

Organizational Role Stress among the Faculty Members in Higher Education Institutions–An Empirical Assessment

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Abstract: The rather vexatious and disturbing problem of stress is increasingly becoming more intense and persistent in modern life with its accelerated tempo. People may suffer from stress because they are usually in positions where they can't avoid it. Therefore, in the present complex industrial and organizational life one has to effectively manage stress, otherwise he will be its ultimate victim, with attendant poor- performance, Imbalanced psychological wellbeing or a run-down physical health. Stress is not necessarily destructive or bad. Channeled properly stress can be energizing, stimulating and growth producing. While some amount of stress in the work environment is inescapable, perhaps even necessary - beyond a point, stress has a negative effect on the physical and psychological health of the employee. In the long run, stress can be counter-productive to the organization as well as poor performance, decline in morale and loss of vitality is potential organizational costs of mismanaged stress. The current study is conducted to identify the causes of stress of faculty members at Higher Education in India. For the purpose, various colleges and Universities of Kashmir Division are selected as representative of Population. A sample of 300 faculty members (Professors, Associate Professors and Assistant Professors) responded to the study. Data analysis shows that the Workload, Student Related issues and Role Conflicts are the major sources contributing significantly towards producing stress. The study also revealed that faculty members working in universities experienced more stress as compared to faculty working in different colleges. The study yield many significant results for the policy makers of Business Institutions in general and for the higher education institutions in particular.

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Introduction

The term stress is derived from a Latin word “Stringere” meaning “draw tight” Stress was first introduced by Canon in the year 1929 in life Science. He studied the impact of stress on physiological reactions in humans. In 1936, Selye a noted biologist, used term stress in relation to body reactions. It was because of his pioneering work, that the concept of stress was introduced in social sciences also. While the work stress is used in different fields, its connotations vary from discipline to discipline. Even in context of organizations, the term stress is used differently by the experts. It is referred to as stimulus (external forces acting on individual), response (changes in psychological functions), interaction (interaction between an external force and resistance opposed to it as in biology) and more comprehensive combination of these (Selye 1979). The research work in the field has referred stress as stimulus oriented approach, response

oriented approach and the psychodynamic approach. The stimulus oriented approach suggests that external or internal drives perceived as threat by individual shifts equilibrium of a person to different (excited) state. Here it can be said that any change positive or negative, normal or abnormal, in an individual due to changes in environment is stress, which explains stimulus oriented approach. Response oriented approach describes how stress is perceived and how people interact producing stress. Thus response oriented approach depicts how stress is reacted and how one functions under stress. The psychodynamic approach refers to innate behaviour of people.

Faculty members from around the globe are experiencing high level of stress (Gmelch 1993, Dinham & Scott 1998 & Kyriacou 2001). The Proliferation of stories and works regarding occupational stress has greatly gained the attention of the researchers. Immense amount of work regarding

occupational stress is done in corporate world issues concerning to low productivity, job satisfaction, high absenteeism, hi- turnover rate and physical & psychological disorders, yet, very less studies were conducted regarding stress in academe. The reason of less studies of faculty stress lies in perception that teaching is generally a low stress job as compared to corporate world. But Research conducted by Jhonson, cooper, Cartwright & Donald Taylor [4] in USA resulted teaching as one of the most stressful occupation out of 26 other occupation. The current work attempts to study the phenomena of stress in academe in Business schools of India.

Need For Present Research

Science of management applies not only to industry and commerce but also to all fields of employment. Management fundamentals and principles are universal they apply to all areas of human activities, through the activities and procedure of their application may differ depending upon the nature of the work to be performed thus good and professional management is essential for all fields of human activity and the “Higher Education Institutions” are no exception. But in fact, the use of modern management techniques for the optimum utilization of scarce resources is widely excepted in the industry of our country, while its uses in the area of education especially in Higher Education Institutions.

