



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

IN SCIENCE, ENGINEERING, TECHNOLOGY AND MANAGEMENT

Volume 10, Issue 5, May 2023



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 7.580



+91 99405 72462



+9163819 07438



ijmrsetm@gmail.com



www.ijmrsetm.com



An Empirical Study of Occupational Stress amongst Faculty in Self Financing Engineering College with Special Reference to Erode

N. SENTHILKUMAR, G. GUNASREE

Assistant Professor, Department of Management Studies, Nandha Engineering College (Autonomous), Erode,
Tamilnadu, India

Second MBA, Department of Management Studies, Nandha Engineering College (Autonomous), Erode, Tamilnadu,
India

ABSTRACT: There has been extensive and varied research on stress in general and occupational stress in particular. Working in higher education has traditionally been regarded as being both extremely fulfilling and relatively stress-free. Faculty members employed by higher education institutions in India are being asked to do more academic and nonacademic work, which is raising their occupational stress. In order to identify the stressors and generate fresh ideas for future study in this area, the purpose of this work is to give a critical assessment of the existing literature on occupational stress of teaching faculty in different streams of higher educational institutions in India.

KEYWORDS: Stress, Faculty, Self financing, Education, Work overload, Physical, Mental and Psychological health.

I. INTRODUCTION

Technical education is essential for the development of the nation's human resources because it produces trained labour, boosts industrial production, and raises overall standards of living. . In the workplace, stress is typically thought to originate from conditions that are challenging for an individual to manage. One of the major causes of academics leaving their professions is stress. Stress is a reality of modern life. Modern living includes stress. Stress is brought on by a variety of life events, beginning with the birth of a child and lasting until the loss of a loved one. Rising stress is attributed to a number of factors, including urbanisation, industrialization, and the expansion of societal processes. Some people have a high tolerance for stress and do well when they are exposed to a variety of environmental stresses.

II. STATEMENT OF THE PROBLEM

The level of work stress experienced by employees in various industries and software businesses has been studied extensively worldwide. According to these studies, employees are under a lot of stress at work because of the intolerable pressure. The researcher chose the topic "An empirical study of occupational stress amongst faculty in self-financing engineering colleges with special reference to Erode district" to learn more about the various physical and psychological stresses that faculty members working in self-financing engineering colleges experience and to examine the effects of work stress on them.

III. OBJECTIVES OF THE STUDY

1. To determine the physical stress experienced by instructors at self financing engineering colleges in Eroding District.
2. To determine the level of psychological stress experienced by instructors at at self financing engineering colleges in Eroding District
3. To examine how stress affects faculty, both physically and psychologically.



| Volume 10, Issue 5, May 2023 |

IV.SCOPE OF THE STUDY

- ❖ Comparative study on stress dynamics among men and women faculty.
- ❖ Impact of stress on job performance of faculty.
- ❖ The role of training and development in controlling work place stress of faculty.

V.LIMITATIONS OF THE STUDY

- ❖ This study was confined to the self-financing engineering college faculty only, that too with specific reference to Erode district of Tamilnadu and hence the results of the study may not be applicable to the other parts of India.
- ❖ This study was confined to 400 faculty working in self-financing engineering college affiliated to Anna university in Erode district.

VI.REVIEW OF LITERATURE

1. WORK STRESS CREATION

The International Labour Organization (ILO), 2000) compared to all other types of impairment, mental illness affects more people's lives and results in a higher waste of human resources

2. GENDER AND WORKPLACE STRESS

Sahu and Mishra (1995) examined the coping mechanisms and life stress in teachers. 120 male and 120 female teachers made up the sample. While women were more stressed out about their families, men were more stressed out about their jobs and society. The majority of teachers (28.5%) claimed that they were constantly anxious since the complexity of their work did not confound them. Contradictorily, 14.5% were looking forward to the day when they could unwind, and 14.0% were tired of constantly being busy in order to fulfil deadlines.

3. CAUSES OF WORKPLACE STRESS

Burke & Greenglass, (1995)¹⁷, In this era of change the responsibilities of academicians have increased, and now faculty members are supposed to play many other roles besides their traditional roles of teaching and research. The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economic activity.

VII. RESEARCH METHODOLOGY

The method used to answer the research question is the main topic of this chapter. It gives information about the problem statement, the need for the study, the study's goals, the study's hypotheses, its limitations, the research design, the sampling strategy used, the tools for acquiring data, and the statistical methods used.

