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An Empirical Study of Stress and Stress Management among Faculties of Private Technical Institutions in Meerut District

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ABSTRACT

Stress is often described as a silent killer because the effect of stress is not readily apparent and it is observed that high level of stress is found at workplace. Job is part and parcel of life. Stresses on the job affect the efficacy and efficiency of a person. Hence, if one is not satisfied with his/her job the quality of life is adversely affected. Earlier teaching profession was recognized low stress occupation as they had light workload, minimum working hours and smart perks such as participation in conference and seminar. Some recent studies concluded that the degree of stress among the faculty in private technical institutions is quite high because most of people in this profession experience some kind of frustration, tension and anxieties related to the job assigned to them in addition to their underpaid job as compared to the government institutions. The present study was conducted to assess the level and sources of stress among the faculties in private technical institution and find out the impact of the stress on the performance and health of the

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faculties. The questionnaire based on five point likert scale was used to extract the information. Private Institutes should provide adequate workload, clean and safer working environment. They should also arrange yoga camp, meditation camp, aerobics, entertaining programs etc. for the alleviation of the job stress among faculty.

Keywords: Faculty; private technical institutions; job stress; stress management.

1. INTRODUCTION

Stress refers to the strain from the conflict between our external environment and us, leading to emotional and physical pressure. In other words, stress is the feeling one experience when he perceives a gap between want and what ones get or has, it become an excess of demand over individual ability to meet them. In contemporary world, it is impossible to live without stress, whether you are student or working adult. There is both positive and negative stress. The positive stress is viewed as motivator since in its absence; one lacks the 'edge' necessary for peak performance. Stress is considered negative when it is associated with heart disease, absenteeism, breakdown and physical and organizational and emotional problem. Recent researchers demonstrated that individual responses to stress differ according to the stressor and varying environmental and personal factors. Stress can either help or hinder one's effectiveness depending upon the stress level. When the level increases, personal effectiveness increases but when the stress across the optimum level, the person's effectiveness declines. High level of stress decrease efficiency of person [1].

1.1 Stress at Workplace

Stress at workplace up to optimum level activates and energizes the employees to perform well but over stress can interfere the employee's productivity and adversely impact their physical and emotion health. The nature of job itself can determine the type and degree of stress that can be induced. Many job can be considered stressful but it does not mean that it impact on an individual psychological well being. Occupational stress and its effect have been among most people leading to thickening and hardening of the heart muscle, resulting in cardiovascular disease [2]. Stress is becoming a major contributor to absenteeism, low employee morale and high turnover rates. The cost of these stress consequence has become huge burden on many organization [3].

1.2 Stress in Teaching Profession

Teaching profession was recognised as low level stress occupation. However, studies indicate the contrary. In another study it had been reported that teachers when compared to people in other professionals had highest level of occupation stress [4]. Gebrekirstos, [5] and Samira [6] demonstrated that teachers experienced high level of stress as compared to other professional.

There are various reasons responsible for high degree of stress among faculties. These included, work overload, inadequate resources and funding and students interaction [7]. Earlier studies on stress at work place warned that high level of occupational stress; if left unchecked will undermine the quality, productivity and creativity of employers work and employee's well being [7]. Therefore, this study extends current literature of stress in teaching profession context. The purpose of the study was to identify the factors which contributed to stress among faculties in private technical education sector and to assess impact on stress on their physical and emotional health. Considering all the above facts and figures, we designed following objectives:

- i. To study the socio-economic characteristics of the faculties of technical institutions.
- ii. To assess the level and sources of the stress among faculties.
- iii. To know the impact of stress on the performance and health of the faculties.
- iv. To find out the ways and means for amelioration of the stress among faculties in private technical institutions.

2. REVIEW OF LITERATURE

2.1 Stress

Stress is a psychological and physiological response to events that upset our personal balance. It is the summation of effects on all non

specific biological experience extracted by difficult and unpleasant exterior pressures. Stress is the state of an organism; it is perceived that its well-being is endangered and it must direct all its energies to its protection [8]. It is a major risk factor in the physical and mental health of a teacher, and the effects may be both short and long term. Teachers experiencing high levels of work-related stress can develop a sort of "stress syndrome" that combines their stress with negative emotions like anger, fear and helplessness. This syndrome can make it difficult for them to relax in their spare time, have a negative impact on their health and well-being, greatly interrupt their interpersonal transactions, and negatively interfere with their non-professional and family life. It is important that teachers understand that, in education, there is a profound need for restoration, relaxation and rejuvenation, and they should be allowed these things without feeling guilty. Prevalence of stress or a stress-related illness is often associated with shame, guilt and a loss of pride and dignity. Aside from feeling a lack of support for their job, most teachers feel that their employers also fail to look after their health and safety. Some of the more commonly reported stress-related illnesses are high blood pressure, migraine headaches, recurrent virus infections, irritable bowel syndrome, stomach ulcers, asthma, and depression.

