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A Study of Level of Stress and Burnout Among Faculty Members in Private Universities of Punjab

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Abstract: Today's life is full of demands, targets and frustrations. So that's why stress and burnout has entered and makes a commonplace in the life of people. Stress can have positive or negative impact on the person. If its impact is positive it will help the person to perform even under pressure and motivate him to do his best. If stress's impact is negative it can damage health, ability and life of a person. Burnout among teachers is a phenomenon which affects the working of teachers for a year or over a number of years.

Problem: The study is on stress and burnout affecting mental and physical health of faculty members in Private Universities of Punjab.

Objective: The objective of the study was to identify various factors of job stress and burnout study their relationship with the health of teacher in different departments of Private Universities.

Research Design: Data was collected from 100 Faculty members of each, four Universities of Punjab through questionnaire.

Method: For the present study the factors were found out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. t-Test and ANOVA technique through SPSS Software was used to analyze data.

Findings: It was found out that teacher's stress and

Keywords: Stress, Job Burnout.

1. INTRODUCTION

1.1. Universities in India

In India, The system of education includes both private and public universities. There are many bodies and societies which are governing Private Universities where as Public universities are being governed by the Government of India and the state governments. University Grants Commission (UGC) is the main body which recognized Universities in India according to the University Grants Commission Act, 1956. In addition to this commission there are 15 Professional Councils, controlling different aspects of coordination and regulations of Universities.

Private universities are being set up with an aim to create a new generation of knowledge professionals and with a focus on innovative, multi-disciplinary curriculum. There is an opportunity for new players to set up institutions which address the current challenges and also meet student aspirations for world class education. As per the Report of UGC the total number of Universities in India is 701 and out of these 205 are Private Universities.

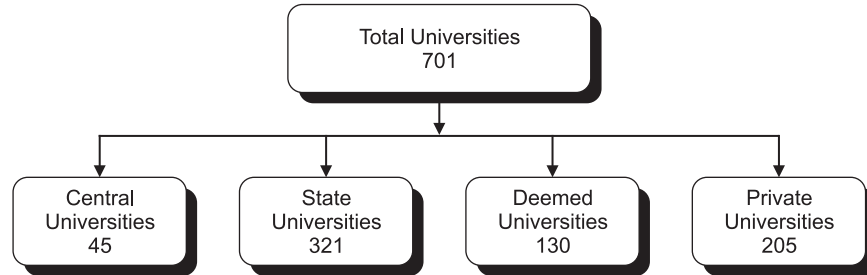


Figure 1: Flowchart Showing Different Categories of Universities

For improving quality of academic institutions the UGC has laid down dual criteria to run joint degree or twinning courses. Only those foreign institutions which figure in the top 500 of the Times Higher Education World University Ranking will be allowed to collaborate.

1.2. Stress

Stress is refers to a general term which applies to the pressures i.e both psychological and physiological experienced by the people throughout their lives. Stress is described as a situation of being overloaded and worried. Stress can result from both negative and positive events i.e distress (negative stress) and eustress (positive stress). Both types of stress can tax a person’s resources and coping skills, although distress typically has the potential to do more damage. Stress as we as a whole know, has turned into a vital element of our everyday lives. Throughout the previous couple of decades, examination around stress has created countless, books, and articles, however in spite of the prevalence of “stress” as an exploration point, specialists still don’t concur on a typical meaning of this straightforward and in the meantime disputable idea (Rees and Redfern, 2000).

1.3. Burnout

Faculty members are the important factor in education system. The subject knowledge of teachers has an influence on students learning in the class room settings. In addition to the subject knowledge of the teacher educators, the issues belonging to the teacher educators’ personality and behavior are significant contributors to the teaching and learning process for any discipline. Due to this fact many researchers have been paying attention to determine teacher educators’ burnout, politics and stress towards their teaching profession and to find a relationship between these psychological concepts and certain variables. In this study impact of stress among faculty members of private universities on their teaching performance will be tried to be investigated.

2. REVIEW OF LITERATURE

In this chapter reviews of research studies directly or in directly related to present study has been carried out, it prepares a suitable background of the study being undertaken.

