

PSYCHOLOGICAL STRESS IN WORKPLACE: MEASURING THE PERFORMANCE AMONG FACULTIES IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Generally literature review on educational industry politics reveals to impact of psychological stress in the work place. The purpose of this article is to study about the impact of psychological stress towards workplace performance among faculties in higher education in China. Psychological stress is considered an outcome due to the influence of various independent variables like frequent absenteeism, less focus on career, lack of participation, inter and intra conflicts, job confusion, lack of job enrichment etc. On the same. The researcher has made an endeavor to study about the impact of psychological stress in order to give suggestions to the educational sector about the causes for the same in the organization. The data is closely examined from various angles such that emerging new facts are comprehended. A total of 414 respondents was studied, out of them 217 were male and 197 female faculties. The calculated results were tabulated for percentage analysis, cross table, anova, and t-test. The collected data has been systematically arranged in a number of tables for the purpose of analysis and interpretation to find out the major reason contributing to psychological stress in higher education and the results have been discussed.

Keywords: *faculties, psychological stress, educational sector, work place.*

INTRODUCTION

In the educational process, a person who teaches occupies a very important place. A faculties are the medium through which objectives and plans can be actualized. For this, the person must have sound mental and physical health. There have been many studies stating that the person's mental and physical health has direct and significant relationship with his / her working efficiency. Teaching is a profession where changes occur in the educational system radically. These changes are likely to increase rather than reduce the stress level of faculties. Higher education faculties experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus and inadequate facilities make faculties' work more complex. Researches in service industries like nursing, hotel and police have highlighted that working personnel experience varying degree of stress and physiological stress. Many

faculties find the demands of being a professional educator in today's college difficult and at times stressful. When work stress results in faculty psychological stress, it can have serious consequences for the health and happiness of faculties, and also the students, professionals, and families they interact with on a daily basis. Faculties may be at greater risk for depersonalization because their daily work life often includes large doses of isolation from their professional peers. While faculties do interact with others on a regular basis throughout the workday, the majority of such interactions are with students, and not with other faculties or professional staff members who might better understand the demands faculties face.

STATEMENT OF THE PROBLEM

Teaching industry is the avenue for social reform and generation of human development index. It is the sector which contribute to the development of any economy through developed human resources in terms of knowledge, skill and employee ability the faculties are changing agent in any society who transform the basic human into knowledge source and wealth maximization. The role any faculty is not confined only with delivering subject knowledge, but also shapes and reshapes human entity by exploring their skill, ability, intelligence and behavior.

The relationship between faculty and student is not limited knowledge exchange. It runs beyond knowledge to human excellences. In this aspect faculties are a social reformer undertaken major responsibilities both inside and outside the classroom. In this connection every faculty is attributed towards stress and physiological stress. The condition occurs within normally healthy individuals working in fields that stress a high sense of ideals along with intense interactions with others. Psychology is characterized by three psychological attributes: emotional exhaustion, depersonalization, and lack of personal accomplishment.”

NEED AND IMPORTANCE OF THE STUDY

The occupational stress and psychological are the most common issues faced by people at work place. It is the element which brings imbalances within an individual in terms of personality, family, physical, emotional and environmental dimensions. The psychological related to attributes and its sources needed to be studied continuously at regular intervals due to its nature of causes. It is observed that the source and impact of psychological in teaching industry are most frequent. But the number of studies undertaken to know the psychological and its sources and impact are very less. The changing format of education and method of teaching also attributes new dimension of psychological in terms of its nature and outcome. In this aspect the present study is highly important.

OBJECTIVES OF THE STUDY

- ❖ To understand the personal and career profile of faculties in higher education.
- ❖ To learn opinion of faculties about their career.
- ❖ To know the causes of psychological stress and its status among faculties.
- ❖ To ascertain the influences of personal, work, emotional, physiological, students related, organizations and health related factors towards physiological stress.
- ❖ To know the impact of psychological among faculties

FUTURE SCOPE OF HIGHER EDUCATION

The Indian government is planning a huge expansion at all levels of education. While there is no doubt that this will be the decade of change at a transformational scale and pace, India's rise faces daunting challenges. The education system as a whole is beset with issues of quality, access and equity, and change is happening much faster in some states than others. The general standard of education in India is low. There are not enough places in schools, colleges or universities to cope with the enormous and increasing demand. Traditional approaches to meet this demand will not be sufficient in the time-scale needed. Education is vital for India's competitiveness and economic growth, but also for social stability. The disparity between rich and poor is growing, and expectations on the part of young people and their parents are high. Geographical differences are vast, compounded by social divisions and inequalities in education provision. By 2020, India needs 40 million university places an increase of 14 million and 500 million skilled workers.

