

A Comprehensive Study for the Assessment of Stress Level on the Faculties of Engineering Colleges in New Delhi

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Abstract— In this paper we have made an attempt to study the various factors that are causing the stress level in the faculty of Professional Engg. Colleges in the Delhi. In this direction we have tried to study and refer & address the issues that have been referred by the various authors during their research work. We have tried to come out with identification of the kinds of problems that the faculties are facing while working with these Professional Engg. Colleges.

Keywords: Education, Stress, Occupation, Professional Engg. Colleges

I. INTRODUCTION

Education is considered to be an extremely important tool for the development of a country as a nation. It is considered as to be the process of imparting education and instructions which are aimed around the overall development of our youth. The education enables the youngsters to contribute towards the social and economic development of the society. The Education develops the cognitive level of human beings by transferring them into human resources (Gopalan, 2001) [1]. Education in overall aims at the individual level development and helps in the process of socialization. From the Society's point of view, it ensures that the traditional knowledge passes from one generation to the other and the new and modern concept of knowledge is being imbibed by the present generation. The Professional courses are considered as a powerful tool for building knowledge-based society. It is considered as one of the important instruments for the development of any country. Higher education encompasses teaching, research, applied work and training related education which is imparted as undergraduate, postgraduate or vocational degree programs (Sobti, 2010) [2]. The Higher educational institutions provides the necessary trained and educated human resources which are required for the development and implementation of various programs that are needed for the growth and development of nation. Development of higher education is, thus, of utmost significance for the growth and development of a country, especially for a developing country like India. The expansion of higher education depended heavily on public investment in the earlier century. Over the years it has relied considerably on non-public sources of funding. Higher education in India continues to be in a deepening financial crisis, with escalating cost and increasing needs of the system, on the one hand, and declining recourses, on the other, despite large investments made on higher education (Singh, 2003) [3]. Therefore in order to deal with the financial crisis, the higher education institutions have to explore some alternative sources of financing. These are not necessarily public sources; rather these institutions have to mobilize additional resources from non-governmental sources. The privatization of higher education would help the government funding on higher education. Privatization of higher education has emerged in

several forms and types in the recent decades in India such as - privatization within government higher education institutions in the form of introducing self-financing courses within government institutions; converting government aided private institutions into private self-financing institutions and expansion of self-financing private institutions (Singh and Purohit 2011) [4]. Thus, the growth of private aided and unaided colleges should be treated as a process of privatization of higher education. One of the major differences between aided and unaided colleges is with regard to funds. While the aided colleges are supported by the government, the unaided colleges have to rise their own funding. Aided colleges need not have only aided courses. In fact, many of the aided colleges do have many unaided courses which are also referred to as self-financing courses. This implies that development of unaided courses in private aided colleges is contributor to the growth of these institutions. The main aim behind launching self-financing courses was to vocationalise higher education. The policy of the University Grants Commission (UGC) was to equip students through an add-on-course with some practical knowledge along with the bachelor's degree (Das, 2012) [5]. The nature of self-financing course depends on the institutional mode under which it is delivered. Colleges slowly and gradually found this as an opportunity to attract students and raise the financial resources as it was becoming difficult to launch new courses without the subsidy of the government. In the last few decades sprouting of self-financing institutions and greater participation of the private players that have introduced self-financing programs has been observed.

The progress of any nation depends upon the standards of its educational system and educational institutions. The successful running of any educational system depends mainly upon the teacher, the students, the curriculum and the infrastructure. But the teacher is the most important one and is the pivot on whom the entire educational structure rests. Teachers are not only required to deliver lectures but are also expected to provide professional consultations, conduct academic researches and publish their findings. A teacher who is satisfied with his / her job can perform various duties very efficiently and effectively and has a positive attitude towards teaching. But if the teachers are under stress then they cannot work effectively. The teachers appointed in self-financing courses are deprived of many benefits as compared to a permanent / regular teacher. One of the most important factors that affect the performance of a teacher is working conditions. A good working condition is primary requisite for any successful teaching, learning process. If the teachers are satisfied with working conditions, they will be in a position to fulfill the educational objectives and national goals. The focus of the present study is on the working conditions of the teachers in self-financing courses. Faculty members are feeling stressed out and strapped for

