

WORK ENVIRONMENT IN EDUCATIONAL INSTITUTIONS: WORK STRESS LEADS TO WORK-LIFE IMBALANCE TO ACADEMICIANS

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ABSTRACT

In the present scenario, education system in India has changed enormously with the adaptation of new technologies. Most of the educational institutions especially the higher education is making efforts to reinvent the education through various technologies as a learning platform to strengthen the aptitude and learning pace of every individual student's advancements. This even can influence on the academician who has to build the knowledge and adapt to the latest technology for their career growth. With the digital transformations adapted in the various educational institutions many of the colleges and universities has renowned for high standards which has an impact on country's economy. Adoption of new technology in this era in educational institutions plays a major aspect to enhance the academician's effectiveness and satisfaction in the context of student learning. But does it reflect on the academician's work stress and will that lead to Work-life imbalance? Is the major study which is been carried out in this paper? Hence, the study was conducted among 125 teachers of higher educational institutions at Bangalore. It explores the current state of higher education and the stress facing by the teachers. The present study is conducted to understand the work-life imbalance among Indian teachers of higher educational institutions. This paper focuses on work environment and their impact on the faculty members. It has been proved again that a good quality of work-life balance results into the wellness of the faculty and also improved student behavior.

Keywords: Education institutions, Technology, Higher education, academician, Work-life imbalance, work stress

INTRODUCTION

India is one of the major developing economies among the nations where education has become a significant foundation for skills and competency development. India's education system turns out millions of graduates each year with multi-talented nurtured skills in different sectors. As a result, knowledge is not only the driver of Indian economy, but also it is spreading throughout the Indian society for a better quality of life. India's education system, as one of the worlds largest, has been studied and reflected on through academic papers, used as a case study and been the subject of many renowned books. Higher education system in India is undergoing considerable change. India is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.

The concept of work-life imbalance comprises of three words i.e. work, life and imbalance, and broadly include prioritizing the work on the basis of career and ambition and life is based on an individual health, leisure, family and spiritual development and the balance is satisfaction and smooth functioning at work and at home with a minimum of role conflict not leading to stress. It can mean different to different people however work-life imbalance is the

degree to which an individual cannot simultaneously balance the emotional, behavioral and time demands of paid work, family and personal duties. The effect of increased work load, long working hours, handling multiple roles, serving in different committees, engaging the students with other curriculum activities can directly effect on the lifestyle of faculty. This is resulting into the pressure of increasingly demanding work culture in educational institutions is perhaps the biggest and most challenge to the faculty members. Hence faculty members are overburdened with regular teaching load. It leads to stressful job conditions and work-life imbalance results in their work life which in turn influences their personal life. So, work-life balance and stress go hand in hand. Thus, there is an inevitable need for a work-life balance strategy to reduce stress levels, raise job satisfaction thereby increase the productivity for the faculty.

REVIEW OF LITERATURE

Lakshmi & Kumar (2011) from their study it has have proved that a good quality work life balance results in the wellness of the faculty and also improved student behavior. Also, good work life balance gives a feel of job satisfaction and also helps to achieve higher retention rates in the institution.

MerikeDarmody and Emer Smyth (2011) in their study found that female teachers were more satisfied in their job than male teachers, even though gender was not a significant factor in teacher stress.

Dhrub Kumar and J M Deo (Feb 2011) conducted a study to measure different aspects of work life of college teachers in general. Data were collected from 100 teachers of different universities in Bihar and Jharkhand. From the study they found that female teachers experienced more role overload and inter-role distance stress a s compared to their male counter parts.

Kavitha (2012) suggests that the management should engage academic counselors who would help the teachers to identify the causes of their problems and solve them. Management should enhance job performance by providing job security, adequate pay, participation in decision-making, and a good organizational climate. At the institution level, a periodic stress audit should be conducted by the management. By that they can identify the dominant work stressors in the institution and its departments.