Jaume et. al., (2015), in their study took a sample of 724 Spanish primary and secondary teachers and revealed the relationships among stressors, coping strategies, self-efficacy and burnout in teachers. Stressors were found out to be main cause of stress and burnout in teachers and hampering their work meeting learning objectives. Mantilla et. al., (2013), in their study they developed and validate an instrument for measuring the burnout syndrome in

Secondary School teachers, Thus, for measuring the burnout syndrome among teachers, the instrument combined the necessary technical characteristics. Pishghadam & Sahebjam, (2012), in their study they investigated the relationship between teacher's personality types, emotional intelligence and burnout in order to predict the burnout levels of 147 teachers in the city of Mashhad (Iran). The results showed a significant relationship between personality types and emotional intelligence and the three dimensions of burnout. Spencer et. al., (2011), in their study they reported that occupational stress was significantly impacted the personal relationships and physical health of teachers. Human and material resources were found to be most important source for reducing the work-related stress. Darus et. al., (2011), in their study they revealed that the teachers having teaching experience of 5 to 10 years and without a supervisor's support had higher level of job stress. Teachers falling in the 31 to 40 years age, without a supervisor's support exhibited higher level of stress with lower salivary. Lee et. al., (2009), in their study, they revealed that secondary teachers in Hong Kong had high occupational stress but stress coping resources were insufficient. Cognitive-behavioral programs were recommended for them to cope up with stress. Davazoglou & Kokkinos, (2009), in their study, they found teachers were having high level of stress because of the implementation of special educational curriculum. Valencia, (2007), in his study he investigated prevalence and causes of self-reported WRS in head teachers in West Sussex, UK. It was concluded that the prevalence of self-reported WRS in head teachers was significantly increased as compared to recent studies on workers in the UK. Cutler & Niven, (2006), in their study, they obtained data from previous studies on university academic personnel and revealed that the mean scores on the Occupational Stress Indicator (OSI) for job satisfaction and stress-related measures of mental health and physical health did not differ significantly. Nazir & Azeem, (2008), in their study indicated that lecturers had high level of emotional exhaustion and were found to be significantly different on emotional exhaustion from professors and readers. Hayran et. al., (2006), in their study revealed that the most significant and common predictors of all burnout dimensions and job satisfaction were the number of vacations at individual level, and public ownership of healthcare facilities at group level. Number of shifts per month was also a significant predictor of all burnout dimensions.

3. PROBLEM FORMULATION

3.1. Need and Significance of the Study

The need of this research was to fill the research gap that existed between the previous researches and the present research. Though lot of researchers had made efforts to gain an insight of the stress and burnout factors which are affecting job mental and physical health of teachers but these researches had been either in context of school teachers or corporate institutions. That is why a need was felt to conduct the study. This study assessed how the different stress and burnout factors affected the faculty members' health. The result of this study will help the Staff members to improve their health and performance.

3.1.1. Research Problem

In today's world every person is overloaded with their routine work and unemployment leads to misfits in every profession. Same is the case in the teaching profession, especially faculty members who are already away from their subject. They are teaching subjects which are not of their interest and that is why their attitude towards teaching profession changes. Stress level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately affects the teaching performance and their satisfaction level. Therefore the study is on impact of stress among faculty members of private universities on their teaching performance. This study would depict the effect of stress on the quality of education provided to various students and, further, may help many people associated with the education system like teachers, parents, educationists and administrators so that they can plan and work accordingly for improvement by enhancing the positive factors revealed in the study.

3.1.2. Research Methodology

Research Methodology is a scientific way of analysing. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions. It will be a Descriptive Study, which will depict the present state of affairs which will be used later on for converting this research into Conclusive Research.

3.1.3. Objectives of the Study

Objectives are the guiding light of a project in the light of which all the relevant steps are taken. The objectives of the study were as follows:

- To study the impact of stress and burnout on faculty members of Private universities within the departments.
- To study the impact of stress and burnout on faculty members of Private universities between the departments.
- To study the impact of stress on mental and physical health of faculty members of Private universities between and within the departments.

