"A CRITICAL ANALYSIS OF STRESS FACED BY
TEACHING PROFESSIONALS AT MANAGEMENT
INSTITUTES IN PUNE, WITH SPECIAL
REFERENCE TO ROLE STRESSORS
AND JOB SATISFACTION"

AN ABSTRACT OF A THESIS
SUBMITTED TO
TILAK MAHARASHTRA UNIVERSITY, PUNE.
FOR THE DEGREE OF VIDYAVACHASPATHI (Ph.D.)
(DOCTOR OF PHILOSOPHY)
IN THE SUBJECT OF
MANAGEMENT
UNDER THE FACULTY OF MODERN SCIENCES
AND PROFESSIONAL SKILLS

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UNDER THE GUIDANCE OF
RESEARCH GUIDE
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JULY, 2011
ABSTRACT

The emergence of management institutes in Pune is a recent development due to the impact of globalization, urbanization and rapid technological changes. The management teaching professionals are the facilitators for knowledge and skill through interactive learning methods and have to perform varied duties. The role, responsibilities and teaching activities of a teaching faculty member at management institutes have undergone a change with the recent change in the education process. Hence they may face stress through common work and nonwork stressors. Also, today the young teaching professionals are confronted with the problem of dual role conflict i.e. the work role and the family role. In an attempt to balance both these roles, the faculty experiences stress.

As teaching is a stressful occupation, attempts need to be made to study “stress” in management faculty members. There is notable absence of research on stressors related to specific teacher groups in Indian context. Therefore, the present investigation was planned with three basic premises namely the effects of stress are influenced by gender and length of service, various personal, family and situational factors are responsible for stress and the stress-effects are associated with role stressors and job satisfaction in teaching faculty members.

Descriptive research design was chosen for the study. A conceptual framework was made to study the effects of stress caused by various antecedent factors in management faculty members. Based on the framework independent and dependent variables were selected. The independent variables included were individual and job related factors. The dependent variables were the effects of stress.

The objectives of the study formulated were to identify stress-effects in management faculty members by gender, to find out the antecedent factors of stress, to measure the extent of job satisfaction related to role stressors, to understand the relationship between stress-effects and job satisfaction and between stress-effects and role stressors. Seven hypotheses along with sub hypotheses were postulated to test the relationship between the selected independent and dependent variables. The study was limited to teaching faculty members working at management institutes in Pune inclusive of part time visiting faculty members. Relevant review of literature was
collected from books, journals, research papers and articles and also from various internet websites.

Certain terms were operationally defined for the measurement of variables. Questionnaire was used as an instrument for gathering data. Three suitable standardized scales were used for measuring the variables namely Organisational role stress (ORS) scale, Stress test and Job satisfaction scale. The pilot study helped in testing and finalising the questionnaire. The total sample consisted of 328 management teaching faculty members out of which 50 percent were males and 50 percent were females.

The data analysis was carried out by categorization, coding, scoring, tabulating and preparing graphs (Graphs represented the various categories as well as the gender differences based on the data). Data were then analysed employing descriptive as well as relational statistics.

Descriptive statistics was used to present data in frequencies, percentages, mean and standard deviation on personal, job and family profile along with role stressors, stress-effects and job satisfaction. Relational statistics was carried out to study the relationship between selected variables and to test the null hypotheses stated.

The major findings of this research highlighted upon the findings related to the personal, job and family profile of respondents along with role stressors, stress-effects and job satisfaction, including the results of hypotheses tested.

On personal profile, the majority of the respondents were young, married, held master’s degree and mostly engaged in teaching activities. Most of the faculty members reported to have maintained good health with no illnesses suffered. The faculty members practiced various forms of exercises on a regular basis. A marked gender difference was noted in literary and combination activities related to their hobbies.

Job profile showed that male faculty members were more experienced than the female faculty members. More than half of the faculty members were junior or senior lecturers and the remaining half included professors, principals, deans, directors, course coordinators and counselors. Most of them worked with private management
institutes with a rigid fixed work schedule as compared to the flexible working timings in government and semi government institutes.

On family profile, more than half of the respondents belonged to nuclear family staying under one roof. Less than half of the respondents had small size families with 2 to 3 members and the rest of the respondents had medium and large size families with 4 members to more than 5 members in the family. The mean size of family in male respondents was larger than in female faculty respondents.

The mean total monthly income of respondents was Rs. 57, 897, 87. Females had more average income than male faculty members. Although majority of the respondents employed “Paid Help” for doing various types of household jobs, yet one third of the faculty members did not employ any paid help at all and carried out all the household jobs by themselves.

On comparison of mean scores of role stressors by gender, the work role stressor namely Role stagnation (RS) created slightly higher stress in women than in the men faculty members. However, on the rest of the eight role stressors, men respondents experienced higher stress than the women respondents. No gender difference was noted on family role stressor Inter role distance (IRD). Also men faculty members experienced higher levels of stress on all the work role stressors except role stagnation. No gender difference was observed in stress levels of faculty on Inter role distance (IRD), the family role stressor.

