

# A Study on Qualification as a Factor Effecting Stress on Faculties of Private Universities in The State of Uttar Pradesh, India

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## Abstract

Rapid growth of the economy has led to the development of various health related problems among people. One such major problem these days is Stress. If proper care is not taken STRESS can lead to various health hazards, which could become life threatening too.

This research is an attempt to study Qualification and its impact on faculties in private Universities of Uttar Pradesh.

In this paper it is checked whether qualification has any role to play in increasing stress of faculties in the private universities of Uttar Pradesh, India. Dr Uday Pareek's standard ORS Questionnaire is used for collecting data from the faculties of the universities and Anova is used to see whether any dimension of stress has any Relationship with Qualification or not.

**Keywords:** Stress, Occupational Stress, Organizational Role stress scale

## Introduction

"Hans Selye" introduced stress as a concept in 1936. As it is popularly said that "Prevention is better than cure" and these days stress is the main reason for many problems in our life be it physical or psychological so once we are clear about the reason for this stress we can possibly find a way out of it. Stress can affect various aspects of our life; further its impact can also leave a long lasting effect on our family's life too. The word stress is so often used by almost all of us that we think individually everybody is very well aware about what stress is, but ironically that is not true at all. It is not something, which is occurring to us only now rather it was always there in our lives. It is only that now we are able to identify it and recognize it.

"HANS SELYE" popularly known as the father of the word stress and introduced the term in the early 19th century.

Now we are very well aware that what does stress actually means. For instance if someone says that "I am under stress" it certainly means that here stress is being used negatively and not positively. We all often experience stress; it can sometimes be motivating & encouraging and sometimes be discouraging and very harmful. Stress has become persistent feature of every body's life in the current world. In spite of huge growth in Comforts and luxuries in people's life majority number of people seem to have been suffering from a high degree of stress in various phases of their lives.

Consistent feeling of dissatisfaction in general reflects a degree of stress faced by people in today's world. We are not saying that stress is something, which has emerged now-, it has always been there right from the inception of the society but today it has become more evident and prevalent. It has become more common and for which the reasons could be many like lifestyle, eating habits, complexities in relationship, carrier of people, mindset etc. People's life in today's world has become more demanding, mechanical, uncertain. This is the reason so many researches are taking place in today's world in the field of STRESS. We can find many people talking about the term stress but there are very few who use the term significantly in the same way, as it is supposed to be used and defined. The term is so loosely used that the actual meaning of STRESS is taken for granted. Selye (1980) has stated, "The concept of stress is still fraught with definitional contradictions and suffers from the mixed blessings of being too well known and too little understood."

The origin of STRESS is said to be from a Latin word "stringer" meaning to draw tight. It was used to denote adversity and difficulties. Various other terms also been used against Stress like anxiety, pressure, strain etc. There were few physiologists like Walter Cannon who in his work described stress as a "term to elaborate on emotional states that had possible detrimental physical impact on focal organism". Icancevich and Matteson (1950) state, "Lack of group cohesiveness may explain various physiological and behavioral outcome in an employee desiring to stick together." French and Caplan in 1975 defined stress as "Pressure of both qualitative and quantitative overload can result in the need to work excessive hours, which is an additional source of stress." It is clear by certain studies that stress increases to a different level altogether as and when the deadlines of work come nearer.

When an employee is given big responsibility but no authority and power is delegated to him Stress increases. Stress also increases when a person feels that he is not competent enough to handle the responsibilities, when he lacks the skill to do a particular work assigned to him, when he lacks knowledge and training is not provided to him.

### Review of Literature

There are various studies on stress out of which few important findings are discussed below:

Ahlam B. El Shikier<sup>1</sup> and Hassan A. Musa<sup>2</sup> (2011) studied the factors associated with occupational stress and their relationship with organizational performance at one of the private universities in Sudan. Abdul Qayyum Chaudhry (2012) found Inverse relationship between occupational stress and overall job satisfaction in faculty members of private universities; i.e. no relationship between the occupational stress and overall job satisfaction in faculty members of public universities. Kitila Mkumbo (2014) in

his research found Results that indicate work stress is a common phenomenon among institutions of higher education with its associated consequences such as low job satisfaction, which is likely to affect staff's productivity.