3.2. Sampling Design

Sampling can be defined as a procedure a researcher uses to gather people, places/things to study. Samples are always subsets or small part of total number that can be studied. The sampling design helps in decision making in the following areas:

3.2.1. Universe of the Study

The universe comprises of two parts as theoretical universe and accessible universe

- **Theoretical universe:** It includes faculty members of all the Private Universities throughout the universe.
- **Accessible universe:** It includes faculty members of Private Universities in Punjab.

3.2.2. Sampling Unit

It indicates who is to be surveyed. In this project, sampling unit consisted of faculty members of Private Universities of Punjab.

3.2.3. Sample Size

It refers to the elements to be included in the study. For the given study a sample size constituted the following:

As far as the sample size is concerned, it would be 100, in which Professors, Associate Professors and Assistant Professors of four Universities will be included.

3.2.4. Sampling Technique

Random sampling technique particularly Stratified Sampling will be the type of sampling which will be used to collect the data from the respondents.

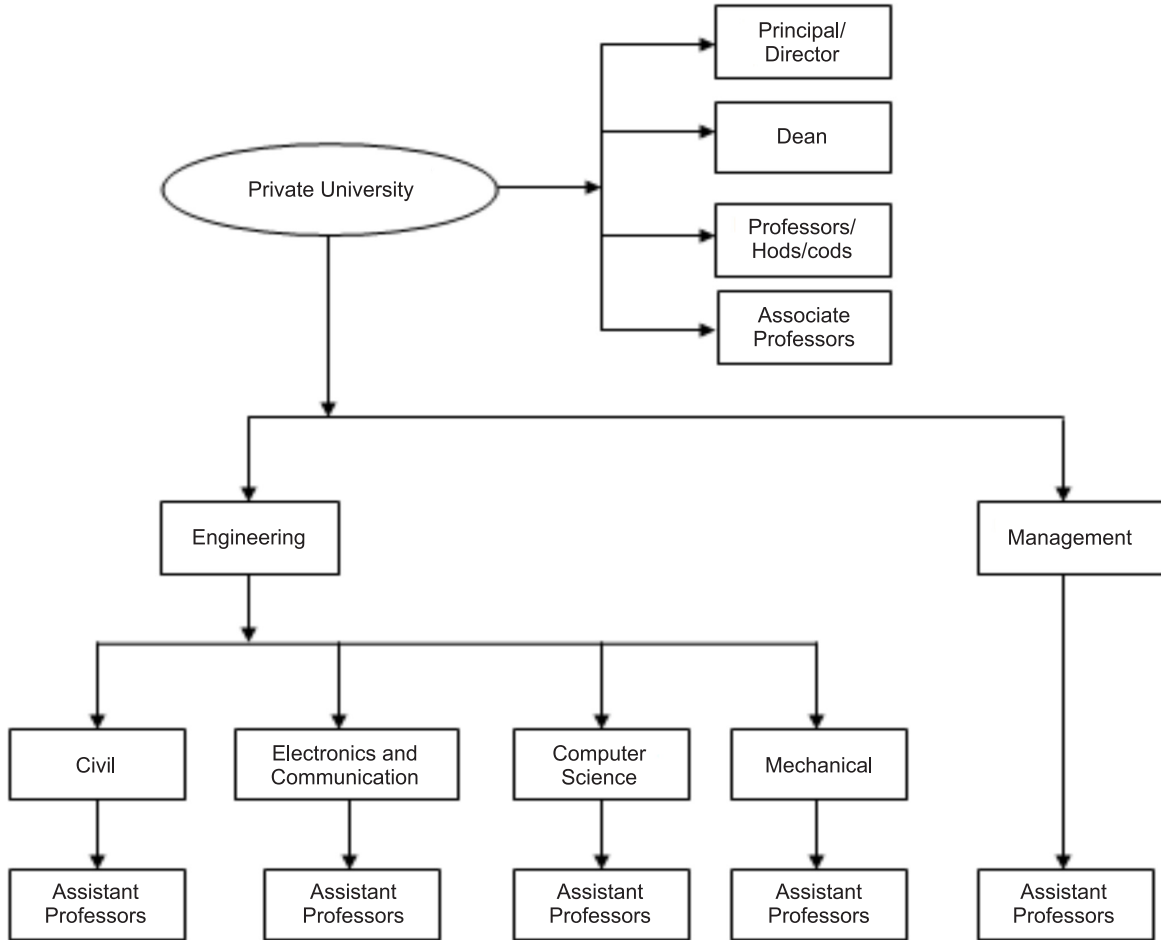


Figure 2: Flowchart showing different sample units to be considered from universities

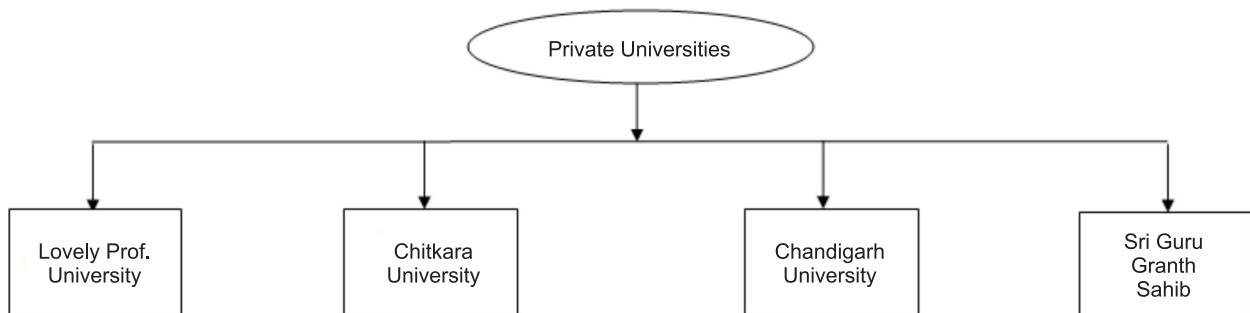


Figure 3: Flowchart Showing Different Universities

3.3. Data Collection

- Primary Sources:** Primary data are the original observations collected by the researcher for first time for any research and are used by them in statistical analysis such as historical documents, literary texts, artistic works, experiments, surveys, and interviews. The primary data for present study will be collected from structured questionnaire and Interviews from employees of different Universities. The instrument was designed for measuring the four variables i.e. stress, burnout, mental and physical health factors of teachers. For the present study, Self developed research instrument was used. To

measure stress it contains 15 question items and 3-point Likert scale (1 = Never, 2 = Sometimes and 3 = Always) was employed to record the response. For burnout, research instrument (with 15 items) was used to measure burnout level of teachers. It contains 15 question items and 3-point Likert scale (1 = Never, 2 = Sometimes and 3 = Always) was employed to record the responses. Physical and Mental factors affecting teachers is measured by using a self-developed questionnaire that contains 7 questions items each was developed to assess the health of respondents. A 3-point Likert scale (1 = Never, 2 = Sometimes and 3 = Always) was exploiting to record the responses.

