

Perceived Mental Stress of Faculties and their Methods of Coping with Special Reference to Private Universities

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Abstract

Purpose: The present research aims to identify and quantitatively analyse factors causing stress among faculties working in private universities and to explore and assess factors to cope up stress among faculties working in private universities.

Method: The sample size of the study was 202 faculty members working in private universities in Telangana. The variables under study causing stress among faculties under study are Time management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession. Moreover, stress coping ways selected in the study are: Exercise, Meditation, Take short breaks, Flexible work schedules and Open communication.

Findings: The descriptive statistics analysed and stated that "lack of motivation" (Mean = 4.35 and standard deviation = .683) is the major reason of stress among faculties working in private universities followed by "work related pressure" (Mean = 4.33 and standard deviation = .626). Moreover, the descriptive statistics analysed for coping ways to reduce stress and stated that "Open communication" (Mean = 4.34 and standard deviation = .710) is the major way of coping up stress among faculties working in private universities followed by "Flexible work schedules" (Mean = 4.32 and standard deviation = .740).

Originality: Teachers now have higher expectations as a result of modernization and rising competitiveness in everyday life. This is leading immense stress on teachers working in various colleges and universities.

Social implications: The present study is beneficial to the faculties, universities and government to handle stress among teachers working in the universities and thereby try to improve their all-round development.

Keywords: faculties, private, stress, work related, universities

Introduction

Everyone feels the effects of stress in various ways and at different times, but it's always unpleasant and always there (Shkēmbi, Melonashi, & Fanaj, 2015). It defies simple explanation. According to Selye's initial theory, stress is nothing more than the body's pace of deterioration. By 2020, stress-related mental health disorders will have overtaken ischemic heart illnesses as the leading cause of disability worldwide, according to the World Health Organization's (WHO) Global Burden of Disease Survey (Rajiv Mishra & Mantun Kumar Singh, 2015). Teachers should be a top priority since they have a significant impact on the lives of their pupils and the community at large. Teachers experience stress because of the emotional and psychological demands of their jobs, as characterised in a review of the relevant research. In addition, a 2005 study by García & Weiss, (2019) found that, out of 26 occupations, teaching was ranked as the second most stressful, behind only the driving of an ambulance (Kanene & Mushungekelwa, 2016). The World Health Organization has recognised that one contributor to happiness is one's work environment. Workplace stress may negatively impact both mental and physical health (Kaur, 2017). Single- and multi-center studies from various sections of the nation have attempted to delve into this topic before. Researchers in the southern Indian state of Rajasthan surveyed

university faculty and K-12 educators to gauge the prevalence of stress in the classroom. Stress among male and female teachers of varying grade levels in rural and urban regions has been measured on a variety of scales by researchers in West Bengal, Sikkim, Haridwar, and Madurai (Lloyd, 2018). All studies use different methodologies. Until a countrywide survey or standardised scale is available, however, each new research builds on the body of knowledge that has already been accumulated (Singh, Jain, Professor, & Kelimt, 2015). The creation of localised preventative and control measures for stress management may benefit from an examination of teacher stress and its contributing causes.

Review of Literature

Certain, obviously distinguishable bodily disorders characterise each historical age. Poliomyelitis, TB, typhoid, encephalitis, etc., were the leading causes of mortality before and immediately after World War II (Weeks, 2000). They are now under control, thanks to vaccinations and other medical advances. According to Jenitta, Mangaleswaran, (2016), we are now entering a new period in which stress is more dangerous to human health than microbiological illnesses. At this point in time, it would seem that everyone has suffered some kind of stress (Ferguson, Frost, & Hall, 2012). Individuals, groups, and even nations may all experience stress. Numerous studies have been conducted in recent years on the issue of stress, both in and out of the workplace (Vaidya, Mahavidyalaya, & Anil Kumar, 2015). Acute, everyday (or chronic), and occupational stress may be distinguished by the frequency with which it occurs and the severity of its effects. Stress that doesn't abate for long periods of time is called chronic, and it's generally agreed that it's more stressful and harmful than short-term stress (Grandgirard, Poinot, Krespi, N  non, & Cortesero, 2002). The article's emphasis is on the stress that professors at universities report feeling. In this study, we will use the phrases academic staff, lecturers, university professors, and academicians to refer to those who work in the academic sector of the economy. The perception of university teaching as a "stress-free job" has changed (Shrivastava & Shukla, 2017). Among the top ten most stressful jobs in India, teaching is number four. University faculty members have a lot on their plates outside of the classroom, including scientific advising, writing articles and books, giving presentations at conferences, managing the university's administrative affairs, leading and participating in research projects, serving on scientific committees, reviewing research papers, etc. They also have obligations outside from school, such as those to their families, friends, social groups, communities, etc ("Bhui, Dinos, Galant-Miecznikowska, de Jongh, & Stansfeld, 2016").

