

*Stress Management of the academic staff of Private  
Management Colleges in capital region of UP: A premeditated  
approach to prospective Strategic Management Interventions  
(SMI)*

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*Abstract: This study studied the Sources, Consequences and Moderators of Occupational Stress among Academic of the Private educational institutions of management in the capital region of UP. It dealt with four queries. These included: 1.what are the sources of stress among academic staff of educational institutions of management in the capital region of UP? 2. What consequences does stress have on academic staff of educational institutions of management in the capital region of UP? 3. What are the moderators of stress among academic staff of educational institutions of management in the capital region of UP and 4. Is there any sex difference in the perception of stress among academic staff of educational institutions of management in the capital region of UP? Academic Staff Stress Questionnaire (ASSQ) was adopted and customized for the study. The alpha reliability of the questionnaire was .98. It was administered to 300 respondents from academic staff of educational institutions of management in the capital region of UP. The responses to the questionnaire were summarized using percentages. Chi-square was computed to test for differences in responses due to sex. Females were found more stressed than Males. This study explored wider range of sources of stress among academic staff. Consequences of stress were significantly impacting both professionally and personally to the Academic staff. The outcome of stress on academic staff of educational institutions of management in the capital region of UP based on sex was significant. The propositions for staff welfare, organizational performance and the intellectual health of the staff were discussed.*

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## I. INTRODUCTION

The word stress is literally derived from the Latin word "stringere", which literally mean to draw tight. From the perspective of physical sciences, the impacts of stress are visible in almost all materials as when they are subjected to "force, pressure, strain or strong-front ". Every material whether steel, rock or wood has its own particular limit up to which it can resist stress without being damaged. Likewise people can also bear stress up to a certain extent. Stress is extremely distinctive in nature. Some people can bear extreme level of stress and yet enhance their performance level. Indeed, some people won't be able to perform well unless they are subjected to a moderate level of stress that motivates them to go forward, beyond their best results. We can say that the standard stress level, for every person under which he or she will excels performance, is different depending upon the person. In the event that the anxiety experience is underneath the ideal level, then the individual gets exhausted, the motivational level of work achieves a low indicate and it results thoughtless slip-ups, neglecting to do things and

considering things other than work amid work hours furthermore prompts truancy which might eventually prompt turnover. On the off chance that then again, stretch experience is over the ideal level, it prompts an excess of contentions with the chief or prompts increment of mistakes, terrible choices and the individual may encounter a sleeping disorder, stomach issues, and psychosomatic disease. The present world is quick changing and there are loads of weights and requests at work. These weights at work lead to physical issue. Anxiety alludes to singular's response to an exasperating element in nature. It is a versatile reaction to certain outer element or circumstance or what can be called ecological jolts as reflected in an open door, imperative, or request the result of which is dubious however critical. In short push is a reaction to an outside calculate that outcomes physical, passionate, behavioral deviations in a man.

The main dissimilarity between occupational stress and many other forms of stress is the nature of the stressors and their interaction with the overall stress process. Occupational stress may be caused by a various set of reasons. Some of the most noticeable causes of workplace stress are- job uncertainty, high demand for performance, meeting deadlines, increased workload, work-family conflicts, very long work hours, low salary grade, workplace culture, organisational politics and conflicts with colleagues. All these factors can actually leave an employee physically and emotionally drained. Reference identified more than 40 interacting factors which could be identified as sources of work stress. They split these into different groups and recommended six major causes of stress at work.

These six major categories are: (1) Factors intrinsic to the job: Poor working conditions, long hours, shift work, travel, risk and danger, new technology, work overload (quantitative or qualitative) and work under load. (2) Relationships at work: Unhealthy relationships with the people one works with (peers, subordinates and seniors) due to personality conflicts and feelings of competition. (3) Career development: lack of job security and lack of advancement (personal growth) in the organization. (4) Organizational structure and climate: Lack of participation in decision-making processes, lack of a sense of belonging, lack of effective consultation, poor communication, restrictions on behaviour and office politics. (5) Organizational interface with outside: Interface between life outside and life inside the organization like family problems, life crises, financial difficulties, conflict of beliefs and conflict with family demands. (6) Role in the organization: Some of the main role dysfunctions are: i) Role ambiguity- when the individual has inadequate information about their work role. ii) Role conflict exists when the individual is 'torn' by conflicting job demands or when the individual is required to do things that they do not want to do and that are not part of their job. iii) Role overload comprises the number of different roles a person needs to accomplish that result in extreme time demands and the state of uncertainty regarding the capability to execute these different roles effectively. iv) Responsibility basically can be bifurcated further into responsibility for people and responsibility for things (material, funds, and building). In the words of Cartwright and Cooper, too much responsibility exceeding the person's belief that he will be able to manage is a clear source of stress; on the other hand, a lack of responsibility may also be a source of stress creating a perception of work under-load. Responsibility for people has been recognized as being predominantly stressful.

