

Impact Of Non-Academic Work Stress On Faculty Performance: A Research On Selected Engineering Institutes In Guntur District Of Andhra Pradesh

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Abstract: Previous studies have found that stress is an outcome of diverse factors which include pressure from seniors, gender and age differences, working circumstances, unfavourable environment, nature of work and salary. It is also found that stress affects the job performance of the employees. In modern days, teaching faculty relatively experience more academic stress contrary to the general perception. This is due to the fact that they are engaged in many non-academic activities which directly or indirectly affect their core performance in teaching and research. As maximum faculty time is spent in maintaining records and files for accreditation, rankings and awards, the teachers hardly get time to prepare for classes and undertaking research projects due to excessive non-academic responsibilities. Ultimately, their overall performance in teaching and research tend to decline. The situation is more acute in private educational sector where they are also engaged in institutional branding apart from doing the aforesaid non-academic duties with irregular pay and unfavourable employment conditions. Thus, engagement of teachers in non-academic activities results psychological pressure and which in turn affects their performance in teaching and research. This study examines the relationship between non academic work load and its impact on academic performance of teaching faculty in selected engineering institutes in Guntur District of Andhra Pradesh. It also investigates the effect of demographic variables like gender, age and work experience of faculty on the level of stress due to non-academic workload, unfavourable employment conditions and even irregular payment practices. A well designed questionnaire was used on a sample of 250 engineering faculty members. The results revealed that variation in demographics was not responsible for variation in the level of stress due to the above factors. Rather it is found that irrespective of gender, age and work experience of the faculties, the same level of stress is experienced in them which tend to affect their core academic performance.

Keywords: Non-academic work stress, academic performance, accreditation, research projects

1 INTRODUCTION

Stress can be originated by numerous things in life, pressures from work, the family, social obligations and other daily proceedings. The word stress is derived from the Latin phrase 'STRINGERS' which means "to draw tight".. Stress is a normal human being reaction to its surroundings. Stress has become significant due to dynamic social factor and changing needs of life styles. There is a public perception that the teaching faculty is comparatively less stressed due to their nature of profession. But research shows that they are equally or even more stressed. As they are engaged in many non academic responsibilities, they tend to experience severe psychological pressure. Moreover, due to irregular payment practices in private colleges, forceful engagement of faculty in student marketing activities and excessive clerical and routine workload tend to influence the state of mind of the faculty. Thus, stress in this profession pin downs the quality of the faculty. As faculty members are supposed to enhance their creativity in teaching pedagogy, improving their research credentials by publishing in indexed journals, undertaking research projects and consultancy, excessive non academic work stress tend to hamper their core academic performance. This is a serious issue in academics at a time when the regulatory agencies are under pressure to enhance the level of quality of higher education in the country.

2 LITERATURE REVIEW

Kayastha and Kayastha (2012) found a significant relationship between job stressors, job stress and job satisfaction with a particular reference to corporate, higher secondary school teachers from Kathmandu and latitpur districts of Nepal. In another study, it was found that their mental health is considerably poorer than that of other high stressed professions (Travers and Cooper, 1991). Faculty stress may also be defined as the experience by a faculty of disagreeable, negative feelings, such as anger, nervousness, anxiety, aggravation or gloominess, ensuing from a number of aspects of their work as a faculty (Kyriacou 2001). A study found that a majority of the vocational technical teachers are faced with problems such as: Sickness, Boredom, Anxiety, Indiscipline and frustration causing lots of stress. This occurs as a results of over load, large class sizes, inadequate instructional materials, poor teachers condition of service, too many schedule of duties and low self-esteem, this however, lead to serious setback in the discharge of their assigned duties and responsibilities (Dankade et al, 2016). G. Sureshkrishna & S Das (2018) in their study on occupational stress and job satisfaction of automotive engineers found that demographic variables were responsible for stress which showed a decline in the level of job satisfaction. The results also showed that the engineers who reported greater stress were less satisfied with their job and found to have low level of job commitment and more likely to leave their jobs and less likely to adjust to the work environment.(G. Sureshkrishna & S Das, 2018)

3 PROBLEM STATEMENT

In Guntur district of Andhra Pradesh around 51 private engineering colleges , one Government University, 2 deemed universities and two deemed to be universities offer

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engineering education and around 6000 faculties work in various engineering departments and institutes. Numerous factors sway some kind of stress among the faculty members. Results of earlier studies delved into the organizational stressors like excessive work load, frequent changes in working atmosphere, payments, student's discipline, work culture, irregular career progression, lack of management support and financial support policies are some of the sources of stress. It frequently stalk from unexpected errands and pressures that do not line up with a person's knowledge, skills, or expectations, pin down one's ability to manage. It can amplify when workers do not undergo support by supervisors or colleagues, or feel as if they have slight control over work processes. There are loads of research projects on the study of stress factors and their impact on the performance of teachers working in primary, secondary and vocational schools in India and abroad. But this research is a subtle attempt to study the impact of non academic workload on the performance of teaching faculties who are susceptible to acute psychological trauma due to increased thrust on achieving higher accreditation, institutional branding, rankings and awards without recruiting additional workforce. In the backdrop of the above situations and on the bases of the previous literature, the present study proposed the following research questions and formulated the hypotheses.