Chhabra, A. (2018) investigates academic faculty stress in Delhi, India, and its effects on work-life balance. For this study, 120 Delhi university professors provided primary data. Data analysis uses statistical methods. The study found moderate occupational stress and work-life balance among Delhi university faculty. Occupational stress negatively correlated with work-life harmony. This research may help educational institutions improve faculty work-life balance and occupational stress. Thus, academic institutions can better organize and fulfill their missions.

(Ferguson et al., 2012) claim that professors' stress and burnout rates are comparable to those in other high-pressure service industries (e.g., medical professionals and school teachers). Extreme stress can lead to burnout, a syndrome characterised by exhaustion, cynicism, and diminished professional efficacy. While mild stress can improve working efficiency, excessive chronic stress is linked to decreased work performance, physiological and mental health problems, and even burnout among university teachers. Teacher stress is linked to poor work satisfaction, dissatisfaction with the profession as a whole, and subpar results for students. Emotional weariness, depersonalization, and a loss of personal achievement are hallmarks of burnout syndrome, which may result from prolonged exposure to stress. One's self-care practises may also be impacted by stress (Grandgirard et al., 2002).

Sathana, T., & Rahim, A. A. (2019), observation study's goal is to suggest a series of measures that can be taken to reduce or eliminate stress in the workplace. How workplace stress develops is the primary research question. A person's perceptions, emotions, and actions may temporarily shift in such a state. The goal of this research was to learn how workplace stress affects employees. Stress at work can cause short-term mental and physical health problems for workers. Stress is the emotional and physical tension that develops when our own needs and those of our external environment are at odds with one another. Mental and physical exhaustion may result from this conflict. Both public servants and working professionals cannot avoid experiencing stress in

today's modern world. Depending on one's perspective, the stress caused by the rivalry between these two forces can be either beneficial or detrimental.

Very few college professors in this survey consider their health to be excellent or even decent. In this survey, the most frequent health issues among university faculty were heart disease, high blood pressure, and musculoskeletal illnesses. Various studies have shown connections between these conditions and stress on the job. Few academics, according to the data, engage in regular physical activity (every day or at least three times weekly). It was also brought to their attention that they were not taking enough care of themselves (Bhui et al., 2016). Nagpal, S. (2015) examined that stress is part of life and can lower job satisfaction as well as performance. Work and life can stress employees. Faculty members spend their time as well as energy teaching, appreciating, supporting, and being patient with students. Every student's success depends on faculty members. In the current climate, faculty success is difficult. Thus, faculty members must struggle to balance their personal and professional lives. Stress can affect job satisfaction and performance. Teachers' work satisfaction affects their instruction quality. Thus, this study examines how private college faculty job stress affects job satisfaction.

Research Gap:

Although stress is often accepted as a part of modern life, it may have serious consequences for one's mental and physical health if left unchecked. Because of their essential role in shaping the future of their nation, teachers should be included in school-based mental health assessment and prevention initiatives.

Objective of the study

- To identify and quantitatively analyse factors causing stress among faculties working in private universities.
- To explore and assess factors to cope up stress among faculties working in private universities.

Hypothesis of the study

- H01: There is no significant difference in factors causing stress among faculties working in private universities.
- Ha1: There is significant difference in factors causing stress among faculties working in private universities.
- H02: There is no significant factors to cope up stress among faculties working in private universities.
- Ha2: There is significant factors to cope up stress among faculties working in private universities.