7.1 HYPOTHESES OF THE STUDY

Often, the primary tool used in research is the hypothesis. A hypothesis is merely an assertion or a conjecture that has to be supported or refuted. As an explanation for the occurrence of a certain group of occurrences, a hypothesis may be defined as a proposition or set of propositions, either claimed just as a provisional conjecture to direct some inquiry or acknowledged as highly probable in light of proven evidence. The hypothesis outlines what we are seeking and is a notion that may be tested to ascertain its veracity.

7.2 METHODOLOGY

The researcher employed descriptive research methodology for this investigation. The goal of descriptive research projects is to describe the traits of a particular person or group. In addition to its common use as conductive studies, descriptive research studies are often utilised for preliminary and exploratory studies. An initial hypothesis is frequently used to lead descriptive research. In a descriptive study, the researcher must be able to describe the outcome explicitly and find appropriate ways to assess it.

7.3 SAMPLING METHOD

As all components have an equal chance of being included in the sample, probability sampling is regarded as the ideal technique because it produces results with a higher level of validity and dependability. As age, occupation, income, and gender can all be correlated with the variables being examined, the researcher can characteristic or categorize the population from the outset.

**VIII. DATA COLLECTION**

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research question, test hypothesis and evaluate outcomes.

8.1 Primary data:

Primary data are those that were first gathered through a field survey. Primary data are the first-hand accounts that the researcher personally gathered for the study. 200 faculty members employed by self-financing engineering institutions in the Erode region were given a structured questionnaire to complete in order to obtain the primary data. A questionnaire was used because it was convenient, allowed for anonymity, and allowed the researcher to collect structured data from a lot of people.

8.2 Secondary data:

Secondary data refers to the information or facts already collected. For this study secondary data has been collected through the various journals, books, magazines, research papers, internet, newspapers etc.

8.3 SIZE OF THE SAMPLE

The size of the sample is 200.

8.4 TOOLS USED

- ✓ Simple Percentage
- ✓ Descriptive Analysis
- ✓ Chi-Square test
- ✓ One-way ANOVA
- ✓ Pearson Correlation

IX. DATA ANALYSIS AND INTERPRETATIONS

It is an process of manipulating and summarizing of data.

9.1 SIMPLE PERCENTAGE**TABLE NO. 01**

Source: Primary Data

Age Category	Frequency	Percent
Upto 30 years	34	17.0
31-40 years	34	17.0
41-60 years	132	66.0
Total	200	100.0

INFERENCE

- ❖ The sample consists of a sizeable preponderance (137, 68.5%) of male respondents over female (63, 31.5%) respondents.
- ❖ 33.50% of the respondents belong to the age group of upto 30 Years, 36.80% of the respondents belong to the age group 31 – 40 years and 29.70% of the respondents belong to the age group of 41 to 60 years.
- ❖ Majority of the respondents are Married (322, 80.50%) and remaining 19.50% (78) of the respondents are Unmarried.
- ❖ In terms of Designation (Position), it is not surprising that majority (96, 48.00%) of the respondents are Assistant Professors followed by Associate Professors with 22.50% (45). 19.50% of the respondents are Lecturers and 10.00% of the respondents are Professors.
- ❖ As far as Department (working) is concerned (34, 17.00%) of the respondents are working in EEE Department followed by CSE (34, 17%) and ECE (34, 17%). 17% (34) of them are working in IT Department and rest of them working in Civil (15.50%) and Mechanical (16%) Departments.
- ❖ In terms of Job experience, 38.00% (151) of the respondents have 3 to 5 year experience followed by Less than 3 Years with 26% (52). 23% of them having experience of 6 – 10 years and only 13% of them having experience of more than 10 years.

9.2 DESCRIPTIVE STATISTICS - PHYSICAL STRESS FACTORS**TABLE NO. 02**

Physical Stress	Mean	Std. Deviation
Continuous class	2.78	1.217
Travelling long distance	2.87	1.175
Special duty	2.81	1.221
Hostel duty	2.87	1.162
Special function	2.89	1.184

Source: Primary Data

INFERENCE

- ❖ From the above table, it is found that the respondents have more perceived Physical Stress - Attending special functions conducted by college after college hours (M=2.89) when compared with other variables.
- ❖ Overall, the respondents have more perceived Physical Stress since the mean value of all the variables are above 2.7 out of 5.

9.3 CHI-SQUARE TEST - Comparing the Age in years with physical stress factor Additional work like travelling long distance due to admission camp/admission duty.**NULL HYPOTHESIS(H_0):**

There is no significant relationship between the age and physical factor Additional work like travelling long distance due to admission camp/admission duty.