Sinha A. in their study (2010) found that stress could cause a lot of psychological and physiological disturbances, which could bring serious health hazards for an individual. Khan in their study (2006) proposed four categories for stressors, which are task demand, organization framework, physical and interpersonal demands. Like wise Bevi (1996) stressed on the fact that stress is a result of many stressors and primarily the reason for this is the difference between what we are capable of achieving and what our environment offers. Steinberg and Ritzmann (1990) said that under or overload of any matter results in stress. Eliot (1998) viewed stress as a response of body for anything, which is not acceptable.

Ansari and Singh (1991) in their work to study the nature and impact of job stress among Agriculture University teachers with a sample of 235 in total segmented into professors, associate professors and assistant professors. Explored that there exists a correlation between stress and qualification of teachers in different positions.

Chand and Monga (2007) scrutinized the association between job stress and burnouts among the faculty members of two universities with a sample size of 100. They found that higher educational qualification helps to fight against the stress and burnout issues among universities teachers.

Various papers analyzed above reveal that relationship exists between teaching and stress. In this, paper we analyze the relationship between various dimensions of stress and qualification with the data obtained by interviewing the respondents from private university of Uttar Pradesh.

### Research Methodology

A good research design ensures collection of data and extraction of information from that data so that some worth analysis could be done. Extensive review of literature is done to arrive at our research problem. Both primary and secondary data is collected to come to some conclusion. The primary data is obtained by survey method, observation method etc. where as the secondary data is fetched from some authentic source like books, research periodicals, newspaper and Internet. For primary data collection Questionnaires is filled and special survey panels were set, Observation is done.

### Objectives of Study

- To study the knowledge of role stress and its nature.
- To study the impact of qualification and perceived level of stress among faculties of private Universities in Uttar Pradesh.

## Research Design

A good research design ensures that the information obtained is relevant to the questions created by the research objectives and by following an economical procedure, as discussed by Tripathi (2002).

The questionnaire for conducting the research is the standard questionnaire by Dr Uday Parikh (ORS scale) in which there are 50 questions, which are grouped in 10 divisions comprising of 5 questions each. The various dimensions are:

### Role space conflicts

Inter- Role Distance (IRD): Refers to the conflict between the organization role and other roles.

Role Stagnation (RS): Takes place when an individual feels that there are few opportunities for learning and growth in the role.

Self-Role Distance (SRD): This stress arises out of the conflict between the self-concept and the expectations of the role, as perceived by the role occupant.

### Role set conflicts

Role Expectation Conflict (REC): REC means conflicting demands made on the role by different persons in the organization

Role Erosion (RE): Is a feeling that few important roles which a person was supposed to carry out is being carried out by someone else

Role Overload (RO): It is the result of expected and actual output

Role Isolation (RI): Emanates due to lack of linkages between one's roles with other roles in the organization.

Personal Inadequacy (PI): One may experience this stress when a role occupant feels that he is not prepared to undertake this responsibility effectively.

Role Ambiguity (RA): When an individual is not clear about the various Expectations that people have from his role, he experiences this type of conflict. It may be due to lack of information or feedback to the role occupant.

Resource Inadequacy (RI<sub>n</sub>): This stress is experienced due to non-availability of resources needed for effective role performance.

## Methods of Data Collection

The primary focus of the research study was to see that how does stress play any role in the life of faculties of private universities in Uttar Pradesh. Before starting the research proper planning was done with the assistance of Literature review and secondary data and finally the research was initiated after a preliminary survey. The target population was chosen because Uttar Pradesh is the largest state of India and also comprises of diverse population. It also has a huge number of private universities. The big number of universities gave us a better data to analyze.

### Criteria for selecting these universities was:

- The university must be a private university
- The university must be enlisted with UGC
- The university must be located within the state of Uttar Pradesh

For this research we had taken a stratified simple random method.

### Preliminary Survey:

- Sample size for the preliminary survey: we were able to tap approximately 25+ private universities of Uttar Pradesh for this research.

A total of 440 faculties were interviewed from all over the state.

