

## **Evaluating the Affect of Academic Stress on Faculty's Performance Improvement: An Empirical Study**

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### **Abstract**

Job stress in education sector is now becoming a crucial issue for the faculty members so that the present study moves with a major objective of identifying the potential sources of stress influencing the performance levels of a faculty. The study has used an exploratory research in order to frame its objectives. Further, a cross sectional study of descriptive research is used for conducting an empirical study in 20 private engineering colleges at prakasam district, A.P with a sample of 62 respondents chosen using simple random sampling technique. The collected data through Questionnaire is analyzed using SPSS 20 version. After testing Normality, Correlation & Regression tests are used in order to meet the First objective. For the Second objective i.e., for analyzing the Affect of faculty's demographic variables on their opinion towards the stress and performance levels of a faculty Independent Sample T-Test & ANOVA are used. The overall analysis of the study states that the stress scores of a faculty members have a significant difference due to their Age, Salary, Qualification and Designation as a high stress is associated with lower designation, low salary, low Qualification, below Age group people are experience High Stress as compared to High Salary, High Designation, Higher Qualification, and Old Age. Even the study exhibits that the Admissions is the most important stressor from Male & Female Faculty Point of view. The most interesting findings of the study is, out of 74 respondents about 78% of the respondents are agreed that the Academic Stress is impact on their performance improvement. And the rest of them i.e., only 22% of the respondents states that the Academic stress is not impacting on them. In order to overcome the Stress levels the study suggested that to implement and evaluate intervention strategies for prevention of stress & improvement in job satisfaction of faculty.

**Keywords:** Academic stress & Performance, Descriptive research, Correlation & Regression.

## 1. INTRODUCTION

*Faculties* around the globe are experiencing with high level of stress towards their academics compare to other professions. The spread of stories and works in regards to work related pressure has extraordinarily picked up the consideration of the specialists. Colossal measure of work in regards to work related stress is done in corporate world issues worried into low profitability, work fulfillment, high non-attendance, high-turnover rate and physical and mental clutters, Very couple of studies are directed with respect to worry in institute. The essential reason of less investigations of personnel stress lies in view of instructing is for the most part a low pressure work when contrasted with corporate world however explore led in the year 2006 by Ghonson, Cooper, Cartwright and Donald Taylor in USA came about educating as a standout amongst the most unpleasant occupation out of 26 other occupation. What's more, another examination is led in the year 2011 to recognize the reasons for workforce worry in Higher Education at Pakistan and the outcomes expressed that Student related issues and Role Conflicts are the real sources contributing fundamentally towards creating pressure and the investigation likewise uncovered that Private part employees experienced more worry when contrasted with staff in Public area. In addition the Younger age employees, Lower Designation and Qualification employees, Female employees are involvement/confronting more worry when contrasted with Males, Older ages, Higher Designation and Qualification. Research led in the UK, USA, New Zealand, and Australia has recognized a few key factors usually connected with worry among scholarly and general staff. These incorporate work stack, time requirement, absence of advancement openings, insufficient pay, changing occupation part, deficient administration or cooperation in administration, lacking assets and subsidizing and understudy interaction (Gilispie, Walsh, Winefield, Dua and Stough, 2011) And one more research is led in the year 2016 among the employees of West Visayas State University in Philippines they expressed that there was a low level of worry among the respondents all in all and when named to the characterized factors like sex, age, common status, scholarly Rank and Paper Work among these the main source of pressure was Paper Work. In 2016 another exploration happen in Chennai keeping in mind the end goal to examine the scholarly worry among the employees for that they led the examination at three distinct levels viz., focal, state, and private designing foundations and the outcomes expressed that there was a noteworthy positive relationship between's the employees of focal and state building organizations as it were. In this respects they proposed that private building organizations must adjust themselves to a procedure to convey according to the staff desires. Another exploration has directed in the year 2011 at Saudi private college to investigate the personnel observation towards Academic pressure and adapting techniques. The outcomes expressed that the best administration needs to concentrate on workforce stretch, particularly on two regions one is understudy communication and the other is proficient character to lessen the worry among the employees. One all the more intriguing examination has led by AUT in the UK on scholastic pressure revealed that 93% of its individuals experienced worry at work. As of late in the year 2017 one of the examination has led by Catherine Kelly at London to characterized the majority of pressure causes among

scholarly come from the outward sources, for example, work uncertainty, work desires, work put relations, time imperatives, work stack weight and so on., and characteristic sources identified with issues of prizes, acknowledgment, keeping up great work-life-adjust and so forth.,

By these inputs the current work attempts to study the phenomena of Academic stress on faculty's performance improvement in Private Engineering Colleges in Andhra Pradesh that to in Prakasam district.