time to teach, according a national survey. As the economy slowly mends and statehouses adopt austere budgets, colleges, particularly public ones, continue to struggle with the ramifications of tight finances. Professors are reporting that they feel the stress. And, as part timers who are not on the tenure track make up a growing share of the faculty, they express conflicted views about their job prospects. Many recognize that the chances of landing a full time job are slim, while also seeing their position as a gateway to a career. Faculty members from around the globe are experiencing high level of stress The Proliferation of stories and works regarding Faculty Occupational stress has greatly gained the attention of the researchers. Immense amount of work regarding Faculty Occupational stress is done in corporate world issues concerning to low productivity, job satisfaction, high absenteeism, high turndown rate and physical & psychological disorders. Yet, a very less studies were conducted regarding stress in academia. The reason of less studies of faculty stress lies in perception that teaching is generally a low stress job as compared to corporate world. Professional colleges form the back bone of the development of a nation. Providing quality education in the Professional colleges is a great responsibility. The role of the faculty of the Professional colleges is exemplary in preparing the future nation builders. The faculties of the Professional colleges understand this great responsibility on their shoulders and as such are continuously under pressure. This stress on the faculty members of the Professional colleges sometimes reduces their efficacy and makes them irritable and disinterested in the job due to various reasons. Thus to understand the stress on the faculty members of the Professional colleges it is extremely important to assess the factors and root causes of the stress. The current review will be an attempt to study the phenomena of stress in academia in Professional colleges of New Delhi. The proposed study will be an attempt to assess this stress on the faculty members of Professional colleges and to find out how and what coping strategies they use to come out of this stress. The study will have high implications for the educational development in the technical field and overall development of New Delhi state. This justifies the study and forms the rationale behind the study.

II. LITERATURE REVIEW

In this section we have conducted a literature review regarding our area of research:

In 2000, Wiley [6] reported that the consequences of stress can take the form of behavioral characteristics like Disturbing the interpersonal relationships or decrease in the work performance. He also found that some amount of stress experienced by the teachers is due to school's culture and climate.

McGrath (1976) [7] defined stress from a psychological point of view which is an interaction between the individual resources and environmental demands.

In 2001, Kyricou [8] defined teacher stress as a teacher's experience in relation to the negative and unpleasant emotions .The stressful conditions results in decrease in communication, motivation, performance etc.

The unpleasant environmental demands or stimuli that cause stress are referred to as stressors.

Lazarus (1984) [9] defined stressors as the experiences and conditions of daily living that are appraised as salient and harmful or are threats to a person's well-being. Eckert and William (1972) [10] reported that routine duties, long hours, poor facilities, friction in interfaculty relations and administrative red tape were the most important sources of stress.

Another study by Shull (1972) [11] identified personal capacity of faculty members, inadequate organizational resources and serious time constraints as major sources of stress in academe.

One research by Dinham (1998) [12] found teaching as stressful and the major sources of stress comes from work related issues. Workload is considered as the most important source of stress in education sector by TUC Survey in 2004 [13]. Many other researchers are being conducted on the sources of stress in teaching professions also found that workload contributes a significant part in producing stress [14, 15].

Work load includes sheer number of hours on the job, administrative work [16], being frequently called by the institutional works, also found statistically significant correlation between workload in form of hours of work and its ill effects on physical health [17].

The second stress generating factor is Role conflicts. The Role conflict can be defined as "reflects incompatible demands on the person (either within a single role or between multiple roles occupied by the individuals, it can induce negative emotional reactions due to the perceived inability to be effective on the job" [18].