2.2 Causes of Stress on Faculty

Factors which are root cause for the stress is known as stressors. Multiple factors influence the stress among college teachers. Findings of so many research studies pointed out that the following organizational stressors like over work load, frequent changes in working environment, new innovations, pay amenities, pupil's discipline, work culture, lack of communication, career hurdles, administrative problems, lack of management support and funding policies are some of the causes of stress.

2.2.1 Demographic factors of stress

Demographic variables of teachers like age, sex, marital status, type of family, number of dependents, spouse's employment status, qualifications, designations, nature of college and job, work environment, period of experience and income also influence stress among teachers. Many studies have explored that there exist relationship between these variables and stress.

2.2.1.1 Age of teachers

The age of teachers persuaded significantly the sources of stress because of its direct relation with capacity to learn, prospect cleverness and working proficiency and efficiency [9]. Teachers in the midst of forty years had higher stress level than other age clusters [10]. Age and experience contributed to the knowledge of stress. School teachers with 16 or more years of experience in the current spot evidenced significantly more exhaustion symptoms than those with 10 or below 10 years of experience in the current spot [11].

2.2.1.2 Gender

A study on job stress among school teacher was carried out and it was explored that female teacher's job satisfaction was higher than that of male teachers [12]. In another study on job stress of the school teacher, it was found that women senior secondary school teachers were more significantly under job stress than their male counterparts [13,14]. Contrary to this female teachers were more satisfied in their job than male teachers, even though gender was not a significant factor in teacher stress [10].

2.2.1.3 Education

The association between job stress and burnouts among the faculty members of two universities with a sample size of 100 was scrutinized [15]. Higher educational qualification helps to fight against the stress and burnout issues among university teachers. The nature and impact of job stress among Agriculture University teachers with a sample of 235 in total segmented into professors, associate professors and assistant professors revealed the correlation between stress and qualification of teachers in different positions [16].

2.2.1.4 Experience

Job satisfaction and occupational stress among primary school teachers and school principals in Ireland found that teachers with below 5 years of experience have lesser stress than other teachers and principals [10]. Job stress and burn out in teachers of secondary schools in Orissa consisting 53 male and 47 female teachers from 20 Orissa schools found that higher the teaching experience, lesser the alleged burn out [17]. Job stress of university faculty was measured which included 30 professors, 31 associate and 39

assistant professors and explored that teachers with 16-25 years of experience have more stress than teachers with experience of 5-15 years. They further concluded that 26-35 years experienced teachers have more stress than that of teachers with 15-25 years of experience. Experience and stress has positive correlation among them; High experience leads to high stress [8].

2.2.1.5 Type of family

Half of school teachers from joint family traditions lost their sense of balance in classes due to the compromising situation in work, family and society [18]. Common support from the family, colleagues, managers and other people connected with teachers could minimize stress among the employees [19]. Contrary to the above study stress coping strategies adopted by the career oriented females consisting 16 nuclear family samples each from railway, bank and teaching institutions and another 16 samples each from joint family base observed that teachers from nuclear family experienced more stress on interpersonal basis [20].

2.2.1.6 Occupation and position

Job stress of university faculty which included 30 professors, 31 associate and 39 assistant professors and it was found that assistant professors stressed more than that of associate professors and professors [8]. Contrary to the above study professors are stressed either moderately or higher than that of Associate and Assistant professors [15,16].

2.2.1.7 Role Stress

The role stress and coping strategies in different occupational groups with 20 engineers, 20 managers and 20 teachers as samples was scrutinized [21]. It was found that role over load and role attrition was the causes for role stress among all the three clusters. It was also concluded that teaching is a painful profession and role vagueness and bad-tempered group pressure are the main factors of teachers' stress [22].

