
IMPACT OF STRESS MANAGEMENT AMONG ACADEMICIANS WITH SPECIAL REFERENCE TO BANGALORE

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Abstract

Stress is an inseparable part of life. Each and every individual realize and face stress at every walk of life. It affects all the sections of society such as poor, rich, children, and aged people, literate and illiterate. Stress is difficult to define precisely. Stress affects not only our physical health but our mental wellbeing too. To successfully manage stress in everyday life, an individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best thing is to reduce stress and make life easier. This present study is based on primary as well as secondary data in nature. The primary data have been collected from different college lectures/faculties of India. For the purpose of study, the Impact of stress is identified and categorized into two dimensions. Each dimension contains a series of statements pertaining to impact of stress. For that purpose, the institution has to take measures such as creating stress free work environment and creating awareness about stress and its consequences on individual family and on institution and must provide stress management programs to cope with stress. Stress free work environment prevents stress related problems and improves the job satisfaction, loyalty which in turn provides better quality of work.

Introduction

The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as "the non-specific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organism equilibrium" (Selye Hans, 1956). Another definition given by Stephen Robbins(1999) stress has been stated as "a dynamic condition in which an individual

is confronted with an opportunity, constraint or demand related to what he / she desires and for which the outcome is perceived to be both uncertain and important.”

Stress affects not only our physical health but our mental wellbeing too. To successfully manage stress in everyday life, an individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best thing is to reduce stress and make life easier.

Stress can be either temporary or long term, mild or severe, depending mostly on how long it continues, how powerful they are and how strong the employee's recovery powers are. But major stress problems are sustained for long period. If one does not react to the stress, it may create some other Trauma. It is another severe form of stress. The nature of loss may have an effect on the individual's perception of the stressful events as well as the avoidance, in tension and hyper arousal symptoms of post-traumatic stress.

Stress simply means the strain or unpleasant feeling and worries that an individual perceives when facing with contradicting demands or tasks beyond his capabilities. It's a psychological and physiological response to events that disturbs person's equilibrium when facing a threat. In general stress has negative connotation, but in reality stress has both positive and negative effects. In the modern work environment, stress is unavoidable. In a work environment it is essential to have a reasonable degree of pressure in order to complete the work within the prescribed time limit. If the individual perceives moderate level of stress in the work environment that stress is served as a motivator in accomplishing the task assigned to him, that moderate level of stress will help the organization to fulfill its goals and it improves the performance of employees and productivity of the organisation. On the contrary if the level of stress perceived by the employee is high it has an adverse effect on the individual and on his family and in the organization as well.

Importance of the study

All the professions will have stress and teaching profession is not an exception. But degree of stress will vary from one profession to another. The purpose of this study is to explore the sources of stress affecting the faculty members.

Objectives of the study

- To identify the sources of stress among the college teachers working in different institutions.
- To analysis the extent of perception of stress on attitude towards academic profession and satisfaction with different facts of job.

Methodology of the study

This present study is based on primary as well as secondary data in nature. The primary data have been collected from different college lectures/faculties of India. Questionnaires method

has been used for data collection and 400 random sample have been collected for data analysis and interpretation. Descriptive and applied statistics have used for data analysis in this study.

Hypothesis of the study

H0: There is no significant difference in response score of overall score of impact of stress among different groups of respondents

H1: There is no significant difference in response score of overall score of impact of stress among different groups of respondents

Data Analysis and Interpretation

Measure the perception on impact of stress

For the purpose of study, the Impact of stress is identified and categorised into two dimensions. Each dimension contains a series of statements pertaining to impact of stress. Likert's 5 point scaling technique has been applied with two different measures in order to measure the perception of impact of stress by the sample respondents. For analysing each dimension, the perception on given statements has been obtained and analysed with the help of Likert's 5 point scale.

