

STRESS LEVELS AND STRESS FACTORS AMONG TOP LEVEL BUSINESS SCHOOL FACULTIES- AN EMPIRICAL STUDY

Dr. N. Sumathi

Assistant Professor, Department of English and other Foreign Languages
College of Science and Humanities, SRM Institute of Science and Technology,
Ramapuram, Chennai, Tamilnadu

Dr. KDV Prasad

Assistant Professor (Research), Symbiosis Institute of Business Management,
Hyderabad, Telangana

Dr. Sagar Balu Gaikwad

Assistant Professor, MET Institute of Management, Mumbai, Maharashtra

Dr. Parag Kalkar

Director Sinhgad Business School and Dean, Faculty of Commerce and Management,
Savitribai Phule Pune University, Pune, Maharashtra

Dr. N. Balasubramanian

HOD Operations, Lala Lajpat Rai institute of management, Mumbai, Maharashtra

Abstract

In today's world, we can't take drastic measures right once, but baby steps might add up. Anxiety, fear, nervousness, overload, and panic are all common emotions that people associate with stress. Furthermore, stress is experienced whenever there is a belief that one's safety is at jeopardy, whether that threat is actual or imagined. When the demands of the job are not met by the worker's skills, resources, or needs, the worker's body and mind react in unhealthy ways. Stress at the workplace can lead to a wide range of negative emotions and behaviours, such as burnout, depression, anxiety, rage, irritability, and even substance misuse. This has knock-on effects on an individual's quality of life, which encompasses aspects of happiness at home, at work, and in one's community. Academic stress can be difficult to manage because its causes might vary widely and may or may not be within an individual's control. The purpose of this study is to provide a comprehensive overview of the stress experienced by professors at the world's best business schools. As a common problem in the academic world, stress has significant effects on the B-school faculties. A number of

elements that have been found to contribute to student stress have been examined in this study. The article concludes that professors experience a range of stress levels due to multiple causes.

Keywords: Stress Levels, Stress Factors, Faculties, B-Schools

Introduction

While the paradigm change in education has had far-reaching effects, its manifestation is most obvious in practical areas of study like management training. As it is, only business schools can provide management training to their students. Faculty members at business schools are expected to create ties to the industry and participate in consultancy, management development, and research projects for corporations. Professors are expected to show their mettle by publishing their research, creating innovative curricula, and embracing cutting-edge pedagogical practises in the classroom and in student assessments. Not only that, but they will also presumably help out with certain administrative duties. When trying to stay up with the ever-increasing pace of change and meet the demands put out by society and administration, the experts who teach in business schools face a considerable challenge. (Shen et al., 2014). Over the past decade, there have been noticeable changes in the worldwide education landscape. These changes have resulted in a dramatic increase in the complexity and difficulty of academics' duties.

The negative reaction of every particular person who occurs to endure so much strain and other sorts of demand of duty placed upon his or her ability to adjust to it is what is generally understood to be the condition known as stress. It is also referred to as a normal physical response to the occurrences in life that cause you to feel threatened or throw off your equilibrium. On the one hand, stress does not always have a negative effect. While taken in moderation, it can improve a person's performance when they are under pressure and drive them to do their best . This was demonstrated when stated that stress is a normal response to the obstacles that are inherent in living a life, and that everyone must learn to cope with it. As a matter of fact, an acceptable level of stress might serve as a challenge to increase the effectiveness of the teachers, which means that some level of stress is unavoidable. On the other hand, if the degree of stress is such that the faculty will not be able to handle it in a satisfactory manner, then the outcome regarding the instructors' efficiency may be unfavourable. In the same way, stress is what keeps you aware and alive to confront your tasks while presentations at work, sharpens your concentration, and even compels you to attain your target. However, if it already exceeds the limitations that have been established, stress will cease to be beneficial and will begin to cause severe damage to health, mood, relationships, efficiency, and subsequently production, as well as the general quality of your life .

