Chapter 1

Introduction

“Education won’t change the world; education changes people and people will change the world.”

- Paulo Freire (1937)

Human life has become an apparatus nowadays. Running along with time as their foot as wheels. Rapid industrialization, increasing urbanization, lack of money, unemployment, desiring for unnecessary wants, increase in competition for education and employment are contributing stress to human life. Despite the type of stress that they are in, humans are practised to be with stress. It becomes an unavoidable trend in every individual’s life. Year by year stress becomes a common noticeable aspect and it becomes a mandatory measurable factor. Since late 19th century, worldwide many researchers recognized it as a serious problem.

Even though researchers have measured and developed many tools to quantify the reasons and levels of stress, it differs from each individual. So, for the researchers, there is a possibility to determine and elevate many factors in this changing world. According to Kyriacou (1978), stress cannot be controlled by the methods to overcome and it is an extended pressure on an individual. In 1983, Times Magazine defined stress as “The Epidemic of the Eighties”

According to Olson et al (1989), “Stress is a condition of depression which arises between real and apparent demand, which entitles for a demand of fine-tuning behaviour”. Many researchers like Keiper and Busell (1996) identified the resulting factors of stress as workplace inadequate performance, indolent and being absent for job, dissatisfaction of work, hypertension and other physical condition problems such as lack of sexual interest and pleasure, suicidal intentions, poor craving, expression of grief for small issues, psychological disorders, sensation of insecurity, quarreling.

In the workplace, stress is one of the factors, which shows an impact on the productivity of the employees. American Institute of Stress noticed occupational stress as the key problem among all types of workplace problems. At the workplace, stress footprints are seen in the form
of absenteeism, low productivity, lower retention, attrition and health issues for employees. According to Caplan et al (1975), occupational stress is defined as “an attribute of the work environment, which threatens an individual to work wholeheartedly. It is a psychological and substantial condition of an individual health, quality of work, productivity and job satisfaction. (Comish and Swindle, 1994) Occupational stress is unable to balance with work-related pressures (Rees, 1997)

1.1 Higher Education

1.1.1 Committees and Apex Bodies of Higher Education

Education is an illumination of the mind. Higher education is vital for the country, as it is a great tool to build a skill-based society by imparting sufficient knowledge. The post-independence India witnessed an era of nation-building through the process of industrial reconstruction. This necessitated skilled manpower so as to manage the process of industrial reconstruction and the rapidly growing technology.

The University Education Commission (1948-49) represented by the Government of India under the chairmanship of Dr. S. Radhakrishnan suggested improvements in university education to suit the requirements of the country. This committee recommended that the best results can be obtained by industry convening conferences of professors and teachers.

The unique committee of education in commerce (1961) formed by the Government of India underneath of the chairmanship of Dr. V.K.R.V. Rao advocated liberal education at graduation level and specialization at post graduation level so as to prepare the students for the competitive world. A study organized by AICTE on the problems of higher education had recommended practical training to technical students.

The Mathur Committee (1981) upheld that the objective of postgraduate technical education should be to train the students for managerial positions in key commercial sectors and suggested expanded specializations. The board of NAAC in its ten years of existence has assessed and accredited more than 2500 institutions of higher learning. The profile of institutions accredited has been heterogeneous, ranging from single faculty undergraduate
colleges to colleges offering undergraduate, post-graduate and Ph.D. programmes, single faculty deemed-to-be universities to state universities comprising of multi-campuses, with more than 300 affiliated colleges and central universities.

All India Survey on Higher Education (AISHE) portrays the status of higher education is of our country. The apex bodies of higher and technical education University Grants Commission (UGC) and All India Council for Technical Education (AICTE), which are under Ministry of Human Resource Development (MHRD).

Indian higher education, which has a complex structure and currently the third leading country in the world, is expected to outshine the United States in five years and China in the next fifteen years to attain the position of the world’s largest higher education system. (Sharad Jaipuria, June 2014).

