



IMPACT OF STRESS ON JOB PERFORMANCE OF FACULTY MEMBERS IN PRIVATE UNIVERSITIES OF PUNJAB

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Abstract

Faculty members are the important factor in education system. The subject knowledge of teachers has an important influence on the learning process of the students. 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 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 performance of teacher in different departments of Private Universities.

Research Design: Data was collected from 40 Faculty members of each, five Universities of Punjab through questionnaire.

Method: For the present study the factors were found out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. Correlation and Regression analysis and t-Test through SPSS Software were used to analyze data.

Findings: It was found out that teacher's stress and job performance are negatively related with each other.

Keywords: Stress, Job Performance.



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Introduction

Education in India

In India, The system of education includes both private and public universities. There are many bodies and societies which are governing Private Universities where as Public universities are being governed by the Government of India and the state governments. University Grants Commission (UGC) is the main body which recognized Universities in India according to the University Grants Commission Act, 1956. In addition to this commission there are 15 Professional Councils, controlling different aspects of coordination and regulations of Universities. Private universities are being set up with an aim to create a new generation of knowledge professionals and with a focus on innovative, multi-disciplinary curriculum. There is an opportunity for new players to set up institutions which address the current challenges and also meet student aspirations for world class education. As per the Report of UGC the total number of Universities in India is 701 and out of these 205 are Private Universities.

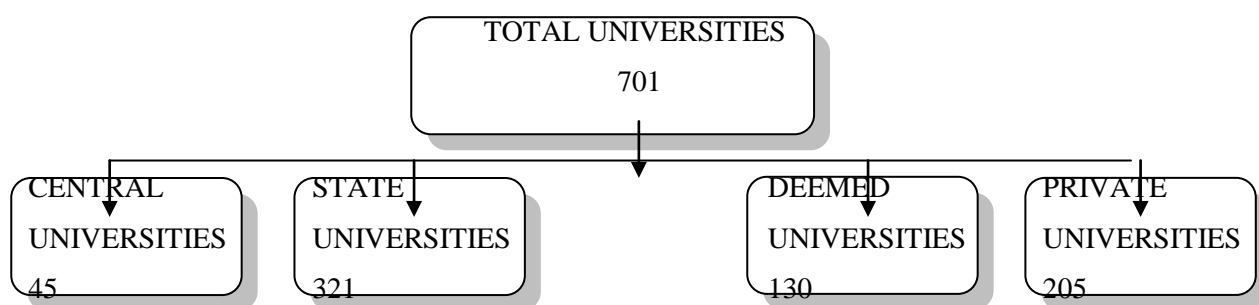


Fig No.1 Flowchart Showing Different Categories Of Universities

For improving quality of academic institutions the UGC has laid down dual criteria to run joint degree or twinning courses. Only those foreign institutions which figure in the top 500 of the Times Higher Education World University Ranking will be allowed to collaborate.

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.

Review of Literature

In this chapter reviews of research studies directly or in directly related to present study has been carried out, it prepares a suitable background of the study being undertaken.

Jaume et. al., (2015), in their study took a sample of 724 Spanish primary and secondary teachers and revealed the relationships among stressors, coping strategies, self-efficacy and burnout in teachers. Stressors were found out to be main cause of stress and burnout in teachers and hampering their work meeting learning objectives. Mantilla et. al., (2013), in their study they developed and validate an instrument for measuring the burnout syndrome in Secondary School teachers, Thus, for measuring the burnout syndrome among teachers, the instrument combined the necessary technical characteristics. Pishghadam & Sahebjam, (2012), in their study 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. Spencer et. al., (2011), in their study 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. Darus et. al., (2011), in their study 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. Lee et. al., (2009), in their study, 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. Davazoglou & Kokkinos, (2009), in their study, they found teachers were having high level of stress because of the implementation of special educational curriculum. Valencia, (2007), in his

study 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. Cutler & Niven, (2006), in their study, 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.

Problem Formulation

Need and Significance of the Study

The need of this research was to fill the research gap that existed between the previous researches and the present research. Though lot of researchers had made efforts to gain an insight of the stress factors which are affecting job performance but these researches had been either in context of school teachers or corporate institutions. That is why a need was felt to conduct the study. This study assessed how the different stress factors affected the faculty members' job performance. The result of this study will help the Staff members to improve their performance.

Research Problem

In today's world every person is overloaded with their routine work and unemployment leads to misfits in every profession. Same is the case in the teaching profession, especially faculty members who are already away from their subject. They are teaching subjects which are not of their interest and that is why their attitude towards teaching profession changes. Stress level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately affects the teaching performance and their satisfaction level. Therefore the study is on impact of stress among faculty members of private universities on their teaching performance. This study would depict the effect of stress on the quality of education provided to various students and, further, may help many people associated with the education system like teachers, parents, educationists and administrators so that they can plan and work accordingly for improvement by enhancing the positive factors revealed in the study.