The proposed research aims to find the difference in terms of occupational stress among men and women in academic industry. Its employers, responsibility to help reduce stress in the workplace but, before it need to understand what work related stress is and what impact is has on employees and on quality of the teaching in academics industry.

## II. LITERATURE REVIEW

Impacts of stress and stressors have been studied by the different behavioral researchers. It is evident from the past researches that stress has an impact on performance. But sources of stress are dynamic.

Cooper & Marshall (1978) identified more than 40 interacting factors which could be identified as sources of occupational stress. They grouped these into categories and proposed six major causes of stress at work

Mark & Smith (year) suggested new direction in Stress Models. A brief summary of many of the key models relating to work-related stress was carried out, including a consideration of some of their pros and cons, and common features.

Singh et. al. (2007) has explored the relationship of Stress and Job Satisfaction. The study has proposed some valid implications for preventing and reducing the stress for dual career teacher couples. The accountability to reduce the stress basically lies with organizations/institutions, along with of course dual career couples and with their family members (in the Indian context). In present times, Indian organizations are required to understand and concentrate on offering the support system to the couples for their work-personal life balance.

Bruke (2002) has explored that if human resources perceive that organizations values are supporting their work-personal life balance; they experience increased job and career fulfillment, low level of stress and have lesser chances of turnover, and increased positive emotionally sound state of mind. To maintain the performance of the employees at a higher level, organizations may arrange professional counseling programs to help and support the couples to cope up with work role stress, family role stress and work family conflict. The policies for the Human Resources should be designed in such a way so as to keep in mind the stress that the employee has to face at the work which results in work-family conflict. Organizations may arrange regular training programs, especially for female employees, so as to enable them to cope up with their traditional roles. Techniques or preventing stress like yoga, meditation, and physical exercise could also form an inseparable part of such programs' curriculum. More focus is required to be placed on giving counseling even before the problem becomes acute rather than after dysfunctional consequences are evident.

Cooper (Year) have studied the global economic recessions and explored the unprecedented levels of stress-related health problems in most countries, from the developed to the developing world, as people have lost their jobs, financial deprivation.

Chaturvedi (2011) have studied and found out the Sex Differences with relation to Occupational Stress among Faculties in Private Management Colleges and Government Management Institutes. She found out found that women in both public and private sector were found to be more stressful in comparison to men. It is because they play a dual role and need to keep a work and life balance between both personal and professional life.

Chaturvedi & Purushothaman (2012) studied and investigated the role of certain demographic variables in determining stress-coping behavior of female teachers. They found out that married teachers in the age range of 40-60 years, with higher experience can cope better with the job stress than their counterparts.

Frank W. Bond and David Bunce(2000) explored that Workplace stress management interventions (SMIs) provide that specific point at which theory and practice in clinical, health, and organizational psychology meet up.

Various reviews and opinions have been appearing in the last two decades which summarizes empirical findings and methodological considerations in the area (e.g., Murphy, 1988, 1996; Newman & Beehr, 1979). They have exposed two most important lacunae in the empirical examination of SMIs. Firstly, all the research till date has been seeking to enhance the individual's ability to cope up with work-related strain, and contrary very little has systematically targeted the stressors' at workplace that give rise to the strain. Second, it also seems that no study has directly examined and analysed the psychological mechanisms by which an SMI works.

### **III. OBJECTIVE OF THE STUDY**

#### **Primary Objectives:**

The aim of present study is to find the following-

1. To explore various sources of stress among academic staff of Private educational institutions of management.
2. To explore what consequences does stress have on academic staff of Private educational institutions of management.
3. To explore what are the moderators of stress among academic staff of Private educational institutions of management.
4. To explore, sex difference on stress among academic staff of Private educational institutions of management.

**Secondary Objectives:**

1. To explore some viable measures to alleviate the stress levels of academic staff in Private educational institutions of management.
2. To study and analyze the impact of SMI (Stress Management Techniques) on academic staff ability to cope up with stress at job.
3. To study and analyze the impact of SMI (Stress Management Techniques) on organization's culture for reducing the intensity of occupational stressors at workplace.

