

## **Professional Stress among Faculty Members of Mangalore University: A Study**

*Veena G, Dr.Pushpalatha K, Dr.T.Y.Mallaiah*

Research Scholar

Dept. of Library & Information Science Mangalore University

[veenanaik50@gmail.com](mailto:veenanaik50@gmail.com)

Asst.Librarian

Mangalore University Mangalagangothri

Deputy Librarian

Mangalore University Mangalagangothri

### **Abstract**

The objective of present study is to identify the level of professional stress in university teachers and ways of minimizing stress among teachers. The study used structured questionnaire was designed to collect the data from the faculty members of Mangalore University. The findings of the study shows that majority 41(82.0%) of respondents satisfied with their current job and only 9(18.0%) are not satisfied with their current job, 15(30.0%) of respondents manage professional stress by yoga, followed by 14(28.0%) by exercises, 6(12.0%) by orientation.

**Keywords:** Professional Stress, University, job satisfaction, stress management

### **Introduction**

In modern world stress has turn into a permeating feature of individual's life. Stress is ubiquitously whether it is in the family, institute, business organization,etc., almost every individual is being stressed from the ever increasing necessities and wants, this stress comes from various aspects of life including (Ekundayo and Kolawole,2013) pace of life, high competition, overwork, job security, deadlines and information overload or any other communal or economic activity have made the life of individual stressful in modern societies(Suganya,2016).Teaching as a profession is increasingly becoming a stressful profession that affects peoples in their private lives and workplaces (Alan and others, 2010). Nowadays teaching is more stressful since teachers have many targets to meet with more responsibilities to carry such as teaching, lesson planning, classroom management and discipline, supervisory role, and extracurricular activity etc.( Kaur, 2011) .Stress is characterized as the teacher's experience of unpleasant feelings, such as irritation, nervousness, anger and misery(Burke,2011). Teacher stress occurs between teachers and their teaching environment, the sources of stress are students misbehavior, poor working environment, delayed salaries,

lack of involvement in supervision, time pressure, lack of resources, poor teaching, overload of work, job insecurity (Rani and Singh, 2012). The objective of present study is to identify the level of professional stress in university teachers and ways of minimizing stress among teachers.

### **Review Literature**

Sabherwal and others (2015) conducted a study to investigate reasons for occupational stress among teachers of higher education and to examine the correlation between stress and job satisfaction. It was found that Demand related factors causing maximum stress were lack of regular breaks (85%) and long working hours (83%), 53% of respondents felt occasionally stressed out with frequent changes to timetable or courses, poor pay prospects (81%) ,added maximum stress followed by efforts not valued (69%) and lack career development opportunities (68%) were the greatest factors affecting stress.

Hans and others (2015) conducted a study to describe the phenomena related to Quality of Work Life (QWL) and Occupational Stress among business management lecturers in private colleges of Oman. The study found moderate work stress among the management teacher in private colleges in Oman. Study indicated that occupational stress score among management lecturers were relatively lesser than the average; the statistics indicated that occupation stress is negatively affecting the QWL of teachers in management institutions in Oman. It suggests that, the employees working in such organizations are withdrawing satisfaction from the workplace.

Khan and others (2014) found that the negative relationship of job stress with job performance, job satisfaction, and life satisfaction among college lecturers in Faisalabad division Pakistan. The study used questionnaire based survey method for data collection; the participants are one hundred and forty college lecturers equal from different public higher educational colleges. The findings of the study indicated that the level of stress and turnover intentions in unmarried lecturers is high as compare to married lecturers. It was found that due to job stress the job performance and job satisfaction decreases and the turnover intentions increases, unmarried employees showed high job stress as compared to married employees due to poor peer relations and low social support from the family members.