THE CHALLENGE FACING HIGHER EDUCATION

These fall into four broad categories: the low quality of teaching and learning; the supply-demand gap; uneven growth and access to opportunity; and constraints on research capacity and innovation. The low quality of teaching and learning.

Arguably, the greatest challenge facing higher education in India is the chronic shortage of faculty. Various reports estimate that 30-40% of faculty positions are unfilled³¹. Most faculties have had no training in teaching. Other issues in teaching and learning which compound the problems include:

- Outdated, rigid curricula and the absence of employer engagement in course content and skills development. Very few opportunities for interdisciplinary learning.
- Pedagogies and assessment are focused on input and rote learning; students have little opportunity to develop a wider range of transversal skills, including critical thinking,

analytical reasoning, problem-solving and collaborative working.

- High student: faculty ratio, due to the lack of teaching staff and pressure to enroll more students.
- Separation of research and teaching; lack of early stage research experience.

HYPOTHESES OF THE STUDY

1. There is no significant difference about the present job among the teachers based on their designation.
2. The opinion about present work among the teachers does not significantly differ based on their gender.
3. There is no significant difference in realizing occupational stress by teachers based on their type of institution.
4. There is no significant difference about physiological stress with work, emotional, personal, health, psychological, students and organizational aspect of teachers based on their gender, age, marital status, experience, designation and type of institutions..
5. There is no significant difference about impact on psychological stress of teachers based on their gender.

SCOPE OF THE STUDY

Study the impact of psychological stress towards workplace performance among teachers with special references to higher education covers personal and career profile of the teachers in higher education. It also covers the opinion of teachers about their present job include salary ,scope for learning and work culture so on. The study attempted to understand the level of psychological stress faced by teachers with respect to related attributes. An aspect of occupational stress and influence of psychological stress also covered in this study.

The situation in which psychological stress realized by teachers in terms of work, emotion, personality, health, psychological, student and organizational related aspects also studied. The study also encompasses the impact of psychological stress on the performance of teacher with relevance's to selected dimension like subject course, student performance, workplace relation, job satisfaction and so on.

RESEARCH METHODOLOGY

Pilot Study

The group of teachers were approached. In-depth interview was conducted regarding the problem faced by which in term observed the major problem of psychological stress.

A psychological stress stage of every teacher affects their performance and leads to poor

transformation of inside towards students based on this the particular problem has been identified in the study. The identified problem was discussed with the selected panel group on judgmental basis. The outcome of discussion helped the researcher to reframe the title specifically on psychological stress of teacher and impact on their performance with special references to higher education.

The study is cause and effect in nature since psychological stress is the variable which causes of poor performance, less commitment and involvement and soon.

Research Design

Cause and effect research design is concerned with research studies to analyze the causes of psychological stress and also to know the effect of psychological stress faced by the teacher on their performances.

Study Population

The study population is teachers in higher education. The universe of the study includes 20 colleges located within the city limit and 414 respondents were chosen for the study.

Population Source list

The survey was conducted in Chennai city.

Sampling Unit

The sampling units of the study are teachers working in college of arts, engineering and diploma belonging to different categories and gender.

Sampling Method

The sampling method used in the study is convenient sampling.

Sampling Size

The sampling size of the study is 414 respondents.

Sources of Data

The sources of data collected in study are both Primary data and secondary data whereas primary data included interview method and questionnaire. The Secondary data was collected from magazines and journals website.

Nature of Questionnaire

The nature of questionnaire in the study is Structure questionnaire (descriptive research) because it should not provided any scope for modification or alternation in the questionnaire.

Type of Questionnaire

Constructive questionnaire with suitable scaling.

Type of Question

1. Close-ended questions limit the respondent to the set of alternatives being offered. Participants choose, among a list of possible choices, the response option that best reflects their opinions.
2. Dichotomous question which have two or more mutually exclusive response (yes or no, true or false).
3. Multiple choice questions Choose one response option (e.g., How would you characterize your political views). Select multiple responses (e.g., Select all the factors you consider when choosing a college).

Method of Scaling

The questionnaire used comprises both optional type and statements in Likert's 5 point scale. The responses were obtained from the Higher education teachers in the 5 point scale, which ranges as follows:

5- Very High, 4- High, 3- Moderate, 2- Low, 1- Very low.

Validity

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of Judges/experts that items of the scale are directly related to the concept of psychological stress of teachers.

