

A STUDY OF STRESS AMONG FACULTY MEMBERS IN PRIVATE UNIVERSITIES OF PUNJAB AND ITS IMPACT ON THEIR TEACHING ABILITY AND JOB PERFORMANCE

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Abstract : Faculty members are the important factor in education system. The subject knowledge of teachers has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline. Problem: The study is on stress affecting teaching ability and job performance of faculty members in Private Universities of Punjab. Objective: The objective of the study was to identify various factors of job stress and study their relationship with the teaching ability and performance of teacher in different departments of Private Universities. Research Design: Data was collected from 100 Faculty members of each, four Universities of Punjab through questionnaire. Method: The factors for the study were drawn out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. ANOVA analysis through SPSS Software was used to analyze data. Findings: It was found out that there was significant difference exists in teacher's stress on teaching ability and job performance.

Index Terms - Stress, Job Performance, teaching ability.

I. INTRODUCTION

STRESS

Stress is a general term means various mental and physiological pressures experienced by various persons in their lives. Stress may be defined as physiological imbalance resulting from the difference between demand of the situation and the individual's ability to meet that demand. Stress can be positive or negative. Stress can be positive when a person gains an opportunity from the situation. Stress can be negative when a person faces physical, emotional, social and organizational problems. Faculty members are the important factor in education system. The subject knowledge of teachers has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators' personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact many researchers have been paying attention to determine teacher educators' burnout, politics and stress towards their teaching profession and to find a relationship between these psychological concepts and certain variables. In this study impact of stress among faculty members of private universities on their teaching performance will be tried to be investigated.

JOB PERFORMANCE

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. John P. Campbell describes job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables.

TEACHING ABILITY

Teaching is an essential part of education. Its special function is to impart knowledge, develop understanding and skills. It is usually associated with the imparting of 3 Rs- reading, writing, arithmetic. The teachers play a vital role in imparting knowledge to the learners. The teaching ability is defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly.

II. REVIEW OF LITERATURE

Cutler & Niven, (2006), in their study, "The perception of occupational stress and its relation to research and teaching among academic staff" they obtained data from previous studies on university academic personnel and revealed that the mean scores on the Occupational Stress Indicator (OSI) for job satisfaction and stress-related measures of mental health and physical health did not differ significantly. Valencia, (2007), in their study, "Prevalence and causes of self-reported work-related stress in head teachers" he investigated prevalence and causes of self-reported WRS in head teachers in West Sussex, UK. It was concluded that the prevalence

of self-reported WRS in head teachers was significantly increased as compared to recent studies on workers in the UK. **Davazoglou & Kokkinos, (2009)**, in their study, “Special education teachers under stress: evidence from a Greek national study” they found teachers were having high level of stress because of the implementation of special educational curriculum. **Lee et. al., (2009)**, in their study, “Occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong” they revealed that secondary teachers in Hong Kong had high occupational stress but stress coping resources were insufficient. Cognitive-behavioral programs were recommended for them to cope up with stress. **Darus et. al., (2011)**, in their study, “Salivary Biomarkers of Stress among Teachers in an urban setting” They revealed that the teachers having teaching experience of 5 to 10 years and without a supervisor’s support had higher level of job stress. Teachers falling in the 31 to 40 years age, without a supervisor’s support exhibited higher level of stress with lower salivary. **Spencer et. al., (2011)**, in their study, “A Qualitative Study of the Sources and Impact of Stress Among Urban Teachers” they reported that occupational stress was significantly impacted the personal relationships and physical health of teachers. Human and material resources were found to be most important source for reducing the work-related stress. **Pishghadam & Sahebjam, (2012)**, in their study, “Personality and Emotional Intelligence in Teacher Burnout” they investigated the relationship between teacher’s personality types, emotional intelligence and burnout in order to predict the burnout levels of 147 teachers in the city of Mashhad (Iran). The results showed a significant relationship between personality types and emotional intelligence and the three dimensions of burnout.

III. OBJECTIVES OF THE STUDY

Objectives are the guiding light of a project in the light of which all the relevant steps are taken. The objectives of the study were as follows:-

- To study the impact of stress on teaching ability of faculty members in Private Universities.
- To study the impact of stress on job performance of faculty members in Private Universities.