While research reflects that many sources are responsible for causing stress, effective strategies are required for coping with the stress. Selye (1976) has emphasized that human behavior being highly coiled with intense volatility and stress on the other hand of being of same nature more and more research is required to understand the whole phenomenon and the sources of stress in detail. Whereas the phenomenon of stress has been comprehensively researched. The higher education institutions have not received much attention of researchers. The research work available does not cover all the dimensions of role stress and job satisfaction in the organizations and its effective management in the higher educational institutions. Moreover no such comprehensive research work has been conducted in the state of J&K which could study the intensity of role stress and the coping strategies to be used for managing the stress. Keeping this in view, the present study has been taken up to examine and analyses the stress faced by the faculties. It seeks to explore the relationship between the role stress and job satisfaction of the faculties in the organizations.

Thus in the light of above mentioned discussion apart from time and financial constraints the present study is therefore aimed to analyze the organizational role stress and job satisfaction in higher education institutions in the sample study organizations namely University of Kashmir, Islamia college, S.P

college, Women’s college and Nawakadal college. The study is mostly empirical in nature and aims at discovering the organization role stress and job satisfaction in Higher Education Institutions.

Review or Related Literature

Role stress at higher education is now becoming a crucial issue for the faculty members and administrators alike. Research conducted in many countries reported growing academic stress as a major concern for the policy makers. These researches include Gmelch, Wilke and Loverich, Daniels and Guppy, Boyd and wylie, Blix, Cruise and Mitchell, Bradly and eachus etc. In 2000, Wiley reported that the consequences of stress can take the form of behavioral characteristics like Disturbing the interpersonal relationships or decrease in the work performance. He also found that some amount of stress experienced by the teachers is due to school’s culture and climate. McGrath defined stress from a psychological point of view, which is an interaction between the individual resources and environmental demands. In 2001, Kyricou defined teacher stress as a teacher’s experience in relation to the negative and unpleasant emotions. The stressful conditions results in decrease in communication, motivation, performance etc.

The unpleasant environmental demands or stimuli that cause stress are referred to as stressors. Lazarus defined stressors as the experiences and conditions of daily living that are appraised as salient and harmful or are threats to a person’s well being. Eckert and William reported that routine duties, long hours, poor facilities, friction in interfaculty relations and administrative red tape were the most important sources of stress. Another study identified personal capacity of faculty members, inadequate organizational resources and serious time constraints as a major source of stress in academe. One research found teaching as stressful and the major sources of stress comes from work related issues. Workload is considered as the most important source of stress in education sector. Many other researchers conducted on the sources of stress in teaching professions also found that workload contributes a significant part in producing stress. Workload includes sheer number of hours on the job, administrative work, being frequently called by the institutional works, also found statistically significant correlation between workload in form of hours of work and its ill effects on physical health. The second stress-generating factor is Role conflicts. Role conflict can be defined as “reflects incompatible demands on the person (either within a single role or between multiple roles occupied by the individuals, it can induce negative emotional reactions due to the perceived inability to be effective on the job”

Disruptive behavior by students was also found to be one of the important stressors for faculty. Student related issues involve faculty conflicts with students over evaluation, advising and teaching. Organizational structural & procedural characteristics are supported by many researches as a considerable source of stress. Organizational structural and procedural characteristics involve decision-making process, management styles, performance appraisal, support for research, rules & regulation etc. Abouserie found poor relationship with colleagues as one of the important factors producing stress.

Objectives of the Study

The study has been undertaken with the following objectives.

1. To study the existing level of role stress among the employees of higher education institutions such as Kashmir University and some selected colleges of the valley.
2. To provide broad guidelines and suggestions suitable for the improvement of overall job satisfaction and reducing the level of role stress in the sample study organizations.

Research Approach and Methodology

The research was empirical in nature, which has addressed the above objectives and has generated adequate and appropriate propositions and identified the major aspects, of role stress and job satisfaction in the sample study organizations. The main components

of the research approach methodology adopted for conducting the proposed study as mentioned below:

Based on the objectives of the study, the questionnaire has been designed for this purpose to collect the primary data pertaining to the various aspects of existing role stress and job satisfaction in the sample study organizations. The respondents were asked to fill into the questionnaire in addition to that interview as used and supported with the observation method.

