CHAPTER - 2
TECHNICAL AND MANAGEMENT EDUCATIONAL INSTITUTES AND STRESS

2.1 Stress in Education
2.2 Educational Institutions and its Employees
2.3 Technical and Management Educational Institutes and their Employees
2.4 Typical Job Profile of Employees of Technical and Management Educational Institutes
2.5 Technical and Management Educational Institutes in Vadodara
2.6 Introduction of Vadodara Region of Gujarat
2.7 Education in Vadodara Region of Gujarat
CHAPTER - 2
TECHNICAL AND MANAGEMENT EDUCATIONAL INSTITUTES AND STRESS

2.1 STRESS IN EDUCATION:
Although a high level of stress has been observed in teachers generally, the higher education sector is a relatively new focus of concern. There is strong evidence to believe its workforce could represent a particularly vulnerable occupational group. Most of what is known about stress amongst university workers is derived from several studies conducted in the USA. In 1994, Blix, Cruise, Mitchell & Blix reported that 66 per cent of a large sample of university lecturers perceived severe levels of stress at work at least 50 per cent of the time. These authors concluded that most of the stress experienced by the respondents related directly to limited resources or shortage of time. There were, however, other causes for concern within the profession included slow progress in career advancement, poor faculty communication, professional disillusionment and inadequate salaries. Additional sources of academic pressure identified in the literature include heavy workload, role ambiguity, conflicting job demands, frequent interruptions, and striving for publication (Goldenberg & Waddell, 1990). Further studies have concluded that a significant proportion of stress experienced by academics is likely to emanate from the competing demands of career and family life, and long working hours (both on and off campus) (Sorcinelli & Gregory, 1987). (Kinman, 1998)

2.2 EDUCATIONAL INSTITUTIONS AND ITS EMPLOYEES:
Changes in higher education institutions affect staff in numerous ways, as proven in a 1996 survey of the academic profession, using data from 14 countries worldwide. Results from the survey show that significant changes have taken place in higher education (Altbach, 1996). Some of these changes include demands for greater accountability, value for money, efficiency and quality, and an increase in remote and autocratic management styles (AUT, 1990). There has also been a gradual erosion in pay and job security and, with the abolition of tenure in the 1980s, an increasing number of staff have been
appointed on fixed-term contracts. Moreover, these changes in conditions are now being reflected in levels of job satisfaction and commitment. (Viljoen, 2009)

The faculty of universities promises to meet the great challenge of attaining objectives of higher education, which resultantly puts high stress on them. The stress bearing capacity is backed by their level of satisfaction to the institutions. The highly stressed and poorly satisfied faculty cannot help the universities to compete the global challenges. The countries particularly of developing nations need to adopt continuous job satisfaction and occupational stress assessment programs and investigate their causal relationship. (Chaudhry, 2012)

For attaining objectives of higher education, academic managers are of supreme importance and manager’s job is highly orchestrated. Academic Manager has to deal with number of areas at the same time, so patience, vision, crises management ability and accomplished of task are almost unavoidable traits. Academic Manager can take best decision, if they are psychologically healthy and strong. (Mahmood, 2013)

2.3 TECHNICAL AND MANAGEMENT EDUCATIONAL INSTITUTES AND THEIR EMPLOYEES:

The technical and management institutes have distinct types such as government, semi-government and private. Most of them are private institutes. Technical and management education in the country has made phenomenal growth during the last two decades. The liberalization of the Indian economy during early nineties and the internet service led Globalization during the latter part of the last decade has posed a large number of challenges that demand advanced technical and managerial skills. A faculty member has to find the right type of knowledge mix to cater to the needs of students of the twenty-first century. Therefore, the role of a teaching Professional is in the process of change.

The increased numbers of technical and management institutions offering diploma, graduate and post graduate level programs are the result of the huge demand and supply gap that was created due to the rapid expansion of the economy. This growth indicates a
high demand for technical and management education in India. The expectations of corporate sector puts pressure on the technical and management institutes to create talented workforce. It is expected that faculty members continuously enrich themselves in their learning experiences.

