

"A CRITICAL ANALYSIS OF STRESS FACED BY TEACHING PROFESSIONALS AT COACHING INSTITUTES IN KOTA CITY, WITH SPECIAL REFERENCE TO ROLE STRESSORS AND JOB SATISFACTION"

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Abstract:

The influences of globalization, urbanization and technological changes have led to the emergence of many coaching institutes in Kota lately. Progress in the corporate sector has resulted in the requirement of skilled, qualified and well educated workforce. The teaching faculty members are the mediators for knowledge and skill, through interactive learning methods in coaching institutions.

Rapidly changing educational processes has affected the role of teaching professionals, their responsibilities and their teaching methods. As a result, of common work and non-work stressors, their psychological well-being is adversely affected. Along with teaching, a faculty member has to perform various other duties i.e., administration, guiding project work, internships, conducting exams, doing assessment and undergoing faculty advancement schemes. Today, young teaching professionals are in a constant conflict between their challenging roles at work as well as home. As a result, a teaching faculty member lives two different lives. This leads in an increase of stress. Hence a coaching faculty member is under pressure and stress constantly.

The proposed research paper shall be focussing on determining major sources of stress in coaching professionals and conceptualized three basic premises namely, the effects of stress are influenced by gender and length of service, various personal, family and situational factors are responsible for stress, the stress-effects are associated with role stressors and job satisfaction in teaching faculty members to arrive into the conclusions and findings of the study undertaken the data had been collected from secondary source. Descriptive research design was chosen for the study.

Keywords: Stress, Faculty members, Role stressors, Job satisfaction.

INTRODUCTION:

Stress is most undermined syndrome in our society that is neglected since the element of mental health associated with it. Internationally there is a meaningful work and research conducted on the issue but there were no break through research available domestically. Mental health is actually the parameter for improved or enhanced performance in every society. There is a Greek philosophy; "*Mens sana in corpore sano*" Thales

Translation: "A sound mind in a sound body"

Having mentioned that, there was a need for identification of Stress and the key stressors that are affecting the academic performance.

In recent years, Organized coaching industries has gained momentum. Class-room contact programmes have become a fixture in the urban landscape across the country. Modern education business can indeed be the catalyst in facilitating consumer spending with maximum value and profit.

Thus growth in education industry has tremendous potential of creating new jobs within the next few years.

Understanding these changes and challenges, since the past few years, the demand of IIT-JEE/AIEEE/AIPMT/NEET/AIIMS graduates and post graduates with career in education business and management has grown considerably. Similarly, other management programmes such as Teaching methodology, Time management, Course for competitive world, Best and Stable faculty, Emphasis on education with values, State-Of-The-Art-Technologies, Indiscriminate teaching, Student orientated system, Platform to explore oneself and Positive environment are highly involved in addressing the needs of all sunrise Education sectors.

STRESS IN GENERAL:

The word stress is derived from the Latin word 'Stringere'. It was popularly used in seventeenth century to mean hardship adversity or affliction. In eighteenth and nineteenth centuries, it was used to denote force, pressure, strain or strong efforts with reference to an object or person. Stress is the 'wear and tear' our bodies experience as well as adjusts to our continually changing environment; it has physical and emotional effects on us and can create positive and negative feelings. Stress is a system produced by emotional and social relations that are going on within an organization-economical, political, social, cultural or educational. It is an inescapable part of life, a natural and inevitable factor of life. Complete freedom from stress for living individual is impossible. In relation to definitions of stress, it can be said that this is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. It is the process that occurs in response to situations or events that disrupt or threaten one's physical or psychological functioning.

Stress is unavoidable element of life due to ever increasing complexities, breathtaking changes in the world around us. In this world of today, neither any individual nor any profession is stress-free. Stress has become the core concern for every individual as well as for every organization.

Stress has been defined in different ways over the years. Originally, it was conceived as pressure from the environment, then as strain within the person. The generally accepted definition today is one of the interactions between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than others and in some individuals than others.

BACKGROUND TO THE STUDY:

Coaching/ Classroom contact programme education has become the most pervasive phenomenon in modern times. Various types of organisations such as industries, financial institutions and banks, health care centres, hospitals and clinics, public sector undertakings, service centres, social welfare agencies and educational institutions are all acquiring and implementing the knowledge and skills from education to improve their performance.

Coaching education in the country has made phenomenal growth during the last two decades. The liberalization of the internet service led Globalization during the later part of the last decade has posed a large number of challenges that demand advanced skills. The mushrooming of coaching institutions offering Pre-Nurture and Career Foundation, Graduate and Post graduate level programmes are the result of the huge demand and supply gap that was created due to the rapid expansion of the economy. The numbers of coaching institutions that offer IIT-JEE/AIEEE/NEET/AIIMS courses have increased enormously. About Twenty eight years ago, there were only a few institutes that offered the coaching education programmes. These were prestigious institutes which attracted the brightest students and trained them for high level positions in private sectors. Today there are many universities and colleges which offer varied courses. This growth indicates a high demand for coaching education industry.