Selection of Sample Study Organizations

To carry out the present research study, five higher education's institutions were selected, which include four colleges namely, Islamic College, S.P College, Women's College, Nawakadal College, and University of Kashmir were selected from the state of Jammu and Kashmir. The unique thing among the colleges was that all of them are situated in Srinagar city.

Selection of Sample within the Sample Selected Organization

The study covered a sample of two hundred (200) faculties of Kashmir University and some selected colleges in the valley, through stratified random sampling. The sample consisted of Professors, Readers and Assistant professor in the hierarchical levels of university and some selected colleges in the valley. As reflected from table 1.1 twenty seven (27) Professors, fifty seven (57) Readers and one hundred and sixteen (116) Assistant professors.

Table 1.1: Depicting sample no. of the sample selected organizations

Hierarchy	Kashmir University / Colleges					Total
	K.U* University	Islamia College	S. P College	Women's College	Nawakadal College	
Professors	23	1	1	1	1	27
Readers	26	5	8	11	7	57
Assistant professors	45	24	17	22	8	116
N=200						

*Kashmir University

The University of Kashmir and some selected colleges of valley were purposively selected to enable selection of sample faculties working in these educational institutions. The due care has been taken in selecting the sample through random sampling in sample university/colleges so as to represents the whole Population of teaching employees effectively. Moreover, appropriate steps were taken to cover every aspect of the sample Population to ensure quality work.

Analysis and Interpretation of Data

In order to elicit the required information from the employees of the sample study organization regarding their reactions towards the existing level of role stress in the respective (Colleges/University) organizations, a well structured and well designed questionnaire which was based on the Role Stress scale developed by Prof. T.V. RAO and Prof. Udi Pareek. The questionnaire was comprised of two sections. Section 'A' consists of different questions pertaining to role stress while as section "B" pertains to the demographic information like manes sex, designation service etc. Before finalizing the questionnaire, a Pilot sample survey was conducted in the study unit so as to ascertain the valuable views and suggestions of respondents. They were asked to communicate the difficulties' faced by them if any, while responding to the questions. In order to elicit more reliable and more authentic information, the detailed personal discussions were held with them. The questionnaire was revised after pre-testing stage and was serve as a base for the finalization of actual questionnaire for present study.

Table 1.2: Showing the Role Stress of Faculty Members of University Kashmir, Srinagar (N=94)

S. No.	Dimension	Percentage
01.	Self Role Distance	4.22%
02.	Role stagnation	9.61%
03.	Role Ambiguity	2.39%
04.	Role Conflict	19.3%
05.	Role Overload	76.87%
06.	Role Erosion	84.03%
07.	Lack of Group Cohesiveness	64.32%
08.	Personal/Resources Adequacy	4.13%
09.	Constraint of Change	12.20%
10.	Inadequacy of Role Authority	28.26%