**IV. HYPOTHESIS OF THE STUDY**

H<sub>01</sub>: There are no sources of stress among academic staff of Private educational institutions of management.

H<sub>A1</sub>: There are various sources of stress among academic staff of Private educational institutions of management.

H<sub>02</sub>: There are no significant consequences of stress on academic staff of Private educational institutions of management.

H<sub>A2</sub>: There are significant consequences of stress on academic staff of Private educational institutions of management.

H<sub>03</sub>: There are no stress moderators to reduce the stress among academic staff of Private educational institutions of management

H<sub>A3</sub>: There are stress moderators to reduce the stress among academic staff of Private educational institutions of management

H<sub>04</sub>: There is no significant difference between male and female academic staff on consequences of stress.

H<sub>A4</sub>: There is significant difference between male and female academic staff on consequences of stress.

**RESEARCH METHODOLOGY:**

It is Meta synthesis study. We had covered both quantitative as well as qualitative aspect.

**Quantitative data:** Primary data is used to achieve the objectives of the study. A questionnaire is used as a tool to collect the data. In all, 350 questionnaires were distributed, out of which 50 were not considered valid. It is random and unbiased sampling. (Total Number of Targeted respondents \* 10 = 35) 110 samples were collected for pilot study)

**Qualitative data:**

Besides it also focuses on 20 to 22 interviews with experts to have meaningful insight into the benefits of stress management interventions and contributing inputs to attain the objectives of the study.

Rating Scale to assess the occupational stress of university teachers – developed and validated by the investigators. Occupational Stress Rating Scale comprises of 58 questions assessing various dimensions (Factors intrinsic to the job, Relationships at work, Career development, Organizational structure and climate, Organizational interface with outside, Role in the organization) of occupational stress.

**V. RESEARCH INSTRUMENT: DATA SET:**

To validate the study and to assess the occupational stress of management teachers an instrument – *Academic Staff Stress Questionnaire (ASSQ)* was developed and validated by the researcher. Occupational Stress Rating Scale comprises of 58 questions assessing three dimensions (factors, Consequences and Moderators) of Occupational stress.

It was developed based on the principle of content relevance (Anastasi & Urbina, 2008). Consequently items for the instrument were derived from suggestions offered by experts in Measurement & Evaluation, Psychology, Guidance and Counselling. Some

of the items were derived from sources mentioned above while others from the internet. On the basis of their suggestions fifty eight items were generated for the questionnaire (Appendix 1). The questionnaire was divided into four sections: Section A sought demographic information, Section B comprised stressors, Section C comprised consequences of stress, and Section D was moderators of stress. The questionnaire was designed to elicit academic staff response to the items by indicating whether a given item was extremely stressful, moderately stressful, less stressful and not stressful for Section B. They were required to respond to Section C and D by indicating Always, Sometimes, Never and Not sure. For the purpose of estimating the Cronbach alpha reliability of the instrument, the categories of responses were weighted – extremely stressful = 4, moderately stressful = 3, less stressful =2, not stressful =1, Always =4, Sometimes = 3, Never = 2, Not sure = 1, Agree = 4, Disagree = 3, Never = 2 and Not sure = 1 respectively. To answer the question raised in the study, the percentage of response to each of the response category was computed per item in the questionnaire. The percentage was rounded up to the nearest whole number for brevity.

#### ALPHA TABLE:

Reliability test instrument can be done by using ChronBac ‘Alpha. The instrument has a high degree of reliability IF THE VALUE OF ChronBac ‘Alpha OBTAINED AS FOLLOWS:

- If Chron Bac Alpha is >0.90=Very highly reliable
- If Chron Bac Alpha is 0.70 to 0.90=highly reliable
- If Chron Bac Alpha is 0.50 to 0.70= reliable
- If Chron Bac Alpha is <0.50 = low reliable

**Case Processing Summary**

		N	%
Cases	Valid	110	100.0
	Excluded <sup>a</sup>	0	.0
	Total	110	100.0

**Reliability Statistics**

Cronbach's Alpha	N of Items
.998	58

**Validity** is checked by test of significance for different variables. Seeing the value of Significance

- If the significance value is <0.05, then the instrument is declared invalid.
- If the significance value is >0.05, then the instrument is declared valid.

#### VI. SCOPE OF THE STUDY AND SAMPLE SIZE

The important representative cities of UP, having at least one private management college was selected through internet. Well established colleges within these cities were then selected on the basis of their infrastructure and courses offered. Approachability factors was also be also is taken into consideration. Gender wise distribution of questionnaire between females and males was done.