In India, the role of a faculty has been changing at lightning speed. The expectations of education sector puts pressure on the institutes to create talented workforce with knowledge of strategy implementation. It is expected that faculty members continuously enrich themselves in their learning experiences.

Kota is considered to be “**The Hub of Education**”.

Coaching industry has grown rapidly here. Many educationists have invested in and chosen Kota as the next education hub. Hence a large number of students and working professionals have settled in Kota. The tremendous growth in these sectors has resulted in the requirement of trained faculties in the industry. The coaching institutes in Kota have pioneered quality management education in the sunrise sectors in India. These Institutes work with motto of a dream, “To Lead” and “To Success” professionally sound, sophisticated and dynamic leaders with a vision and endeavour to meet the challenges of the new millennium.

CONCEPTUAL FRAMEWORK:

The conceptual framework was made to study the effect of stress caused by various antecedent factors in coaching teaching professionals.

It was theorized that antecedent factors such as personal, family and situational factors caused stress-effects in faculty members leading to physiological, psychological and behavioural effects. Also, the stress-effects in faculty members varied with gender and duration of service. Further, teaching professionals experience stress arising out of various roles performed in execution of teaching activities and responsibilities which influences their job satisfaction level.

STATEMENT OF PROBLEM:

In order to understand the reciprocal relationship between the three variables namely stress-effects, roles stressors and job satisfaction, this study was planned.

The problem was stated as "**A critical Analysis of Stress Faced by Teaching Professionals at Coaching Institutes in Kota City, With Special Reference to Role Stressors and Job Satisfaction**".

SIGNIFICANCE OF THE STUDY:

Teaching faculty members may experience role stress because of multiple roles they play in society. The conflict between work and family demands may all put a strain on the teaching faculty members. Much of the earlier researches on stress have focused on managerial and professional groups but tend to neglect occupations related to teaching. The proposed study would be useful and socially relevant to the present problem of work and family role balance and the stresses arising therein.

REVIEW OF LITERATURE:

Relevant references from literature and research studies were collected from books, journals, research papers and research articles. Some relevant literature was also retrieved from various internet websites.

The review of literature was presented as under:-

1. Stress, theoretical background and related studies.
2. Antecedents of stress and related studies.
3. Stress-effects and related studies.
4. Role stress and Role stressors
 - a.) Family role stressor and related studies.
 - b.) Work role stressors and related studies.
5. Job satisfaction and related studies.

6. Stress management - coping strategies and related studies.
7. Stress in teaching professionals and related studies.

OBJECTIVES OF THE STUDY:

The present study was formulated with the following objectives:-

1. To identify the effects of stress experienced by male and female coaching faculty members.
2. To know the causes or antecedent factors of stress among coaching faculty members.
3. To measure the extent of job satisfaction related to family role stressor and work role stressors.
4. To understand the relationship between stress-effects and job satisfaction.
5. To study the relationship between stress-effects and role stressors in male and female faculty members.

HYPOTHESES:

H1: The extent of stress-effects felt by faculty members differs by personal factors.

H2: The extent of stress-effects felt by faculty members differs by family factors.

H3: The extent of stress-effects felt by faculty members differs by situational factors.

H4: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

H5: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

RESEARCH METHODOLOGY:

The study's main emphasis was on effect stressor and work role stressors along with job satisfaction. The study also sought to identify the antecedent factors of stress in coaching faculty members.

RESEARCH DESIGN:

The descriptive research design was chosen as the most suitable one for this study. It took into account various aspects of stress as a phenomenon to be studied.

DATA COLLECTION PROCEDURE:

A survey study method was adopted for the present study. Questionnaire was used as an instrument for gathering data. It was constructed keeping in mind the objectives of the study. A total of 400 questionnaires were distributed in all coaching institutes initially. But only 250 completed questionnaires were returned from 9 coaching institutes representing a 62 percent response rate. In the total sample, 125 were male faculty members and 125 were female faculty members. The 250 questionnaires were then ready for data processing.

DATA ANALYSIS:

All analysis was conducted using Statistical Software (SPSS) 22.0 version. Mean (M) and Standard deviation (SD) and ANOVA test were used to determine the association among the study variables.

RESULTS AND DISCUSSION:

H01: The extent of stress-effects felt by faculty members does not differ by personal factors.

H11: The extent of stress-effects felt by faculty members differs by personal factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to personal factors including their age, gender, qualification and experience. Hence, null hypothesis got rejected and alternate hypothesis stood accepted.