## **2. REVIEW OF LITERATURE**

Two aspects have been discussed by the paper under this section. One is based on its theoretical perspective and the other is from the research perspective.

### **(2.1) Research Perspective**

The literature review method of exploratory research is used in order to identify the affect of academic stress on faculty's performance improvement. Several studies conducted in many countries reported growing academic stress as a major concern for the policy makers. These researches include:

Many researchers conducted their research and presented a fair amount of comparison between stressful nature of teaching and other occupational researches. For instance, (Kyriacou, 1980) reported that teachers, when compared to people in other professions, had the highest levels of occupational stress.

In 2000, (Wiley) revealed that the results of stress can appear as social qualities like Disturbing the relational connections or abatement in the work performance. He likewise found that some measure of pressure experienced by the educator is because of school's way of life and atmosphere.

In 2001, (Kyriacou) characterized educator worry as an instructors involvement in connection to the negative and obnoxious feelings. The unpleasant conditions brings about decline in correspondence, inspiration, execution and so forth., Research on worry among scholarly and general staff of colleges from over the globe demonstrates that the wonder of word related worry in colleges is alarmingly boundless and expanding. (Winefield., 2003)

In 2003, (Eckert and Willian) reports that standard obligations, extend periods of time, poor offices, rubbing in intra staff relations and regulatory formality were the most vital wellsprings of stress. Numerous different analysts led on the wellsprings of worry in training callings likewise found that workload contributes a critical part in creating pressure.

In 2004, (Sekaram) characterizes a few people have large amounts of resilience for stretch and flourish extremely well notwithstanding a few stressors in the earth. Then again a few people are not ready to perform well aside from when subject to a level of pressure that initiates and stimulates them to advance their earnest attempts.

In life it is very common to hear about death and taxes in first and second position,

and stress comes in the third position of human problems (Bernstein, 2008) Stress is part of life no matter how wealthy, powerful, attractive, or happy people might be. However stress may take different forms depending on the situation.

Other sources of stress, such as work related technology and years of experience, and descriptive behavior by students are identified most important stressors for faculty. (Schuldt and Totten, 2009).

In 2011, (Kokash, Adnaniqbal and HusanKokash),characterizes that the best administration needs to concentrate on personnel push, particularly on two zones one is understudy communication and the other is proficient personality to diminish the worry among the staff member's. Research led in the UK, USA, New Zealand, and Australia has recognized a few key factors usually connected with worry among scholarly and general staff. These incorporate work stack, time imperative, absence of advancement openings, deficient pay, changing employment part, insufficient administration or support in administration, lacking assets and financing and understudy association(Gilispie & Walsh, 2001)

In 2013, A Princeton research groups study revealed that “three-quarters of the employees surveyed believe there is more on-the-job stress than a generation ago”(Williams, 2013)

## (2.2) Theoretical Perspective

The section covers the meaning of stress and what are the sources of faculty stress exhibited by previous literature.

Stress has an alternate significance for various individuals under various conditions. The first and fore most non specific meaning of pressure was proposed by Hans Selye:

*“Stress is the nonspecific response of the body to any demand.” Other definition has evolved to cater for different situations. For example cognitive. Later expanded as he explained further that “stress is a perception.”*

*"Stress can be considered as any factor, acting inside or remotely that makes it hard to adjust and that instigate expanded exertion with respect to the individual to keep up a condition of harmony with both inner and outside condition" → By Humphrey*

### Sources of Faculty Stress

Walter Gmelch, creator of adapting to personnel stretch, he talked with in excess of four thousand resources in excess of 100 organizations over the United States and in this manner indentified four noteworthy wellsprings of stress: They are

1. **Rewards and Recognition:** Inadequate rewards and adequate acknowledgment in instructing, research, and administration.
2. **Time Constraints:** Having lacking time to keep educated of current advancements and to get ready for classes, aggravated by various gatherings, interferences and different requests on staff time.