Singh (2014) carried out a study to assess the level of occupational stress and perception of various occupational stressors among the faculty members of private medical and engineering colleges. The final sample comprised of 310 faculty members, from seven private colleges (three medical and four engineering) of Uttar Pradesh. It was found that 69% of respondents reported moderate of Occupational Stress, 12% of females where high stress was perceived by only (less than the other categories) whereas perception of moderate stress was 74% . The findings of the present study also revealed no significant gender difference in the overall perception of stress. This shows that with the changes in socio-cultural norms, females are

becoming equally competent in handling occupational stress although there can be domain specific gender differences in the perception of stress.

Raza (2012) reported that majority response (67%, 206) indicating that stress is not a big problem in the environment of higher education institutions, (30%, 92), indicate moderate levels of stress experienced by university teachers, 46% (141) faculty members expressed a high level of job satisfaction. Results indicate that most of the teachers do not perceive occupational stress as a big problem in university environment. They perceive administrative factors as highly contributing factor in job satisfaction. In last, insignificant relationship is found between occupational stress and job satisfaction. The research makes a fruitful contribution in the existing body of knowledge by reporting the phenomena of stress and satisfaction in faculty of universities of Pakistan.

### **About Mangalore University**

Mangalore University was founded on September 10, 1980, situated at mangalagangothri campus in Konaje, Mangalore. It is a picturesque campus that sprawls over 333 acres, overlooking the confluence of the river Nethravathi with the Arabian Sea on the one side, and the cloud-capped Western Ghats on the other. The campus, which once housed a mere three postgraduate departments, now has twenty-five postgraduate departments, supported by modern infrastructure and experienced faculty. The University has taken steps to establish contacts through exchange of scholars and students with universities in USA, UK, Finland, Japan, Norway, Germany, Spain and other countries.

### **Objectives**

- To identify the sources of occupational stress
- To determine the occupational stress level among Teachers.
- To assess the Stress management among the Teachers
- To discover the methods that they adopt to overcome the stress.

### **Methodology**

This study of the research used questionnaire-based survey method in order to achieve the above objectives. For this purpose a well structured questionnaire was designed to collect the data from the faculty members of Mangalore University. 80 questionnaires were distributed in faculty members, out of which 50 duly filled in questionnaires were received back. The collected data were classified, analyzed and tabulated by using statistical methods.

### **Data Analysis and Interpretation**

**Table: 1. Gender wise distribution of respondents**

Gender	Responses	Percentage
Male	31	62.0%
Female	19	38.0%
Total	50	100.0%

The above table shows that out of the total number of 50 respondents to the questionnaire, 31(62.0%) were male and 19 (38.0%) were female.

**Table: 2. Designation wise distribution of respondents**

Designation	Responses	Percentage
Guest Lecturer	7	14.0%
Assistant professor	7	14.0%
Associate professor	23	46.0%
Professor	13	26.0%
Total	50	100.0%

The above table designation of respondents revealed that 23(46.0%) of respondents are Associate Professor, followed by 13(26.0%) are Professor, 7(14.0%) are Assistant Professor, 7(14.0%) are Guest Lecturer.

**Table: 3. Teaching Workload per week**

Hours	Responses	Percentage
Below 12	23	46.0%
13-18	22	44.0%
19 and Above	5	10.0%
Total	50	100.0%

From the table above it is evident that most 22(44.0%) of the respondents were teaching workload 13-18 hours per week. This is an indication of quite a higher work load, whereas 23(46.0%) were below 12 hours, 5(10.0%) above 19 hours.

**Table: 4. Satisfaction with current job**

Satisfaction	Responses	Percentage
Yes	41	82.0%
No	9	18.0%
Total	50	100.0%

The above table indicates that majority 41(82.0%) of respondents satisfied with their current job and only

9(18.0%) are not satisfied with their current job.

**Table: 5. Level of professional stress among teachers**

	Responses	Percentage
Highly Stressed	5	10.0%
Moderately Stressed	6	12.0%
Low level of Stress	39	78.0%
Total	50	100.0%

In order to assess the levels of professional stress among teachers, the above table indicates that majority 39(78.0%) of respondents felt that low level of occupational stress among teachers, while 6(12.0%) moderately stressed, and only 5(10.05) highly stressed.