4 OBJECTIVES OF THE STUDY

The study is mainly conducted:

- To analyse the effect of stress factors on the performance of teaching faculty.
- To examine the impact of demographic variables on the stress level of the teaching faculty due to excessive non- academic workload.

To analyse the effect of demographic variables on the level of stress of the teaching faculty due to unfavourable employment conditions and irregular payment practices

5 HYPOTHESES

As demonstrated in this document, the numbering for sections The following hypotheses were formulated on the basis of the previous studies.

H1: There is significant effect of demographics on the stress level of the teaching faculty in the engineering institutes due to excessive non academic workload.

H1a: There is significant effect of age on the stress level of the teaching faculty in the engineering institutes.

H1b: There is significant effect of gender on the stress level of the teaching faculty in the engineering institutes.

H1c: there is significant effect of experience on the stress level of the teaching faculty in the engineering institutes.

H2: There is significant effect of demographics on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H2a: There is significant effect of age on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H2b: There is significant effect of gender on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H2c: There is significant effect of experience on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

6 RESEARCH METHODOLOGY

The study was mainly quantitative and was undertaken in selected private engineering institutes in Guntur of the State of Andhra Pradesh. Random and purposive sampling methods were used for the study. A structured questionnaire was administered on 250 faculty members. Statistical methods like t-test, post-hoc test, and one-way ANOVA were used on SPSS platform.

7 SCOPE OF THE STUDY

The research was mainly conducted on the faculties working in the private engineering institutes in the Guntur District of Andhra Pradesh. The objective was to examine the level of stress experienced by the faculty due to non academic workload and the impact of demographic variables thereon. It was also to study the effect of demographic variables like age, gender and work experience on the stress level of the faculty due to unfavourable employment conditions and irregular payment practices.

8 DATA ANALYSIS AND RESULTS

There is no significant effect of age on stress level due to excessive non academic workload
There is no significant effect of experience on stress level due to excessive non academic workload

H1: There is significant effect of experience on stress level due to excessive non academic workload.

ANOVA
Work Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	143.613	3	.871	11.007	.0001
Within Groups	1069.891	246	.349		
Total	1213.504	249			

p-value =0.001 < 0.05

As p value < 0.05 the analysis do not reject null hypothesis. There by, it concludes that experience has no effect on stress level due to excessive non academic workload.

Tab : Post Hoc Test

(I) Work Exp.	(J) Work Exp.	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
					2	1.62366*
1	3	.10111	.53396	.998	-1.4019	1.6042
	7	.44161	.42870	.786	-.7652	1.6484
	1	-1.62366*	.29420	.000	-2.4518	-.7955
2	3	-1.52255*	.53355	.045	-3.0245	-.0206
	7	-1.18205	.42820	.057	-2.3874	.0233
	1	-.10111	.53396	.998	-1.6042	1.4019
3	2	1.52255*	.53355	.045	.0206	3.0245
	7	.34050	.61799	.959	-1.3991	2.0801
	1	-.44161	.42870	.786	-1.6484	.7652
7	2	1.18205	.42820	.057	-.0233	2.3874
	3	-.34050	.61799	.959	-2.0801	1.3991

Scheffe

Work Exp.	N	Subset for alpha = 0.05	
		1	2
2	101	33.3663	
7	31	34.5484	34.5484
3	18		34.8889
1	100		34.9900
Sig.		.116	.842

Step: 1 Applied 1 sample t-test

There is significant effect of demographics on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

Ho: There is no significant effect of demographics on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H1: There is significant effect of demographics on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

$P\text{-value} < 2.2e-16 = 0.0000000000000002 < 0.05$

As the p-value is lesser than 0.05 the analysis do not accept null hypothesis. There by, it concludes that there is an effect of stress factors on the unfavourable employment conditions and irregular payment practices.