A perusal of the above table shows the existing level of stress among the faculty members of University of Kashmir on organizational Role Stress Scale (ORS) developed by Prof. Udi Pareek comprised of major ten potent stressors. The results reveal that 4.22% of the sample subjects were found as prone to stress on Dimension I **“Self Role Distance”** which indicates that most of the respondents under investigation seem to do different things that are against their better judgment. The responsibilities that they have to carry out are not of their tastes due to which they experience conflicts between their values and what they have to do on their jobs and on their different assignments. Similarly, on Dimension II- **“Role Stagnation”** 9.61% of the faculty members of the university of Kashmir seem to be stress prone. These results reveal that due to various preoccupations on their present jobs, they are not able to prepare for taking up higher responsibilities. They feel that their role is stagnant and hence wish that the scope of their roles may increase more and more. On Dimension III **Role Ambiguity** only 2.39% of respondent subjects seem to be prone to the stress which indicates that a few sample subjects feel that there are no established procedures for handling a particular situation on their jobs. The respondents on this dimension also feel that they do not get facts and information with enough clarity to work up to a desired level. The table shows that on Dimension IV **“Role Conflict”** 19.3% of sample subjects were found as prone to stress which highlights that a small proportion of the sample subjects receive incompatible orders from two or more people due to which they are not able to satisfy the conflicting demands of their superiors and also of their subordinates. The results further reveal that 76.87% of the sample subjects exhibit the stress level on Dimension V- **“Role Overload”**. A quick look on these results reveals that majority of the faculty members of the University of Kashmir exhibit that too much authority and responsibility have been assigned to them. They feel that they do not have sufficient number of people to carry out their jobs and assignments. Hence they have the firm belief that their workload is too heavy. On Dimension VI i.e., **“Role Erosion”**, it has been found that 84.03% of the respondent subjects are prone to stress on this dimension which reflects that majority of the faculty members of the University of Kashmir opine that their role has been reduced in importance as they have the spirit of taking more responsibilities that they are handling in their existing positions. They also have the complaint that many of the functions which should be a part of their roles have been assigned to others but at the same time feel that there is a great scope for further enrichment of their jobs. The table also reveals that 64.32% of the sample subjects are prone to stress on Dimension VII **“Lack of Group Cohesiveness”**. These results reveal that a substantial number of the respondents belonging to the University of Kashmir believe that people of their work group are not ready to help each other. Their superior does not consider their viewpoints while making any decision and also do not take active and personal interests in those whom they supervises. The table further reveals that 4.13% of the sample subjects is prone to stress on Dimension VIII **“Personal/Resources Adequacy”**. These results reveal that a very small amount of the respondents believe that they do not get enough facts and information needed to carry their responsibilities. They feel that they do not have sufficient resources to do their jobs to a much desired level. With regard to Dimension IX **“Constraint of Change”** the table reveals that 12.20% of the sample subjects are prone to stress on this level which indicates that very small amount of the respondents feel that established policies and regulations limit the alternative solutions open to them. They believe that the regulatory and procedural changes are brought in without adapting the infrastructure. They also feel that may times the changes are so drastic and sweeping that their role pattern needs almost a complete restructuring. The table also reveals that 28.26% of the sample subjects seem to be prone to the stress on Dimension X **“Inadequacy of Role Authority”**. These results reveal that a sizeable number of the subjects under investigation feel that often they are assigned different responsibilities without having been delegated adequate authority.

Fig. 1.3: Showing the Role Stress of Faculty Members of University Kashmir, Srinagar (N=94)