SAMPLE

For selecting s sample, simple random sampling technique was adopted in conducting present investigation. For present study the sample was randomly drawn from different departments of four private universities of Punjab i.e. Lovely Professional University, Chitkara University, Shri Guru Granth Sahib University and Chandigarh University. As far as the sample size is concerned, it would be 100, in which Professors, Associate Professors and Assistant Professors of four Universities will be included.

TOOLS

The primary data for present study will be collected from structured questionnaire and Interviews from employees of different Universities. The instrument was designed for measuring two variables i.e. job performance and teaching ability of teachers. For measuring impact of stress on job performance of the teachers, self developed Teacher Stress Inventory research instrument (with 12 items) was used to measure impact of stress on job performance of teachers. It contains 12 question items and 3-point Likert scale (1=Never, 2= Sometimes and 3= Always) was employed to record the responses. For measuring impact of stress on Teacher’s job ability, a self-developed questionnaire that contains 11 question items is developed to assess the teaching ability of respondents. A 3-point Likert scale (1=Never, 2= Sometimes and 3= Always) was exploiting to record the responses.

STATISTICAL ANALYSIS:

Following are the statistical technique which will be used for effective analysis of this Research problem: ANOVA through SPSS Software. The one-way-analysis of variance for independent samples is the most commonly used techniques for examining the difference between two or more group means.

HYPOTHESES OF THE STUDY

H₀: There is no significant impact of teacher’s stress on their teaching ability between and within department.

H₀: There is no significant impact of teacher’s stress on their job performance between and within department.

IV. ANALYSIS AND INTERPRETATION

4.1 ANOVA Test to study impact of stress factors on job performance of teachers between the engineering and management departments

Table 4.1: Anova Test between Department and Job Performance Dimensions

S. No	Statements	F value	Sig
1.	Have you ever been late for your classes?	5.01	0.04
2.	Have you ever been loafing/just passing your time at your work place?	2.165	0.116
3.	Do you have a problem in managing your time?	0.782	0.458
4.	Do you often feel exhausted or drained?	4.292	0.05
5.	Do you often feel angry or cranky?	3.563	0.02
6.	Have you ever been bothered by constant supervision by the supervisor?	3.827	0.023
7.	Do you feel that your colleagues are not supportive enough?	2.771	0.05
8.	Do you often have to depend on others for your work?	1.721	0.180
9.	Have you ever bothered by your submissive attitude?	6.248	0.002
10.	Do you feel that you face hostility from your colleagues or supervisors?	0.797	0.45

11.	Do you feel that there is a lack of friendliness in your work environment?	2.862	0.05
12.	Do you often feel that you are gripped by fear of failure?	4.565	0.011

According to the table 2.1 significant difference existed in job performance factors of faculty members belonging to engineering and management department as F value for eight job performance factor was above tabulated value and p value found to be less than 0.05 except for four factors i.e. "Have you ever been loafing/just passing your time at your work place?", "Do you have a problem in managing your time?", "Do you often have to depend on others for your work?" and "Do you feel that you face hostility from your colleagues or supervisors?" Found to be insignificant with p value more than 0.05. It means that there was no significant difference exists in passing free time, managing their time, dependency on others and hostility on others of faculty members of both engineering and management department.

4.2 ANOVA Test to study impact of stress factors on job performance of teachers within the engineering and management departments

According to the table 2.2 significant difference existed in job performance factors of faculty members belonging to engineering and management department as F value for ten job performance factor was above tabulated value and p value found to be less than 0.05 except for two factors i.e. "Do you feel exhausted or drained out?" and "Do you feel that you face hostility from your colleagues or supervisors?" found to be insignificant with p value more than 0.05. It means there was no significant difference existed among faculty members within the engineering and management department with regard to feeling of drained out from work and facing of hostility from colleagues and supervisors.