Disruptive behavior by students was also found to be one of the important stressors for faculty [19, 8]. Student related issues involve faculty conflicts with students over evaluation, advising and teaching. Organizational structural & procedural characteristics are supported by many researches as a considerable source of stress [20, 21].

Organizational structural and procedural characteristics involve decision making process, management styles, performance appraisal, support for research, rules & regulation etc. Abouserie (1996) [22] found poor relationship with colleagues as one of the important factors producing stress.

Blix et al. (1994) [23] in their research on "Faculty Occupational stress among university teachers" found out that two third of the university faculty reported that they perceived job stress at least half of the scheduled time. Faculty also expressed burnout, health problems caused by job stress, decreased work output, low capacity to manage the work stress and basis of job change.

Shobitha Poullose and Sudarshan (2014) [24] attempted and presented deeply report on work life balance towards newer and depth search for the directions of future research. They presented research gap for better modeling and thereby enable accurate mathematical models to estimate the WLB among employees towards ensuring higher performance deliverance. The uses of cognitive techniques such as fuzzy and neural network are also required in the work life balance. Since work-life balance is cognitive

psychological problem. The techniques are also imitates or simulates the human cognitive behavior.

K. Santhana Lakshmi and S. Sujatha Gopinath (2013) [25] concluded that new organizations, especially educational institutions should constitute the work life balance of staff members (women) and take a holistic approach to manage their work life balance which would add to the performance of these staff members. Nalwade K. M. et.al (2013) [26] done a literature review on quality of work life in academics and explores earlier research in the academic area. The researcher explains quality of work life on Walton's eight factors. They establish its relationship with employee demographic variable, stress, satisfaction, commitment, performance, job satisfaction which reveals that the former are the determinant of QWL.

Rajareegam et.al (2012) [27] have concentrated on the job satisfaction of teachers in Engineering Colleges at Pondicherry. It is presumed that there is no critical distinction between sexual orientation, age bunches, marital status, institution's status, qualifications of teachers, college type, work load, compensation, promotion opportunities and teaching knowledge with job satisfaction.

Naveen Kumar [28] [2015], is to critical review the existing literature on Faculty Occupational stress of a teacher and explores its findings to develop a new insights and future directions for further research. He observed that factors responsible for Faculty Occupational stress in teaching environment i.e. working environment age factor and job security besides that paid leave role conflict and technological changes are the factors, which lead to Faculty Occupational stress in international scenario.

Waqar M Parrray [29] [2016], has tried to assess the level of stress of the teachers working in Universities, Secondary Schools, Elementary Schools, and teachers working in different organizations. Researchers have suggested several ways to put check over the unjustified stress to promote sound health and well-being.

Qian Meng [30] [2018], has pursued their work to investigate the stress level of university faculty members, the important determinants of faculty members' stress, and the implications for both faculty members and administrators. In their findings they have observed On the one hand, the faculty members should recognize the positive impact of Faculty Occupational stress while striving to eliminate stressors. On the other hand, this empirical study uncovered that the evaluation mechanism based on quantitative performance indicators has greatly increased the Faculty Occupational pressure on university faculty members.

III. RATIONALE FOR THE STUDY

Teaching is considered as one of the most stressful occupation in these days because the modern world is full of stress. Stress is a feeling of tension which is both emotional and physical. It can occur in specific situations. Faculty occupational stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is that which derives from conditions in the workplace. Faculty occupational stress, in particular, is the inability to cope with the pressures in a job. It is a mental and physical condition which affects an

individual's productivity, effectiveness, personal health and quality of work.

Faculty occupational Stress leads to Faculty Occupational health problems and a significant cause of economic loss. Teacher stress is a specific type of Faculty Occupational stress. It is experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Faculty Occupational Stress may affect personal and low psychological well-being, as well as decreased job satisfaction. When Faculty Occupational stress is considered, it is often accepted as an inescapable aspect of teaching. Some of the variables associated with Faculty Occupational stress are: role ambiguity, loss of control, isolation, lack of administration support, emotional exhaustion and lack of accomplishment in the job. Nowadays teaching is regarded as a very stressful occupation. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers.