1.1.2 Higher Education in India and Andhra Pradesh

India is the third largest higher education system in the world, next to the United States of America and China (Times of India, 2014). India is a developing country having a majority of the lower-middle-class population, who are provided with lots of schemes by the Central and State Governments. One of those schemes, in 2009, was offered in Andhra Pradesh (A. P.). The government announced scholarship and reimbursement of tuition fee for all the students, having completed secondary schooling, irrespective of discipline, community and age (G.O. Ms. No.16, Dt:03/07/2007, G.O. Ms. No. 26,27, Dt:30/06/2008). At that time, all the private institutions in Andhra Pradesh increased their intake and students have also joined because of this scheme. Institutions never followed any criterion to admit students in the colleges. (AICTE Approval process handbook, 2011-2012). Due to admissions without any eligibility criterion, the results were poor in that academic year. Keeping in mind the results, in 2011, the Andhra Government brought in the eligibility criteria to admit students with scholarship and reimbursement of tuition fee such as income limit of students’ parents or guardian, age limit to join the course, and reasons for gap in studies (G.O. Rt. No. 1307, Dt.13/09/2010, G.O. Rt. No. 1551, Dt.04/11/2010). In India, technical education is given more importance because more number of students were interested to pursue engineering than non-engineering (AICTE Approval process handbook, 2016-2017).
1.1.3 Engineering education at Andhra Pradesh

To improve quality in higher education and sustaining the same in spite of several transitions triggered due to globalization processes, Andhra Pradesh State Council of Higher Education (APSCHE) was established in 1988. Among all technical education courses, engineering education has been given highest importance by the students in Andhra Pradesh. Scholarship and fee reimbursement is also considered as an advantage to pursue engineering education (APSCHE statistical booklet, 2015). The following table shows growth of intake of different technical courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Engineering</th>
<th>MBA</th>
<th>MCA</th>
<th>Pharmacy</th>
<th>Architect</th>
<th>Hotel mgmt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>653,290</td>
<td>1,21,867</td>
<td>70,513</td>
<td>52,334</td>
<td>4,543</td>
<td>5,275</td>
</tr>
<tr>
<td>2008-2009</td>
<td>841,018</td>
<td>1,49,555</td>
<td>73,995</td>
<td>64,211</td>
<td>4,543</td>
<td>5,794</td>
</tr>
<tr>
<td>2009-2010</td>
<td>10,71,896</td>
<td>1,79,561</td>
<td>78,293</td>
<td>68,537</td>
<td>4,133</td>
<td>6,387</td>
</tr>
<tr>
<td>2010-2011</td>
<td>13,14,594</td>
<td>2,77,811</td>
<td>87,216</td>
<td>98,746</td>
<td>4,991</td>
<td>7,393</td>
</tr>
<tr>
<td>2011-2012</td>
<td>14,85,894</td>
<td>3,52,571</td>
<td>92,216</td>
<td>1,02,746</td>
<td>5,491</td>
<td>7,693</td>
</tr>
<tr>
<td>2012-2013</td>
<td>17,61,976</td>
<td>3,85,008</td>
<td>1,00,700</td>
<td>1,21,652</td>
<td>5,996</td>
<td>8,401</td>
</tr>
<tr>
<td>2013-2014</td>
<td>18,04,353</td>
<td>3,64,816</td>
<td>1,19,713</td>
<td>1,37,257</td>
<td>9,550</td>
<td>6,622</td>
</tr>
<tr>
<td>2014-2015</td>
<td>19,01,501</td>
<td>3,65,352</td>
<td>1,09,925</td>
<td>1,43,244</td>
<td>10,890</td>
<td>6,442</td>
</tr>
<tr>
<td>2015-2016</td>
<td>18,44,642</td>
<td>3,50,161</td>
<td>1,03,048</td>
<td>1,39,622</td>
<td>10,986</td>
<td>6,430</td>
</tr>
</tbody>
</table>

Source: APSCHE Statistical Hankbook 2015

Chart 1.1 Growth of intake of different technical courses

1.2 Occupational Stress

1.2.1 Global Perspectives on Occupational Stress

Sir Cary Cooper, working as a professor of organizational psychology and health at University of Manchester’s business school was an academician for over 30 years. In 2015, he published over 100 research papers on workplace well-being and stress. He organized a study on eighty
professions; teachers figured in the top three most stressed professions. The factors influencing teacher stress were long working hours and workload.

According to International Labor Organization (ILO) report (2016) on workplace stress, a study organized in both developed and developing countries to raise the consciousness in the context of the world of work and about the extent of the problem. In this study, the term ‘stress’ was defined as “the harmful physical and emotional responses caused by an imbalance between the perceived demands and the perceived resources and abilities of individuals to cope with those demands”.

As per the report released by International Labor Organization (ILO) reports that occupational stress is with reference to organizational culture, workload, deadlines and work concentration; work-life balance affects all countries, all professions and all employees. In 2005, ILO report reveals that due to work associated illness, worldwide approximately 160 million and about three lakhs deaths occurs in India, per annum. China occupies first place in job-related stress which leads to death.