Reliability Analysis

Reliability of the scale was determined by calculating reliability using Itemized rating scale for testing for reliability of the data (above .5).

Tools Used

Statistical tools are used to compare two or more series of data to describe the relationship or the distribution of two or more series of data. Percentage analysis test is done to find out the percentage of responses of the respondents. In this tool various percentage are identified in the analysis and they are presented by the way of bar and line diagrams in order to have better understanding of the analysis. The following tests have been used for the study; the following tools are used.

1. Percentage analysis: The percentage method was extensively used for findings of various details. It is used for making comparison between two or more series of data.
2. Cross table: Cross-tabulation is one of the most useful analytical tools and is a main-stay of the market research industry. One estimate is that single variable frequency analysis and cross-tabulation analysis account for more than 90% of all research analyses. A cross-tabulation is a two

(or more) dimensional table that records the number (frequency) of respondents that have the specific characteristics described in the cells of the table.

3. Anova: Under this only one factor and then observe that the reason that the reason for said factor to be important is that several possible types of samples can occur within that factor. We then determine if there are differences within that factor.
4. Independent sample T-test: This type of “t” test is conducted for two different samples, but drawn from the same population. If it is desired to find out whether the means of the two samples differ significantly, this test is conducted.

DATA ANALYSIS

The primary aim of the present investigation was to study the psychological among faculties in higher education and to find the effect of job performance due to psychological stress. Analysis of data and interpretation of results forms the core of any research work. The data is closely examined from various angles such that emerging new facts are comprehended. A total of 414 respondents was studied, out of them 217 were male and 197 female faculties. The tabulated data were computed using spss 15.0 version. The calculated results were tabulated for percentage analysis, cross table, anova, and t-test. The collected data has been systematically arranged in a number of tables for the purpose of analysis and interpretation. The findings have been presented in a clear and precise manner so that the results could be studied at a momentary look. To provide a comprehensive and easy grasp to the collected results, data have been compiled in tabular form.

Table 1: Opinion about Realize Occupational Stress among the teachers based on their Type of Institution

Null Hypothesis: There is no significant difference in realizing occupational stress by teachers based on their type of institution.

Alternate Hypothesis: There is a significant difference in realizing occupational stress by teachers based on their type of institution.

Sl.No	Attributes	Mean square	F-value	Sign
1	Change in body language and expression	134.121	175.617	.000
2	Getting irritated	56.782	36.399	.000
3	Observing silence	148.192	170.033	.000
4	Producing angry and stress	21.353	21.922	.000
5	Scolding students	129.445	150.550	.000
6	Sharing with spouse and family	151.833	154.730	.000
7	Feeling sleeping	308.463	673.538	.000
8	Relaxing at work place	38.171	17.257	.000
9	Deep thinking of the issues	9.242	7.554	.001
10	Diversification on other work	48.242	23.728	.000
11	Sharing with intimates	122.869	92.815	.000
12	Crying and feeling	48.242	23.728	.000

Table 1 test the existence of significance among the teacher about realizing the occupational stress based on their type of institution. In this the opinion about realizing the occupational stress has been taken has dependent variable. The dependent variable has been measured with interval scale from very high to very low. The type of institution of the respondents has been taken has independent variable which measured in nominal scale. The type of institution has been categorized has private, government and aided by applying Anova at 5% level of significance. It observed that the significant difference exist about change in body language, irritation, observing silence, producing angry and stress, scolding students, sharing with their family, sleeping and relaxation, diversifying to some other work, sharing with intimates, crying and feeling. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

Table 2: opinion about present job among the faculties based on their designation

Null hypothesis: there is no significant difference about the present job among the faculties based on their designation.

Alternate hypothesis: there is significant difference about the present job among the faculties based on their designation.

Sl.no	Attributes	Mean square	F-value	Sig
1	Opinion about salary package	22.383	21.945	.000
2	Career scope of the respondents	3.698	3.602	.058
3	Scope for learning of the	380.327	366.651	.000
4	Work culture and environment	266.833	533.534	.000
5	Working condition and culture	1.140	2.0104	.157
6	Relationship at work place	.032	.058	.809
7	Recognition and rewards of the	200.608	137.754	.000
8	Support and participation of	181.748	101.991	.000
9	Job security of the respondents	5.697	2.533	.112

Table 2 test the existence of significance among the faculties about their present job based on their designation. In this the opinion about their present job has been taken as dependent variable. The dependent variable has been measured with interval scale from very high to very low. The designation of respondents has been taken as independent variable which was measured in nominal scale. The designation has been categorized as assistant professor, associate professor and professor. By applying anova at 5% level of significance, it is observed that the significant difference exist about salary packages, learning system, work culture, recognition and rewards, support and participation. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

Table : 3 opinion about work among the faculties based on their gender

Null hypothesis: the opinion about present work among the faculties does not significantly differ based on their gender.