Step :2 Applied 2 sample t-test

There is significant effect of gender on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

Ho: There is no significant effect of gender on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H1: There is significant effect of gender on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

T-Test

Notes		
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Missing Value Handling	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
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Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
	1	202	24.6683	1.25935	.08861
	2	48	24.7292	1.37979	.19916

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

$p\text{-value} = 0.768 > 0.05$

As p value > 0.05 the analysis do not reject null hypothesis. There by, it concludes that gender has no effect on the overall response of respondents towards the stress factors the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

Ho: There is no significant effect of age on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

.H1: There is no significant effect of age on the stress the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.640	3	.213	.129	.943
Within Groups	407.760	246	1.658		
Total	408.400	249			

$p\text{-value} = 0.943 > 0.05$

As p value > 0.05 the analysis do not reject null hypothesis. There by, it concludes that age has no effect on the overall response of respondents towards the stress level of the teaching faculty in the engineering institutes due to

unfavourable employment conditions and irregular payment practices.

Step 4: One way ANOVA

Ho: There is no significant effect of experience on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

H1: There is significant effect of experience on the stress level of the teaching faculty in the engineering institutes due to unfavourable employment conditions and irregular payment practices.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.385	3	12.462	8.263	.000
Within Groups	371.015	246	1.508		
Total	408.400	249			

P-value = 0.001 < 0.05

As p value < 0.05 the analysis do not reject null hypothesis. There by, it concludes that experience has effect on the overall response of respondents towards the stress factors on unfavourable employment conditions and irregular payment practices.

Post Hoc Test

Scheffe

(I) Work Exp.	(J) Work Exp.	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
					1	2
	3	-.31111	.31444	.806	-1.1962	.5740
	7	-.15161	.25245	.948	-.8623	.5590
2	1	.83861*	.17325	.000	.3509	1.3263
	3	.52750	.31420	.422	-.3569	1.4120
	7	.68700	.25216	.062	-.0228	1.3968
3	1	.31111	.31444	.806	-.5740	1.1962
	2	-.52750	.31420	.422	-1.4120	.3569
	7	.15950	.36392	.979	-.8649	1.1839
7	1	.15161	.25245	.948	-.5590	.8623
	2	-.68700	.25216	.062	-1.3968	.0228
	3	-.15950	.36392	.979	-1.1839	.8649

Scheffe

Work Exp.	N	Subset for alpha = 0.05	
		1	2
1	100	24.3000	
7	31	24.4516	24.4516
3	18	24.6111	24.6111
2	101		25.1386
Sig.		.755	.124

It is identified that respondents with 3 years to 10 years are being affected.

9 FINDINGS

It is found in the study that gender has no effect on the on the level of stress due to non academic workload. It implies that male and female faculty alike have the same level of stress. It is also found that age has also very little impact on the

perception towards the stress due to non academic work load. It shows that the faculties with different age groups experience the same level of stress due to non academic workload. Similarly faculties with work experience of 1-3 years and 6-10 years were experiencing stress due to non academic responsibilities.. To test Hypothesis 2, it is proved that gender differentiation has little impact on the stress level of faculties due to poor employment conditions and irregular salary payment practices. Similarly with respect to age, it is found that it had no impact on stress level due to poor employment conditions and irregular salary payment practices. So also, work experience has no effect on the level of stress due to poor employment conditions and irregular salary payment practices. It implies that irrespective of work experience, the faculties in engineering institutes undergo the same level of stress with regard to the employment conditions and irregular salary payment practices. Thus, work overload, increased responsibilities, more administrative works rather than teaching and time pressure are the most important factors. Age has no impact on delivered working conditions.

10 LIMITATIONS

Data collection for the study is limited to the faculties working in selected institutes of Guntur District of Andhra Pradesh. To secure generalisation of the findings, studies with more sample size may be undertaken. The research was completely dependent on quantitative aspects and as such qualitative methods can also be applied. As management perception towards faculty interests usually differs from institute to institute, it is a challenge to ensure objectivity and reliability of specific instruments of data collection. So studies in other cultural contexts can be done.

11 CONCLUSION

Stress is an outcome of several factors. An important factor of stress in case of teaching faculty being the engagement in non-academic and routine works, sufficient attention should be given to dissociate them from those activities which lower the morale, job satisfaction and the feeling of job security. In the age of competition, institutions are striving hard for their institutional branding through accreditation, awards, and rankings in terms of quality. As an important torch bearer of quality teaching and research, faculty should be assigned with the core academic jobs so as to enhance their skills and competencies. From the point of view of employment conditions, there should be flexible terms and conditions of employment so that they can focus on their career development. Moreover, it is necessary to bring the salary structure at par with public institutions and the practices of irregular payment should be checked. Thus, the non-academic work stress which substantially afflicts the teaching faculty has to be reduced to enable them to perform well in academics.

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