

# Exploring Level of Professional Life Stress and Its Causes among College Faculty

Mahek Arshad<sup>1</sup>, Shazaib Khadim<sup>2</sup>, Nadia Nazir<sup>3</sup>

<sup>1</sup>PhD Scholar, Department of Education, National University of Modern Languages, Islamabad

<sup>2</sup>COMSATS Institute of Information Technology, Islamabad

<sup>3</sup>M.Phil. Scholar, Department of Education, National University of Modern Languages, Islamabad

**Abstract** - The study was designed to examine the level of professional life stress and its causes among the teaching faculty of colleges in Rawalpindi and Islamabad city. Main objectives of the study were: to identify the level of professional life stress among the faculty members of colleges and to determine the difference between male and female professional life stress. In order to achieve the objectives of the study the researcher selected descriptive style. Four public and four private colleges for boys and girls were selected randomly. The sample size was comprised of one hundred faculty members teaching at colleges. David Fontana Professional Life Stress inventory and inventory used in UCU Health and Safety by John Bamford was adapted. Findings of the study revealed that level of occupational life stress among the teaching faculty of colleges is high and female teaching faculty has significantly higher level of professional life stress as compare to male teaching faculty.

**Key Words:** Professional life, level, stress, Causes, Faculty, College.

## 1. INTRODUCTION

Stress is the physical and emotional damage caused by our response to external pressure. The term "stress" was introduced by the French mathematician Augustin Cauchy in 1822; he defined stress as the pressure per unit area. In the twentieth century, the concept of stress into the biological sciences was used. Walter Cannon conducted physiological research in 1914 which led to the stress he describes as a 'fight' or 'flight' response. Ref [1] believe that stress most accurately be seen as people by the people and is evaluated as taxing or exceeding his or her resources and endangering his or her specific relationship between the well-being of his self and of the environment. Stress can be defined as a dynamic situation in which a person gets a chance to or required to achieve the objective, but the result is considered to be uncertain and imperative. There are three aspects of pressure interrelated: environmental requirements, adaptive response and individual differences [2].

Professional life stress is one of the conditions caused by culture, climate, type of pressure or responsibility, it is a mental, physical or emotional stress or tension or it is a work environment or factors that cause this. When the difference in the workplace environmental requirements and personal development and ability to complete these needs will appear

between then professional life stresses occur. Some jobs nature is to expose people with physical threats, such as jobs of police and firefighters. For most employees, the pressures they face at work is psychological in nature, including the supervisors bossy behavior, arguments with colleagues, feel they have been unfairly treated, fear of losing job, salary raise or promotion, or simply do not find a parking place in the morning, etc., These comprise of what people generally call the slight hassles or little insults of everyday life on the job [3].

Professional life stress is one of the areas largely discussed by researchers, educationists, psychiatrists and organizational management experts. They emphasize different sources and symptoms of stress. Ref [4] reported that multiple and conflicting demands lead to irrelevant position in which the responsibility, authority and responsibility, leading to greater pressure and work role dissatisfaction. Different sources of stress among teachers are identified by [5] which includes student lack of interest, discipline problems, lack of time management, unclear administrative expectations and lack of collaboration and assistance among teachers.

Teachers reported that one of the reasons they suffer from stress is because of the interference between their job and personal life duties. Most teachers say they are not under pressure, because of their tough daily work. Teachers feel stress when they intended to relax but could not so they were not capable to get relaxed because of their busy schedule. Teachers stress level is not at same at all the places, but it is a different according to level of work and the workplace. Stress levels are different in the public and private sectors institutions. Degree college teachers claim that they are not being drawn in the process of making decisions at college which cause stress [6].

Towards a new challenge for teachers to increase academic exposure, ultimately encourage researchers to study stress levels in education, reasons, outcomes and its relationship between different variables. Ref [7] conducted a study on work related stress and they found that teachers in higher education sector are more exposed to high level of occupational stress, especially in middle position and women. Ref [8] conducted a research on stress management strategies adopted by principles of elementary school. The study results brought into light that job-related stress has

negative impact on the heads of elementary school. The study also found that as compare to male heads female school administrators take more stress. As a comparison it was revealed that male teachers having support of their colleagues easily manage their stress as compare to female heads. The results also showed that the amount of work pressure is the main reason and male heads can better manage their stress as compared to female heads.