- **Secondary Sources:** Secondary data are those which have already been collected by someone else for some research objectives but are useful to the current research objectives also. The secondary data for present study will be collected from sources like Websites, Books, Journals, Online Databases, Government Reports, and National Statistics etc.

3.4. Tools of Presentation and Analysis

Following are the statistical technique which will be used for effective analysis of this Research problem: *t*-Test and ANOVA technique through SPSS Software.

3.5. Hypothesis of the Study

- H0:** There exists no significant difference in teacher's stress within the departments.
- H1:** There is significant difference exists in teacher's stress within the departments.
- H0:** There exist no significant difference exists in teacher's burnout within the departments.
- H2:** There is significant difference exists in teacher's burnout within the departments.
- H0:** There exist no significant difference in teacher's stress between departments.
- H3:** There is significant difference exists in teacher's stress between departments.
- H0:** There exist no significant difference in teacher's burnout between departments.
- H4:** There exist significant difference in teacher's burnout between departments.
- H0:** There is no significant difference of teacher's stress on mental health of faculty members within the departments.
- H5:** There is significant difference of teacher's stress on mental health of faculty members within the departments.
- H0:** There is no significant difference of teacher's stress on physical health of faculty members within the departments.
- H6:** There is significant difference of teacher's stress on physical health of faculty members within the departments.
- H0:** There is no significant difference of teacher's stress on mental health of faculty members between the departments.
- H7:** There is significant difference of teacher's stress on mental health of faculty members between the departments.
- H0:** There is no significant difference of teacher's stress on physical health of faculty members between the departments.