Following are the areas of Faculty Occupational stress

- 1) **TASK DEMAND:** - Task demand related stress directly related to the specific characteristics of the itself it involves role ambiguity, work overload, inadequate resource, support etc.
- 2) **PHYSICAL DEMANDS:** - Physical demand of the workplace related to environment factors, temperament variation etc. Temperature can cause Faculty Occupational stress among persons who are not familiar with the temperature of that place.
- 3) **ROLE DEMANDS:** Role demands are external to the tasks associate with a job-it develops as a result of flawed organizational structures, ineffective organizations etc.
- 4) **INTERPERSONAL DEMANDS:** Individual stress at work is concerned with the demands that are placed on us in developing working relationship with other people in our organization.
- 5) **SYMPTOMS OF FACULTY OCCUPATIONAL STRESS:** Following are the symptoms of Faculty Occupational stress among teachers-
- 6) **FATIGUE:** - A states where an individual gets tired easily. The individual has less energy in him to the extent that he cannot do much in terms of physical work.
- 7) **IRRITABILITY:** A burnout person gets irritated quite easily with the least provocation and acts wild some times.
- 8) **ANXIETY:** This is another symptom of stress. It is the vague fear. A stressful person feels that something is going to happen to him at any time. This makes him to apply a lot of defense mechanisms.
- 9) **HEADACHE:** A teacher with stress experiences frequent headaches and this may lead to loss of appetite and sleep disturbance. This aggravates the already worsened conditions of the teacher.
- 10) **LOSS OF CONFIDENCE:** This also leads to loss of feelings of self-worth, loss of goals or optimism.
- 11) **FEELING OF BOREDOM:** A stressed teacher feels boredom and anger. This can result in tearfulness.
- 12) **DIFFICULTY IN CONCENTRATION:** A teacher finds difficulty in concentrating on his teaching in classroom.

IV. CAUSES OF OCCUPATIONAL STRESS IN FACULTY.

Teaching is regarded as a very stressful occupation. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers. Following are the causes of Faculty Occupational stress among teachers-

- 1) **LOW SOCIAL STATUS:** Though there is much lip-service in this profession, but in actual practice, the society does not grant even a reasonably respectful status to the teacher. The teacher does not get proper recognition from society. This produces the feeling of inferiority in teachers and causes stress among teachers.
- 2) **LOW ECONOMIC STATUS:** The salary of teachers is miserably low as compared to other professions. Moreover, the chances of promotion are extremely limited; for this reason, most of the teachers have no genuine interest in teaching. This causes feeling of frustration.
- 3) **NO SECURITY OF SERVICE:** A large majority of teachers work in private schools. In these schools, they have no security of service, and consequently, the teachers, never enjoy the feeling of self-confidence and get frustrated.
- 4) **HEAVY WORK LOAD:** In the schools, the teachers have to take thirty periods per week. They have also to take extra periods, when some members of the staff are on leave. The compulsory organization of a co-curricular activities added atmosphere of stress and strain.
- 5) **WORKING UNDER AUTOCRATIC HEADMASTERS:** Though, we prefer that there should be democratic system of administration in the schools, but in actual practice, the headmasters act as bosses, and their attitude towards the teachers is autocratic rather than democratic. This type of attitude is of great insult and injurious to the self-respect of teachers.
- 6) **MONOTONY OF WORK:** The teachers are required to teach the same topics year after year, which make their work boring and monotonous. There are no challenging situations and no variety in their work. The teacher keeps himself busy in preparing the students for examination. This causes stress among teachers.
- 7) **THE PROBLEM OF INDISCIPLINE:** In the schools, it is the responsibility of the teachers to maintain discipline; but the causes of indiscipline are numerous and most of these are beyond the control of teachers. Under these circumstances, the teachers feel helpless and frustrated.
- 8) **SOCIAL FACTORS:** Man is born in society. He has to shape his conduct in conformity with the customs and values of society. Sometimes teachers feel helpless to cope with social norms and feel stressed.
- 9) **GASTROINTESTINAL:** Loss of appetite, heartburn, miscellaneous i.e. anxiety, muscle pain, painful urination, etc. all these factors causes emotional disturbance and stress.
- 10) **LACK OF PROFESSIONAL APTITUDE:** Lack of professional aptitude and devotion to the profession causes stress among teachers.
- 11) **FACULTY OCCUPATIONAL HAZARDS:** Frequent criticism, restrictions, extra workload, high