World Health Organization (WHO) reports that developing countries are having three fourth of world’s workforce, but they are unable to provide minimum resources to get rid of the hazardous work environment. According to recent studies by WHO, maximum of 50 percent workers are struggling with the pressured climate of work. World Health Organization defines this as an outline of response, which occurs when workers’ work-related demands do not match their abilities.

In indistinguishable situations, the level of occupation stress widely varies. Globally many researchers such as International Stress Management Association (2012), Darmody et al. (2011), Eres and Atanasoska (2011), Lau et al. (2005), Mokdad(2005) have carried out studies on occupational stress. Occupational stress is also known as “job stress” and “work-related stress”.

In 1982, Holt described and listed 57 variables, which stood as factors of occupational stress. He also identified 55 response variables that moderated or weakened the stress effects. Occupational stress incurs a cost to the individual as well as to the organization and for the society too (Cooper et al., 2015). It may lead to severe health problems, the defeat of capability to handle with job demand, lessens productivity, decreases accomplishment rate and leads the
individual to commit suicide also. From the organization perspective the cost increases due to reduced productivity, lack of interest in work, absenteeism, increased medical costs, reduced staff turnover, reduced efficiency of employees, and a decrease in employee retention.

Stress causing factors are called as stressors. These may vary from person to people such as mindset and individual values or instigate from external factors such as family, friends, colleagues and known persons (Les and Robert, 1980). Among personal and environmental factors, a key part of Occupational stress results from the combination of both (World Health Organization report, 2007).

1.2.2 Comparing teachers’ occupational stress with other professions

In 2005, Cary Cooper, Sue Cartwright, Ian Donald, Paul Taylor and Clare Millet organized a study of pressure on a large and diverse set of occupations. In this study twenty six different occupations were compared with the relationship between physical, emotional stress and work happiness. The findings of the study revealed that six occupations – listed social services, teachers, police, ambulance workers, customer services, and prison officers are reporting worse than normal scores. Teachers got second place in physical health and psychological well-being, sixth place in job satisfaction.

Any teacher with more than ten years of work experience had reported high-level stress (Moriarty et al., 2001). According to Cary Cooper (2015), teaching is one among top three professions.

1.3 Teaching Profession

It is a complex manifold of characteristics and potentialities which together make a teacher. A teacher has to perform multifarious roles. He / She has to perform the role of a leader, organizer guidance worker, disciplinarian, benefactor, moralist, authoritarian, generalist or a specialist, a social reformer, community server, public relations officer or as special advisers (Sinha, 2004; Singh, 2008). But an analysis of the roles that a teacher is expected to perform or is actually performing has been undertaken by researchers Vadra and Akhtar, 1989; Dang and Gupta, 1994; Anurani, 2006).
In the field of teacher effectiveness, numerous studies have been conducted and educational administrators, teacher educators, parents, irrespective of their nationality, caste, creed and colour have shown genuine concern for an effective teacher. Pandey (1983) have observed that such a teacher “does not exist as pure and serene, available for scientific scrutiny, but is instead, a fiction in the minds of men”. This observation is also pertinent with regard to the roles of a teacher. Whether the different roles enumerated above are the product of “armchair theorizing” or fictional imagery of psychologists, educationists, teacher educators, etc. is to be ascertained.

Needless to say, it has turned into a proverb that the success of education is more contingent on the effectiveness of its teachers. The importance of a teacher in the educational process is unquestionable. From the time teaching started to gain recognition as a profession, experts, as well as common men, began to wonder about the effectiveness of the teacher.

1.3.1 Faculty Member Stress

Every teacher should have adequate knowledge of his subject. Previous knowledge of teaching aid and it's proper are compulsory. He/ she should have the practical knowledge to improve the students whose work is not satisfactory. With his/her effort students should be capable of organizing the learning materials and content for better learning. All the students’ should be in his/ her love area. In India, the studies on teachers’ qualities and work behaviour are very limited in number. Regular teaching, attending workshops and seminars should be the continuous part of his/ her life for professional growth. The purpose of teaching has changed from the inculcation of truths to the determination of relevance (Ganguly, 2008).