**Table: 6. The consequences while facing to professional stress**

Consequences	Responses	Percentage
Physical illness	6	12.0%
Mental pressure	19	38.0%
Lack of interest in work	10	20.0%
Conflicts with others	3	6.0%
Poor concentration	12	24.0%
Total	50	100.0%

The above table observed that the consequences of professional stress among the respondents. The opinion about the consequences of professional stress have been listed as physical illness 6 (12.0%), mental pressure 19(38.0%), lack of interest in work 10(20.0%), poor concentration 12(24.0%) and conflicts with others 3(6.0%)

**Table: 7. Best professional stress prevention methods**

Methods	Responses	Percentage
Exercises	14	28.0%
Orientation	6	12.0%
Entertainment	8	16.0%
Counseling	7	14.0%
Yoga	15	30.0%
Total	50	100.0%

The above table illustrates that managing the methods professional stress, 15(30.0%) of respondents manage by yoga, followed by 14(28.0%) by exercises, 6(12.0%) by orientation, 8(16.0%) by entertainment, 7(14.0%) by counseling.

**Table: 8. Opinion about the following attributes related to professional stress**

Opinion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Professional stress is unavoidable in the present job	18 (36.0%)	14 (28.0%)	7 (14.0%)	6 (12.0%)	5 (10.0%)	50 (100.0%)
Professional stress of this profession have more impact on teachers	2 (4.0%)	5 (10.0)	22 (44.0%)	14 (28.0%)	7 (14.0%)	50 (100.0%)
Institutional support cannot reduce job stress	4 (8.0%)	5 (10.0%)	9 (18.0%)	14 (28.0%)	18 (36.0%)	50 (100.0%)
Family support is highly imperative for managing professional stress	25 (50.0%)	12 (24.0%)	6 (12.0%)	5 (10.0%)	2 (4.0%)	50 (100.0%)

The above table indicates opinion about the attributes related to professional stress among teachers, 18(36.0%) of respondents strongly agree the statement of professional stress is unavoidable in the present job, 22(44.0%) are neutral the statement of professional stress of this profession have more impact on teachers, 14

(28.0%) are disagree the statement of Institutional support cannot reduce job stress, 25(50.0%) of respondents strongly agree the statement of Family support is highly imperative for managing professional stress.

### Findings

- Out of the total number of 50 respondents to the questionnaire, 31(62.0%) were male and 19 (38.0%) were female.
- About 22(44.0%) of the respondents were teaching workload per week, whereas 23(46.0%) were below 12 hours, 5(10.0%) above 19 hours.

- Majority 41(82.0%) of respondents satisfied with their current job and only 9(18.0%) are not satisfied with their current job.
- It was found that opinion about the consequences of professional stress have been listed as physical illness 6 (12.0%), mental pressure 19(38.0%), lack of interest in work 10(20.0%).
- About 15(30.0%) of respondents manage professional stress by yoga, followed by 14(28.0%) by exercises, 6(12.0%) by orientation, 8(16.0%) by entertainment, 7(14.0%) by counseling.
- Most 25(50.0%) of respondents strongly agree the statement of Family support is highly imperative for managing professional stress.

## Conclusion

Professional stress in the workplace is becoming a chief anxiety for all teachers, owing to the professional health and wellbeing legislations involving workers to practice duty of care by offering teachers with secure working situations which also hold the psychological well being of their workers. The decrease of professional stress will encourage the teachers to offer resourceful and efficient service to the society. Based on findings the study recommended that the university should provide a more helpful work environment to faculty members so they can carry out their jobs more effectively, the head of the department constantly take into consideration equivalent allocation of duties between the faculty members to reduce the workload. It is suggested that short-range training programmes be designed and scheduled based on the concepts of professional stress for faculty members, furthermore through regular exercise, getting adequate rest, taking tea break to read, listen to a relaxation music at free time, taking time out to laugh by telling someone a joke, taking time to do things that bring enjoyment and pleasure, making the good work environment and helps to avoid occupational stress.

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