Academic literature shows that the relationship between the various demographic pressures has significant concerns with teachers stress. The variety and difference is present in different people, different demand level of impact and respond accordingly. This variety is experienced in various situations, time and mode which are handled accordingly. Factors affecting a male teacher seemed unrelated to his female colleagues or a teacher with more experience might take pleasure from something which is not a concern of less experienced teacher working in a same situation. Ref [9] focused on the operating stress analysis of teachers teaching at colleges. The results show that there is a heavy workload and student's low performance is creating more stress for teachers.

Ref [10] research focuses on teachers stress to determine the working pressure of teachers working in both public and private schools. According to reports, the private sector teachers are facing more pressure and stress as compare to the public school faculties. Ref [11] focus on occupational stress and health among teacher educators. The results showed that teacher educators experienced moderate level of stress. This suggests that there is impact of gender and marital status on stress. Ref [12] conducted a study of teacher stress and its consequences in educational institutions of Pakistan; found that stress factors are being creating negative emotions of teachers at different levels of the education system.

## 2.OBJECTIVES OF THE STUDY

- i. To identify the level of professional life stress among the faculty members of colleges.
- ii. To determine the difference between male and female professional life stress.

## 3.HYPOTHESES

- i. Professional life stress level among the faculty members of colleges is high.
- ii. There would be a significant difference between male and female professional life stress scores.

## 4.METHODOLOGY

The study was a descriptive type of research and was based on a survey technique. A quantitative approach was applied for the collection and interpretation of data. Random sampling was used to draw representative sample from the population. Four public and four private colleges for boys and girls were selected randomly. The sample size was comprised of one hundred faculty members (50 male and 50 female) teaching at colleges of Rawalpindi and Islamabad. Keeping in view the nature and need of the study two instruments were used: David Fontana Professional Life Stress inventory (1989) and inventory used in UCU Health and Safety by John Bamford was adapted. Gutman split half reliability was checked through split half method, so the total reliability of David Fontana Professional Life Stress inventory was .82, and the total reliability of John Bamford inventory was .78. The researcher collected data with the help of personal meeting with the faculty members including in sample. The respondents were given enough time to answer all the questions. The subjects were assured that collected information would be kept confidential and anonymity would be maintained while revealing the research study. 130 questionnaires were distributed among teachers and rate of response was 77% that was 100 teachers out of 130. The researcher has scored the professional life stress inventory with the help of key given with the scale by David Fontana. The response was categorized into four categories. Each category showed a specific level of stress. According to scale the respondents were analyzed on the levels of stress. While the second inventory was meant to find out the factors that cause stress among the teachers. The instrument was based on three point Likert scale. Data was analyzed with the help of percentage, mean and t-test.

**5.RESULTS & DISCUSSION**

**Table No. I. : Professional Life Stress Scale N=100**

Description	No problem at all	Moderate range stress	Problematic situation	High level stress	Total
Scores	0 – 15	16 – 30	31 - 45	45 - 60	
Response	19	39	30	12	100
Percentage	19%	39%	30%	12%	100%

The above table shows that 19 percent of the respondents responded had no professional life stress at all. 39 percent of the teachers got scores from 16 – 30 which showed a moderate range of stress. The range of 31 – 45 represents stress as a serious problematic situation, there were 30 percent of the teachers in this range for whom stress was a problem and there was a need for remedial actions and if not provided it would become a serious problem. The range 45 – 60 represents a high level professional life stress, 12 percent respondents fall in this range.

**Table No. II: Mean values of male and female faculty members on professional life stress N=100**

Gender	N	Mean	SD	t	Df	Sig
Male	50	104	2.21	6.08	71	.005
Female	50	135	3.98			

Table No. II indicate that there is a significant difference between professional life stress among college faculty according to gender difference; female teaching faculty have significantly higher level of professional life stress as compare to male faculty members teaching at colleges.