Global studies proved that teaching profession is a highly stressful profession. Kyriacou (2000) defined educator stress as the experience by an educator of a disagreeable downbeat aspect of their work, which rises from their emotions such as anger, nuisance, unease, sadness and tenseness. Teaching, including its supervision, is seen as a highly difficult profession perhaps more stressful than other professions (Rees, 1997). There is an all-around awareness among academicians and those who revise their behaviour that they endure a great deal of work-related stress.
Teachers were found to be coverage pressure associated manifestations that were too higher than the other equivalent professional groups (Beer, 1992; Sultana (1995); Mokdad, 2005). Clearly, there is massive workload, a loss of spontaneity and an increase in stress, the sense of fun and caring human relationships have receded. Classroom quantification has replaced qualitative evaluation and bureaucracy has burgeoned.

As per understanding is drawn from the review of literature of various studies, some teachers feel that their autonomy vanished and control in the curriculum and responsibility has become a subject of threat (Brown and Ralph, 1992; Seldman and Zager, 1998; Poornima,2010; Reddy, 2011). The teaching profession has induced fear into collegiate teaching techniques adopted in higher education. It seemed to represent an attempt by the private educational institutions to regulate the system which reduces the traditional degree of negotiability in the implementation of policy (Ganapathy and Prema, 2015; Reddy, 2011).

Some researchers argue that the way teachers think and feel has also been demoralized. They have been caught in the catch of carefulness doing their best to gather the given targets but compromising the quality of knowledge and their personal health. Their inability to meet them all aggravates the guilt syndrome. If they do manage to meet them and celebrate their accomplishment this may only be misrecognized professionalism. That is to say, those teachers may feel more professional through mastering the range of technical criteria and tests accompanying the changes whereas, in reality, this skill is yet another example of the administrative colonization of teachers’ time and space

1.4 Statement of the Problem

Nowadays teaching job is considered to be difficult in private un-aided institutions (Ganapathy and Prema Priya, 2008). Previously it was considered as a simple profession due to limited working hours and extensive vacations. Teaching is highly valued profession especially because of the success of the next generation depends on today’s teaching. Globally researchers’ Cooper (2001) and health and safety executive report (2001) expressed that extended and deep stress can have a harmful impact on one’s physical and mental health.
• Despite unemployment, year wise intake in engineering courses is increasing every year, compared to other technical courses. (AICTE 2011-2012, and 2016-2017 report)

• Engineering education is most preferred technical education by students, where engineering faculty concert is missing due to lack of essential tools to train the students.

• Particularly 1990s’ and 2000s’ studies say that, the quick pace of changes in education becomes superior element of stress of academicians’.

• JNTU- Anantapur performance parameter for teaching is high, where foreign students’ enrolment is high on the campus, which applies to affiliated colleges too. (APSCHE 2014-2015)

• There is a necessity to evaluate the personal and job resources of faculty members to confront the alleged job demands.

Even though many researchers studied about teacher stress, there is a need to know the reasons of teachers’ stress at various areas, with an effect of change between university curriculum structure and various institutions policies and practices. Few studies in higher education, especially with engineering education are available in the country. Researchers have not considered personal resources, job resources and demands together to examine the support and their effect on stress factors.

1.5 Research Gap

Large-scale studies were done on the occupational stress of primary and secondary school teachers (Akhlaq et al., 2010; Aftab Maria, 2012; Ali Qadimi and Praveena, 2013), comparative studies between occupational stress on private and public school teachers (Ansarul Hasan, 2014; Pesonjee, 1992). Few studies were done on the occupational stress of higher education teachers, college faculty members and university teachers. Not enough work was done on teacher strain in particular between university and college teachers in India.
In India, studies relating to stress are quite insufficient with regard to teaching in higher educational institutions. Growing demand for innovation, self-determination and responsibility in the stir of globalization, privatization and accreditation, has distorted the pace of higher education (Deo, 2007; 2008). Hence the current study will measure different features of resources of the faculty member and their impact on workplace and role stress (together considered as occupational stress) of the faculty members.

A comprehensive literature review which is given in chapter-II highlighted about the personal resources which are usually related with the individual self-assessment and it enables them to manage and influence their atmosphere. (Stevan E. Hobfoll et. al., 2003). In 2016, findings of Katja Upadhyaya et. al., explained that individual resources and job resources are mutually connected to each other and burnout is the effect of high job demands. From these existing studies, the following are the research gap.