Hasan, Nader, Mohammad (2012) has carried out in their study entitled “Do Demographic Variables Moderate the Relationship between Job Burnout and its Consequences?” that job burnout leads into increase in employees' intention to leave. While studying the role of demographic variables as moderators of relationship between job burnout and organizational consequences, shows that variables of age, gender, marital status and educational level do not influence on the relationship between job burnout and organizational commitment, job satisfaction and intention to leave.

Bhuvaneshwari (2013) examined a case study on psychological and physical stress undergone by married working women working in different teaching institutions. Researches revealed that stress in married working women is caused due to long working hours, various family and official commitments, harassments and improper work life balance. Such type of stress leads to various problems such as prolonged headaches, hypertension and obesity. The researcher clearly concludes that stress can be relieved from institutional support, balancing work and life by spending some time with family, entertainments, yoga and rest.

A.Q Chaudhary (2013) conducted a study to examine the influence of occupational stress on cadre, nature of job and work experience of university teachers and study concluded that

there is a significant difference in the means score of faculty members having different job cadres regarding their stress levels, significant difference is found between lecturers, assistant professors, associate professors and professors.

KelzangTashi (2014) examined the level of teacher stress and coping action among Bhutanese teachers. From the study it revealed that male teachers faced more stress than the counterparts were practiced by maximum per cent of the teachers when they were mentally stressed.

Kavita Dua, Veena Sangwan (2017) attempt to work out stress among female high school teachers of Haryana. Teaching has become a more challenging profession worldwide. It is a profession where every day radical changes occur in the educational system. Female high school teachers experience higher levels of stress due to challenges in both the “greedy” institutions demanding time and energy. The studies conducted by the researcher have revealed that the teaching profession is no more the profession of a little stress.

STATEMENT OF THE PROBLEM

The current study is conducted to identify the causes of stress related issues among the faculty members in higher educational Institutions at Bangalore. For an individual any environment has a certain degree of stress, though of varying duration. Teaching jobs are structured in a way that a faculty member is simultaneously exposed to both overload and acute time pressure. Whether the said opinion is true or not, to test the acceptability of the said opinion, the researcher tried to carry out a research.

OBJECTIVES OF THE STUDY

The main objectives of the study are:

1. To explore causes of stress in faculty members with demographic profile variables.
2. To describe and analyse the work environment in educational institutions.
3. To identify and prioritise various factors affecting work-life imbalance of faculty members in educational institutions.

METHODOLOGY

1. Primary data was collected using questionnaire which was distributed to various academicians in various higher education colleges in Bangalore.
2. Secondary data was collected from journals and research articles to support the research.

RESEARCH HYPOTHESES

H01: There is no relationship between designations of respondents and work stress.

H02: There is no relationship between perception on work environment and work stress.

H03: There is no relationship between work-life imbalance and work stress.

H04: The proportion of respondents using relaxation methods to overcome stress as a cope up strategy is equal.

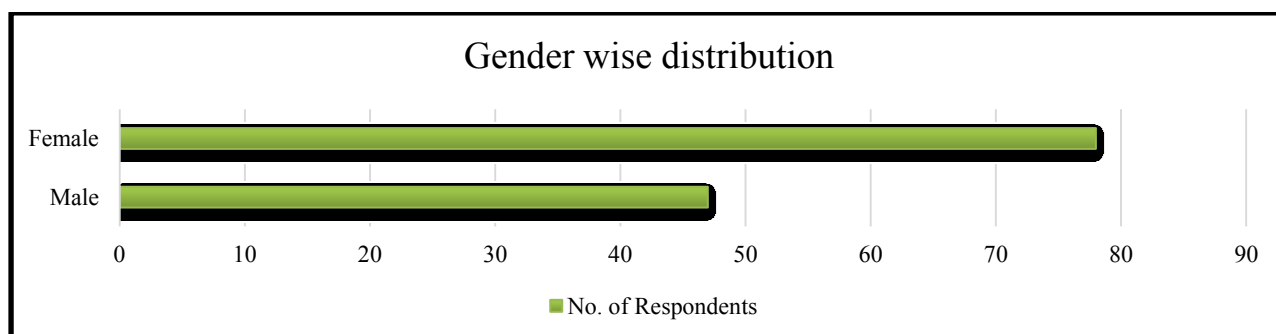
DATA ANALYSIS AND INTERPRETATIONS:

Objective1: To explore causes of stress in faculty members with demographic and job profile variables.