ALTERNATIVE HYPOTHESIS(H_1):

There is significant relationship between the age and physical factor Additional work like travelling long distance due to admission camp/admission duty.

AGE*2.02 Additional work like travelling long distance due to admission camp/admission duty.**TABLENO. 03**

Chi-Square Tests			
Analysis	Value	Degree of Freedom	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.268 ^a	12	.042
Likelihood Ratio	15.743	12	.203
Linear-by-Linear Association	1.215	1	.270
N of Valid Cases	200		

Source: Primary Data

INFERENCE

- ❖ From the above table there is significant relationship between the age and physical factor Additional work like travelling long distance due to admission camp/admission duty so, Alternative Hypothesis is accepted.

9.4 ANOVA TEST - Comparing the consequences of psychological stress on faculty and Position.**NULL HYPOTHESIS(H_0):**

There is no significant relationship between the consequences of psychological stress on faculty and Position.

ALTERNATIVE HYPOTHESIS(H_1):

There is significant relationship between the consequences of psychological stress on faculty and Position.

TABLE NO. 04

Variables		Sum of Squares	Degree of Freedom	Mean Square	F
Anxiety	Between Groups	1.352	3	.451	.327
	Within Groups	270.203	196	1.379	



	Total	271.555	199		
Depression	Between Groups	1.115	3	.372	.305
	Within Groups	239.280	196	1.221	
	Total	240.395	199		
Frustration	Between Groups	.626	3	.209	.153
	Within Groups	267.249	196	1.364	
	Total	267.875	199		
Lack of concentration	Between Groups	5.260	3	1.753	1.479
	Within Groups	232.260	196	1.185	
	Total	237.520	199		
Mentally exhausted	Between Groups	3.961	3	1.320	.971
	Within Groups	266.394	196	1.359	
	Total	270.355	199		

Source: Primary Data

INTERPRETATION:

- ❖ As the P value is lesser than Significant Value (0.01 and 0.05) all the 5 cases Consequences of psychological Stress Factors on faculty, the Null Hypotheses are accepted .
- ❖ Hence, it is concluded that there is a statistically significant difference among the Position of the respondents with respect to the Consequences of psychological Stress on faculty.

9.5 PEARSON CORRELATE - Comparing the Age and consequences of physical stress on faculty consequences of physical stress and psychological stress on faculty.**NULL HYPOTHESIS(H_0):**

There is no significant relationship between Age and consequences of physical stress on faculty consequences of physical stress and psychological stress on faculty.

ALTERNATIVE HYPOTHESIS(H_1):

There is significant relationship between the Age and consequences of physical stress on faculty consequences of physical stress and psychological stress on faculty.

TABLE NO. 05

		Correlations		
Variables		Age in Years	Faculty absenteeism	Faculty attrition
Age in Years	Pearson Correlation	1	-.040	.040
	Sig. (2-tailed)		.576	.577
	N	200	200	200
Faculty absenteeism	Pearson Correlation	-.040	1	.084
	Sig. (2-tailed)	.576		.238
	N	200	200	200
Faculty attrition	Pearson Correlation	.040	.084	1
	Sig. (2-tailed)	.577	.238	
	N	200	200	200

Source: Primary Data

INFERENCE

- ❖ The Pearson correlation between Age and consequences of physical stress and psychological stress on faculty is accepted because, the value is 1. So, Null hypothesis is accepted.

FINDINGS:

- The respondents have more perceived Physical Stress - Attending special functions conducted by college after college hours ($M=2.89$) when compared with other variables.
- 33.50% of the respondents belong to the age group of upto 30 Years, 36.80% of the respondents belong to the age group 31 – 40 years and 29.70% of the respondents belong to the age group of 41 to 60 years.
- There is significant relationship between the age and physical factor Additional work like travelling long distance due to admission camp/admission duty so, Alternative Hypothesis is accepted.
- The P value is lesser than Significant Value (0.01 and 0.05) all the 5 cases Consequences of psychological Stress Factors on faculty, the Null Hypotheses are accepted.
- The Pearson correlation between Age and consequences of physical stress and psychological stress on faculty- Faculty absenteeism is accepted because, the value is less than 1. So, Alternative hypothesis is accepted.