- Instrument for Preliminary survey: Before starting finally with the research an informal discussion was conducted with the faculties asking them various questions like "do you feel stressed?", "Do you think previously education field was stress free?" Observation method was also used to study the effect of stress on faculties and their change in behavior.

All this was done primarily to know the stressors and their effect on persons working in the education industry.

### Final Study:

On the basis of the ground work done above we were able to answer many questions like which tools can be used for obtaining the data, how much will be secondary data of use to us. The results obtained also helped us in identifying the population used for the research and fix the sample size. A total of 440 people were interviewed for our research from the private universities in Uttar Pradesh. The respondents were divided on the basis of the following independent variables for which a separate demographic questionnaire was filled

**Table 1. Variables**

<b>INDEPENDENT VARIABLE</b>	<b>QUALIFICATION</b>	It is one of the key factors in identifying stress. It refers to the fulfillment of criteria for qualifying for a particular position in an Organization such a schooling, degree, percentage of marks obtained
<b>DEPENDENT VARIABLE</b>	<b>STRESS</b>	The aim of the research is to see whether there is any influence of independent variable on the dependent variable i.e. STRESS

**Profile of Faculties surveyed:**

- Faculties were working in both Metro and Non Metro Cities
- Faculties were in a age group of 25-45
- Income Level is between 3 Lac- 7 Lac
- Faculties having a status of married, unmarried and divorced
- Faculties having qualification like bachelor, post graduate, Doctorate and Post Doctorate
- Faculties having work experience between 0-8 years
- Faculties belonging to Nuclear as well as joint families

**Administration and description of Questionnaire:**

Their were two different set of questionnaires first one described the demographics like respondents age, gender, qualification, experience, marital status and type of family

Where as the second part dealt with the ORS Questions. It aimed at determining perceived level of stress – the respondents were supposed to answer the questions with the help of Likert Scale.

**Research Tools**

The tool used for analyzing the data is statistical package for social sciences (SPSS).

The faculties were required to give certain information:

- They were supposed to mention the level of stress perceived in their life on Likert rating scale.
- They were also asked to disclose their demographics like, age, gender, qualification, marital status, income, experience

Procedure: For collecting the data personal visit was done at the targeted universities and the respondent's filled

questionnaire. First the personal data sheet was filled followed by the ORS Scale and finally analysis.

**Hypothesis**

H1- There is a significant positive relationship between Qualification and perceived level of stress

**Limitation**

- This study was carried out in 25+ universities and there were few, which were left out because we dint get good response from there. Result may have been different if all the universities would have been tapped.
- The study had opinion of people and opinion may change over certain period of time.
- The literature available for education industry was limited.
- Respondents were very reluctant in filling up the questionnaire, the reasons could be many like time constraint,
- The survey was conducted at the workplace only so there are chances that the respondents dint fill genuine answers and were scared of getting the information disclosed. Thus it would be a real good idea if respondents could fill in these questionnaires somewhere in private.
- The study was conducted in the state of Uttar Pradesh only; the result may have varied if some other state would have been covered.

**Scope of Study**

- The study can be extended to other industries within education industry like schools and private colleges. The research can also be tried in other industries apart from education like pharma, Consumer durable, FMCG etc.

- There are many other criteria, which can be further explored with the help of case studies.
- Many other variables apart from the one we considered like- qualification, can be considered for the study which may unfold many other results also.

### Analysis

The study was conducted for 440 respondents whose age was in between 25 and above age groups. From Table 2 it is clear that the majority of the respondents are Doctorate (55.2%), whereas the second group with maximum majority in terms of respondents is the group of postgraduates with a whooping percentage of (44.3%). The group with the least number of respondents is the group with graduates (0.5%).

**Table 2: Educational qualification of the respondent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Graduate	2	.5	.5	.5
Postgraduate	195	44.3	44.3	44.8
PhD	243	55.2	55.2	100.0
Total	440	100.0	100.0	

Table 3 gives us an idea that about the relationship between the independent and dependent variables. The Interpretation

of the table and result has been mentioned below in points for better understanding.