Table 4.2: Anova Test within Department and Job Performance Dimensions

S. No	Statements	F value	Sig
1.	Have you ever been late for your classes?	4.960	0.001
2.	Have you ever been loafing/just passing your time at your work place?	3.379	0.01
3.	Do you have a problem in managing your time?	3.630	0.006
4.	Do you often feel exhausted or drained?	0.854	0.492
5.	Do you often feel angry or cranky?	3.138	0.015
6.	Have you ever been bothered by constant supervision by the supervisor?	3.256	0.012
7.	Do you feel that your colleagues are not supportive enough?	5.252	0.001
8.	Do you often have to depend on others for your work?	4.937	0.01
9.	Have you ever bothered by your submissive attitude?	9.465	0.001
10.	Do you feel that you face hostility from your colleagues or supervisors?	1.136	0.339
11.	Do you feel that there is a lack of friendliness in your work environment?	3.306	0.02
12.	Do you often feel that you are gripped by fear of failure?	5.320	0.001

4.3 ANOVA Test to study impact of stress and burnout factors on teaching ability of teachers between the engineering and management departments

According to the table 2.3 significant difference existed in teaching ability factors of faculty members belonging to engineering and management department as F value for eight teaching ability factor was above tabulated value and p value found to be less than 0.05 except for three factors i.e. "Have you ever had difficulty in concentrating while planning and preparing your lecturer?", "Do you ever have difficulty in maintaining records?" and "Do you ever have difficulty in setting your goals?", found to be insignificant with p value more than 0.05. It means that there was no significant difference exists in planning and preparing lecturer, maintaining records and in setting goals of faculty members of both engineering and management department.

Table 4.3: Anova Test between Department and Teaching Ability Dimensions

S. No	Statements	F Value	Sig Value
1.	Do you ever have difficulty in creating a learning environment?	10.96	.001
2.	Do you ever have difficulty in recognizing a candidates' ability?	9.26	0.001
3.	Do you ever have difficulty in implementing instructional strategies?	8.55	0.001
4.	Have you ever been bothered by low enthusiasm to teach?	9.35	0.001
5.	Have you ever noticed degradation in Students' motivation level?	10.99	0.001
6.	Do you feel your performance level has reduced?	7.21	0.001
7.	Have you ever had difficulty in concentrating while planning and preparing your lecturer?	1.26	0.23
8.	Do you think your patience level has been reduced?	9.01	0.02
9.	Do you ever have difficulty in maintaining an interpersonal relationship with the students and colleagues?	6.99	0.04
10.	Do you ever have difficulty in maintaining records?	1.33	0.32
11.	Do you ever have difficulty in setting your goals?	0.89	0.26

4.4 ANOVA Test to study impact of stress and burnout factors on teaching ability of teachers within the engineering and management departments

Table 4.4: Anova Test within Department and Teaching Ability Dimensions

S. No	Statements	F Value	Sig Value
1.	Do you ever have difficulty in creating a learning environment?	30.295	0.001
2.	Do you ever have difficulty in recognizing a candidates' ability?	32.777	0.001
3.	Do you ever have difficulty in implementing instructional strategies?	13.069	0.001
4.	Have you ever been bothered by low enthusiasm to teach?	0.818	0.514
5.	Have you ever noticed degradation in Students' motivation level?	52.371	0.001
6.	Do you feel your performance level has reduced?	19.103	0.001
7.	Have you ever had difficulty in concentrating while planning and preparing your lecturer?	0.329	0.526
8.	Do you think your patience level has been reduced?	29.727	0.001
9.	Do you ever have difficulty in maintaining an interpersonal relationship with the students and colleagues?	33.50	0.001
10.	Do you ever have difficulty in maintaining records?	28.468	0.001
11.	Do you ever have difficulty in setting your goals?	15.553	0.001

According to the table 2.4 significant difference existed in teaching ability factors of faculty members belonging to engineering and management department as F value for nine teaching ability factor was above tabulated value and p value found to be less than 0.05 except for two factors i.e. "Have you ever been bothered by low enthusiasm to teach?" and "Have you ever had difficulty in concentrating while planning and preparing your lecturer?" found to be insignificant with p value more than 0.05. It means there was no significant difference exists among faculty members within the engineering and management department with regard to enthusiasm to teach and planning their lecturers.

V. FINDINGS, CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH:

The purpose of this study was to indicate the influence of teacher's stress on their job performance and job abilities in Private Universities. The study was conducted through SPSS by using statistical tools such as ANOVA test. The findings of this study revealed that there is no significant difference exists in teacher's job stress on their teaching abilities and performance with regard to their marital status and education level. But significant difference exists in teacher's job stress on their teaching abilities with regard to their age and gender. There is significant difference exists in teacher's job stress on their teaching performance with regard to their age only. Thus, the study concluded that most of the teachers were not satisfied with their salaries' package and low salaries of the teachers affected their performance. However, they are satisfied with other factors such as relax working environment, less of work, appreciation from their superiors.

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