

Stress Among Faculty Members in State Private Universities: A Review Study on Himachal Pradesh

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Abstract – Employment in advanced education institutions has typically been seen as relatively relaxed and intensely satisfying. Nevertheless, with the same pace, the rapidly growing global education industry has impacted educational processes in India. The research generally examined the causes of stress and coping mechanisms among the private university faculty members in Himachal Pradesh. The study population included all University faculty members. This work has clearly shown that there was tension among members of the faculty. There is increasing demand from faculty members working in higher education institutions in India in various academic and non-academic activities which leads to increased stress among them.

Keywords: Stress; Employment; Faculty Member; State Private University; Himachal Pradesh

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1. INTRODUCTION

Education is a key factor in determining development for the country. It is important for a person's growth and progress, just as it is for the community. It's a great open and credibility and considering all things, it's occupying the world to give its kin an education. It has been treasured in our Constitution under Article 41 that "Within the limits of its economic potential and growth, the State will make compelling provision for linking the right of jobs, education and open assistance with cases of unemployment, old age, illness and disability, and in various cases of undeserved need." The principles and qualities encapsulated in the prelude to India's constitution are the guiding wellsprings of educational points in India as well as the creation of rational, populist and common esteems, values synonymous with individual pride and qualities that are helpful for the nation's unity and trustworthiness. Training can't have a singular point to be good. It is important to strike a perfect balance between different points and goals, such as character development, academic, physical, pleasant, moral, social, profound, and tasteful individual development. The preface, which is the spirit of our Constitution, also sets out the Indian State's national principles of justice, equality, uniformity and fraternity, and along these lines has a tremendous impact on the educational points and goals. Stress has become an overall wonder in

today's world which occurs in different forms in each work environment. Representatives in the present work of love on a vast scale for more hours, as the paces of obligations force them to strive ever harder to meet the needs for execution of the work (Dwamena, 2012). Pressure has become a vital part of the tackling job (Ubangari, and Bako, 2014). For example, the demand for lecturing job has increased stress levels among Nigerian university lecturers (ibid).

There's too much info in here today. The growth in the body of knowledge and advanced ICT has brought about a worldwide surge of improvements in the education system in the work life. Ongoing examinations have affirmed college personnel is one of the most focused on word related gathering. Stress has become a major dilemma among teachers, due to rapid changes in the education system during 1980-1990, according to Ravichandran and Rajendran (2007). In academia, workplace stress is due to the disparity between job demands and their ability to respond. Academic staff are typically engaged in research and teaching activities that require time and focus. Due to the heavy workload and other individual and organizational factors, the academic faculty is under pressure. Nevertheless, even under the same workplace, the extent, causes and effects of stress can be varied for different people. Hence

crucial investigation of this reality is necessary. This critical literature therefore reviews analyzes and addresses these variables in the sense of Indian academia.

2. STRESS

The term stress was derived from the word "stringer" in Latin, which means "to catch," "compress," or "lock." The term was referred to in the 17th century as meaning suffering, difficulty, adversity or affliction. It was utilized in the eighteenth and nineteenth hundreds of years, corresponding to an article or individual, to indicate power, weight, strain or a solid exertion.

2.1 Occupational Stress:

According to the current definition of the World Health Organization (WHO), occupational or job-related stress "is the reaction that people may have when faced with work demands and stresses that are incompatible with their knowledge and skills and that threaten their ability to cope.

2.2 Academic stress:

Kyriacou is described as the teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, stress, dissatisfaction, or depression, It is the product of some part of their teaching work." (Poonam and Kochhar, 2012) It can have serious implications for the healthy functioning of the person as well as for the company in which the individual works, like other types of workplace stress (Poonam and Kochhar, 2012; Suganthi, and Lakshmi, 2013).

2.3 Stressors:

Stressors are called the factors which cause stress in a person. The can stressors on employees can generate action from individuals, groups, and sources of organization. Person, community and organizational stressors are stressors to the job.

3. CONCEPT OF STRESS

Hans Selye first begat the idea of stress getting from Latin in 1939; the expression "stress" was prominently utilized in the seventeenth century to characterize trouble, waterway, misfortune or pain. It was utilized in the eighteenth and nineteenth hundreds of years in reference to an item or individual, to signify power, weight, strain or solid exertion. The term implies an external force on an object or pressure exerted by the body on which it is exerted for distortion and resistance to engineering and physics. Throughout psychophysiology, stress refers to some stimulation that results in a detectable pressure that the body cannot tolerate and that ultimately results in behavioral damaged health. Stress has been conceptualized in the following ways such as response to a situation requiring an

individual to adapt to physical change or situation requiring an individual to adapt to physical or psychological change, external force viewed as threatening personal response to a certain environmental variation and External demand and internal resources and tension as an interaction outcome of 2 is a normal physical response to events that make you feel threatened or disturb your equilibrium in some way.