2.2.1.8 Social support and lack of communication

A study on coping strategies connected with job stress among teachers revealed that the existence of social support and effective coping

behaviour affects the teacher's stress [23]. Urban teachers affected significantly more by stress than rural teachers [24]. About 92.6% of teachers acknowledged slight, sensible or strong stress symptoms as a consequence of the time-overwhelming character of preparation, marking and teaching duties [25]. Inflexible working hours maximum stress to teachers and seven out of ten teachers are exhausted because of inflexible working hours [18]. Same numbers of exhausted staffs are temporary and submissive in working environment. Communication lack exists between temporary and regular teachers and teachers working more than 4 hours lost their control [18].

2.2.2 Organizational stressors

Factors which are related to an organisation and are the reasons for the ambiguity among employees are known as organizational stressors. They affect the employees working style and their efficiency. Its outcome may be positive or negative in nature. The key causes of stress among teachers like maintaining control; time demands and workload; frequent changes; evaluated by students and superiors; dealings with peer educators; self-respect and position; management and administration; role clash and vagueness and non-standard working conditions [4].

2.2.2.1 Work load

A study was conducted to identify the personality factors that cause stress among school teachers and it was found that seven out of ten teachers are exhausted because of inflexible working hours and lost their control in class rooms [18]. In another study conducted among the degree college teachers of Dharwad city revealed that 28.5% of (34% of male and 23% of female teachers) college teachers were always in stress due to the multifaceted nature of the work [9]. The impact of work load on job satisfaction of self financing engineering college teachers in Tirunelveli was found more and half of the teachers were not satisfied with the work load and specifically on extra special coaching classes given by the colleges [26].

2.2.2.2 Changes in the profession

Every change is the base for stress and more changes leads to distress in the minds of teachers [27]. Even mentally healthiest teachers are also affected by the rapid changes that take

place in teaching environment. Changes will increase the teachers' stress level [28]. It was reported that sustained change and alteration were key sources of stress in South African education system [29]. The primary school teachers in Taiwan reported that one fourth of them were extremely stressful because of government's frequent changing educational policy [30].

2.2.2.3 Job satisfaction in institutional climate

Occupational stress and its determinants among Maltese primary school teachers, that environmental factors such as students' misbehaviour, non availability of professional appreciation, poor interpersonal relationships and lack of time/resources significantly contributed the teacher stress [31]. They further found that stressed teachers are less committed and satisfied towards their job. Institutional pressure and culture played a vital role in teachers' dissatisfaction [32]. Teachers are dissatisfied because of the climate prevailing in the profession like learning policies, management, salary and other emoluments, financial and non-financial benefits [33]. The job satisfaction of Cambodian primary school teachers was strongly linked with pay level and their welfare conditions. However, it is also intertwined with non-financial benefits, such as professional advancement, principal position and participation in management [34].

2.2.2.4 Administrative problems

The key portion of work load is administrative duties only. Extreme and unnecessary paperwork is wasteful. It has reduced the teaching time of the teachers, which is the most important duty of a teacher. It puts a stop to teachers' key role and degraded as clerks [35]. The teachers in school are less stressed when the management extends its support to all of them with well time-honoured and corrective policies in critical and crucial situations [36]. Administrative duties emerged as a third big factor among the list of factors which contributes teacher's stress [37].

2.2.2.5 Student's behavior

A study on reasons, impacts and defending methodology concerning to comprehensive high school teacher stress revealed lack of students' motivation was spelled by most of the respondents as stress indicator and pull them to

mess. High school teachers face assorted problems with teen age students also [38]. The propensity for teachers to develop unenthusiastic, sarcastic attitudes on the road to learners is the second peak factor of teachers' reactions to stress [39]. Poor working conditions and staff relations are less significant than students' behaviour in perceived stress among both rural and urban school teachers [24].

2.2.2.6 Career hurdles

Three reasons: professional anxieties, student behaviour and approach, and professional tasks causes stress. The strongest correlations were found between professional anxieties and job stress [40]. Teachers experienced significantly high level of stress than executives on inbuilt hardship and status factors. The authors reported that teachers felt that their special wishes and desires for improved and flourishing career were infertile [41]. Teachers are more stressed than others professionals [42]. And teachers are stressed more in course of their profession advancement [43].