1. Gender**Table 1. Gender-wise distribution of respondents for the study**

Gender	No. of Respondents	Response rate
Male	47	38%
Female	78	62%
Total	125	100%

From the above table 38% of the respondents are from male groups and remaining 62% of the respondents belongs to female groups.

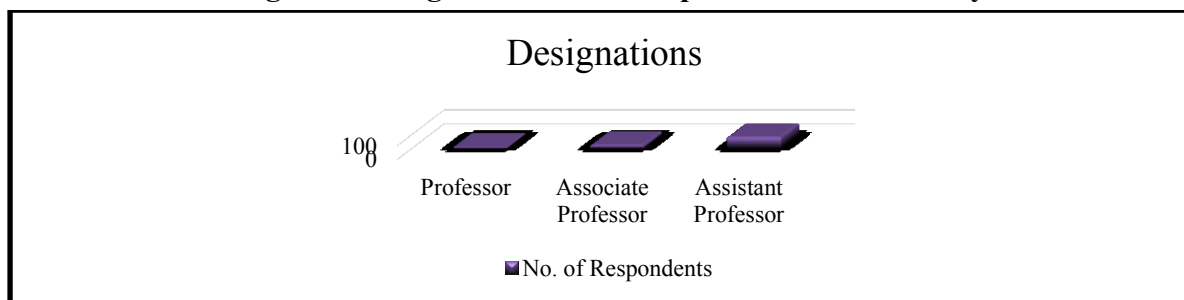
Figure 1. Gender wise distribution of respondents for the study

From the above chart it is inferred that from the samples collected maximum no. of respondents were female faculty members.

2. Designation**Table 2. Designation wise of respondents for the study**

Designation	No. of Respondents	Response rate
Professor	12	10%
Associate Professor	27	21%
Assistant Professor	86	69%
Total	125	100%

From the above table it clearly shows 69% of the respondents are assistant professors, 21% of the respondents are associate professors and remaining only 10% of the respondents are professors.

Figure 2. Designation wise of respondents for the study

From the above chart it is inferred that majority of the respondents were assistant professors. The relationship between designations of the respondents on work stress can be studied with the help of chi-square test.

Table 3. Significance of relationships between designations and work stress through Chi-Square test

Chi-square statistic	p-value	Significance
36.818	0.000	Significance at 1% los

The above table shows the analysis of chi-square test where the designations of the respondents are related to work stress at 1% level of significance. Therefore, the null hypothesis is rejected i.e., H01 'There is no relationship between designations of respondents and work stress'.

Objective 2: To describe and analyse the work environment in educational institutions.

3. Work environment

The relationship between perceptions of the respondents on work environment can be studied with the help of chi-square test.

Table 4. Relationship between perceptions of the respondents on work environment Chi-Square results

Work Environment	Chi-square statistic	p-value	Significance
Assessment techniques	82.677	0.000	Significance at 1% los
Reward System	93.525	0.000	Significance at 1% los
Pay and Benefits	53.716	0.000	Significance at 1% los
Academic achievements	102.414	0.000	Significance at 1% los
Infrastructure facilities	108.051	0.000	Significance at 1% los
Students and teacher's relationship	98.241	0.000	Significance at 1% los

From the table 4, it is clear that chi square values are significant at 1% level. All the above variables of work environment are significantly related towards work stress. Therefore, the null hypothesis is rejected, i.e. H02 'There is no relationship between perception on work environment and work stress'.