Research Methodology:

The present research aims to identify and quantitatively analyse factors causing stress among faculties working in private universities and to explore and assess factors to cope up stress among faculties working in private universities. The sample size of the study was 202 faculty members working in private universities in Telangana. The variables understudy causing stress among faculties understudy are Time management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession. Moreover, stress coping ways selected in the study are:

Exercise
Meditation
Take short breaks
Flexible work schedules
Open communication

Result and discussion

Table 1: Demographic Analysis

Demographic Analysis			
Gender		Frequency	Percent
	Male	100	49.50
	Female	102	50.49
Age	Less than 18	26	12.87
	18-25	32	15.84
	25-30	51	25.24
	30-35	46	22.77
	35 and above	47	23.26
Marital Status	Married	99	49
	Unmarried	103	50.99
Education Level	Matriculation	27	13.36
	Intermediate	32	15.84
	Graduation	45	22.27
	Post-Graduation	52	25.74
	Others	46	22.77
Income Level	Less than Rs. 14000	48	23.76
	Rs. 14000- Rs. 20000	32	15.84
	Rs. 20000- Rs. 26000	56	27.72
	Rs. 26000 and above	66	32.67

Table 1 depicted the analysis of demographic statistics and stated that majority of respondents are female having age of 25-30 years, having unmarried marital status, had post-graduation qualification and earned Rs.26000 and above.

Table 2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.760	6

Table 2 stated the Reliability statistics and stated that the estimated value of Cronbach Alpha is .760 (n=6). Therefore, internal consistency among the influencing variables is present and further statistical tools can be performed.

Table 3: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Time Management	202	1	5	4.04	.775
Work related pressure	202	1	5	4.33	.626
Distress from Profession	202	1	5	4.19	.775
Lack of discipline	202	1	5	4.24	.728
Lack of motivation	202	1	5	4.35	.683
Lack of professional investment	202	1	5	4.32	.635
Valid N (listwise)	202				

Table 3 analysed the descriptive statistics and stated that “lack of motivation” (Mean =4.35 and standard deviation= .683) is the major reason of stress among faculties working in private universities followed by “work related pressure” (Mean=4.33 and standard deviation =.626). Time management (Mean =4.04 and standard deviation= .775) found to be the least impacting factor of stress among faculties working in private universities.

Table 4: Correlations analysis

Correlations							
		Time Management	Work related pressure	Distress from Profession	Lack of discipline	Lack of motivation	Lack of professional investment
Time Management	Pearson Correlation	1	.226**	.160*	.140*	0.093	.212**
	Sig. (2-tailed)		0.001	0.023	0.047	0.188	0.002
	N	202	202	202	202	202	202
Work related pressure	Pearson Correlation	.226**	1	.465**	.405**	.347**	.406**

	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000
	N	202	202	202	202	202	202
Distress from Profession	Pearson Correlation	.160*	.465**	1	.581**	.393**	.406**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000
	N	202	202	202	202	202	202
Lack of discipline	Pearson Correlation	.140*	.405**	.581**	1	.554**	.428**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000
	N	202	202	202	202	202	202
Lack of motivation	Pearson Correlation	0.093	.347**	.393**	.554**	1	.510**
	Sig. (2-tailed)	0.188	0.000	0.000	0.000		0.000
	N	202	202	202	202	202	202
Lack of professional investment	Pearson Correlation	.212**	.406**	.406**	.428**	.510**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	202	202	202	202	202	202
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

Table 4, stated the correlation analysis and documented that time management is positively correlated with work related pressure, distress from profession, lack of discipline, lack of motivation and lack of professional investment. Work related pressure is positively correlated with time management, distress from profession, lack of discipline, lack of motivation and lack of professional investment. Distress from profession is positively correlated with time management, work related pressure, lack of discipline, lack of motivation and lack of professional investment. Lack of discipline is positively correlated with time management, work related pressure, distress from profession, lack of motivation and lack of professional investment. Lack of motivation is positively correlated with time management, work related pressure, distress from profession, lack of discipline and lack of professional investment. Lack of professional investment is positively correlated with time management, work related pressure, distress from profession, lack of discipline. Therefore, all the variables understudy are positively correlated with each other.

Table 5: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	3.269 ^a	3.072	3.049	0.756	0.072	3.050	5	196	0.000
a. Predictors: (Constant), Time management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession									

Table 5 analysed the Regression analysis and stated that R square (3.072) and adjusted r square value (3.049) is close to each other and greater than 30% and also significance value (0.000) is less than .005. Therefore, dependent variable that is factors affecting stress among faculties of private universities is influenced from independent variables, namely, Time management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession.

Table 6: ANOVA Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.705	5	1.741	3.050	.011 ^b
	Residual	111.894	196	.571		
	Total	120.599	201			
a. Dependent Variable: Factors affecting stress among faculties of private universities						
b. Predictors: (Constant), Time Management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession						

Table 6 analysed the ANOVA analysis and stated that significance value (0.000) is less than .005. Therefore, dependent variable that is factors affecting stress among faculties of private universities is influenced from independent variables, namely, Time management, Lack of professional investment, Work related pressure, Lack of discipline, Lack of motivation, Distress from Profession.