Alternate hypothesis: the opinion about present work among the faculties significantly differs based on their gender.

Sl.no	Attributes	F	T	Df	Sign (2-tailed)
1	Opinion about work load of the respondents	1.863	-8.014	412	.000
2	Work pressure of the respondents	67.939	-4.482	412	.000
3	Administrative work of the respondents	27.213	16.985	412	.000
4	Student's management	.330	-16.578	412	.000
5	Career advancement related aspects	521.662	.309	412	.757
6	Need for further studies	75.867	5.317	412	.000
7	Reporting system	134.553	-11.039	412	.000
8	Appraisal and monitoring	435.684	2.018	412	.044
9	Management intervention at	106.795	4.359	412	.000
10	Superior intervention	174.591	2.479	412	.014
11	Additional responsibility to respondents at work place	68.476	-4.556	412	.000

Table 3 test the existence of significance among the opinion about work among faculties based on their gender. In this the opinion about work among faculties has been taken has dependent variable. The dependent variable has been measured with interval scale from very high to very low. The gender of respondents has been taken has independent variable which measured in nominal scale. The gender has been categorized has male and female by applying independent sample t test - at 5% level of significance. It observed that the significant difference exist about opinion about work load, work pressure, administrative work, need for further studies, reporting system, management intervention at work place, additional responsibility at work place. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

Table : 4 Realize occupational stress of the respondents

Sl.no	Realize occupational stress	No. Of respondents	Percentage to total
1	Regularly	121	29.2
2	At the time of facing issues	94	22.7

3	During additional works	66	15.9
4	Handling classes and other situation	45	10.9
5	All the above	88	21.3
	Total	414	100

Table 4 indicates realizing of occupational stress, 29.2 percent of respondents realized occupational stress in regular basis whereas 22.7 percent of respondents are realized occupational stress at the time of facing issues, 21.3 percent of respondents are realized the occupational stress regularly, at the time of facing the issues, during additional work and at the time of handling classes and other situations, 15.9 percent of respondents realized occupational stress when additional work provided to them and 10.9 percent of respondents realized occupational stress at the time of handling classes and other situation.

Table 5: Opinion about psychological stress with Emotional aspect of teachers based on their age

Null Hypothesis: There is no significant difference about psychological stress with emotional aspect of teachers based on their age.

Alternate Hypothesis: There is significant difference about psychological stress with emotional aspect of teachers based on their age.

Sl.no	Attributes	Mean square	F-value	Sign
1	Frustration of the respondents	57.459	28.973	.000
2	Fatigue of the respondents	6.933	7.134	.000
3	Deceiving and meeting expectation	53.547	92.706	.000
4	Impartiality among respondents	25.852	12.403	.000
5	Harassment in the workplace	25.852	12.403	.000
6	Poor empathy in the workplace	176.507	297.583	.000
7	Undue advantage taken by colleagues	64.320	59.673	.000
8	Damage to individual values	87.321	139.014	.000

Tables 5 test the existence of significance among the teacher about psychological stress with emotional aspect based on their age. In this the opinion about psychological stress with emotional

aspect has been taken as dependent variable. The dependent variable has been measured by an interval scale from very high to very low. The age of respondents has been taken as independent variable which measured in nominal scale. The age has been categorized as less than 30, 31-40 years, 41-50 years, and above 50 years by applying Anova at the 5 % level of significance. It observed that the significant difference exists about frustration, fatigue, meeting expectation, impartiality, harassment, poor empathy, undue advantage taken by colleagues, damage of individual values. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

Table 6: Opinion about Psychological Stress with Personal aspect of teachers based on their marital status

Null Hypothesis: There is no significant difference about psychological stress with the personal aspect of teachers based on their marital status.

Alternate Hypothesis: There is a significant difference about psychological stress with the personal aspect of teachers based on their marital status.