To study the influence of perception on work environment and work stress of faculty members in educational institutions the following regression model is framed:

$$Y (\text{work stress}) = F(\text{Working environment variables})$$

Table 5. Influence of perception on work environment and work stress Correlation coefficients result

Correlation Co-efficient	F-cal	P-value	Significance
0.410	8.626	0.000	Significance at 1% los

The analyzed result shows that there is a positive correlation between perception on work environment and work stress of the respondents. The regression model shows overall statistically significant about influence of perception on work stress of faculty members at 1% level of significance.

Table 6. Influence of each variables of work environment significance towards work stress of faculty members.

Variables	t-cal	P-value	Significance
Constant	17.81	0.000	Significance at 1% los
Assessment techniques	1.4	0.150	Not significant
Reward System	0.156	0.876	Not significant
Pay and Benefits	0.367	0.004	Significance at 5% los
Academic achievements	2.64	0.009	Significance at 1% los
Infrastructure facilities	2.974	0.003	Significance at 1% los
Students and teacher's relationship	0.781	0.436	Not significant

The analysis of the above table showed that the regression analysis output of the work stress. It was analyzed that working environment parameters like academic achievement sand infrastructure facilities are the significant contributors in explaining the variations of the work stress are significant at 1% level of significance, and pay and benefits is significant at 5% level of significance where as assessment techniques, reward systems and students and teachers relationship showed not statistically significant, as the faculty perception on work environment is dependent on these variables which make them feel to work in the educational institution as part of their job satisfaction.

Objective3: To identify and prioritise various factors affecting work-life imbalance of faculty members in educational institutions.

4. Work- life imbalance

The relationship between work-life imbalance and work stress of the respondents can be studied with the help of chi-square test .

Table 7. Relationship between work-life imbalance and work stress Chi-Square results

Work-life imbalance Variables	Chi-square statistic	p-value	Significance
Increased work load	81.163	0.000	Significance at 1% los
Teaching large classes with more students are difficult	86.750	0.000	Significance at 1% los
Frequent changes to timetable or courses	100.976	0.000	Significance at 1% los
Do not have enough time for teaching preparation	208.193	0.000	Significance at 1% los

From the above table, it is clear that chi-square values are significant at 1% level. Therefore, null hypothesis is rejected, H02 'There is no relationship between work-life imbalance with respect to the performance of respondents and work stress'.

To study the influence of perception on work-life imbalance and work stress of faculty members in educational institutions the following regression model is framed:

$$Y \text{ (work stress)} = F \text{ (Work-life imbalance variables)}$$

Table 8. Influence of perception on work-life imbalance and work stress Correlation coefficients result

Correlation Coefficient	F-cal	P-value	Significance
0.419	12.161	0.000	Significance at 1% los

The analyzed result shows that there is a positive correlation work-life imbalance with respect to performance factors towards work stress of the respondents. The regression model shows overall statistically significant about influence of work-life imbalance with respect to the performance factors towards work stress of faculty members at 1% level of significance.

Table 9. Influence of work-life imbalance on each variables of performance significance towards work stress of faculty members

Variables	t-cal	P-value	Significance
Constant	20.318	0.000	Significance at 1% los
Increased work load	0.376	0.016	Significance at 5% los
Teaching large classes with more students are difficult	2.905	0.004	Significance at 1% los
Frequent changes to timetable or courses	1.678	0.094	Significance at 10% los
Do not have enough time for teaching preparation	0.602	0.547	Not significant

It is observed that the influence of work-life imbalance of faculty teaching large classes with more students are difficult and having too many deadlines in work are difficult as it is the work-life imbalance variable which leads to work stress at 1% level of significance, increased work load leads to 5% level of significance and also frequent changes in the time table or the courses as the work-life imbalance variable leads to work stress at 10% level of significance whereas not having enough time in teaching preparation showed not statistically significant.