Strategies to cope up stress among faculties working in private universities

Table 7: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.795	5

Table 7 stated the Reliability statistics and stated that the estimated value of Cronbach Alpha is .795 (n=5). Therefore, internal consistency among the influencing variables is present and further statistical tools can be performed.

Table 8: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Exercise	202	1	5	4.04	.772
Meditation	202	2	5	4.30	.596
Take short breaks	202	1	5	4.17	.750
Flexible work schedules	202	1	5	4.32	.740
Open communication	202	1	5	4.34	.710
Valid N (listwise)	202				

Table 8 analysed the descriptive statistics and stated that “Open communication” (Mean =4.34 and standard deviation=.710) is the major way of coping up stress among faculties working in private universities followed by “Flexible work schedules” (Mean=4.32 and standard deviation =.740). “Exercise” (Mean =4.04 and standard deviation=.772) found to be the least impacting factor of way of coping up stress among faculties working in private universities.

Table 9: One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Exercise	202	4.04	.772	.054
Meditation	202	4.30	.596	.042
Take short breaks	202	4.17	.750	.053
Flexible work schedules	202	4.32	.740	.052
Open communication	202	4.34	.710	.050

Table 9 analysed the one sample statistics and stated that “Open communication” (Mean =4.34 and standard deviation=.710 and standard error=.050) is the major way of coping up stress among faculties working in private universities followed by “Flexible work schedules” (Mean=4.32 and standard deviation =.740 and standard error=.052). “Exercise” (Mean =4.04 and standard deviation=.772 and standard error=.054) found to be the least impacting factor of way of coping up stress among faculties working in private universities.

Table 10: T test

One-Sample Test	
	Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Exercise	74.404	201	.000	4.040	3.93	4.15
Meditation	103.509	201	.000	4.342	4.26	4.42
Take short breaks	79.129	201	.000	4.173	4.07	4.28
Flexible work schedules	180.624	201	.000	4.198	4.10	4.30
Open communication	186.303	201	.000	4.312	4.21	4.41

Table 10 analysed the one sample statistics and stated that “Open communication” (t=186.303) is the major way of coping up stress among faculties working in private universities followed by “Flexible work schedules” (t=180.624). “Exercise” (t=74.404) found to be the least impacting factor of way of coping up stress among faculties working in private universities.

Hypothesis Testing:

After applying descriptive statistics, Correlation, Regression, ANOVA and t test the findings of the study stated that null hypothesis which is there is no significant difference in factors causing stress among faculties working in private universities and there is no significant factors to cope up stress among faculties working in private universities are rejected and alternative hypothesis which is there is significant factors to cope up stress among faculties working in private universities and there is significant difference in factors causing stress among faculties working in private universities is accepted.

Conclusion

This study's findings indicate that stress among university faculty members is widespread and severe enough to warrant further investigation using a bigger sample and the development of targeted interventions for dealing with stress in the workplace. University teaching is now ranked as the fourth most demanding job in India, up from ninth in a recent survey. High levels of workplace stress, if unchecked and unmanaged, have been linked to earlier physical and emotional exhaustion, more cynicism and negativity towards others (depersonalization, dehumanisation), less job satisfaction and commitment, less productivity, more anxiety and depression, and shorter life expectancy. The high rate of stress among educators might have several causes. As could be predicted, financial insecurity and a lack of appreciation for a job well done are two of the top sources of stress for university professors. While excessive workload was previously thought to be the third largest cause of stress in the office, the recent research found that interpersonal issues are really a far bigger contributor. University faculty should practise healthy coping mechanisms include getting adequate sleep, taking vacations of at least two weeks' duration, and engaging in regular physical activity. Teachers should also have access to psychological counselling and stress management courses in order to better help their students deal with stress. The National Health Insurance Fund in Bulgaria does not currently cover the expenses of psychotherapy. Medication and symptomatic therapy are the mainstays of care for depression and anxiety disorders (frequently precipitated by stress). When it comes to mental health, "psychiatric medicines usually obscure the mind, impede judgement and insight, repress emotions and spirituality, limit relationships and love, and weaken will strength and autonomy," as Breggin puts it. Instead of numbing out with psychoactive medicines like psychiatric meds, he says individuals may free themselves from stress-related feelings like guilt and shame by learning to demand respectful interactions from those they love. People are better able to love after they let go of their bad feelings, which in turn makes their lives less difficult and more fulfilling.

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