The pressures related to human life are cropping up in day to day living and the social role of faculty members within the technical and management institutes are facing a challenge. As a result, the changes and social pressures which are taking place have a direct bearing on the teaching faculty’s role, responsibilities and teaching activities. The faculty members face this challenge every day in discharging their duties effectively. The faculty members play a number of roles such as fusing research with academics; teach to apply theoretical knowledge as well as the latest technology and techniques to real world case studies.

A faculty member has to integrate skills from a variety of disciplines designed to develop competencies both in individuals and in groups to bridge the gap between theoretical knowledge and practice. They are also required to keep touch with industrial organizations to have handful of experience on the given subject matter.

The technical and management teaching faculty members put in long working hours to provide assistance to the students for achieving their career aspirations. The faculty members take consistent efforts on their part to provide assistance in conferences, industrial visits, on the job training research projects, winter, summer and final placements of students throughout the year. It is a great challenge to the teaching professionals to live with dynamism by coming up to people’s expectations, fit in their time horizons and willingly accept their status quo. They may face tension, anxiety, fear, pressure, strain and stress in their day to day life to be able to contribute effectively in the field of education. A few other factors such as job insecurity, increasing overload, accountability without adequate authority, inadequate facilities and lack of recognition may also contribute to stress in these teachers. Further, the professionals might also be subjected to face common stressors viz; work overload, time restraints, problems with
working conditions, relationship with colleagues, lack of resources and alarming increase in physical demands of teaching. Insufficient money as salary and lack of respect in society ultimately lowers down the psychological wellbeing of teaching faculty members. It affects the teaching competencies on one side and develops stress on the other.

Teachers at colleges and universities pass their knowledge and expertise to the next generation youth. They help their students to think critically as well as imaginatively; provide practical training and shape their student’s goals, careers and lives. As subject experts in their fields, they also set standards for research, and scholarship.

Teachers work at diploma, graduate and two years postgraduate programs. Most of their time is spent on preparation for lecture, preparation for laboratories, in reading student’s answer books, and advising students. Some teachers have administrative duties also. (Kumar, 2011)

2.4 TYPICAL JOB PROFILE OF EMPLOYEES OF TECHNICAL AND MANAGEMENT EDUCATIONAL INSTITUTES:

Typical Job profile of the teachers in Technical and Management educational institutes includes the following:

<table>
<thead>
<tr>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing course applicants</td>
</tr>
<tr>
<td>Lecture planning, preparation and research</td>
</tr>
<tr>
<td>Contact/teaching time with students</td>
</tr>
<tr>
<td>Checking and assessing students' work</td>
</tr>
<tr>
<td>Encouraging personal development via tutorial/pastoral work</td>
</tr>
<tr>
<td>Invigilating examinations</td>
</tr>
</tbody>
</table>
- Attending staff meetings

- General administration

- Writing research proposals, papers and other publications

- Reading academic journals

- Supervising Ph.D. students and research staff

- Managing research budgets

- Attending and speaking at conferences and seminars

(Source: www.targetjobs.co.uk)

(www.targetjobs.co.uk, n.d.)

Typical Job profile of the employees belong to non-teaching category in Technical and Management educational institutes depends on the department or section to work. General administration, Library management, students' job placement related activity, admission related work are the tasks that non-teaching employees are having concern with in general.

**2.5 TECHNICAL AND MANAGEMENT EDUCATIONAL INSTITUTES IN VADODARA:**

In Vadodara, there are many management and technical institutes. In and surrounding Vadodara, there are many business enterprises and factories which require qualified manpower in the field of technology and management, therefore, there is a good demand for the management and technical institutes.

Most of the management institutes in Vadodara start off their management course with
offering the degree course of B.B.A. (Bachelor of Business Administration) and M.B.A. (Master of Business Administration). B.B.A. (Bachelor of Business Administration) is mainly a three years' Bachelor degree course. For distance education, the duration varies though. In this region, post-graduation degree in Management can be done in various fields like finance, healthcare, human resource, marketing and many more. Being a post-graduation degree in management studies, the duration of this course is fixed at two years by the majority of the colleges. This degree course is a full time course. Some of the management colleges in the Vadodara region offers three years' part time M.B.A. (Master of Business Administration) course though. Being meant for working students, the classes of these part time programs are often held during the evening time. (www.mapsofindia.com, n.d.)