2.2.2.7 Interpersonal relations

Stress factors among middle level managers in schools exposed that 62.3% of the teachers significantly accepted teacher-principal communication as a stress problem while 73.7% rejected teacher-teacher communication as a stress problem [25]. Teachers feel helpless and frustrated when working in a school with low infrastructure and worst maintenance. The unrelieved problems of withdrawal are emotionally exhausting and lead to regular conflicts [44]. This situation is linked to stress. High occupational stress was correlated with low social support at work and that took place because of detachment and repression of rival activities in the institutions [23]. Job-related stress and job satisfaction among Australian secondary school teachers found that staff tensions and conflicts are vital in stress formation among the teachers [45]. Teacher's stress is correlated negatively with interpersonal relationship of co-staff members. Good and healthy interpersonal relationships reduce/eliminate job stress among teachers [10].

2.3 Effects of Stress on Faculty

The factors causes stress may pressurize the victims in may dimensions. Outcome may be positive or negative in nature. Positive outcome

stimulates the affected person to work more and negative outcome will reduce the physical and mental health of the stress affected persons. Six strongest disturbing signs in their study were hardly disconnection of job from private life, allowing social and professional performance to worsen, abnormal sleeping, dealing with students only as a scholar, unfriendly gesture and acting self-protective towards co-workers and students. They further pointed that most days of sick like persistent virus and stomach disorders were influenced by stress related causes only [46]. Middle age people experienced depression symptoms and there is a direct relation between stress and coronary heart diseases [47]. Teachers don't involve themselves in consumption of alcohol, drugs and prescribed drugs to fight against stress. It is conceived that the existence of high levels of stress has connected to the symptoms of mental and emotional irritation [48].

Antagonism moved into students and coworkers is a common indirect behavioural response to stress. Rash behaviour, restlessness, emotional explosions, extreme eating or loss of hunger, taking medicines, excessive drinking/smoking, non-appearance in work and unsteady service history are the behaviour related outcomes of implied stress [49]. Depression, chest pains and physical collapses were reported by some teachers as reactions to stress. About 63.7% of the teachers experienced the skewed responses of nervousness, anxiety and exhaustion resulted by stress [50]. An organisation affected by stress may display the following symptoms:

- High levels of sickness and absenteeism,
- Frequent and sever accidents,
- High labour turnover,
- Dysfunctional personal relationships,
- Apathy among the workforce,
- Poor quality and low levels of performance.

The above given literatures certainly show that stress affect the health of individuals in many ways. Different researchers explored the different outcomes of stress. Depending upon the environmental factors outcomes of stress may vary person to person. No one proved that a particular suffering is the outcome of stress.

2.4 Management of Stress

Plans and tactics used to overcome stress are known as stress coping strategies. Different individuals adopt different coping strategies to

combat the stress. In general physical preparation, psychological or mental preparation, usage of clinical methods, involvement in spiritual things and negative behavioural changes are the common coping strategies practiced by different peoples. Given below are some of the literatures relating to such strategies. Life stress and coping styles among teachers was discovered with 120 male and 120 female teachers as samples. Male teachers adopted emotion-centric strategies while female teachers adopted only issue-centric strategies to combat the stress [51]. Various physical stress management strategies adopted by women indicated that working women were practicing to record the happenings in personal diary, using customary furniture and high fiber diet as contrasted to non working women. These groups did not differ significantly in the other coping strategies [52]. A study on stress coping methods between male and female teachers was conducted with high and low job stress. No significant difference was found between the male and female teachers on different stress coping methods except humour [53]. Most of the teachers put their feet up (53%), water treatment like hot water bath (46%), prioritize the demands (46%) and avoiding hurting reminders to lessen and overcome their stress. None of the female teachers were consuming tobacco, alcohol and mood shifting drugs as a stress reliever. Female teachers were adopting psychological stress coping strategies more as compared to males and difference in mean scores was found to be significant statistically [9].

Different scholars identified and suggested different methods of stress coping strategies practiced by the teachers in different areas. Coping strategy is more psychological than physical. We can found that by some teachers' humor and excessive sleeping tactics relieved their stress. They are mostly not turned up for negative remedies like consumption of drugs, tobacco and alcohol. This shows that even when the teachers suffer vigorously by stress they are not selecting a negative way of coping up with stress.