Table-1 Perception Scores of Respondents towards Impact of Stress on Academic Profession

Serial No	Attitude towards academic profession	Fully Not Agree	Not Agree	No Answer	Agree	Fully Agree	Total score
1	If I can choose again, I will not work in the institution	176 (44%)	128 (32%)	72 (18%)	24 (6%)	0 (0%)	744
2	In the next five years, I may leave the institution	176 (44%)	72 (18%)	120 (30%)	16 (4%)	16 (4%)	824
3	I feel that academic profession can not give full play to my potentials	128 (32%)	120 (30%)	96 (24%)	48 (12%)	08 (2%)	888
4	I would like to recommend the academic work to friends	160 (40%)	120 (30%)	40 (10%)	64 (16%)	16 (4%)	856

It is observed from Table1 that the statement "I feel that academic profession can not give full play to my potentials" constitutes the highest perceived impact of stress in Attitude towards academic profession dimension with a score of 888. The next highest impact of stress perceived in the statement is "I would like to recommend the academic work to friends" with a

score of 856. The order of other statements which have perceived high impact of stress in attitude towards academic profession dimension are “In the next five years, I may leave the institution” and “If I can choose again, I will not work in the institution” with scores of 824, and 744 respectively.

Table 4.2: Perception Scores of Respondents towards Impact of Stress on Satisfaction with Different Facts of the Job

Serial No	Satisfaction with different facts of the job	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Total Score
1	The academic profession	0 (0%)	8 (2%)	80 (20%)	96 (24%)	216 (54%)	680
2	Relationship among colleagues	0 (0%)	24 (6%)	56 (14%)	184 (46%)	136 (34%)	768
3	Every day work	8 (2%)	24 (6%)	40 (10%)	152 (38%)	176 (44%)	736
4	Inadequate pay as compared to contribution and experience	32 (8%)	40 (10%)	136 (34%)	88 (22%)	104 (26%)	1008
5	Job security	8 (2%)	64 (16%)	16 (4%)	80 (20%)	232 (58%)	736
6	working conditions	8 (2%)	32 (8%)	56 (14%)	176 (44%)	128 (32%)	816
7	Scope for government job	8 (2%)	16 (4%)	152 (38%)	64 (16%)	160 (40%)	848
8	Staff Welfare activities such as PF, ESI, Pension etc.,	80 (20%)	96 (24%)	32 (8%)	56 (14%)	136 (34%)	1128
9	Systematic and periodical announcement of salary increment or revision of salary.	64 (16%)	48 (12%)	16 (4%)	80 (20%)	192 (48%)	912

It is observed from Table 2 that the respondents perceive high impact of stress on “Staff Welfare activities such as PF, ESI, Pension etc.,” with a perception score of 1128 followed by “Inadequate pay as compared to contribution and experience” with a perception score of 1008. The third variable which perceives high impact of stress is “Systematic and periodical announcement of salary increment or revision of salary” with a perception score of 912. The order of other variables which have perceived high impact of stress is “Scope for government job”, “working conditions” and “Relationship among colleagues” with a perception scores of 848, 816 and 768 respectively. The perception of respondents on the variable “Every day work” and “Job security” has secured an equal perception score of 736 each. In satisfaction with different facts of the job dimension, low impact of stress is perceived in the variable “The academic profession” with a perception score of 680. The Kruskal Wallis test is administered to verify the null hypothesis that there is no significant difference in response score of overall score of impact of stress among different groups of respondents based on age.

Table-3:Result of Kruskal Wallis Test Age and Response Scores of Two Dimensions of Impact of Stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	43.696	0.000	Significant
2	Satisfaction with different facts of the job	112.681	0.000	Significant
3	overall impact score	50.590	0.000	Significant

It could be observed from the Table 3 that there is a significant difference in the response score of two dimensions of impact of stress among different groups of respondents based on age. Further it is inferred from the table that for overall impact score, the level of significance is less than 0.05 (5 per cent level). Therefore null hypothesis is rejected. Hence it is concluded that age has a significant influence on the response score of overall score of impact of stress.

In order to test whether there is any relationship between gender and response scores of two dimensions of impact of stress, the following null hypothesis has been framed. There is no significant relationship between gender and response score of overall score of impact of stress among different groups of respondents.