- The combined effect of job personality and job resources on workplace and role stress items need to be measured
- The impact of personal and job resources on job demands need to be elevated
- Job demands and resources models are not applied to engineering faculty members in the Indian context

### 1.6 Objectives of the Study

1. To study the level of support from personal resources and job resources and level of occupational stress among faculty members in the study area
2. To investigate the influence of demographic profile of respondents on personal resources, job resources and occupational stress amongst faculty members in the study area
3. To analyze the differences between personal resources, job resources and occupational stress among faculty members of autonomous and affiliated colleges
4. To identify the relationship between personal resources, job resources and occupational stress
5. To examine the impact of personal resources and job resources on occupational stress

### 1.7 Research Hypotheses
Research hypotheses were framed according to the objectives as follows

\[ H_0^{1a} \]: There is no significant difference between personal resources, job resources, occupational stress and gender of the respondent
\[ H_0^{1b} \]: There is no significant difference between personal resources, job resources, occupational stress and age of the respondent
\[ H_0^{1c} \]: There is no significant difference between personal resources, job resources, occupational stress and qualification of the respondent
\[ H_0^{1d} \]: There is no significant difference between personal resources, job resources, occupational stress and marital status of the respondent
\[ H_0^{2a} \]: There is no significant difference between personal resources, job resources, occupational stress and designation of the respondent
\[ H_0^{2b} \]: There is no significant difference between personal resources, job resources, occupational stress and work experience of the respondent
\[ H_0^{2c} \]: There is no significant difference between personal resources, job resources, occupational stress and monthly income of the respondent
\[ H_0^3 \]: There is no correlation between personal resources, job resources and occupational stress
\[ H_0^{4a} \]: There is no linear relationship between personal resources and job resources on workplace stress items
\[ H_0^{4b} \]: There is no linear relationship between personal resources and job resources on role ambiguity
\[ H_0^{4c} \]: There is no linear relationship between personal resources and job resources on role conflict
\[ H_0^{4d} \]: There is no linear relationship between personal resources and job resources on role overload
\[ H_0^5 \]: There is no impact of personal resources and job resources on occupational stress

1.8 Scope of the Study

With the initiation of Government of India, from 1948, many working commissions on higher education such as Radha Krishnan and Kothari Commission addressed their reports towards the
corrosion of the values of higher education. These committees advised steps to be taken for the enhancements in the excellence of education for eradicating the damages of the education system of India. The quality and principles of education in universities and colleges have dropped over the years, which grabbed the attention of academicians’ to work as commissions. Among all the facets accountable, for the weakening values in higher education, the educator has been recognized as the important factor. Teacher’s job uniqueness, academic qualifications, their thoughts towards the occupation, their proficiency, the specialized abilities to fulfil the job, his/her competence for headship and inspiration to employment influences the excellence of teaching. The contemporary society needs teachers, who are highly aggravated, dedicated, devoted, sincere and can do hard work to their occupation and also for the society.

The present study discovers that teachers’ work-life excellence contributes to job guarantee and workplace effectiveness by analyzing engineering faculty members’ institutional environment, individual skills, professional support, nature of pressure featured by them and the effect of them in the quality of their work. Hence pressure reduces the eminence of life by dipping the thoughts of enjoyment, achievement and relationships. Good job resources reduce the burden to fulfil job demands and it leads to motivation to achieve success in their job as the best academician.

1.9 Limitations of the Study

In spite of all possible care and efforts that have been taken by the researchers both at the time of collection of data and while deriving the conclusion, the present study is subject to the under mentioned limitations

- Occupational stress was only focused on engineering faculty perspective
- Internal occupational stress predictor variables were used in the study
- Data collection was restricted to S.P.S.R. Nellore district and the results were location specific
- The perception, stress outcome and relational techniques were biased for the study. The responses were based on respondents participated in the study

1.10 Chapter Scheme
The report has five chapters.

Chapter I, an introductory part of the study, which discusses introduction, the education system in India, global perspectives of occupational stress, teacher stress, the role of the teacher, statement of the problem, objectives of the study, research hypothesis, scope of the study, limitations of the study and chapter scheme.

Chapter II portrays a theoretical perspective and literature review of various studies conducted in the area of research pertaining to the objectives and hypotheses framed.

Chapter III consists of research methodology, which is titled as research design, the area of the study, tools used, pilot study and its reliability score, methods of data collection, sampling design, conceptual framework and statistical techniques used.

Chapter IV draws analysis and interpretation of data collected.

Chapter V contains summary, findings, suggestions and conclusion that have emerged from the analysis of the data.