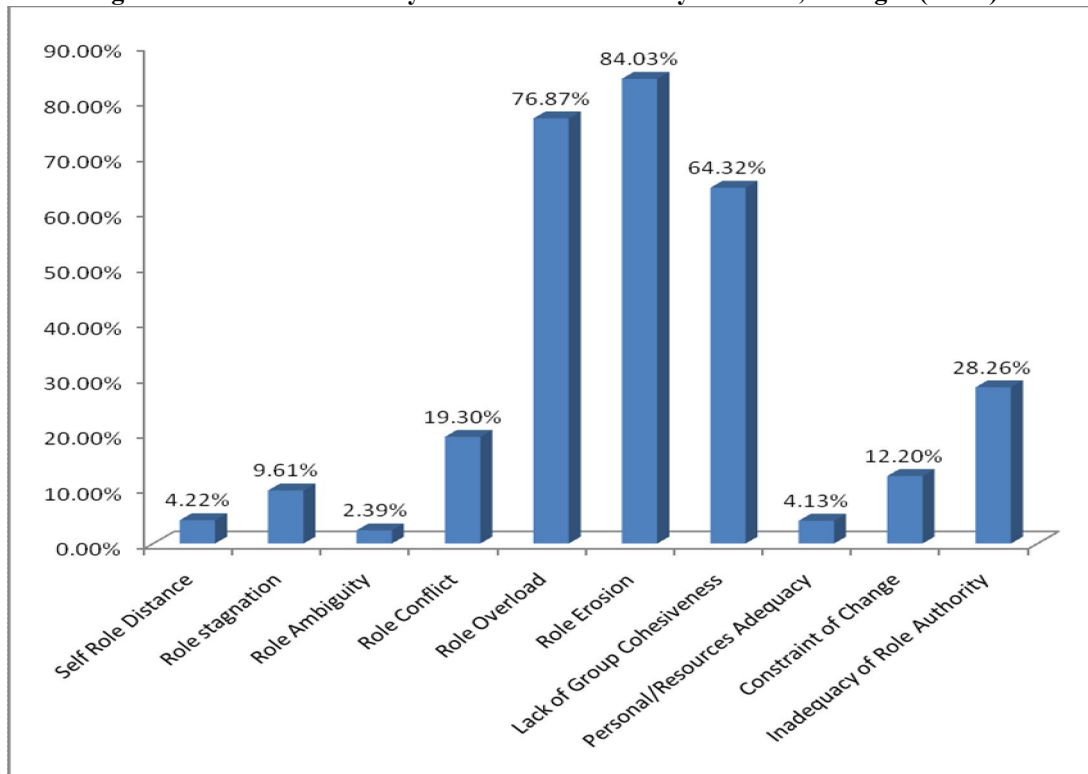


Table 1.4: Showing the Level of Role Stress of Faculty Members of Islamia College, Srinagar (N=30)

S. No.	Dimension	Percentage
01.	Self Role Distance	8.13%
02.	Role stagnation	12.54%
03.	Role Ambiguity	4.09%
04.	Role Conflict	21.43%
05.	Role Overload	71.87%
06.	Role Erosion	70.31%
07.	Lack of Group Cohesiveness	52.44%
08.	Personal/Resources Adequacy	4.12%
09.	Constraint of Change	12.65%
10.	Inadequacy of Role Authority	18.40%

A perusal of the above table shows the existing level of stress among the faculty members of Islamia College, Srinagar on all the ten dimensions of organizational Role Stress Scale (ORS) developed by Prof. Udi Pareek. The results reveal that 8.13% of the sample subjects were found as prone to stress on Dimension I **“Self Role Distance”** which indicates that most of the respondents under investigation seem to do different things that are against their better judgement. The responsibilities that they have to carry out are not of their tastes due to which they experience conflicts between their values and what they have to do on their jobs and on their different assignments. Similarly, on Dimension II- **“Role Stagnation”** 12.54% of the

faculty members of the Islamia College, Srinagar seem to be stress prone. These results reveal that due to various preoccupations on their present jobs, they are not able to prepare for taking up higher responsibilities. They feel that their role is stagnant and hence wish that the scope of their roles may increase more and more. On Dimension III **Role Ambiguity** only 4.09% of respondent subjects seem to be prone to the stress which indicates that a few sample subjects feel that there are no established procedures for handling a particular situation on their jobs. The respondents on this dimension also feel that they do not get facts and information with enough clarity to work up to a desired level. The table shows that on Dimension IV **“Role**

Conflict 21.43% of sample subjects were found as prone to stress which highlights that a small proportion of the sample subjects receive incompatible orders from two or more people due to which they are not able to satisfy the conflicting demands of their superiors and also of their subordinates. The results further reveal that 71.87% of the sample subjects exhibit the stress level on Dimension V- **“Role Overload”**. A quick look on these results reveals that majority of the faculty members of the Islamia College, Srinagar exhibit that too much authority and responsibility have been assigned to them. They feel that they do not have sufficient number of people to carry out their jobs and assignments. Hence they have the firm belief that their workload is too heavy. On Dimension VI i.e., **“Role Erosion”**, it has been found that 70.31% of the respondent subjects are prone to stress on this dimension which reflects that majority of the faculty members of the University of Kashmir opine that their role has been reduced in importance as they have the spirit of taking more responsibilities that they are handling in their existing positions. They also have the complaint that many of the functions which should be a part of their roles have been assigned to others but at the same time feel that there is a great scope for further enrichment of their jobs. The table also reveals that 52.44 of the sample subjects are prone to stress on Dimension VII **“Lack of Group Cohesiveness”**. These results reveal that a good number of the respondents belonging to the Islamia College believe that people of