Sl.no	Attributes	Mean square	F-value	Sign
1	Age factor of the respondents	168.452	116.319	.000
2	Gender discrimination of the respondents	58.655	39.351	.000
3	Family issues	42.039	74.181	.000
4	Denying of rewards and recognition	217.263	283.014	.000
5	Anxiety	96.131	86.526	.000

Tables 6 test the existence of significance among the teacher about psychological stress with a personal aspect based on their marital status. In this the opinion about psychological stress with personal aspect has been taken as dependent variable. The dependent variable has been measured by an interval scale from very high to very low. The marital status of respondents has been taken as independent variable which measured in nominal scale. The marital status has been categorized as married, unmarried, others by applying Anova at the 5 % level of significance. It observed that the significant difference exists about age, gender, family issues, denying rewards and recognition, anxiety. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

Table 7: Opinion about Psychological Stress with Health aspect of teachers based on their age

Null Hypothesis: There is no significant difference about psychological stress with health aspects of teachers based on their age.

Alternate Hypothesis: There is a significant difference about psychological stress with health aspects of teachers based on their age.

Sl.no	Attributes	Mean square	F-value	Sign
1	Minor disease of the respondents	206.404	460.073	.000
2	Pains and aches of the respondents	64.320	59.673	.000
3	Major disease of the respondents	135.697	248.787	.000
4	Sleepless	123.365	.881	.000
5	Travelling	23.767	14.096	.000
6	Depression faced by the respondents	57.459	28.973	.000

Tables 7 test the existence of significance among the teacher about psychological stress with health aspect based on their age. In this the opinion about psychological stress with health aspect has been taken as dependent variable. The dependent variable has been measured with interval scale from very high to very low. The age of respondents has been taken as independent variable which measured in nominal scale. The age has been categorized as less than 30 years, 31-40 years, 41-50 years and above 50 years by applying Anova at 5% level of significance. It observed that the significant difference exist about minor and major disease, pains and ache, sleepless, travelling and depression. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

SUMMARY OF FINDINGS

the opinion about realizing the occupational stress has been taken as dependent variable. The dependent variable has been measured with interval scale from very high to very low. The type of institution of the respondents has been taken as independent variable which measured in nominal scale. The type of institution has been categorized as private, government and aided by applying Anova at 5% level of significance. It observed that the significant difference exist about change in

body language, irritation, observing silence, producing angry and stress, scolding students, sharing with their family, sleeping and relaxation, diversifying to some other work, sharing with intimates, crying and feeling. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected.

SUGGESTIONS

The management should organize grooming and training session for the faculties to enhance their skills. The management should create an ideal work place atmosphere to the faculties for better performance and stress relief. Employee engagement activities in various avenues should be created to motivate and recognize the talent of faculties. Periodical health council should be organized by the management to ensure faculties fitness and awareness towards health conscious. Potential appraisal engagement should be provided to all faculties for the enhancement of the performance. Establishment of grievances to be maintained by the management to avoid disputes among the faculties. His opinion about their present job has been taken as dependent variable. The dependent variable has been measured by an interval scale from very high to very low. The designation of respondents has been taken as independent variable which was measured in nominal scale. The designation has been categorized as assistant professor, associate professor and professor. By applying ANOVA at the 5 % level of significance, it is observed that the significant difference exists about salary packages, learning, system, work culture, recognition and rewards, support and participation. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected. The opinion about the work among faculties has been taken as dependent variable. The dependent variable has been measured with interval scale from very high to very low. The gender of respondents has been taken as independent variable which measured in nominal scale. The gender has been categorized as male and female by applying independent sample t test - at 5% level of significance. It observed that the significant difference exist about opinion about work load, work pressure, administrative work, need for further studies, reporting system, management intervention at work place, additional responsibility at work place. Since the obtained significant values are less than 0.05, so the null hypothesis has been rejected. Psychological stress with emotional aspect has been taken as dependent variable. The dependent variable has been measured with interval scale from very high to very low. The age of respondents has been taken as independent variable which measured in nominal scale. The age has been categorized as less than 30, 31-40 years, 41-50 years, and above 50 years by applying ANOVA at 5% level of significance. It observed that the significant difference exist about frustration, fatigue, meeting expectation, impartiality, harassment, poor empathy, undue advantage taken by colleagues, damage of individual values. Since the obtained significant values are less than 0.05, so the null

hypothesis has been rejected.

CONCLUSION

Occupational stress is an unavoidable factor in this many of the faculties due to continuous stress undergo for psychological stress . So, the stage of psychological is not only affecting individual characteristics of d. It also affects students, workplace environment, emotions, health, physiological and educational system. Psychology is characterized by depersonalization, emotional exhaustion and diminishing personal accomplishment. Every institution should identify a venue for and try to reduce the opportunity of facing stress and psychological stress. So the institution should provide with proper training to the faculties to face such issues, proper working condition, updating of change occurs in the institution. The findings of present research will be helping to know about the reasons and factors influencing psychological in teaching community.

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