Research Methodology

Research Methodology is a scientific way of analysing. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions. It will be a Descriptive Study, which will depict the present state of affairs which will be used later on for converting this research into Conclusive Research.

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 identify the relationship between stress and teacher’s job performance in Private Universities.
- To identify the factors of stress that affects teacher’s job performance in Private Universities.
- To identify if the teacher’s stress and job performance differs in departments.

Sampling Design

Sampling can be defined as a procedure a researcher uses to gather people, places/things to study. Samples are always subsets or small part of total number that can be studied. The sampling design helps in decision making in the following areas:

Universe of the study-The universe comprises of two parts as theoretical universe and accessible universe

- **Theoretical universe**- It includes faculty members of all the Private Universities throughout the universe.
- **Accessible universe**- It includes faculty members of Private Universities in Punjab.

Sampling Unit: It indicates who is to be surveyed. In this project, sampling unit consisted of faculty members of Private Universities of Punjab.

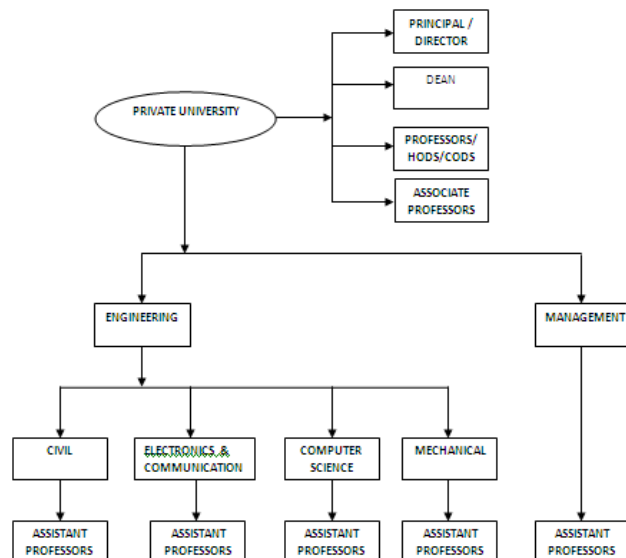


Fig. No. 2: Flowchart Showing Different Sample Units To Be Considered From Universities

Sample Size: It refers to the elements to be included in the study. For the given study a sample size constituted the following:

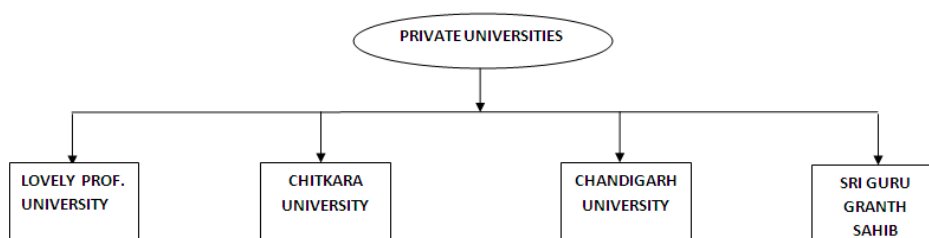


Fig No.3 Flowchart Showing Different Universities.

As far as the sample size is concerned, it would be 120, in which Professors, Associate Professors and Assistant Professors of four Universities will be included.

Sampling Technique: Random sampling technique particularly Stratified Sampling will be the type of sampling which will be used to collect the data from the respondents.

Data Collection

Primary Sources: Primary data are the original observations collected by the researcher for first time for any research and are used by them in statistical analysis such as historical documents, literary texts, artistic works, experiments, surveys, and interviews. 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 the two variables i.e. stress and job performance of teachers. For stress, Teacher Stress Inventory research instrument(with 20 items) was used to measure stress of teachers. It contains 12 question items and 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was employed to record the responses i-e 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. High scores indicated the high level of teachers' stress. Teacher's job performance is measured by using a self-developed questionnaire that contains 8 question items are developed to assess the .job performance of respondents. A 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) was exploiting to record the responses. High scores represent the high level of teachers' job performance.

Secondary Sources: Secondary data are those which have already been collected by someone else for some research objectives but is useful to the current research objectives also. The secondary data for present study will be collected from sources like Websites, Books, Journals, Online Databases, Government Reports, and National Statistics etc.

Tools Of Presentation And Analysis:

Following are the statistical technique which will be used for effective analysis of this Research problem: Correlation and Regression analysis and t-Test through SPSS Software.

Hypothesis Of The Study

H0 : There is no significant impact of teacher's stress on their job performance.

H1 : There is significant impact of teacher's stress on their job performance.

H0 : There is no significant difference exists in teacher's job performance between departments.

H2 : There is significant difference exists in teacher's job performance between departments.

H0 : There is no significant difference exists in stress between departments.

H3 : There is significant difference exists in stress between departments.

H0: There is no adequate relationship between independent variables and Stress level.

H4: There is adequate relationship between independent variables and Stress level.