X.SUGGESTIONS

- The works during special functions can be divided to all the staffs in the department so, the work stress can reduce.
- Teaching faculty should not be compelled to travel long distance for admission duty. Non-teaching staffs can be involved for admission duty/admission camp by the management.
- The colleagues and the head of the department should be motivated to support the teachers adequately in their teaching and research activities in order to reduce anxiety and depression.
- Occupational stress inventory questionnaire can be administered to the faculty at regular interval of time, to identify the stressed faculty, so that suitable stress coping strategy can be given to reduce job stress so, it can reduce absenteeism in organization.

XI.CONCLUSION

The problem of occupational stress is an important aspect of the process of social and economic changes in India. A fundamental and dynamic shift is taking place in the world of work. The study also analyses prominent role stressors for each individual. This in turn results in the demand for better performance from the teachers in private colleges. This creates stress which leads to reduced teaching efficiency. The study focuses the early signs of stress that an employee's faces and also explains how stress at work affects the health and productivity of the faculty. The survey is also conducted to find out the symptoms of stress which affects the individual both personally and work regarding.

REFERENCES

1. Nneka Vera Ogakwu, Moses Onyemaechi Ede, Ifeyinwa F Manafa, Chinedu Ifedi Okeke, Sebastine Okechukwu Onaj. Journal Of Rational-Emotive & Cognitive-Behavior Therapy, 1-27, 2023 "Quality of work-life and stress management in a rural sample of primary school teachers: An intervention study".
2. John A Romas, Manoj Sharma. Academic Press, 2022. Practical stress management : A comprehensive work book.
3. International Labour Organization (2000). Mental Health and Work: Impact, Issues and Good Practices. The World Health Organization and International Labour Organization (www.wfmh.org).
4. Sahu, K. and Mishra, N., 1995, Life stress and coping styles in teachers. Psy. Stu., 40(3): 115-119.
5. Burke, R. J. & Greenglass, E. (1995). A longitudinal study of psychological burnout in teachers. Human Relations 48: 187-202.
6. Omer Van den Bergh, Guilford Publications, (2021). Principles and practice of stress management.
7. Alkhawaldeh JfMA, Soh KL, Mukhtar FBM, Ooi CP. Effectiveness of stress management interventional programme on occupational stress for nurses: a systematic review, J Nurs Manag. (2020)28:167. Doi:10.1111/jonm.12910.
8. Hyun J, Sliwinski MJ, Almeida DM, Smyth JM, Scott SB (2018) The moderating effects of aging and cognitive abilities on the association between work stress and negative affect. Aging and Mental Health 22(5): 611-618.
9. Gulzhaina, K.K., Algerim, K. N., Ospan, S.S., Hans, S.J., & Cox, N.B.C. (2018). Stress management techniques for students. Advances in social science, Education and Humanities Research, 198(1), 47-56. doi:10.2991/ictppfms-18.2018.10.



10. Asma Zabeer, Jamid U1 Islam, Nahid Darakhshan. Occupational Stress and work life balance : A Study of Female Faculties of Central Universities in Delhi , India . Journal of Human Resource Management. Vol. 4, No.1, 2016,pp. 1-5. doi:10.11648/j.jhrm.2016401.11.
11. “HR Rising!!: From ownership to leadership” by Steve Browne, 2020.
12. “Nine lies about : work A freethinking leader’s guide to the real world” by Marcus Buckingham, Ashley Gooddall, 2019.
13. “Belonging at work: Everyday Actions you can take to cultivate an inclusive organization” by Rhodes perry, MPA, 2018.
14. “Bring your human to work : 10 Surtefire ways to Design workplace that is good for people, Great for business, just might change the World” by Erica Keswin, 2018.
15. David .A. Decenzo. (1996), “Personnel / Human Resource Management”, Prentice Hall India Publications. New Delhi.
16. Du Brin Andrew J. (1988), “The Practice of Supervision.” Universal Bookstall. New Delhi.
17. Fred Luthans. (1995), “Organizational Behavior”, New Delhi: McGraw- Hill Publications. New Delhi.
18. Gangadhar.M Rao, V.S.P.Rao and P.S.Narayana. (1997), “Organizational Behaviour”, Konark Publishers Private Limited. New Delhi.
19. Grewal .P.S. (1990), “Methods of Statistical Analysis”. Sterling Publishers Private Limited. New Delhi.



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

IN SCIENCE, ENGINEERING, TECHNOLOGY AND MANAGEMENT



+91 99405 72462



+91 63819 07438



ijmrsetm@gmail.com

www.ijmrsetm.com