H8: There is significant difference of teacher’s stress on physical health of faculty members between the departments.

Analysis and Interpretation:

Testing Hypothesis 1: The one way analysis of variance was conducted to determine if significant differences exist in teacher’s job stress within department’s i.e Engineering and Management department.

Table 1
Depicts the Teacher’s Job Stress within Departments

<i>Department</i>	<i>N</i>	<i>Mean</i>	\pm <i>SD</i>	<i>SEm</i>	<i>ANOVA</i>
Management	48	24.38	8.028	1.159	F = 1.008; <i>p</i> = 0.407; Not Significant
Civil	5	25.40	7.127	3.187	
Electronics	11	25.91	4.592	1.385	
Computer Science	17	26.18	5.681	1.378	
Mechanical	19	28.05	5.739	1.317	

Analysis and Interpretation: From the above table it was found out that there is no significant differences of teacher’s job stress within the departments as F-value is 1.008 and *p*-value is 0.407 (*p* > 0.05).

Testing Hypothesis 2: The one way analysis of variance was conducted to determine if significant differences exist in teacher’s job burnout within departments i.e., Engineering and Management department.

Table 2
Depicts Teacher’s Job Burnout Within Departments

<i>Department</i>	<i>N</i>	<i>Mean</i>	\pm <i>SD</i>	<i>SEm</i>	<i>ANOVA</i>
Management	48	26.50	4.617	.666	F = 0.863; <i>p</i> = 0.489; Not Significant
Civil	5	27.40	6.580	2.943	
Electronics	11	27.45	3.446	1.039	
Computer Science	17	28.53	4.515	1.095	
Mechanical	19	28.05	3.628	.832	

Analysis and Interpretation: From the above table it was found out that there is no significant differences of teacher’s job burnout within the departments as F-value is 0.863 and *p*-value i.e., 0.489 (*p* > 0.05).

Testing Hypothesis 3: The independent *t*-test of significance was conducted to determine if significant differences exist in teacher’s job stress between departments i.e., Engineering and Management department.

Table 3
Depicts the Mean and Standard Deviation Relationship of Teacher’s Job Stress between Departments

<i>Job Stress</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Significance (p)</i>
Engineering	52	26.73	5.563	98	1.716	0.089
Management	48	24.38	8.028			

Analysis and Interpretation: From the above table it was found out that there is no significant differences of teacher’s job stress between the departments as *t*-value is 1.716 and *p*-value i.e., 0.089 (*p* > 0.05).

Testing Hypothesis 4: The independent *t*-test of significance was conducted to determine if significant differences exist in Job burnout between departments’ teachers.

Table 4
Depicts the Mean and Standard Deviation Relationship of
Teacher’s Job Burnout between Departments

<i>Teachers Performance</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Significance (p)</i>
Engineering	52	28.02	4.118	98	1.739	0.085
Management	48	26.50	4.617			

Analysis and Interpretation: From the above table it was found out that there is no significant differences of teacher’s job burnout between the departments as *t*-value is 1.739 and *p*-value i.e., 0.085 ($p > 0.05$).

Testing Hypothesis 5: The one way analysis of variance was conducted to determine if significant differences exist in teacher’s stress on mental health within departments i.e., Engineering and Management department.