Table 4: Result of Kruskal Wallis Test Gender and Response Scores of Two Dimensions of Impact of stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	2.002	0.157	Not Significant

2	Satisfaction with different facts of the job	8.213	0.004	Significant
3	Overall impact score	0.859	0.354	Not Significant

It could be observed from the Table 4.8 that gender has no significant influence on response score of two dimensions of impact of stress with the exception on Satisfaction with different facts of the job. With regard to overall stress score, the level of significance is more than 0.05(5 per cent level). Hence the null hypothesis is accepted. It is concluded that there is no significant relationship between gender and response score of overall score of impact of stress.

The Kruskal Wallis test is applied to test the null hypothesis that there is no significant difference in response score of overall score of impact of stress among different groups of respondents based on marital status.

Table 5 : Result of kruskal Wallis Test Marital Status and Response Scores of Two Dimensions of Impact of Stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	21.410	0.000	Significant
2	Satisfaction with different facts of the job	33.398	0.000	Significant
3	Overall impact score	60.498	0.000	Significant

It is clear from the table 5 that there is a significant difference in the response score of two dimensions among different groups of respondents based on marital status. With regard to overall impact score, the level of significance is less than 0.05(5 per cent level). Therefore the null hypothesis is rejected. It is concluded that marital status has a significant influence on the response score of overall score of impact of stress.

To test whether there is any relationship between educational qualification and response score of two dimensions of impact of stress, the following null hypothesis has been framed. There is no significant difference in response score of overall score of the impact of stress among different groups of respondents based on educational qualification.

Table 6 : Result of Kruskal Wallis Test Educational Qualification and Response Scores of Two Dimensions of Impact of Stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	43.670	0.000	Significant

2	Satisfaction with different facts of the job	101.223	0.000	Significant
3	Overall impact score	35.944	0.000	Significant

It is inferred from the Table that there is a significant difference in response score of two dimensions of impact of stress among different groups of respondents based on educational qualification. It is a clear indication that the demographic variable educational qualification has a significant influence on overall score of impact of stress. With regard to overall impact score, the level of significance is less than 0.05(5 per cent level) hence the null hypothesis is rejected.

To test the null hypothesis that there is no significant difference in the response score of overall score of impact of stress among different groups of respondents based on nature of institution, the Kruskal Wallis test has been applied and result of the test is presented in Table

Table 7: Result of kruskal Wallis Test between Nature of Institution and Response Scores of Two Dimensions of Impact of Stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	153.835	0.000	Significant
2	Satisfaction with different facts of the job	197.207	0.000	Significant
3	Overall impact score	16.305	0.000	Significant

It is observed from the table 7 that there is a significant difference in the response score of two dimensions of impact of stress among different groups of respondents based on nature of institution. With regard to overall impact score, the level of significance is less than 0.05 (5 per cent level). Therefore the null hypothesis is rejected. It is concluded that nature of institution has a significant influence on the response score of overall score of impact of stress.

The Kruskal Wallis test is administered to test the null hypothesis that there is no significant difference in response score of overall score of impact of stress among different groups of respondents based on designation.

Table 8: Result of Kruskal Wallis Test - Designation and Response Scores of Two Dimensions of Impact of Stress

Serial No	Dimension	Critical Value	Level of Significance	Result
1	Attitude towards academic profession	73.120	0.000	Significant
2	Satisfaction with different facts of the job	178.480	0.000	Significant
3	Overall impact score	106.975	0.000	Significant

It is observed from the table 8 that there is a significant difference in the response score of two dimensions of impact of stress among different group of respondents based on designation. With regard to overall impact score, the level of significance is less than 0.05(5 per cent level). Therefore the null hypothesis is rejected. It is concluded that designation has a significant influence on the response score of overall score of impact of stress.