3. RESEARCH METHODOLOGY

The research design of the study dealt with identification of the causes at work place stress and level of stress of faculty of private technical institutions. Descriptive research design was used for this study of research which involves collecting data to answer questions concerning

the current status of the subject under study. Data and information was collected through random sampling using the primary sources i.e. primary data regarding socio-economic profile, cause of work place stress, level of stress and effect of stress on the health of respondents have been collected through structured questionnaire. The secondary data was collected from various journals and websites. The present study was conducted in Meerut city in Uttar Pradesh in India. The study was focused on workplace stress of employers working with private technical institutions in Meerut. For the same, data was collected through structured schedule and processed by using tables, mean, standard deviation; structured questionnaire was divided in to three parts. Population for the study was finite. The population for this study is composed of faculty in private technical institutions. A total of 155 questionnaires were distributed in 15 different private technical institutions but 123 usable and answered questionnaires were returned. A response rate of 50 percent is considered adequate for analysis and reporting (Babbie 2007). Data was classified and presented in tables and analysis is done by using mean, standard deviation, percentage and rank. Data was processed using MS-Excel software and analyzed using SPSS software to test the hypothesis.

Ho=. Job stress doesn't affect the health of faculties

H1= Job stress affects the health of faculties

4. RESULTS

4.1 Demographic Profile of Sample Respondents

Table 1 showed the Demographic Profile of sample respondents. Respondents have been classified according to demographic features as gender, marital Status, educational, age qualification, experience, income, designation and formation of family.

4.2 Sources of Job Stress

Table 2 shows the sources of stress among faculties due to teaching relationship with students. Counseling and teaching students individually, insuring discipline in the class and handling indiscipline was ranked 1st, 2nd and 3rd with mean 3.37, 3.31 and 3.31 respectively.

Table 3 interprets the causes of stress while interacting with colleagues. Seniority complex among the senior colleagues, casual behavior of colleagues, irritating attitude of senior 1st, 2nd and 3rd having mean 3.31, 3.12 and 2.98 respectively. Respondent was given main reason for job stress is seniority complex among senior colleagues. Very less importance is given to non-cooperation of colleagues in completing job task.

It is reported in the Table 4 that the causes of job stress due to relationship with management, intervention by head of the institution, the institution in your routine activities ever changing education policies of the management and reporting by head to management have ranked 1st, 2nd and 3rd having mean 3.23, 3.05 and 2.93 respectively.

It has been shown in the Table 4 that the most workload more than prescribed by UGC/AICTE and UPTU, teaching excess number of the student in the class and overwork time have ranked 1st, 2nd and 3rd having mean of 3.27, 3.25 and 3.12 respectively.

Table 6 depicted that inadequate research facilities, teaching and research achievement considered equally in promotion and no reduction in workload have ranked 1st, 2nd and 3rd having mean of 3.08, 2.95 and 2.84 respectively.

The area in which faculty members felt most pressure is non attending seminar/conference due to excess workload, with a mean score of 2.84, followed by execution of administrative work with teaching and research and neglecting basic things essential for lecture like journal newspaper with a mean score of 2.82 and 2.80 respectively (Table 7). The lowest pressure core reported by faculty is making compromises in teaching and research work at the cost of excess administrative work, with a mean score of 2.09 (Table 7).

The result from the Table 8 showed that Doing household chores after reaching home, Seeing family member and friends less frequently and not being able to give enough time to family and children have ranked 1st, 2nd and 3rd having mean 3.0, 2.97 and 2.88 respectively.

The Table 9 depicted the majority of stress derived from work environment: Unhygienic conditions, no recognition from head and criticized by seniors. Unhygienic condition at work place is the area in which faculty felt the most pressured, with a mean score of 2.95.

Other area in which faculty felt more pressure was receiving insufficient recognition and criticized by senior, with a mean score of 2.84 and 2.79. The area where faculty felt the least pressured was letting down by colleagues, with a mean score 2.47. Faculty member responded that their colleagues are supportive and they had friendly environment in their respective faculties.

Table 1. Demographic profile of sample respondents (N=123)