- 3. Professional identity:** High self-desires and the acknowledgment that expert personality rests upon the degree of grant, distributions, and introductions.
- 4. Student interaction:** Conflicts with understudies over assessing, exhorting, and instructing.

By considering all the above sources, around twenty three factors are short recorded for the present paper to inspect the feeling of respondents towards them as real goal of the examination. The twenty three factors are Having more classes in seven days, Having deficient time for showing arrangement, Having to work long hr's, Overload of works other than educating, Having more printed material, Lack of control over the working day, Having dissatisfaction with the workplace, Attending gatherings which take-up excessively time, Attending class moving from one working to other, Frequently bring work at home, Not getting your most loved subject, Participating in business related exercises, Having weight on criticism, Receiving inadequate acknowledgment, Feeling strain to rival partners, Having weight on confirmations related, Lack of employment fulfillment, Presentation aptitudes, Quality of distribution, Comprehensive learning in the showing field, Administrative abilities, Reputation and Quality of instructing material.

With these inputs, let us move towards the objectives of the study.

### **3. OBJECTIVES OF THE STUDY**

The research moves with Two major objectives, they are

1. To examine the Affect of stress towards the performance levels of a faculty.
2. To evaluate the Affect of demographic variables on the faculty's opinion towards their stress and performance levels.

### **4. HYPOTHESES OF THE STUDY**

The hypothesis drawn for meeting objective-1 is as follows

#### **Objective-1**

To examine the Affect of stress towards the performance levels of a faculty.

#### **Null Hypothesis (H<sub>0</sub>)**

There is no statistically significant Affect of stress on the performance levels of a faculty.

#### **Alternative Hypothesis (H<sub>a</sub>)**

There is a statistically significant Affect of stress on the performance levels of a faculty.

The hypothesis drawn for meeting objective-3 is as follows

### **Objective-2**

To evaluate the Affect of demographic variables on their opinion towards the stress and performance level of a faculty.

Under stress the Hypotheses are framed as follows:

**H<sub>01</sub> (Null):** There is no statistically significant Affect of **Age** on the respondent's opinion towards the Affect of stress.

**H<sub>a1</sub>(Alternative):** There is a statistically significant Affect of **Age** on the respondent's opinion towards the Affect of stress.

**H<sub>02</sub> (Null):** There is no statistically significant Affect of **Gender** on the respondent's opinion towards the Affect of stress.

**H<sub>a2</sub> (Alternative):** There is a statistically significant Affect of **Gender** on the respondent's opinion towards the Affect of stress.

**H<sub>03</sub> (Null):** There is no statistically significant Affect of **Designation** on the respondent's opinion towards the Affect of stress.

**H<sub>a3</sub> (Alternative):** There is a statistically significant Affect of **Designation** on the respondent's opinion towards the Affect of stress.

**H<sub>04</sub> (Null):** There is no statistically significant Affect of **Salary** on the respondent's opinion towards the Affect of stress.

**H<sub>a4</sub> (Alternative):** There is a statistically significant Affect of **Salary** on the respondent's opinion towards the Affect of stress.

**H<sub>05</sub> (Null):** There is no statistically significant Affect of **Qualification** on the respondent's opinion towards the Affect of stress.

**H<sub>a5</sub> (Alternative):** There is a statistically significant Affect of **Qualification** on the respondent's opinion towards the Affect of stress.

**H<sub>06</sub> (Null):** There is no statistically significant Affect of **Department** on the respondent's opinion towards the Affect of stress.

**H<sub>a6</sub> (Alternative):** There is a statistically significant Affect of **Department** on the respondent's opinion towards the Affect of stress.

**H<sub>07</sub> (Null):** There is no statistically significant Affect of **Experience** on the respondent's opinion towards the Affect of stress.

**H<sub>a7</sub> (Alternative):** There is a statistically significant Affect of **Experience** on the respondent's opinion towards the Affect of stress.

In the same way the hypothesis are framed in knowing the opinion of respondents towards the performance levels of a faculty.

In order to meet the above objectives by placing respective hypothesis, the following research methodology is adopted by the researcher.