**Table 3: ANOVA result of Qualification and Stress**

		Sum of Squares	df	Mean Square	F	Sig.
IRD	Between Groups	.356	2	.178	.607	.545
	Within Groups	127.920	437	.293		
	Total	128.276	439			
RS	Between Groups	.140	2	.070	.232	.793
	Within Groups	131.468	437	.301		
	Total	131.607	439			
REC	Between Groups	.530	2	.265	.923	.398
	Within Groups	125.429	437	.287		
	Total	125.959	439			
RE	Between Groups	2.059	2	1.029	5.682	.004
	Within Groups	79.162	437	.181		
	Total	81.221	439			
RO	Between Groups	1.435	2	.717	2.429	.089
	Within Groups	129.075	437	.295		
	Total	130.510	439			
RI	Between Groups	1.321	2	.661	3.149	.044
	Within Groups	91.701	437	.210		
	Total	93.022	439			
PI	Between Groups	2.451	2	1.225	3.897	.021
	Within Groups	137.411	437	.314		
	Total	139.862	439			
SRD	Between Groups	1.548	2	.774	3.024	.050
	Within Groups	111.837	437	.256		
	Total	113.385	439			
RA	Between Groups	.247	2	.123	.307	.736
	Within Groups	175.573	437	.402		
	Total	175.820	439			
RIn	Between Groups	1.336	2	.668	2.839	.060
	Within Groups	102.854	437	.235		
	Total	104.191	439			



- Interpretation: one way annova test was con ducted on the various dimensions of role stress and qualification, the test statistics shows that for RE and Qualification F value is 5.682 for which obtained p (significance value) value is 0.004 which is less than 0.05 hence the null hypothesis got rejected and there is a significance difference in RE of various Qualification groups.
- One way anova test was con ducted on the various dimensions of role stress and qualification, the test statistics shows that for RI and Qualification F value is 3.149 for which obtained p (significance value) value is 0.044 which is less than 0.05 hence the null hypothesis got rejected and there is a significance difference in RI of various Qualification groups.
- One way anova test was con ducted on the various dimensions of role stress and qualification, the test statistics shows that for PI and Qualification F value is 3.897 for which obtained p (significance value) value is 0.021 which is less than 0.05 hence the null hypothesis got rejected and there is a significance difference in PI of various Qualification groups.
- The test statistics shows that for IRD and age F value is 0.607 for which obtained p (significance value) value is 0.545, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in IRD of various age groups.
- The test statistics shows that for RS and age F value is 0.232 for which obtained p (significance value) value is 0.793 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RS of various age groups.
- The test statistics shows that for REC and age F value is 0.923 for which obtained p (significance value) value is 0.398, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in REC of various age groups.
- The test statistics shows that for RO and age F value is 2.429 for which obtained p (significance value) value is 0.089 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in RO of various age groups.
- The test statistics shows that for SRD and age F value is 3.024 for which obtained p (significance value) value is 0.050 which is EQUAL to 0.05 hence the null hypothesis got accepted and there is a no significance difference in SRD of various age groups.
- The test statistics shows that for RIn and age F value is 2.839 for which obtained p (significance value) value is 0.736 which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in

RIn of various age groups.

- The test statistics shows that for REC and age F value is 0.923 for which obtained p (significance value) value is 0.060, which is more than 0.05 hence the null hypothesis got accepted and there is a no significance difference in REC of various age groups.

The reasons for relationship between qualification and stress could be many like there are a lot of expectations from the people who are highly qualified but least in given to them in support of training. There are also instances in which concentration of the management is only on highly qualified faculties and least time and attention is given to those who are less qualified such people are under more stress. (Chand and Manga, 2007)

### Conclusion

With the help of finding we can make out that Qualification reveal a significant relationship with perceived level of stress. Now people are realizing that teaching is no more a stress free field, it has its own stressors, which are increasing on a daily basis, if not worked upon on these factors they can cause serious blunders. Many researches have been working on identifying these stressors like one such research was conducted “The Relationship between Occupational Stress and Job Satisfaction: The Case of Pakistani Universities” by Mr. Abdul Qayyum Chaudhry.

This research can be of great help while

- Identifying the reasons for occupational address in Education Industry
- Identifying these stressors will help us in making coping strategies for eradicating these stressors
- It will help us in improving working conditions of the Educational Institutions

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