The mean scores of women faculty members on all the three stress-effects namely physiological, psychological and behavioural were higher than the men faculty members indicating that women experienced more stress on all three stress-effects than the men faculty members. Also more women than men felt high levels of stress on all three stress-effects along with overall stress-effects.

Overall, women faculty members were more satisfied with all the four aspects of job namely work autonomy, occupational status, work schedule and work environment than the men faculty members. Also, the women faculty members felt a slightly higher level of job satisfaction on all the four aspects of job along with overall job satisfaction as compared to the men faculty members.

The computed ‘t’ test showed that the extent of stress-effects experienced by male and female faculty members differed. The two genders differed significantly
only on the extent of stress-effects experienced on physiological, behavioural and overall stress. Women faculty members experienced some what higher stress on these effects. On psychological stress-effects no gender difference was found.

Pearson product moment correlation test showed non significant negative correlations between influence of service duration and the extent of stress-effects experienced by faculty members. The span of service duration did not have much influence on the extent of stress-effects experienced by faculty members.

Amongst the antecedent factors, the only family factor “Paid help” made a significant difference in the extent of stress-effects experienced by faculty members. The computed ‘t’ test showed that the teaching faculty members with no paid help experienced stress-effects more than the faculty members with paid help. The ANOVA test highlighted that all the ten role stressors caused a significant difference in the extent of job satisfaction of faculty members.

When the association between the extent of stress-effects and satisfaction from all the aspects of job was tested, the ‘r’ values showed negative significant correlations between these variables. Higher the job satisfaction, less was the extent of stress experienced by respondents.

Some of the role stressors namely Role expectation conflict (REC), Personal inadequacy (PIN), Self role distance (SRD), Role ambiguity (RA) and Resource inadequacy (RIN) had an influence on the respondents in their experience of stress-effects by gender. These role stressors emanated slightly higher stress in male faculty members than the female faculty members.

ANOVA showed no difference in the influence of role stressors on the faculty members by service duration except for three role stressors namely Inter role distance (IRD), Role expectation conflict (REC), Resource inadequacy (RIN).

The Pearson product moment correlation test computed to assess the association between each type of role stressor and stress-effects experienced by faculty members showed significant positive correlations. Higher the stress arising out of the role stressors, more were the effects of stress experienced by respondents.

An elaborate discussion on findings was carried out. Based on the findings, a revised conceptual frame work was designed to show the established relationship between the selected variables.
Some important conclusions were drawn from this study. The female faculty members experienced more of physiological, behavioural and overall stress-effects than the male faculty members. No gender difference was visible on psychological stress effect. Some role stressors namely Role expectation conflict (REC), Personal inadequacy (PIN), Role ambiguity (RA), Self role distance (SRD) and Resource inadequacy (RIN) had a definite influence on respondents by gender.

Except paid help, no other antecedent factor had any impact on the extent of stress-effects experienced by respondents. The extent of job satisfaction among respondents was influenced by both family role stressor and work role stressors. Role ambiguity emerged as the most influential stressor in this respect. As the job satisfaction in teaching faculty members increased, the extent of stress-effects experienced by them decreased. The span of service duration did not have much influence on the extent of stress-effects felt by respondents.

A definite positive relationship existed between all the role stressors and the stress-effects in teaching faculty members. The faculty members experienced more physiological stress arising out of the family role stressor namely Inter role distance (IRD). The work role stressors on the other hand contributed more towards psychological stress in teaching professionals.

The work role stressors namely Role ambiguity (RA), Personal inadequacy (PIN), Role expectation conflict (REC) and Resource inadequacy (RIN) emerged as potent sources of psychological stress in faculty members as they caused maximum stress on this effect.

The findings and conclusions brought out a number of implications from this research. Suggestions were given for researchers, academicians, heads of the management institutions and educational policy makers. Evolved from the present study, certain suggestions were also given which would be helpful in planning future researches. Lastly, some interventions were designed as coping strategies to combat and reduce stress in management teaching professionals at three levels namely personal level, family level and professional level. At the personal level the recommendations included specific techniques to be used by faculty members for coping with role stressors such as effective self control, cognitive therapy, time
management, innovative teaching methods, social support, exercise and leisure time activities.

At the family level, the suggestions included sharing of household duties, family support, employed paid help, and approach coping. At the professional level, the stress coping strategies suggested, can be designed and implemented by management authorities to control role stressors and reduce job stress in faculty members. The suggested strategies are family supportive work culture, selection and recruitment, “pre service” and “in service” training programmes, collective coping, affective coping, effective coping, man power planning, stress management training programmes, career counseling, transparent policies and procedures, formation of faculty members organization, employment benefits and retirement plans, special provisions for study leave and cultural exchange, resource center and incentives. The recommendations at all the three levels are promising as measures of capacity enhancing in management teaching professionals thereby alleviating stress in them.