Stress is one of the main factors are usually present in the workplace, almost every day [13] considered. Causal factors of stress presented by [14] include performance, personal development, interpersonal associations and environmental stress caused by the organization. The results showed that teachers in colleges are facing high working life stress. Research by the [15] carried out mainly at occupational stress levels of government higher secondary school teachers belonging to different socio-cultural and economic backgrounds; results shows that high stress levels and lower teacher satisfaction.

The present study aimed at exploring the level of professional life stress and its causes among college faculty members. Results of the study revealed that female teaching faculty has significantly higher level of professional life stress as compare to male faculty members teaching at colleges. Almost similar results were found by [16] in a previous study in which they found that female teachers are being facing more stress than male teachers.

**6.RECOMMENDATIONS**

Following are some recommendations to cope with the stress and its causes:

1. Counseling facilities can be provided by hired counselors to help teacher’s career decisions, work stress and mood disorders and stress brought about by the treatment technology to solve, such as depression, anxiety, addiction, stress problems, to the teachers, trauma and low self-esteem.
2. Colleges may establish evaluation and examination system, in order to promote teacher development, encourage professional learning and growth and to identify additional support when necessary opportunities.

3. Time management can be carried out in order to avoid the burden, and to fulfill responsibilities in a given time frame. Technology can help teachers be more long-term way to manage their own time. With the online publishing tasks, run the class forum, give tips via e-mail or transfer of new technologies, a teacher can go a long way to free up some time to relax and needed more staff time

## REFERENCES

- [1] Lazarus, R., & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer Publishing Company.
- [2] Kinicki & Kreitner, (2001). Adapted from D P Rogers, Helping Employees Cope with Burnout, Business October-December 1984, 4.
- [3] Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal, and Coping. New York: Springer.
- [4] Robbins, S. P. (1996). Organizational behavior. New York: Prentice Hall.
- [5] Glasser, W. (1986). Control theory in the classroom. New York: Harper and Row.
- [6] Nayak, J. (2008). Factors influencing Stress and Coping Strategies among the Degree College Teachers of Dharwad City, Karnatka. Thesis submitted to the University of Agricultural Sciences, Dharwad, Karnatka.
- [7] Sliskoric, A. & Sersdic, M. (2011). Work Stress among University Teachers: Gender and Position differences. Arh High Rada Toksikol 2011:62, 299-307.
- [8] Kousar, S., Fatima, N., & Bashir, F. (2004). A study of stress management strategies adopted by elementary school principles. University of the Punjab, Lahore.
- [9] Vasantha, M., Santi, R. & Deepalakshmi (2013). An analysis of work stress among college teachers in self-financing college, Perambalur District, Tamil Nadu. International Journal of Business and Management, vol. 12, no. 2, pp. 8 - 12.
- [10] Aqsa, A. & Waheed, A. (2011). Faculty stress at higher education, a study on the business schools of Pakistan, International Scholarly and Scientific Research and Innovation, Vol. 5, no. 1, pp. 852-856.
- [11] Vipinder, N. (2013). Occupational stress and health among teacher educators, International Journal of Advanced Research in Management and Social Sciences. Vol. 2, no. 8, pp. 1 -13.
- [12] Rabia Mushtaq, (2011), IJIR, Volume No. 1, Issue No. 6, November.
- [13] Wilson, M. (2002). Six views of Embodied Cognition: IN PRESS: PSYCHONOMIC BULLETIN & REVIEW.
- [14] Pestonjee, (1992). Stress and Coping-The Indian Experience. 2nd edition. Sage Publications.
- [15] Jeyaraj, S. S. (2013). Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu. IOSR Journal of Business and Management, Vol. 7, no.5, pp. 63-76.
- [16] Anita, S. M., & Anita, S. (2015). Level, causes and coping strategies of stress among teachers. Indian Journal of Research in Management, Business and Social Sciences, Vol. 1, no. 1, pp. 1 - 9.