Table 1
Descriptive Statistics –Extent of Stress and Age

| DESCRIPTIVE | | N | MEAN | STD. DEVIATION | STD. ERROR |
|----------------|----------|-----|------|----------------|------------|
| Average Stress | 21-40 | 151 | 3.01 | 0.48 | 0.04 |
| | 41-60 | 83 | 2.79 | 0.43 | 0.05 |
| | ABOVE 60 | 21 | 2.31 | 0.63 | 0.14 |
| | TOTAL | 255 | 2.88 | 0.52 | 0.03 |
| | 41-60 | 83 | 3.20 | 0.36 | 0.04 |
| | ABOVE 60 | 21 | 2.86 | 0.54 | 0.12 |
| | TOTAL | 255 | 3.21 | 0.39 | 0.02 |

Table 2
ANOVA Findings

| ANOVA | | | | | | |
|----------------|----------------|----------------|--------|-------------|-------|--------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| Average Stress | Between Groups | 10.32 | 2.00 | 5.16 | 22.73 | 0.00 S |
| | Within Groups | 57.20 | 252.00 | 0.23 | | |
| | Total | 67.52 | 254.00 | | | |

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members falling under 21-40 years age group was found more (3.01) followed by faculty members falling under 41-60 years age group (2.76). Faculties falling under the age group above 60 years reported least (2.31) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties falling under 21-40 years age group it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members belonging to different age groups. It can be concluded that there was a significant impact of stress on psychological health of faculties falling under 21-40 years age group.

Table 3
Descriptive Statistics –Extent of Stress and Gender

| Descriptive | GENDER | N | Mean | Std. Deviation | Std. Error |
|----------------|--------|--------|------|----------------|------------|
| Average Stress | MALE | 223.00 | 2.87 | 0.54 | 0.04 |
| | FEMALE | 32.00 | 2.96 | 0.29 | 0.05 |
| | Total | 255.00 | 2.88 | 0.52 | 0.03 |

Table 4
ANOVA Findings

| ANOVA | | | | | | |
|----------------|----------------|----------------|--------|-------------|------|------------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| Average Stress | Between Groups | 0.26 | 1.00 | 0.26 | 0.97 | 0.33 NS |
| | Within Groups | 67.27 | 253.00 | 0.27 | | |
| | Total | 67.52 | 254.00 | | | |

NS-Non-Significant at 95% Level of Confidence

Effect of stress (measured by ORS scale) experienced by females (2.96) was found more as compared to males (2.87). However, the results found that the effect of stress on psychological health was between the ranges sometimes to frequently.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, no significant difference was found between the extent of stress-effects experienced by male and female faculty members.

Table 5
Descriptive Statistics –Extent of Stress and Qualification

| Descriptive | QUALIFICATION | N | Mean | Std. Deviation | Std. Error |
|----------------|---------------|--------|------|----------------|------------|
| Average Stress | PhD | 82.00 | 2.63 | 0.35 | 0.04 |
| | Post Grad. | 133.00 | 2.89 | 0.48 | 0.04 |
| | Grad. | 40.00 | 3.36 | 0.57 | 0.09 |
| | Total | 255.00 | 2.88 | 0.52 | 0.03 |

Table 6
ANOVA Findings

| ANOVA | | | | | | |
|----------------|----------------|----------------|--------|-------------|-------|-----------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| Average Stress | Between Groups | 14.37 | 2.00 | 7.18 | 34.06 | 0.00 S |
| | Within Groups | 53.16 | 252.00 | 0.21 | | |
| | Total | 67.52 | 254.00 | | | |

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members securing Graduation (3.36) was found more followed by faculties securing PG (2.89). Faculties securing PhD reported least (2.63) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, In case of faculties securing only Graduation it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied qualification. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members securing Graduation.

Table 7
Descriptive Statistics –Extent of Stress and Experience

| Descriptive | EXPERIENCE | N | Mean | Std. Deviation | Std. Error |
|----------------|------------|--------|------|----------------|------------|
| Average Stress | 1-7yrs | 149.00 | 3.09 | 0.41 | 0.03 |
| | 8-14yrs | 64.00 | 2.67 | 0.55 | 0.07 |
| | 15 & above | 42.00 | 2.44 | 0.37 | 0.06 |
| | Total | 255.00 | 2.88 | 0.52 | 0.03 |

Table 8
ANOVA Findings

| ANOVA | | | | | | |
|----------------|----------------|----------------|--------|-------------|-------|--------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| Average Stress | Between Groups | 17.76 | 2.00 | 8.88 | 44.96 | 0.00 S |
| | Within Groups | 49.76 | 252.00 | 0.20 | | |
| | Total | 67.52 | 254.00 | | | |

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members was found more in case of faculties having 1-7 years of experience (3.09) followed by faculties having 8-14 years of experience (2.67). Faculties having more than 15 years experience reported least effects of stress comparatively (2.43). The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having 1-7 years of experience, it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members suffering varied span of experience. It can be concluded that there was a significant impact of stress on psychological health of faculties having 1-7 years of experience.

CONCLUSION:

As per the analysis it could be concluded that there is a need to put more emphasis on monetary and non-monetary incentives in order to build motivation among coaching faculty members. To the least extent, this research finds that the institution should pay more attention towards how to decrease working hour, relieve excessive workload, increase income, and promote participation in organization development and allow faculty members to be heard which will bring about job satisfaction among them. If they feel insecure in their career and develop job stress, it will not only adversely affect them but also on the students to the extent that they may start to view that the institute is not effective anymore. These are critical for new generation of faculty members to come into the system that may result in indefinite shortage of professional workforce.

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