4. ROLE AND STRESS

An organization can be described as a rolesystem. Roles initially emerge from mission criteria to elucidate particular behavioral types relating to any role within an organization. Roles can be defined in this form in terms of uniform patterns of 11 behaviors expected by individuals playing a part in the organisation. Therefore, it is essential to understand the dynamics of position at workplace for the attainment of organizational goals so that a person communicates and becomes integrated with system.

Every role has its structure consisting of the occupant of the position and those having a direct relationship with him. These important others that have expectations are senders of role that send expectations to the role. The role-occupant often retains expectations from his position and is therefore also a role-sender. It indicates that the expectations of role senders, including that of role occupant, determine a role. Job requirements clearly specify the conduct necessary and the penalty for failure to adhere to it. These role expectations are called formal role expectations which are officially defined through an employment contract. On the contrary, some standards of position are general and specific, providing ample room for individual execution but within a wide range of acceptable behaviour.

Stress on teachers is growing in the current scenario, with the shift in teaching pedagogy, use of ICT, demanding and enriched position of professional education teachers and increasing competition among management educational institutes. Many incidents in life and organizational structures are causing tension. Generally any transition or change causes stress, and different roles may cause different stress levels. Academics, clinicians, managers and researchers have always been interested in studying this problem since it directly affects the employee's performance. Job tension is a big factor in rising work dissatisfaction. Stress is thus a complex situation in which the person is faced with an incentive, constraint or demand that is relevant to what he or she wants and for which the result is regarded as both unsure and critical (Robbins, 2001). Unless its outcome is viewed as both essential and unknown at the same time (Schwarzer, 2009) stress can not result from any opportunity / challenge / constraint / demand

whatsoever. Roll stress results from performance problems experienced in the job. The resulting task tension decreases or gets eliminated when challenged or overcome with these problems. This in effect facilitates improved role-occupant well-being and enhanced performance and efficiency at individual and organizational levels.

5. CAUSES OF JOB STRESS

A complex set of factors may be causing job stress. Some of the most noticeable sources of stress at work are:

5.1 Job and efficiency satisfaction

Were you thinking about getting the job done well? For many people, feeling insecure about work performance is a significant source of stress.

5.2 Lack of Control

The main cause of stress at work is feeling like you have no control over your life or job responsibilities. People who feel disturbed at work will most likely develop stress-related illnesses.

5.3 Increased obligation

It is difficult to take on extra duties at your workplace. If you have too much work to do, and you cannot say no to new tasks, you can get more frustrated.

5.4 Work Roles Confusion

The confusion about your responsibilities, how your work will change, or the goals of your department or organization can contribute to stress. Also it can be difficult to juggle the expectations of different managers when you report to more than one boss.

5.5 Lack of support

Lack of support from your boss or colleagues makes it more difficult to solve other work-related problems which cause stress to you.

5.6 Poor communication

On - the-job tension also stems from poor communication. It can create stress when you are unable to speak about your desires, worries and grievances.

5.7 Poor working conditions

Stress may be caused by uncomfortable or unsafe physical conditions such as crowding, noise or ergonomic problems.

6. FACTORS OF FACULTY STRESS

The five key causes of anger that annoy the faculty.

6.1 Time constraints

It reflects the feelings of the faculty member that there is inadequate time to keep up with current trends, insufficient time for class planning, telephone interruptions and visitor dropouts, writing notes and emails, attending meetings that are too heavy a workload and Work demands conflict with personal activities.

6.2 Reward and appreciation

The bulk of stress emanates from the recompense and acknowledgement of the faculty. Inadequate compensation, inadequate appreciation, vague standards in all three areas of teaching accountability, study, and service.

6.3 Professional identity

It is not surprising that the element of professional identification arises as the prestige of a faculty is focused on scholarships, reviews, conference presentations, grants and studies.

6.4 Departmental control

The third field deals with attempts to influence the decision of the chair, to address disagreements with the chair, to understand how the chair assesses the performance of the faculty and the general lack of impact on departmental and institutional decision making.

6.5 Student interaction

The final element relates to student-colleague interaction. Faculty members are in dispute with students over evaluation, guidance and teaching.

7. THE FACULTY STRESS CYCLE

The four phases of the Faculty Stress Cycle shown in the figure provide a context and clear understanding of stress and provide an action structure. The process begins with a set of specific requirements, stage 1, stressors. Excessive self-expectations, meetings, interruptions, and confrontations are some common stressors to the faculties. How much stress these stressors generate depends on Stage 2, your perception of these demands. If you don't have the physical or mental capital you view the demand as a stress pit. Stress created by this discrepancy between demand and personal resources results in a particular reaction to stress, stage 3. The fourth and final step, the results, reflect the negative effects of stress on intensity and long range. If the

stressors can be established, negative perceptions converted into positive ones, and a range of responses used in versatile and creative ways, then a successful workforce will be created with consequences.