In this region, Courses in the field of engineering/Technology are available at various level and in various branches of engineering/Technology like Mechanical, Civil, Electrical, Computer, Electronics and Communication, Automobile, Information Technology, Architecture and many more. The Technical institutes in Vadodara are offering Master degree courses, Degree courses and Diploma courses in the field of engineering and technology. Generally, in technical institutes, Master degree courses are of time duration of two years [After B.E. (Bachelor of Engineering) / B. Tech. (Bachelor of Technology) / B.C.A. (Bachelor of Computer Application)], Degree courses are of time duration of three/four years (After Diploma or H.S.C. (Higher Secondary Certificate) - Science) and Diploma courses [after S.S.C. (Secondary School Certificate) / I.T.I. (Industrial Training Institute)] are of time duration of three years/Two years. (www.mapsofindia.com, n.d.)

2.6 INTRODUCTION OF VADODARA REGION OF GUJARAT:

2.6.1 Historical information of Vadodara:
In olden time Vadodara was called Vadpatra because of the abundance of banyan trees on the banks of the Vishwamitri. The present name Vadodara or Vadodara is derived from ‘Vadpatra’. Vadodara has a rich historical background. Except for a short break,
Vadodara continued to be in the hands of the Gaekwads from 1734 to 1949. The historical city of Vadodara was the capital of Vadodara Residency, and one of the princely states of India under Bombay Presidency. The greatest period in the Maratha rule started with the accession of Maharaja Sayajirao III in 1875. It was an era of great progress and constructive achievements in all fields. (www.gujarat-education.gov.in, n.d.)

Maharaja Sayajirao was one of the foremost administrators and reformers of his times. He initiated a series of bold socio-economic reforms. He attached great importance to economic development and started a number of model industries to encourage initiative, and then handed back the working industries to private enterprise. He started model textile and tile factories. It is as a result of his policy of industrial development that Vadodara is today one of the most important centers for textile, chemical and oil industries. (www.msubaroda.ac.in, n.d.)

2.6.2 Geographical information of Vadodara:
Vadodara is situated on the banks of the river Vishwamitri (whose name is derived from the great saint named Vishwamitra). (www.msubaroda.ac.in, n.d.)

The district is bounded by Panchmahal and Dahod districts to the north, Anand and Kheda districts to the west, Bharuch and Narmada districts to the south, and the state of Madhya Pradesh to the east. (www.gujarat-education.gov.in, n.d.)

The total Area of the District is 4138 sq. km. The district is classified into below mentioned twelve Talukas.

- Vadodara-east
- Vadodara-west
- Vadodara-north
- Vadodara-south
- Vadodara-rural
2.7 EDUCATION IN VADODARA REGION OF GUJARAT:

Vadodara is synonymous with education. The patronage of education started with Maharaja Sayajirao and the city has built further on the academic infrastructure established by him (www.collectorvadodara.gujarat.gov.in, n.d.). Maharaja Sayajirao introduced a number of social reforms. In no department of administration has the far-sighted policy of this wise ruler been more conspicuous than in education, and in none have the results been more real and tangible. He boldly introduced compulsory primary education and a library movement (the first of its kind in India) to augment his adult education scheme. (www.msubaroda.ac.in, n.d.)

The Vadodara region of Gujarat emerged as an educational hub during the rule of Maharaja Sayajirao. He brought with him infrastructural change in the field of education. He made the region appear as one of the modernized and improvised academic place. This makes Vadodara even occupy a remarkable position in the area of management studies. With the increasing demand of management studies, the region has set up many management institutes within its boundary so that the inhabitants do not require to study outside their homeland. This region of India has got many institutions, which imparts education in different field. Some of these colleges are affiliated to the Maharaja Sayajirao University of Baroda, Some of them are affiliated to other universities like Gujarat University, Gujarat Technological University, Veer Narmad South Gujarat University, and Sumandeep University etc. (www.mapsofindia.com, n.d.)
It was Maharaja Sayajirao who visualized a general scheme of development in all branches of knowledge at different stages, with the Maharaja Sayajirao University of Vadodara at the apex. Modern Vadodara owes its beauty, its educational institutions and its masterpieces of architecture to the insight and vision of this great ruler. (www.msubaroda.ac.in, n.d.)