Review Literature

According to Reddy and Poornima (2012), the higher education system in India has been undergoing significant change in terms of expansion, privatisation, pedagogical innovations, and curricular reforms. All of these shifts have put a significant amount of stress on the academic staff working in higher education. Teaching, conducting research, and providing service are the three main responsibilities that are placed on the shoulders of faculty members at educational institutions, as stated by Houston, Meyer, and Paewai (2006). According to Rowley (1996), academics experience role stress as a result of their attempts to perform equal justice across a variety of responsibilities. According to the findings of a study conducted by Smith, Anderson, and Lovrich (1995), academics believe that a major factor contributing to job stress is excessive amounts of work. Teaching and research have reportedly become more specialised and time-consuming in recent years, as stated by Coaldrake and Stedman (1999). As a result of this, professors are being asked to accommodate the ever-changing needs of a wide variety of student populations, become proficient in the application of information technology in the classroom, instruct students in a variety of subject areas while maintaining flexible scheduling, and centre their pedagogy on the achievement of specific learning goals (Mark & Smith, 2012). According to the “All India Council of Technical Education”, the number of business schools in the country has outpaced all other post graduate programmes, which has led to a severe lack of professors in management-related fields of study (Mahajan, Agrawal, Sharma, & Nangia, 2014). In place of the more traditional means of education, such as lectures, the business schools of the next generation are placing an emphasis on the utilisation of a variety of teaching strategies, such as role playing, business games, and case studies (Dayal, 2002). In addition, the National Assessment and Accreditation Council (NAAC), which is a statutory entity in India, places a strong emphasis on academic research for the purposes of accreditation and recognition (Ranganath, 2013). In a similar manner, the University Grants Commission (UGC) of India has developed criteria for the performance appraisal of academics. According to these recommendations, professors' appraisal and promotion are determined in part by the amount of research work they have done (UGC, 2013). The performance evaluations, increments, and eventual promotions of professors at Indian business schools are all determined by discrete and many key result areas. This has led to an elevated level of role stress amongst academics in Indian business schools. Even though the existing body of literature suggests that there has been a significant rise in the amount of work pressure and occupational stress in higher education institutions in general and business schools in particular, there is a dearth of research that investigates the factors that lead to and moderate the effects of role stress from the point of view of academicians. Therefore, the objective of this study is to get an understanding of the factors that contribute to role stress among business school professors as well as the coping mechanisms that these individuals utilise in response to the stress they encounter based on their own personal experiences.

Problem Statement

The current study takes the lead in determining the causes of role stress levels and stress variables amongst business school professors in India, as well as analysing the coping techniques that are adopted by these individuals. The hypothesis is that leading private business schools, in particular, will benefit from the study since it will provide them with current information that is both thorough and trustworthy regarding the nature of the academic stress experienced by academicians. The results of the study, which we conducted, will help management at business schools develop organisational policies with the goal of reducing the amount of occupational stress experienced by their faculty members. In spite of this, it is reasonable to assume that the findings of the study are applicable to all of the other developing Asian nations. This is because it is only relatively recently that advanced and novel approaches to the delivery of higher education and stringent standards for the appraisal and evaluation of professors have been implemented.

Research Methodology

The faculty members who teach management courses at various business schools in the city of Mumbai, Maharashtra, were the study's intended sample population. A rigorous strategy of purposive sampling was utilised all throughout the selection process for the participants. Individually contacting each of the one hundred faculty members from the Top B Schools in Mumbai, Maharashtra, who had expressed interest in participating in the study, we invited them to fill out the survey questionnaire. The sample size for this study was one hundred. This study employed a descriptive research survey as its method of inquiry. Secondary sources compiled from research articles, dissertations, and blogs and websites associated with business schools.

Objective of the study

- To analyse the stress factors & stress levels among B-school faculties in Mumbai, Maharashtra.
- To justify findings of the study

Hypothesis of the study

Null hypothesis

H1 There is no significant impact of factors levels among faculties of top B-school

H2 There is no significant impact of stress levels among faculties of top B-school

Alternate hypothesis

H1 There is significant impact of factors levels among faculties of top B-school

H2 There is significant impact of stress levels among faculties of top B-school

Result and Discussion**Table 1 : Demographic Analysis**

Demographic Analysis			
Gender		Frequency	Percent
	Male	55	55%
	Female	45	45%
Age	Less than 25	17	17%
	25- 30	23	23%
	30 - 35	33	33%
	35 and above	27	27%
Marital Status	Married	77	77%
	Unmarried	23	23%
Designation	Assistant Professor	71	71%
	Professor	16	16%
	Others	13	13%
Number of class handling at present	Less than 10 classes	13	13%
	10 – 15 classes	47	47%
	15 and above	19	19%
How long you have been working here	Less than 2 years	21	21%
	2 yrs – 5 yrs	38	38%
	5 yrs – 8 yrs	29	29%
	8 yrs and above	12	12%