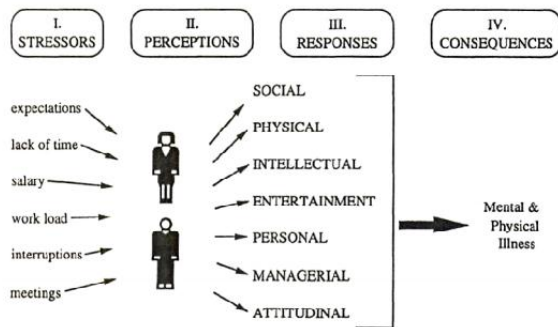


Figure 1: Faculty stress cycle

8. FACULTY STRESS FILTERS

The figure above illustrates a pattern for the stress filter. The effect of a stressor attempting to reach the teacher in stage 2 depends on how the teacher experiences it through his or her own customized filters. When looking at the world through special glasses, the faculty uses a polarizing filter to cut back agonizing glare, cool-green to balance the sun, red-hot to accentuate the essential, etc.

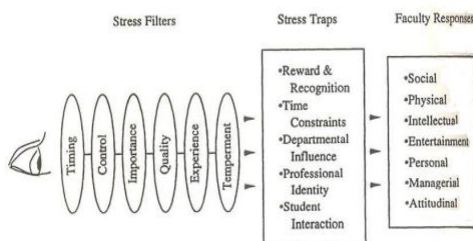


Figure 2: Faculty stress filters

Six filters are essential in either improving or hampering stress handling capability.

8.1 Control

Control acts as a further filtering tool. The less stress created, the more control over the stressor's duration and intensity.

8.2 Timing

Coping is a time consuming process. The wheel dawdler makes greater use of peripheral vision and good judgment to determine alternate course of action and plan for the future.

8.3 Quality

The quality of knowledge that you use to flush out stress serves as a diffuser of tension. Researchers have found that you can see a variety of ways to

manage problems by growing knowledge and information. If your filter lets you concentrate on this kind of knowledge you will see more options to choose from.

8.4 Value

The perceived value of the case is yet another filter. For example, if the possible stressor is unrelated to your beliefs or priorities, its existence may not contribute to anger feelings. However, if the stressor prevents a significant goal's fulfillment, such as writing a novel or receiving a grant, stress is not likely to occur.

8.5 Temperament

Temperament is the last, and probably the most important filter, or our basic disposition. The stress reaction depends to a large degree on the personality or ability to manage tension and anxiety.

8.6 Experience

Some recent, young and under-represented faculties may not have a significant buffer at their disposal: the experience that senior professors have to interpret potentially problematic situations from. The newer the situation is, the greater the answer. If the issue of designing a course syllabus and publishing an article has already been faced, it may not be as difficult the second time around.

For short, there is more to stress management than it meets the eye. Such channels help the audience polarize, refract and disperse the stressors that are attacking. These filters must be sound, maintained continuously, and used properly so that they remain cool to filter out unnecessary stress from life and work.

9. THE POSITIVE VALUE OF STRESS

How does the faculty do under pressure? Why do other faculty members cope relatively well while others collapse? What is the connection between stress and success at the faculty? The answers to those questions fill the library with thousands of books and journals.

Blackburn and Bently (1993) found that the difference between faculties productive and non-productive increased overtime. That is to say, productive faculty retains its high level and less productive faculty gets even more so. His research points to several realities about academic careers impacting the competitiveness and innovation of faculty members such as getting a mentor and the presence of a network during the first years of an academic career are important factors, Faculty productivity is variable, depending on the age they have begun to become successful for the

organization and when they have graduated, Age is not a predictor of the productivity of faculty member, because the productivity level remains more or less constant during the academic career, Productivity at the faculty is affected by the time structure that influences performance, Faculty efficiency is strongly influenced by the organization, During the academic career the duties and concerns of the faculty differ and Productivity at the faculty is affected by organizational factors such as leadership, encouragement, power (Ubangari and Bako, 2014; Thabo, F. T. 2010).



10. CONCLUSION

Almost all the studies included in this analysis clearly show that tension exists among faculties in Himachal Pradesh at all types of higher academic institutes. This research has clearly shown that there was tension among members of the faculty. The major causes or sources of stress among EPUC lecturers were delays or inconsistencies in payment of salaries, workload, insufficient monetary compensation, too much subject matter to be taught and excessive work hours. Nonetheless, the minor causes of stress among faculty members were the poor attitudes of students towards classroom tasks and assignments, unfavorable students to staff ratios, position disputes, study and publications, promotion requirements, poorly ventilated office, administrative problems and lack of instructional facilities. We illustrated in this study the idea of tension, faculty stress factors and faculties stress cycles.

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