expectations of the members of society and leg pulling among teachers etc. create conflicts in the minds of teachers and leads towards stress.

- 12) **AUTOCRATIC SUPERVISION:** The supervision and inspection of the teachers work is autocratic. The higher authorities interfere unnecessarily in the work of teachers. They are generally in habit of finding faults only leads to Faculty Occupational stress.
- 13) **RECRUITMENT SYSTEM:** In most of cases teachers are appointed on the basis of other considerations rather than teaching aptitude and teaching abilities. This situation creates conflict and jealousy among teachers which leads to frustration.

These are some of the important causes which are responsible for the Faculty Occupational stress among teachers. These causes should be removed as far as possible.

V. POSSIBLE RECOMMENDATIONS

The following are the steps to reduce stress level onto the Faculties of Professional colleges. It is very necessary to reduce teachers stress. So, certain measures must be undertaken to reduce Faculty Occupational stress among the faculties of the Professional Colleges.

- 1) **TRAINING OF TEACHERS:** Teachers should be sent for training of refresher courses from time to time so that they may become acquainted with the latest teaching techniques this will save the teacher and make the attitude liberal and progressive.
- 2) **KEEP ROUTINE TO MINIMUM:** Unnecessary restrictions should not be imposed on teachers because they create tension in the mind of the teachers.
- 3) **GRANTING FREEDOM OF WORK:** The teacher should be allowed freedom far as their teaching and other duties are concerned. There should not be any undue inference in his method of work and teaching.
- 4) **MEANS OF ENTERTAINMENT:** In every school arrangement should be made for providing means of entertainment for teachers. This will help to reduce the tension in teacher's mind.
- 5) **HOBBIES:** After finishing his teaching routine, each should spend his leisure time in some hobby. This will give him suitable opportunity for developing his power and capacities.
- 6) **DEMOCRATIC ATMOSPHERE:** The principal should take major decisions by holding discussions with the members of the staff. He should not impose his decisions on the staff in an authoritarian way. If there is misunderstanding between the principal and staff, it should be discussed and clarified by mutual discussion.
- 7) **IMPARTIALITY:** The principal should not do favour to any member on the bases of cast and creed. Selection of teachers should be done on the basis of the interest, attitudes, capacity, communication & high standards of academic pursuits.
- 8) **HELPING NATURE:** The principal can discuss school problem with staff in teacher's club meeting. He should respect all teachers. He should not form cliques of teachers on the policy of 'divide and rule'. The principal can support the teachers when they need his help. He

should not create pet pets because other teachers will resent this attitude.

- 9) GIVE CRITICISM IN PRIVATE: The principal, if he has to correct any teachers regarding his method of teaching or behavior should call the teacher in private. No teacher should be criticized before the students and his colleagues.
- 10) BE FLEXIBLE: The principal should not be rigid and traditional in his thinking and way of dealing with teachers' problems. He should change his strategy with the time. He should evaluate his own role as an administrator. He should set up an example for other to follow.
- 11) PLAN IN ADVANCE: Everything should be planned in the beginning of the academic year and should be communicated to teachers in advance for execution. He should work as a true leader of them. Team spirit should be encouraged.

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