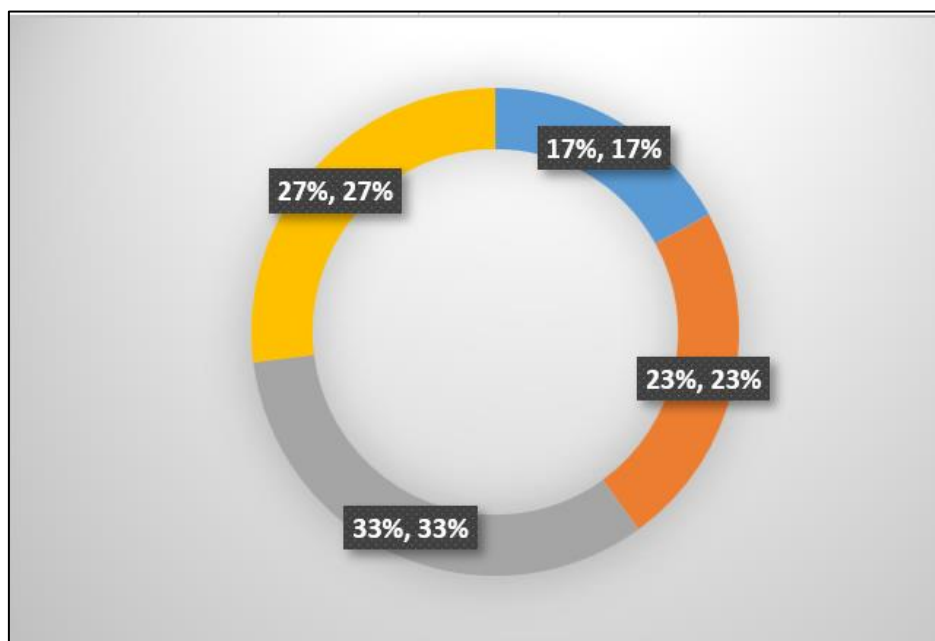


Figure 1: Demographic Analysis - Age

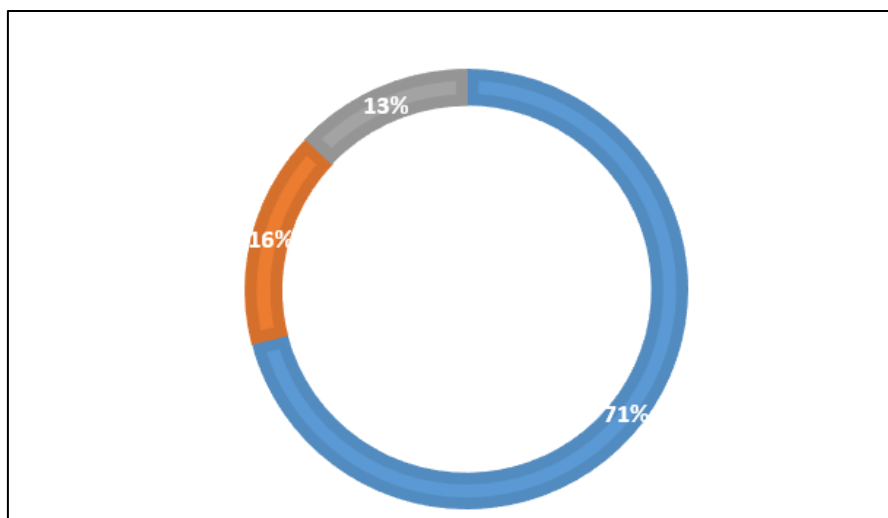


Figure 2: Demographic analysis - Designation

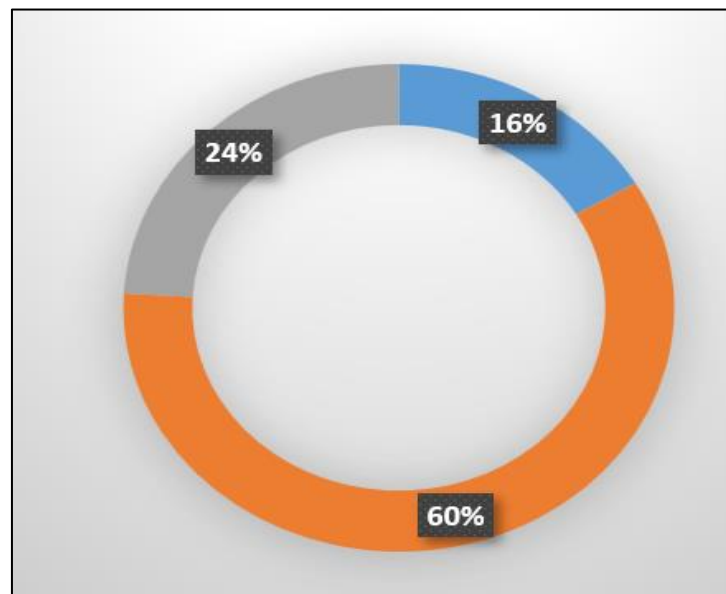


Figure 3: Number of class handling at present (Respondents analysis)

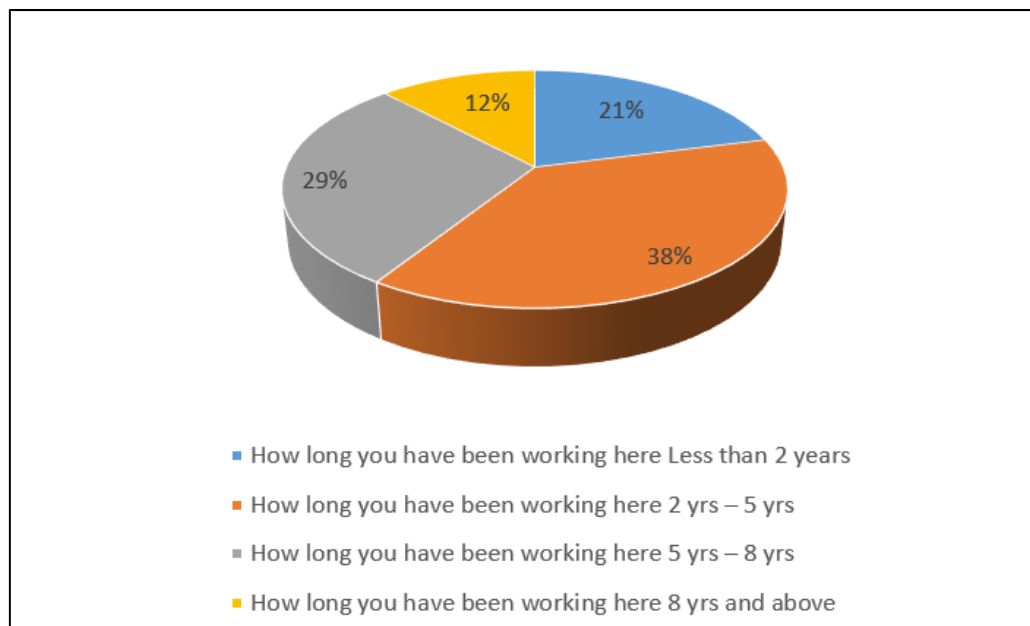


Figure 4: How long you have been working here (Respondents analysis)

Table 2: Results of T- Test (Stress Factors)

Stress factor statements	Mean	S.D.	t	Sig. (2-tailed)
Faculties calmness with their studies	2.482	0.826	0.621	0.684
How many faculties feel they need a holiday	2.797	0.757	0.678	0.654

Whether faculties sleep at least 8 hours per day	2.644	0.798	1.591	0.631
Whether faculties consider themselves as someone who generally worries a lot	1.893	0.849	0.698	0.667
Whether faculties have number of very close friends	2.323	0.816	0.096	0.628
Whether faculties are satisfied with their personal study environment	2.439	0.767	0.897	0.797
Whether faculties are satisfied with their diets	2.389	0.876	0.663	0.623
How often faculties find time to exercise	2.782	0.724	0.693	0.654
Whether faculties work more effectively in the morning or evening	1.601	0.838	0.612	0.643

