

**ORGANISATIONAL STRESS AMONG FACULTY MEMBERS OF HIGHER
EDUCATION SECTOR**

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The modern world, which is said to be a world of achievement, is also a world of stress. One finds stress everywhere, whether it be a family, a business organization or any other social or economic organization. The extent of stress is however, a matter of degree. Some organizations are more harmonious whereas others have greater friction and tension. Stress in organization has been defined in terms of misfit between a person's skills and abilities and the demand of his/her job and a misfit in terms of person's needs not being fulfilled by his/her job environment. Cooper and Marshall (1976) are of the view that organizational stress is meant environmental factors or stressors such as work overload, role conflict, role ambiguity and poor working conditions associated with a particular job. Quality faculty members is a must for any higher education institution aspiring for Quality. Organisational stress one of the most important factors influencing the quality and efficiency of the faculty. Hence, the Organisational stress has to be managed in such a way that it should contribute to the quality of higher education. Hence the study is designed as an attempt to analyse the organizational stress and quality of work life of faculty members of higher educational institutions.

Objectives of the Study

The study has been designed with the following objectives.

1. To identify the level of organizational stress among the teachers in higher education sector
2. To compare the level of organizational stress among teachers belongs to different groups based on gender, experience, and type of management of institution
3. To Identify the different aspects and their relative role in the organizational stress among the teachers in higher education sector

Hypotheses

- 1: There is no significant difference between the mean Organizational Stress scores of male and female teachers
- 2: There is no significant difference between the mean Organizational Stress scores of teachers belonging to different experience levels
- 3: There is no significant difference between the mean Organizational Stress scores of teachers of different category of institutions

Study Design

The study has been designed as an empirical one. The study will be based on primary data. Cross sectional study design has been used for the proposed study.

Tools for Data Collection

The primary data required for the study has been collected by using Organisational Stress Scale developed by the investigator. The validity and the reliability of the scale have been established. The reliability of the scale is found to be 0.87.

Sample Design

Stratified random sampling technique has been employed to select the required sample. The sample size is 180.

Analysis of Data

The collected data has been analysed both descriptively and inferentially. Specific statistical tools used are percentage analysis and test of significance of difference between mean

Findings of the Study

1. The mean Organizational Stress scores of male teachers (106.12) are higher than the mean Organizational Stress scores of female teachers (100.63). The difference is statistically significant at 0.05 level. Hence the first hypothesis has been rejected.
2. The less experienced teachers have less mean Organisational Stress scores (95.67) than the medium experienced category (102.93) and more experienced category (101.69) of teachers. This difference is statistically significant at 0.05 level. Hence the second hypothesis has been rejected.
3. The teachers belonging to aided institutions have less organizational stress scores (97.5) than teachers of self financing sector (105.07) and government sector (104.33). This difference is statistically significant at 0.05 level. So the third hypothesis has been rejected.
4. Among the various factors contributing organizational Stress of teachers in higher education Sector Reward & Recognition System (22.26 %), Organisational Process (21.2 %), and Organisational Culture (20.54 %) together occupies a major share (64 %).

Conclusion

The study reveals that the organizational stress level is comparatively high among faculty members in higher education sector. The organizational stress level of faculty members of higher education sector depend on gender, type organization, and length of experience. Reward & recognition System, Organisational Process, and Organisational Culture etc are the important elements contributing to the organizational stress of faculty members of higher education sector