Table 5
Depicts the Impact of Teacher’s Job Stress on Mental Health of
Teachers within Departments

<i>Department</i>	<i>N</i>	<i>Mean</i>	\pm <i>SD</i>	<i>SEm</i>	<i>ANOVA</i>
Management	48	12.81	2.322	.335	F = 1.617; P = 0.176; Not Significant
Civil	5	12.20	3.194	1.428	
Electronics	11	12.00	1.732	.522	
Computer Science	17	11.18	1.845	.448	
Mechanical	19	12.16	2.814	.646	

Analysis and Interpretation: From the above table it was found out that there is no significant impact of teacher’s job stress on their mental health of teachers as F-value i.e., 1.617 and *p*-value i.e., 0.176 ($p > 0.05$).

Testing Hypothesis 6: The one way analysis of variance was conducted to determine if significant differences exist in teacher’s job stress on physical health within departments i.e., Engineering and Management department.

Table 6
Depicts the Impact of Teacher’s Job Stress on Physical Health of
Teachers within Departments

<i>Department</i>	<i>N</i>	<i>Mean</i>	\pm <i>SD</i>	<i>SEm</i>	<i>ANOVA</i>
Management	48	11.06	11.06	.643	F = 0.762; P = 0.553; Not Significant
Civil	5	11.20	11.20	1.562	
Electronics	11	11.00	11.00	.632	
Computer Science	17	10.94	10.94	.699	
Mechanical	19	12.68	12.68	.671	

Analysis and Interpretation: From the above table it was found out that there is no significant impact of teacher’s job stress on their physical health as F-value i.e., 0.762 and *p*-value i.e., 0.553 ($p > 0.05$).

Testing Hypothesis 7: The independent *t*-test of significance was conducted to determine if significant differences exist in teacher’s job stress on mental health between departments i.e., Engineering and Management department.

Table 7
Depicts the Mean and Standard Deviation of Teacher’s Job Stress Impact on Mental Health of Teachers Between Departments

<i>Job Stress</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Significance (p)</i>
Engineering	52	11.81	2.335	98	2.156	0.034
Management	48	12.81	2.322			

Analysis and Interpretation: From the above table it was found out that there is significant impact of teacher’s job stress on their mental health of teachers between the departments as *t*-value i.e., -2.156 and *p*-value i.e., 0.034($p < 0.05$).

Testing Hypothesis 8: The independent *t*-test of significance was conducted to determine if significant differences exist in Job stress on physical health of teachers between departments’ teachers.

Table 8
Depicts the Mean and Standard Deviation of Teacher’s Job Stress Impact on Physical Health of Teachers between Departments

<i>Teachers Performance</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Significance (p)</i>
Engineering	52	11.62	11.62	98	.745	.458
Management	48	11.06	11.06			

Analysis and Interpretation: From the above table it was found out that there is no significant impact of teacher’s job stress on their physical health between the departments as *t*-value i.e., 0.745 and *p*-value i.e., 0.458 ($p > 0.05$).

4. FINDINGS OF THE STUDY

- There is no significant differences exist in teacher’s job stress within departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job burnout within departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job stress between departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job burnout between departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job stress on mental health of teachers within departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job stress on physical health of teachers within departments i.e. Management and engineering department.
- There is significant differences exist in teacher’s job stress on mental health of teachers between departments i.e. Management and engineering department.
- There is no significant differences exist in teacher’s job stress on physical health of teachers between departments i.e. Management and engineering department.
- High level of Stress was found among teachers of Engineering department specifically of Mechanical department.

- High level of burnout was found among teachers of Management department.
- Job stress has affected more to the mental health of management teachers as compared to engineering department.
- Job stress has affected more to the physical health of engineering department as compared to management teachers.

Conclusion and Suggestions for Future Research

The purpose of this study was to indicate the influence of teacher's stress and burnout on their physical and mental health within and between departments in Private Universities. The study was conducted through SPSS by using statistical tools such as ANOVA and independent sample t-test. The findings of this study revealed that there is no significant difference exists in teacher's job stress and job burnout among teachers. Engineering teachers are highly stressed than Management teachers. Thus, the study concluded that most of the teachers were not satisfied with their salaries' package and low salaries of the teachers affected their performance. However, they are satisfied with other factors such as relax working environment, less of work, appreciation from their superiors.

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