The populations for the study were 300 faculties from management colleges in Lucknow,Unnao and Barabnaki. It was random and unbiased sampling.Besides it focus interviews with experts were also organized, to have meaningful and contributing inputs to attain the objectives of the study.

**Tools used in the Study:** For the purpose of the study, the investigators had developed and used the following tools.

**Measurement scale:**

A Likert Scale is used & the respondents can select a numerical score ranging from 1 to 5 for each statement.

**A. Demographic****1. Gender:**

Gender	No's	Percentage
Males	131	44
Females	169	56
Total no of participants	300	100

**2. Region: Whole area is divided in 3 Zones**

Region	No's	Percentage
City	200	67%
Urban	75	25%
Rural	25	8%
Total no of Participants	300	100%

**3. Age: Faculty is divided in 3 categories of Age**

Age	No's	Percentage
25-35	165	55%
36-45	91	30%
46-55	44	15%
Total no of participants	300	100%

**4. Qualification: Faculty is divided in 3 categories according to their qualification**

Qualification	No's	Percentage
MBA/PhD Perusing	75	25%
PG/NET	50	17%
PG/NET/PHD	50	17%
PhD	125	42%
Total no of Participants	300	100%

**5. Designation: Faculty is divided in 3 categories according to their designation**

Designation	No's	Percentage
Assistant Professor	165	55%
Associate Professor	91	30%
Professor	44	15%
Total no of Participants	300	100%

**B. Descriptive Analysis**

S.No	Stressors Domain					
	<b>Factors of Stress</b>	<b>Extremely Stressful</b>	<b>Moderately Stressful</b>	<b>Less Stressful</b>	<b>Not Stressful</b>	<b>Total</b>
1	Work Environment	44%	33%	22%	0%	100%
2	Resource inadequacy (Rin)	16.7%	25.0%	25.0%	33.3%	100.0%
3	Workload	44%	33%	11%	11%	100.0%
4	Participation in decision making and authority	22%	33%	33.3%	11%	100.0%
5	Promotion, development, training opportunities and feedback	22%	33%	33.3%	11%	100.0%
6	Role overload	22%	33%	22.2%	22%	100.0%
7	Role conflict and Role ambiguity	22%	33%	33.3%	11%	100.0%
8	Work-Life Balance	11%	33%	33.3%	22%	100.0%
9	Deadlines	22%	33%	33%	11%	100%
10	Lack of job satisfaction	17%	17%	25%	42%	100%
11	Poor Communication	0%	33%	33%	33%	100%
12	Competition	17%	33%	33%	17%	100%
13	Lack of Research Orientation	0%	0%	33%	67%	100%
	<b>Consequences Of Stress</b>	<b>Always</b>	<b>Some times</b>	<b>Never</b>	<b>Not Sure</b>	<b>Total</b>

14	Poor Performance and satisfaction	67%	33%	0%	0%	100%
15	Low Job commitment:	50%	33%	17%	0%	100%
16	Poor Work life balance	67%	33%	0%	0%	100%
	<b>Moderators of Stress</b>	<b>Always</b>	<b>Some times</b>	<b>Never</b>	<b>Not Sure</b>	<b>Total</b>
17	Team Work	17%	33%	33%	17%	100%
18	Reward and Recognition	67%	33%	0%	0%	100%
19	Workplace Coaching	56%	33%	11%	0%	100%
20	Management Effectiveness	33%	17%	17%	33%	100%
21	Improved Work Environment	50%	33%	17%	0%	100%

## B. Reliability Analysis

### Reliability Statistics

Cronbach's Alpha	N of Items
.998	58

## VII. RECOMMENDATION

### 1. On behalf of Management:

- a. Organizational Stress Auditing: Workplace stressors should be identified and employees can guide with options to manage it.
- b. Organizational Stress Management: Through a range of easily applied, practical courses underpinned by widely accepted Stress Management theory, groups and individuals can increase their understanding of the causes of stress and through this, learn techniques for reducing and dealing with stress.

### 2. On behalf of Manager:

- a. Recognize the stress levels
- b. Show concern
- c. Encourage talking
- d. Listen
- e. Empathize
- f. Explain and show how it can be done
- g. Reassure
- h. Provide support
- i. Discuss and involve them in decisions
- j. Show respect to the individuals
- k. Avoid insult, denunciation, abuse, reprimand, particularly in public
- l. Avoid manipulation, coercion, blaming
- m. Avoid pressurizing too much
- n. Provide social support

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