MULTIPLE REGRESSION ANALYSIS

The Multiple regression analysis has been administered to analyse the impact of sources of stress on perception score on attitude towards academic profession, satisfaction with different facts of the job and overall impact score. In this analysis the various dimensions of sources of stress has been taken as independent variables. The perception scores of the respondents on attitude towards academic profession, satisfaction with different facts of the job and overall impact score were treated as dependent variables. The following regression model has been developed

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 + b_7X_7 + b_8X_8$$

Where,

a = Intercept

X1 = Perception score on Work related stressors

X2 = Perception score on Interpersonal relationship at work place

X3 = Perception score on Research

X4 = Perception score on Teaching

X5 = Perception score on Service

X6 = perception score on General work stressors

X7 = Perception score on Work / Family conflict

X8 = Perception score on Gender issues

b1 to **b8** = Regression co efficient of independent variable

Impact of Sources of Stress on Attitude towards Academic Profession

In order to analyse the impact of sources of stress on attitude towards academic profession, various dimensions of sources of stress have been taken as independent variables. The perception scores of the respondents on attitude towards academic profession were treated as dependent variables. The overall accuracy of the model was tested with the help of R value and R² value. The details are shown in the Table 9

TABLE 9 : Multiple Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.656 ^a	0.430	0.417	13.195

a. Predictors: (Constant), Gender issues, Work / Family conflict, Teaching, Work related stressors, Research, General work stressors, Service, Interpersonal relationship at work place
 It could be observed from the table 9 that R² indicates the overall accuracy of the model. The value of R² is 0.430. It means 43% of the independent variables have impact on Attitude towards academic profession. The overall accuracy is good.

TABLE 10: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	51318.219	9	5702.024	32.752	0.000 ^b
1 Residual	67897.781	390	174.097		
Total	119216.000	399			

a. Dependent Variable: Attitude towards academic profession b. Predictors: (Constant), Gender issues, Work / Family conflict, Teaching, Work related stressors, Research, General work stressors, Service, Interpersonal relationship at work place
 It could be observed from table 10 that the level of significance is less than 0.05. It indicates that there is at least one independent variable that significantly influences the perception score on attitude towards academic profession. The independent variable working hour related stressors has been excluded.

TABLE 11: Co-efficient a- Result of Multiple Regression

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.208	2.174		5.155	0.000

Work related stressors	-0.481	0.094	-0.573	-5.141	0.000
Interpersonal relationship at work place	-0.222	0.124	-0.190	-1.781	0.076
Research	0.092	0.082	0.097	1.121	0.263
Teaching	0.316	0.092	0.257	3.453	0.001
Service	0.516	0.119	0.434	4.332	0.000
General work stressors	-0.467	0.111	-0.402	-4.219	0.000
Work / Family conflict	-0.153	0.063	-0.194	-2.422	0.016
Gender issues	0.035	0.076	0.038	0.462	0.644

It is clear from the table 11 that Work related stressors, Teaching, Service, General work stressors and Work / Family conflict have significant influence on Attitude towards academic profession of the respondents as its level of significance is less than 0.05.

$$Y = 11.208 - 0.481x_1 + 0.316x_4 + 0.0516x_5 - 0.467x_6 - 0.153x_7$$

X1 (Work related stressors) = -0.481 i.e., 100% change in Work related stress or shave 48% negative impact on attitude towards academic profession.

X4 (Teaching) = 0.316 i.e., 100% change in Teaching have 31% impact on attitude towards academic profession.

X5 (Service) = 0.0516 i.e., 100% change in Service have 51% impact on attitude towards academic profession.

X6 (General work stressors) = -0.467 i.e., 100% change in General work stress or shave 46% negative impact on attitude towards academic profession.

X7 (Work / Family conflict) = -0.153 i.e., 100% change in Work / Family conflict have 15% negative impact on attitude towards academic profession.

Conclusion

Realising the truth that stress at work place is the universal problem and cannot be avoided in the present work environment, but it can be reduced by adopting suitable measures. Stress not only affects the individual, family and has consequences on institution as well. Coping with stress is not the sole responsibility either on the part of employee or on the part of institution, it is a combined effort taken by both the employee and institution in preventing and managing the stress. For that purpose, the institution has to take measures such as creating stress free work

environment and creating awareness about stress and its consequences on individual family and on institution and must provide stress management programs to cope with stress. Stress free work environment prevents stress related problems and improves the job satisfaction, loyalty which in turn provides better quality of work.

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