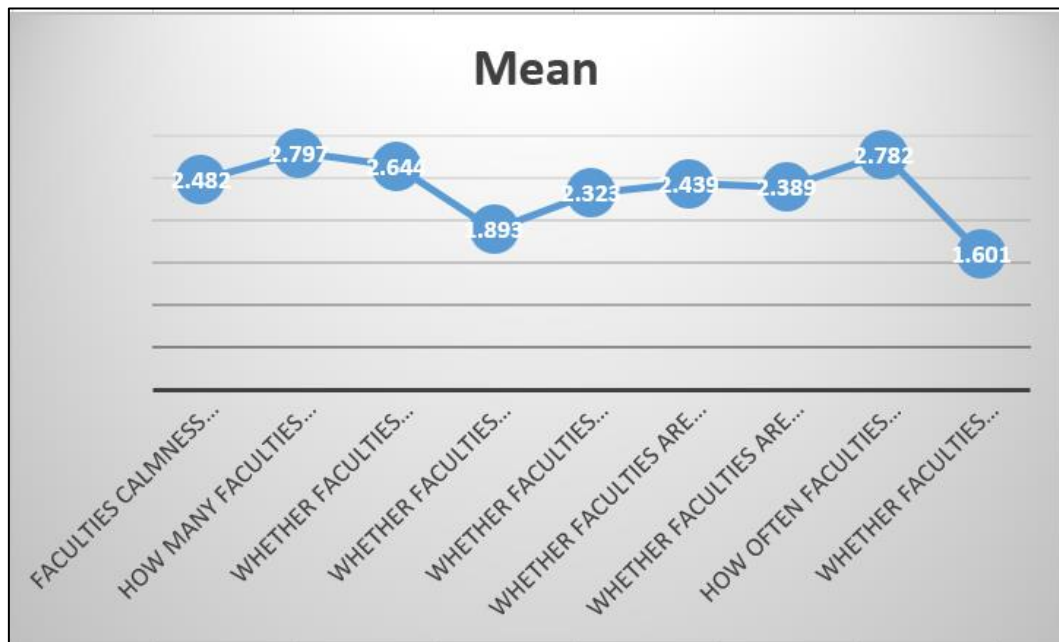


Figure 5: Mean value of stress factors

As per table, the result observed that the stress factor “how many faculties feel they need a holiday” having highest mean value i.e., 2.797, similarly the factor “how often faculties find time to exercise” having slightly less mean value is 2.782. Furthermore, the factor “whether faculties sleep at least 8 hours per day” shows 2.644 mean value & the lowest mean value

factor is whether faculties work more effectively in the morning or evening with 1.601. As per this t-test results, all factor statements having t-test value is greater than significance value 0.05. In the way, alternate hypothesis is accepted & null hypothesis rejected. It shows that stress factors impact top level business school faculties working & personal life.

Table 3: Results of T- Test (Stress Levels)

Stress Levels	Mean	S.D.	t	Sig. (2-tailed)
Work-related stress	2.982	0.645	0.691	0.694
Family-related stress	2.696	0.697	0.771	0.671
Peer-related stress	1.505	0.927	1.581	0.621
Economic-related stress	1.691	0.989	1.308	0.634
College Policies -related stress	2.871	0.714	0.077	0.947
Management Practices-related stress	2.538	0.668	0.089	0.589

As per above tables, work related stress level having highest mean value 2.982 which means, faculties mainly have work related stress in B-schools. While college policies related stress comes under second highest mean value which indicates that policies always create stress among faculties & due to all such family related stress becomes high. If discuss about t-value in the table, so all stress levels having high t-value which is more as comparison to significant value of 0.05.