their work group are not ready to help each other. Their superior does not consider their viewpoints while making any decision and also do not take active and personal interests in those whom they supervises. The table further reveals that 4.12% of the sample subjects are prone to stress on Dimension VIII **“Personal/Resources Adequacy”**. These results reveal that a very small amount of the respondents believe that they do not get enough facts and information needed to carry their responsibilities. They feel that they do not have sufficient resources to do their jobs to a much desired level. With regard to Dimension IX **“Constraint of Change”** the table reveals that 12.65% of the sample subjects are prone to stress on this level which indicates that very small amount of the respondents feel that established policies and regulations limit the alternative solutions open to them. They believe that the regulatory and procedural changes are brought in without adapting the infrastructure. They also feel that may times the changes are so drastic and sweeping that their role pattern needs almost a complete restructuring. The table also reveals that 18.40% of the sample subjects seem to be prone to the stress on Dimension X **“Inadequacy of Role Authority”**. These results reveal that a sizeable number of the subjects under investigation feel that often they are assigned different responsibilities without having been delegated adequate authority.

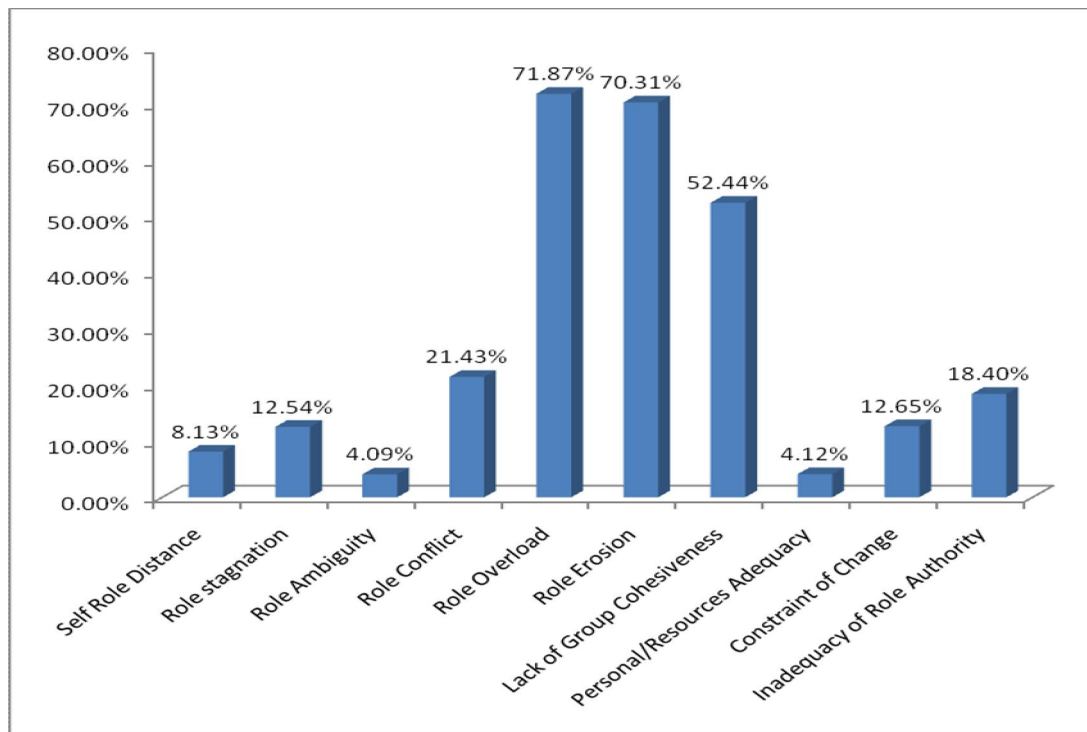


Fig. 4.7: Showing the Level of Role Stress of Faculty Members of Islamia College, Srinagar (N=30)