5. Coping strategies

Table 10. Proportion of respondents using relaxation methods to overcome stress as a cope up strategy

	Meditation/Exercise	Doing interested Hobbies	Sleep	Take out time to leisure
YES	37%	16%	30%	33%
NO	63%	84%	70%	67%
TOTAL	100%	100%	100%	100%
N[Sample size]	125	125	125	125
	0.366	0.16	0.3	0.326
Z-Computed value	5.01382	12.7216	7.48331	6.51048
Table value	1.96	1.96	1.96	1.96
Significant	Sig	Sig	Sig	Sig

The various stress management strategies and most liked activities adopted by the faculty members revealed in the table. It was clear that most of the faculty members considered

relaxation method. Most of the respondents find meditation or various exercises (37%) is an effective way of relieving their stress (33%) followed by take-out time to leisure (33%), sleep (30%), doing interested hobbies (16%). Therefore, null hypothesis is rejected i.e., 'the proportion of respondents using relaxation methods to overcome stress as a cope up strategy is not equal'.

FINDINGS

1. From the study it is found that maximum of samples collected are female faculty members. The study indicated that female respondents are having high level stress. The study establishes that there is no much variance in the stress level among the male and female faculty but when the comparison is made between male and female groups, female faculty members has very high stress when compared to the male faculty. There is a significant difference in work-life balance in terms of gender, where female faculty members have more stress than male faculty members. Hence, the stress levels are not same among male and female faculty. This is because female's faculty represented, majority of them are from nuclear family, married, spouse also working and have kids are more engaged with the household activities when compared to males and in marital life both the couple are working at different schedules, hectic life styles and they have minimal time to spend together. So female faculty members need to focus on their family with an extra effort. This in turn leading to a high stress among female faculty members.
2. Faculty members with the designation of assistant professor's report as the highest exposure to work stress might be because of the different work load provided for the concerned designations which leads to overload and can lead to stress. In the case of assistant professors because it might be because of the less experience in the teaching field hence they will be not provided with any kind of power is given to them.
3. It is analyzed through major analysis that maximum of faculty members has poor perception towards assessment techniques, poor perception towards students and teacher's relationship in the institution and has high level stress. Maximum of the faculty members has poor perception towards pay and benefits, provided in their Institution and has very-high stress levels. There is a significant relationship between perception on work environment variables of the respondents and work stress. Also, it indicates there is a positive correlation between perception on work environment variables of the respondents and work stress. Hence, alternate hypothesis is accepted as there is a relationship between perception on work environment variables of the respondents and work stress.
4. Increase in workload, not having enough time in teaching preparation and doing the job by self without depending on others showed not statistically significant, as the faculty balance the work by self to avoid the work stress.
5. It is observed that the influence of work-life balance of faculty stress level performance variable like respondents not having enough hours in the day to do all the things, feeling of being trapped or caught, self-confidence / self-esteem are lower, don't have time for many interests / hobbies outside of work leads to work stress because most of the faculty members are not able to complete the pending tasks within regular work load it might be because of the commitment towards the work where they are not getting time for their personal work which influence on the work life balance. This might be due to the exposure of the work load which reduces their wellbeing and quality of performance at work.

6. Most of the faculty members found deep breathing as an effective way of relieving their stress so with take-out time to leisure, sleep, drinking water and doing their interested hobbies. It was clear that most of the faculty members considered physical exercise method to overcome stress. Most of the faculty members find meditation and walking as an effective way of relieving their stress so with yoga, outbound activities, adopt walking, yoga and meditation.

CONCLUSION

Work-life balance is important aspect for an individual's well-being for a successful balance between work and personal life. For an academician, it is essential to be more efficient and effective there by attaining job satisfaction which results successful grooming of student community. Work-life balance, influence the faculty to be more productive in their job accomplishments with their personal commitments and family commitments. In the present study, it has been found that designation of the teachers; their work environment, work-life imbalance and their coping strategies significantly relates to handling the faculty stress. Educational Institutions should address the work-life imbalance related issues among the academicians. Work-life balance is a very important factor which influences the quality of academician's life & efficiency of their work.

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