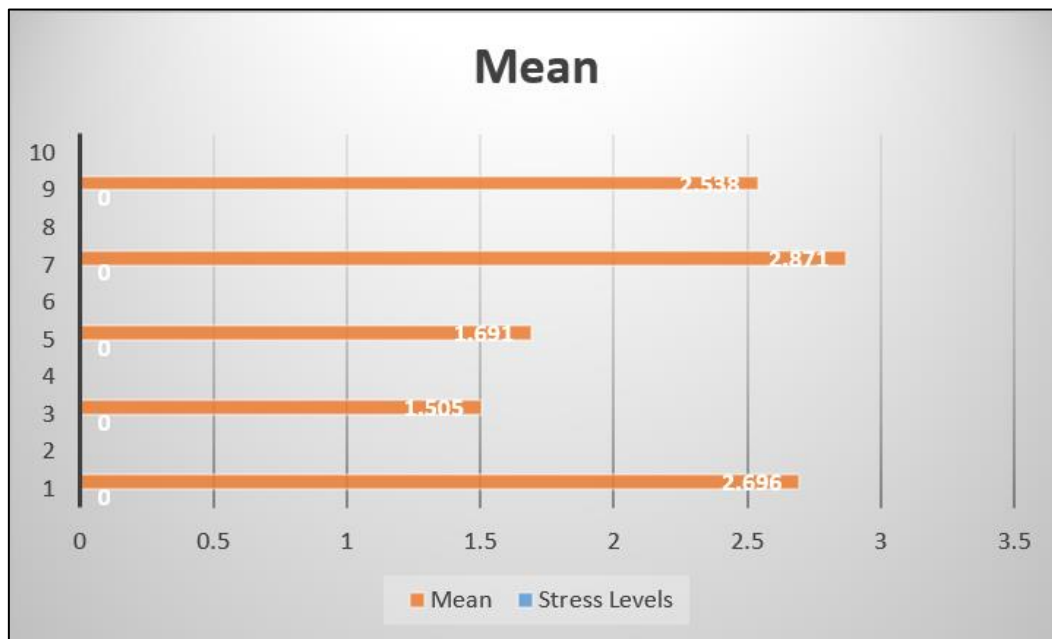


Figure 6: Mean value of stress levels

Findings of the study

- Educators should have access to workshops or orientations that teach them how to budget responsibly for their families.
- Hold workshops or symposiums on effective money management in order to assist the faculty in dealing with the effects of economic stress and regaining control of their own financial circumstances.
- Define the workers' tasks and responsibilities in as much detail as possible.
- Create jobs that give workers the opportunity to make use of the abilities they already possess.
- Before the policies, rules, and regulations are put into effect completely, they must first be communicated to everyone involved and subjected to appropriate debate.
- Improve Communication lines- decrease ambiguity about development and future jobs.
- Let employees weigh in on matters of workplace policy and procedure.
- Enhance the personal connections that exist between Superior and the members of the faculty.
- The faculty members need to take the initiative to be creative and original in their methods of teaching in order to encourage and motivate the students to engage in the process of learning.

Conclusion

Overall, the faculty members feel that their stress levels are low enough that they can be managed. Family-related stress was rated extremely low, indicating that the faculty does not have many difficulties in this area due to the inherent nature of the faculty and the fact

that everyone is familiar with and respects each other. Two of the six criteria, those pertaining to workplace and social pressures, were evaluated poorly. There was relatively little reported stress due to issues at home. This indicates that faculty members generally have smooth family life. Nonetheless, only three of the six indicators of stress were rated as moderate by the faculty, and these were the areas of economic stress, school-related policy stress, and management practises. Therefore, these stressors should be treated with the seriousness they merit, and efforts should be made to reduce them. If not, faculty efficiency in the classroom will suffer. The findings of this study are extremely significant because they will serve as a wake-up call to both the teaching staff and the administrators of the institution, making them aware of the fact that any form of stress that an individual may not addressed early on. The Human Resources department may find that the study is a useful source of information when it comes to the creation of a value system that will assist the faculty members in improving their teaching effectiveness. Additionally, they may learn how to deal with the difficulties that they might encounter by participating in a continuing education programme and attending seminars on stress management. This would allow them to build skills. It would be helpful for the administrators to evaluate the faculties' respective strengths and shortcomings, and they would be able to contribute valuable insights to the process of establishing policies to improve the teaching effectiveness of the faculty. The analysis would assist them in accurately identifying their areas of strength and weakness, allowing them to devise strategies to strengthen their areas of weakness while capitalising on their areas of strength in order to improve their instructional strategies and procedures. Students on the one hand, given that they are the ones who are going to be receiving the results of the evaluation process, an increase in the efficacy and efficiency of the teaching would result in an improvement in the students' overall academic performance.

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