Analysis and interpretation

Table 1: Depicts The Reliabilities Of The Survey Instruments.

RELIABILITY ANALYSIS -SCALE(ALPHA)

Reliability Coefficients

N of cases=120

Stress

Alpha= 0.630

N of Items =12

Job performance

Alpha= 0.651

N of Items =8

In the above Table, the Coefficients are ranging from 0.600 to 0.0.700, which exceeded the minimum acceptance level of 0.600. So, the instruments used in this study were reliable.

Testing Hypothesis 1

Correlation and regression analysis was conducted to test the effect of stress on teacher's job performance. Correlation between Stress and Job Performance

Table 2: Depicts The Correlation Between Stress And Job Performance.

Job Performance

Job Stress	Pearson	-0.623
	Correlation	

Analysis and Interpretation:

The Correlation test in the above table proved that there is negative correlation between stress and job performance of teachers. In the further table , Regression analysis is also used to study the influence of stress on teacher’s job performance.

Table 3: Depicts The Regression Between Job Stress And Job Performance.

BETA	R	R SQUARE
-0.623	0.388	0.383

Analysis and Interpretation:

The results of regression analysis proved that there is significant impact of teacher’s stress on their job performance. It means if the stress is increased by one unit then teacher’s job performance would change negatively by 0.623.

Testing Hypothesis 2

The independent t-test of significance was conducted to determine if significant differences exist in teacher’s job performance between departments i.e Management and Engineering department.

Table 4: Depicts The Mean And Standard Deviation Relationship Of Teacher’s Job Performance Between Departments

Teachers Performance	N	Standard Deviation	Mean	F	T-Score	Significance (p)
Engineering	60	.37632	3.6792			
Management	60	.60694	4.0229	4.434	-3.729	.000

Analysis and Interpretation:

From the above table it was found out that there is significant differences of teacher’s job performance in Engineering and Management departments with F=4.434, t= -3.729 and p= 0.000, p<0.05. Thus, second null hypothesis is rejected. It was found that Management teachers

had high level of performance with Mean= 4.0229 and standard deviation= .60694 as compared to Engineering teachers with Mean = 3.6792 and Standard deviation = .37632.

Testing Hypothesis 3

The independent t-test of significance was conducted to determine if significant differences exist in stress between departments’ teachers.

Table 5: Depicts The Mean And Standard Deviation Relationship Of Teacher’s Job Stress Between Departments

Teachers Performance	N	Standard Deviation	Mean	F	T-Score	Significance (p)
Management	60	-.3123	3.753			
Engineering	60	-.6015	3.968	17.48	-2.461	.016

Analysis and Interpretation:

In the above table it was found out that significant differences of teacher’s stress in Engineering and Management departments with $t = -2.461$, $F = 17.48$, and $p = 0.016$, $p < 0.05$. Thus, third null hypothesis is rejected. It was found that Engineering teachers had high level of stress with Mean 3.968 and standard deviation= -.6015 as compared to Management teachers with Mean = 3.753 and Standard deviation = -.3123.

Testing Hypothesis 4

Table 6: Depicts The Regression Between Job Stress And Predicators.

MODEL	R	R SQUARE
1	0.597	0.357

- a) Predictors: (Constant), Years of Experience, Monthly income of the respondents, Marital Status, sex, Age of the respondents
- b.) Dependent variable: Stress level.

Table 7: Depicts The Regression Between Job Stress And Predicators.

MODEL	R	R SQUARE
1	0.407	0.166

- a) Predictors: (Constant), Monthly income of the respondents, sex, Age of the respondents.

b) Dependent variable: Stress level.

Analysis and Interpretation:

In Table 5, when the five personal variables were taken into the regression equation, the coefficient of determination (R) was found to be 0.597. In Table 6, three independent variables were taken into the regression equation then coefficient of determination (R) was found to be 0.407. From the second regression model, it can be observed that control variables (marital status and working experience) did have significant influence on job stress

Findings of the Study

- Job Stress and Job Performance are negatively related with each other.
- There is significant differences exist in teacher's job performance between departments i.e. Management and Engineering department.
- High level of performance was found among teachers of Management department.
- There is significant differences exist in teacher's job Stress between departments i.e. Management and Engineering department.
- High level of Stress was found among teachers of Engineering department.
- There is significant differences exist between Independent variables and Stress.
- Large numbers of the teachers were not satisfied with their salaries.
- Teachers find to be satisfied with other factors such as relax working environment, less of work, appreciation from their superiors.

Conclusion and Suggestions for Future Research:

The purpose of this study was to indicate the influence of teacher's stress on job performance in Private Universities. The study was conducted through SPSS by using statistical tools such as correlation and regression and independent sample t-test. The findings of this study revealed that there is a inverse relationship between teacher's stress and job performance. Management teachers are highly stressed than Engineering teachers. 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. Many number of teachers felt that teachers having more experience and education had more capabilities and confidence than others and also give best efforts towards their job regarding performance.

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