Table 1.5: Showing the Level of Role Stress of Faculty Members of S.P College, Srinagar (N=26)

S. No.	Dimension	Percentage
01.	Self Role Distance	7.11%
02.	Role stagnation	10.37%
03.	Role Ambiguity	3.49%
04.	Role Conflict	19.43%
05.	Role Overload	79.05%
06.	Role Erosion	74.31%
07.	Lack of Group Cohesiveness	54.21%
08.	Personal/Resources Adequacy	4.62%
09.	Constraint of Change	11.56%
10.	Inadequacy of Role Authority	20.17%

A perusal of the above table shows the existing level of stress among the faculty members of S.P. College, Srinagar on all the ten dimensions of organizational Role Stress Scale (ORS) developed by Prof. Udi Pareek. The results reveal that 7.11% of the sample subjects were found as prone to stress on Dimension I **“Self Role Distance”** which indicates that most of the respondents under investigation seem to do different things that are against their better judgement. The responsibilities that they have to carry out are not of their tastes due to which they experience conflicts between their values and what they have to do on their jobs and on their different assignments. Similarly, on Dimension II- **“Role Stagnation”** 10.37% of the faculty members of S.P. College, Srinagar seem to be stress prone. These results reveal that due to various preoccupations on their present jobs, they are not able to prepare for taking up higher responsibilities. They feel that their role is stagnant and hence wish that the scope of their roles may increase more and more. On Dimension III **Role Ambiguity** only 3.49% of respondent subjects seem to be prone to the stress which indicates that a few sample subjects feel that there are no established procedures for handling a particular situation on their jobs. The respondents on this dimension also feel that they do not get facts and information with enough clarity to work up to a desired level. The table shows that on Dimension IV **“Role Conflict”** 19.43% of sample subjects were found as prone to stress which highlights that a small proportion of the sample subjects receive incompatible orders from two or more people due to which they are not able to satisfy the conflicting demands of their superiors and also of their subordinates. The results further reveal that 79.05% of the sample subjects exhibit the stress level on Dimension V- **“Role Overload”**. A quick look on these results reveals that majority of the faculty members of S.P. College, Srinagar exhibit that too much authority and responsibility have been assigned to them. They feel that they do not have sufficient number of people to carry out their jobs and assignments. Hence they have the firm belief that their workload is too heavy. On Dimension VI i.e., **“Role Erosion”**, it has been found that 74.31% of the respondent subjects are prone to stress on this dimension which reflects that majority of the faculty members of S.P. College opine that their role has been reduced in importance as they have the spirit of taking more responsibilities that they are handling in their existing positions. They also have the complaint that many of the functions which should be a part of their roles have been assigned to others but at the same time feel that there is a great scope for further enrichment of their jobs. The table also reveals that 54.21% of the sample subjects are prone to stress on Dimension VII **“Lack of Group Cohesiveness”**. These results reveal that a substantial number of the respondents belonging to the S.P. College, Srinagar believe that people of their work group are not ready to help each other. Their superior does not consider their viewpoints while making any decision and also do not take active and personal interests in those whom they supervises. The table further reveals that 4.62% of the sample subjects is prone to stress on Dimension VIII **“Personal/Resources Adequacy”**. These results reveal that a very small amount of the respondents believe that they do not get enough facts and information needed to carry their responsibilities. They feel that they do not have sufficient resources to do their jobs to a much desired level. With regard to Dimension IX **“Constraint of Change”** the table reveals that 11.56% of the sample subjects are prone to stress on this level which indicates that very small amount of the respondents feel that established policies and regulations limit the alternative solutions open to them. They believe that the regulatory and procedural changes are brought in without adapting the infrastructure. They also feel that may times the changes are so drastic and sweeping that their role pattern needs almost a complete restructuring. The table also reveals that 20.17% of the sample subjects seem to be prone to the stress on Dimension X **“Inadequacy of Role Authority”**. These results reveal that a sizeable number of the subjects under investigation feel that often they are assigned different responsibilities without having been delegated adequate authority.

