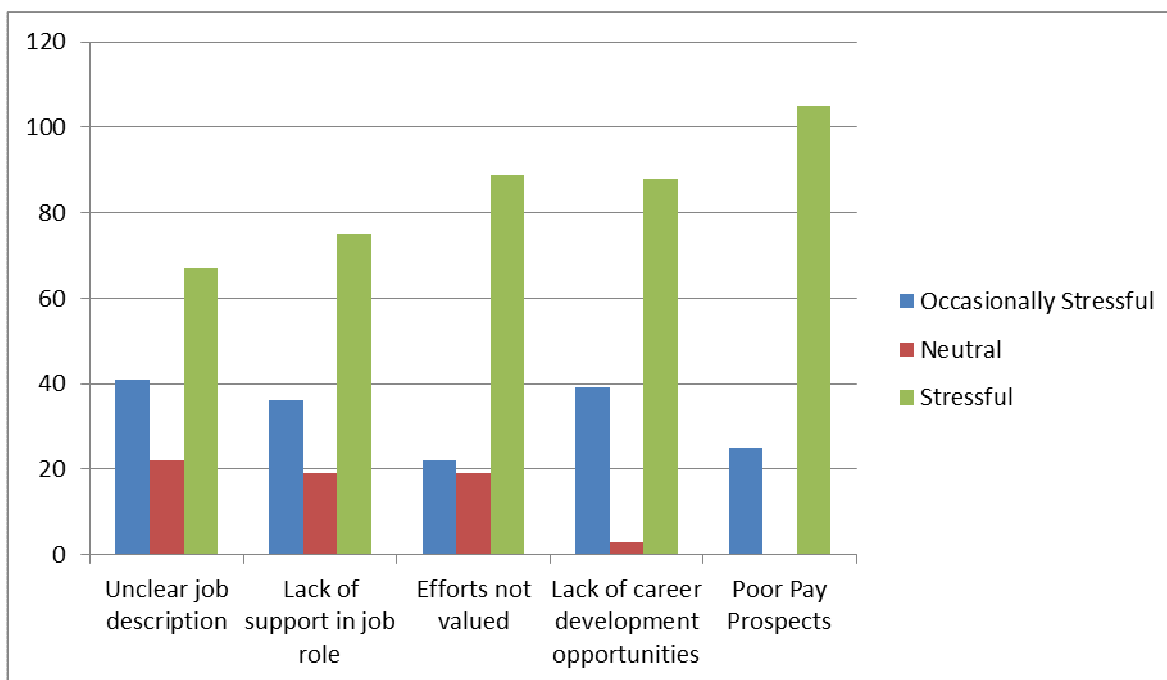


Figure-6 Role related factors that can lead to work related stress, tick the option you agreed upon

Discussion

Table 6 and Figure 6 shows that role related factors of poor pay prospects (81%) added maximum stress followed by efforts not valued (69%) and lack career development opportunities (68%) were the greatest factors affecting stress.

Table-7: Change related factors that can lead to work related stress, tick choice you agreed upon

S.No	Response	Occasionally Stressful	Neutral	Stressful
1	Speed and power of change	20	13	97
2	Innovative educational creativities	40	14	76
3	A high degree of uncertainty about the appropriate action to recognize	22	17	91
4	Impact of reshuffling of subjects	38	11	81
5	Engaging in extra classes due to shortage of staff	30	33	67
6	Changing timing without prior information	26	17	87

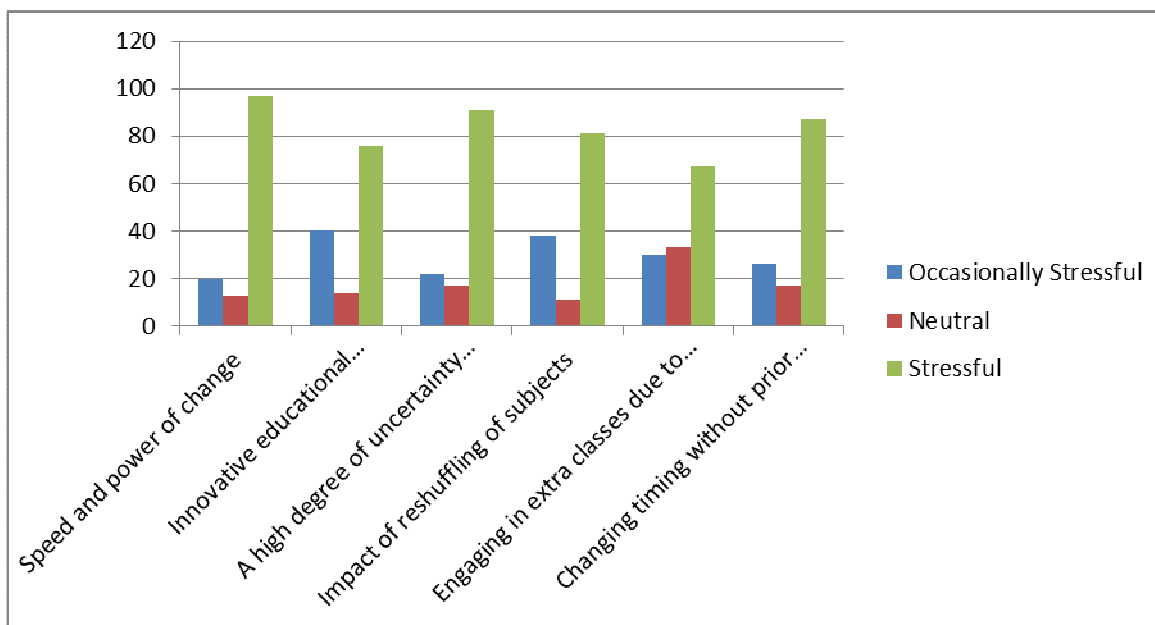


Figure-7 Change related factors that can lead to work related stress, tick choice you agreed upon

Discussion

Table 7 and Figure 7 clearly states that change related factors like pace and intensity of change (75%) and high degree of uncertainty about work due to reorganization contributed maximum stress. On a contrast only 23% of respondents felt occasionally stressed due to large increases in numbers of part time temporary staff.

Conclusion

The objective of the study was to study the reasons for occupational stress among faculty members and job satisfaction of private Institutes. This was done to enable a better understanding of the phenomenon of tension between faculty members and to find out how to take the stress in teaching at institutions of higher education faculty members. It was found that determinants of stress among teachers are 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.

The hypothesis that “Age, Gender and Marital status have a direct relationship with Stress” is accepted. It is found that significant differences were indicated regarding occupational stress among teacher educators in relation to gender and marital status. The secondary hypothesis which states that “Age, Gender and Marital status does not have a direct relationship with Stress” is disproved.

It was found that stress levels are affected by many factors in educational institutions. Based on the compilation of the results, which included the main causes of the tension between the participants poor relations with her colleagues, and the lack of regular rest, and long working hours, and harassment by the staff, and the lack of communication and lack of wage employment, the pace and intensity of change and limited access to training.

Consequently, the alternate hypothesis i.e. “Work demands, relationships at work, job roles, work changes and support related factors affect stress level among faculty” is accepted. It can be agreed upon that role erosion, role overload, resource inadequacy, role isolation, and role ambiguity increase the level of job burnout and stress. The hypothesis which states that “Factors like work demands, relationships at work, job roles, work changes and support related factors does not affect stress level among faculty” is thereby disproved.

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