S. N.	Profile particulars	No. of respondents	Percentage	
1.	Gender	Male	59	47.97
		Female	64	52.03
2.	Marital Status	Married	70	56.91
		Unmarried	52	42.28
		Widow	1	0.81
		Widower	0	0
		Separated	0	0
3.	Education	Under Graduate	7	5.69
		Post Graduate	81	65.86
		M.Phil	10	8.13
		P.hd	20	16.26
		Post Doctorate	1	0.81
		NET (UGC/ICAR/CSIR)	3	2.44
		Other	1	0.81
4.	Age (years)	Below 20 years	2	1.63
		20-29 years	81	65.85
		30-39 years	32	26.02
		40-49 years	8	6.5
		50-60 years	0	0
		Above 60 years	0	0
5.	Experience (years)	Less than 5 years	67	54.47
		6 – 10 years	41	33.33
		11 – 15 years	9	7.32
		16 – 20 years	6	4.88
		Over 20 years	0	0
6.	Income	Less than 10000	1	0.81
		10000-15000	27	21.95
		15000-25000	44	35.78
		25000-50000	43	34.96
		50000 and above	8	6.50
7.	Designation	Professor	8	6.50
		Associate Professor	13	10.57
		Assistant Professor	76	61.79
		Lecturer	26	21.14
8.	Formation of family	Nuclear	63	51.22
		Joint	60	48.78

Table 2. Sources of stress due to teaching relationship with students

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Teaching students who are less interested in studies	2.81	1.31	0.47	5
2	Handling students who have poor attendance in classroom	2.85	1.21	0.42	4
3	Counseling and teaching students individually	3.37	1.52	0.45	1
4	Insuring Order and discipline in the class	3.31	2.29	0.69	2
5	Handling an indisciplined student in the class	3.02	1.56	0.52	3
	Aggregate mean		3.07		

Table 3. Stress due to relationship with colleagues

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Non Cooperation of colleagues in work	2.75	1.70	0.62	5
2	Casual Behavior of Colleagues in completing the job	3.12	1.39	0.44	2
3	Immediate Senior's attitude is in appropriate and irritating	2.98	1.47	0.49	3
4	Seniority complex among the senior colleagues	3.31	1.59	0.48	1
5	Favourism done by colleagues on the basis on family relation, caste, religion, region and others.	2.86	1.74	0.61	4
	Aggregate mean	3.004			

Table 4. Stress due to relationship with management

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Attitude of Chairman/Director about your working style.	2.84	1.69	0.59	5
2	Intervention by Head/Director of the institute about your routine activities.	3.23	1.64	0.51	1
3	Ever changing educational policies of management.	3.05	1.53	.50	2
4	Lack of communication between the management and teachers	2.89	1.62	0.56	4
5	Reporting by head to management about routine activities	2.93	1.75	.60	3
	Aggregate mean	2.99			

Table 5. Stress arising from teaching task

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Having excess number of students to teach in the class room	3.25	1.82	.56	2
2	Having workload more than prescribed work load by the UGC/AICTE/UPTU	3.27	1.42	.43	1
3	Delivering lectures continuously without interval	3.03	1.59	.52	5
4	Over work time to meet work requirement	3.12	1.62	.52	3
5	Fewer holidays as prescribed by the UGC/AICTE/UPTU	3.09	1.69	.55	4
	Aggregate mean	3.15			

Table 6. Stress arising from research

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	No provision for academic leave for participating in seminar/conference etc.	2.49	1.68	0.67	5
2	Having no time to do good quality research.	2.69	1.48	0.55	4
3	Having no provision for reduction in work load to accommodate research work	2.84	1.50	0.53	3
4	Teaching and research achievement to be considered equally in promotion procedures.	2.95	1.60	0.54	2
5	Inadequate research facilities in the institute.	3.08	1.55	0.50	1
	Aggregate mean	2.81			

Table 7. Stress arising from administration and teaching task

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Execution of administrative duties with teaching and research assignment.	2.82	1.61	0.57	2
2	Making compromises in teaching and research work at the cost of excess administrative work	2.72	1.43	0.52	5
3	Inability to carry out teaching assignment to satisfaction on account of excessive workload and time shortage.	2.75	1.52	0.55	4
4	Neglecting basic things which are essential for a teacher like reading books, newspaper journals and magazines.	2.80	1.56	.56	3
5	Non attending seminar conference due to excess workload.	2.84	1.58	.56	1
	Aggregate mean	2.79			

Table 8. Stress resulting from work home conflicts

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Inability to devote sufficient time for domestic and personal problems because of excessive work load	2.60	1.56	0.60	5
2	Seeing family member and friends less frequently	2.97	1.47	0.49	2
3	Postponing or cancelling personal appointments	2.88	1.46	0.51	4
4	Not being able to enough time to family and children	2.95	1.47	0.50	3
5	Doing household chores after reaching home	3.0	1.67	0.54	1
	Aggregate mean	2.88			

Table 9. Stress resulting from work environment

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	No Recognition by Head/Chairman / Director	2.84	1.732	0.61	2
2	Often being criticized by Head/Chairman / Director without any reasons	2.79	1.57	0.56	3
3	Colleagues and subordinate trying to letdown you unnecessarily.	2.47	1.66	.67	5
4	Colleagues spreading rumors	2.78	1.62	.58	4
5	Unhygienic condition at work place	2.95	1.68	.57	1
	Aggregate Mean	2.77			

It was found from the Table 10 that the calculated χ^2 values are greater than tabulated values at 5 Percent level at 1 degree of freedom which was extremely significant. Hence, null hypothesis rejected. Therefore, it was concluded that job stress effects health of faculties.