## 5. RESEARCH METHODOLOGY

- **Research Design:** Exploratory cum Descriptive Research designs are adopted. Under Exploratory Research, A Literature Review method is used to identify and establish the research problem. Further, Cross-Sectional survey method of descriptive research is used for conducting an Empirical study to meet objectives under discussion.
- **Sampling Design:** A population of 74 is identified under randomly chosen 20 Private Engineering colleges of Prakasam District in, Andhra Pradesh. Where the research is conducted on a sample of 62 respondents are identified through simple random sampling technique.
- **Data Collection:** The identified 62 respondents are surveyed using Google Forms and a Questionnaire is designed with seven demographic variables under Part-A and with six questions under Part-B, including a 5-Point Likert Scale, a psychometric scale for measuring the faculty performance towards their academics and with seventeen questions under Part-C, including a 5-Point Likert scale for measuring the stress levels towards their academics.
- **Data Analysis:** At first, the typicality of information is tried by utilizing Skewness and homogeneity of information is tried by utilizing Levene's test for the use of parametric tests on the gathered information. Keeping in mind the end goal to meet the First Objective, to analyze the Affect of worry towards the execution levels of a staff is tried by utilizing Correlation and Regression Analysis. Likewise, the Affect of statistic factors like Age, Gender, Designation, Salary, and Qualification, Department and Experience levels of flawed on their assessment towards the pressure and execution level is tried by utilizing Independent Sample t-test and One-Way ANOVA. The whole examination is expert by utilizing SPSS 20 Version. The outcomes are as per the following.

## 6. RESULTS AND DISCUSSION

Initially, the collected data is tested for normality using Skewness and Shapiro Wilk Normality Test. The null hypotheses states that the “Data is Normal” the resultant value is 0.501(i.e., =0.5)As a rule of thumb the value should be equal to 0.05 which indicates the data is normal. The theory states that if the data is normally distributed, Parametric Tests are applied.

The following table indicates that the significant values are greater than or equal to 0.05 it means data is normal.

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Performance	.119	74	.012	.968	74	.050
Stress	.121	74	.010	.963	74	.060

a. Lilliefors Significance Correction

**[6.1] Objective-1**

To examine the Affect of stress towards the performance levels of a faculty.

**Data Analysis**

In order to meet the first objective Correlation & Regression tests are used.

**Correlations**

		Performance	Stress
Performance	Pearson Correlation	1	-.273*
	Sig. (2-tailed)		.019
	N	74	74
Stress	Pearson Correlation	-.273*	1
	Sig. (2-tailed)	.019	
	N	74	74

\*. Correlation is significant at the 0.05 level (2-tailed).

**Model Summary(Regression)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273 <sup>a</sup>	.074	.062	4.492

a. Predictors: (Constant), Stress

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	116.939	1	116.939	5.795	.019 <sup>b</sup>
1 Residual	1452.966	72	20.180		
Total	1569.905	73			

a. Dependent Variable: Performance

b. Predictors: (Constant), Stress



**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	28.795	2.920		9.861	.000
Stress	-.123	.051	-.273	-2.407	.019

a. Dependent Variable: Performance

**Interpretations**

In the above table Correlation & Regression tests are used for knowing the Affect of stress towards the performance levels of a faculty. The correlation value  $r = -0.27 < 0.05$  which indicates a negatively moderate correlation between stress and performance of a faculty and the regression value is  $0.019 < 0.05$  it states that the test do not accept the null hypothesis. It means the respondents opine that there is a statistically significant Affect of stress on the performance levels of a faculty.

**[6.2] Objective-2**

To evaluate the Affect of demographic variables on their opinion towards the stress and performance levels of a faculty.

**Data Analysis & Interpretations**

In order to meet the above objective seven variables are addressed namely Age, Gender, Designation, Salary, Qualification, Department, and Experience.

Under performance, separate hypothesis are framed with seven demographic variables for evaluating the Affect of demographic variables on their opinion towards the stress and performance levels of a faculty. Likewise the study worked out on stress too.

Initially the Age variable is tried on the respondents have a place with in excess of two classifications are recognized so one way ANOVA is utilized for investigating the Affect of performance. The resultant P-Value i.e.,  $0.001 < 0.05$  demonstrates that reject the Null Hypothesis. It implies there is a factually critical Affect of Age on the respondent's assessment towards the Affect of performance levels of a faculty. One additionally fascinating finding is that Above 30 Age assemble individuals are feeling that their performance is increasing. Further, Gender variable is tried by utilizing Independent sample T-Test as it found that two samples are there i.e., Male and Female. The resultant P-Value is  $0.208 > 0.05$  which demonstrates Accept the Null Hypothesis. It implies there is no critical Affect of Gender on the respondent's sentiment towards the Affect execution levels of a workforce. Encourage Designation

is tried by utilizing One Way ANOVA and the resultant P-Value is  $0.388 > 0.05$  which demonstrates Accept the  $H_0$ , it implies there is no noteworthy Affect of designation on the respondents supposition towards the Affects of performance. In like manner alternate factors are Salary and Qualification are tried by utilizing One Way ANOVA and the resultant P-Values are  $0.001 < 0.055$  which shows that the test don't Accept the Null Hypothesis it implies there is a significant Affect of performance and the fascinating discoveries are who are having the Salary Above 30000 and who are having the Qualification of PhD are felt that their performance is increasing. Further, Department variable is tried by utilizing Independent Sample T-Test and the resultant P-Value is  $0.001 < 0.05$  which shows that don't accept the Null Hypothesis. It implies there is a huge Affect of Department on the respondent's feeling towards the Affect of performance. At last, Experience is tried by utilizing Correlation and the P-Value is  $0.011 > 0.05$  demonstrates that Accept the  $H_0$  it implies there is no factually huge Affect of Experience on the respondents opinion towards their performance.

By and large investigation of execution with seven demographic variables infer that out of 6 factors around 4 factors (like Age, Salary, Qualification, and Department) are expressed that the stress is Affecting on the supposition of respondents towards the execution levels of a staff and whatever is left of them around 3 factors (like Gender, Designation and Experience) are not Affecting on the feeling of respondents opinion towards the performance levels of an individuals.

Similarly, under Stress the demographic variables (like Age, Gender, Designation, Salary, Qualification, Department and Experience) are expressed that resultant P-Value of every statistic variable are more prominent than equivalent to 0.05, which shows that Accept the  $H_0$  it infer that they are not Affecting the supposition of respondents towards the feelings of anxiety of a faculty. There is no Affect of demographic variables.

\*The most interesting findings of the study are, the accompanying table shows that the by and large out of 74 respondents around 78% of respondents are concurred that the Academic stress is affect on their execution change and whatever is left of them i.e., just 22% of respondents are expressed that the Academic pressure isn't affecting on them.

**Classification Table<sup>a</sup>**

	Observed	Predicted		
		overall stress		Percentage Correct
		YES	NO	
Step 1	overall stress YES	58	0	100.0
	overall stress NO	16	0	.0
	Overall Percentage			78.4

## **7. FINDINGS OF THE STUDY**

The major findings of the study are as follows, they are

1. Out of 74 respondents about 78% of the respondents are agreed that the Academic Stress is impact on their performance improvement. And the rest of them i.e., only 22% of the respondents are states that the Academic stress is not impacting on them.
2. And the stress scores of a faculty members have a significant difference due to their Age, Salary, Qualification and Designation as a high stress is associated with lower designation, low salary, low Qualification, below Age group people are experience High Stress as compared to High Salary, High Designation, Higher Qualification, and Old Age. And the most interesting findings is that Admissions is the most important stressor from Male & Female Faculty Point of view.

## **8. FUTURE SCOPE OF RESEARCH**

As the present study is restricted to the private Engineering Colleges of prakasam area in Andhra pradesh, it can be further to be reached out to different colleges and universities as well. Further, the comparable sort of study can be led in different parts of states in Andhra Pradesh for better comprehend the unmistakable picture. Indeed, even Future looks into ought to consider factors excluded in this investigation, which may likewise significantly influence the affect of stress on the respondents. By this, it can be expressed that there is a wide extent of research on this viewpoint.

## **9. CONCLUSION**

In general stress is found to be more distracting element of faculty's performance in private Engineering Colleges as compared to public sectors. It is found that workload is the most important stressor from male and female faculty member's point of view. So it is important to focus their attention on faculty stress and to implement & evaluate intervention strategies for prevention of stress & improvement in job satisfaction of Faculty

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