It is reported in the Table 11 that majority of the respondent released their stress through doing something enjoyable activity, think positive and involved themselves in jogging and exercises. This techniques had scored mean 3.96, 3.91 and 3.45 respectively.

Table 10. Effects of stress on the faculty's health (n=123)

S. N.	Disease/ Disorder	Yes	No	Chi-square value	Tabulated value	Result
1	Hypertension	9(7.32)	114(92.68)	89.62	0.03	H ₀ is rejected
2	Cardio-vascular Disease	0(0)	123(100)	123	0.01	H ₀ is rejected
3	Pulmonary Disease	1(0.81)	122(99.18)	119.04	0.269	H ₀ is rejected
4	Diabetes	6 (4.87)	117(95.12)	100.17	0.003	H ₀ is rejected
5	Depression	15(12.12)	108(87.80)	70.317	0.063	H ₀ is rejected
6	Behavioral Disorder	9(7.32)	114(92.68)	70.317	0.002	H ₀ is rejected

Table 11. Management of stress

S. N.	Statement	Mean	SD	Coefficient of SD	Rank
1	Talk to the social group	3.28	1.34	0.41	4
2	Try to think Positively	3.91	1.31	0.34	2
3	Jogging or doing exercise	3.45	1.67	0.48	3
4	Relax by doing something enjoyable	3.96	1.33	0.33	1
5	Proceed on leave	2.96	1.66	0.56	5
	Aggregate Mean	4.10			

5. CONCLUSION AND RECOMMENDATION

It has been observed that most of the faculties experienced stress. The results of this study affirms that majority of respondents feel stress because of teaching task and relationship with students which include more workload prescribed by UGC/AICTE/UPTU, workload provided by private institutions, overtime, excessive number of students from different stream in one class, handling undisciplined students etc. The present study also showed the adverse impact of stress on health of faculty member. High level of stress cause many disorders/diseases like hypertension, diabetes, behavioral disorder etc. among the employees. Ill health resulted in high rate of absenteeism and low turnover, industrial discontent and indiscipline, poor performance and low productivity and more accidents. In order to cope with their stresses, majority of faculty involved themselves in some enjoyable activities, think positively and exercise or Yoga. Employee's health also provides many benefits such as improved morale of employees, increased productivity of employees and also longer working period of an employee. Present study will help institutions to mitigate stress related problems of their employees by applying the above mentioned stress ameliorating measures. As most of the faculties feel that they feel stress at work, institutions should take

positive steps to make their faculties free from stress so that they can work with optimum efficiency and effectiveness. Employees should be made free from not only over work load but also from several fears generating in their minds. Guidance and counseling, quality consciousness awareness programs, psychological support can be provided to employees. The Institutes should take care of employees by reducing excessive workload, so that the employees can give more time to themselves and their family and discharge other social responsibilities too. There should be arrangement of yoga camp, meditation camp, aerobic, entertaining programs etc. The working environment should be made clean and safer. There should be friendly environment among colleagues, support and encouragement from the boss.

6. LIMITATIONS AND IMPLICATIONS FOR FUTURE RESEARCH

The time period for carrying out the research was short as a result of which many facts have been left unexplored. Lack of time and other resources as it was not possible to conduct survey at very large level, 123 employees responded positively. The study is limited to the faculty of selected private technical institution of Meerut city and therefore the findings of the study cannot be extended to other areas. During collection of the data many employees were unwilling to fill the

questionnaire due to lack of time. Respondents were having a feeling of wastage of time for them. Convenient sampling has been used in the study and it has its own limitations. Personal bias of the respondents might have crept in while answering a few questions. Area of present study can be increased from private technical to public and university, Sample size can be increased; other demographic details can be added in the future research and various other statistical tests can be used for comprehensive analysis and findings.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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