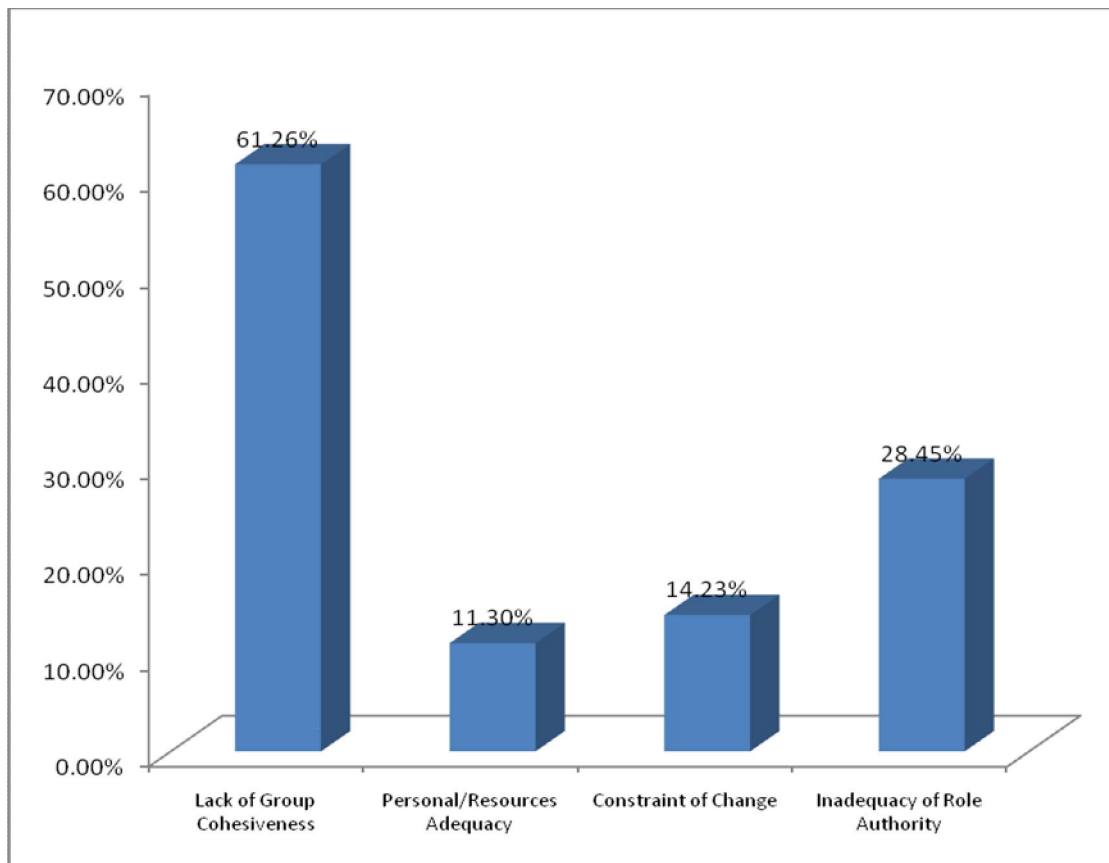
Table 1.6: Showing the Level of Role Stress of Faculty Members of Women's College, M.A Road, Srinagar (N=34)

S. No.	Dimension	Percentage
01.	Self Role Distance	8.23%
02.	Role stagnation	14.26%
03.	Role Ambiguity	5.07%
04.	Role Conflict	16.17%
05.	Role Overload	70.08%
06.	Role Erosion	78.83%
07.	Lack of Group Cohesiveness	78.16%
08.	Personal/Resources Adequacy	9.26%
09.	Constraint of Change	13.21%
10.	Inadequacy of Role Authority	26.71%

A perusal of the above table shows the existing level of stress among the faculty members of Women's College, M.A Road, Srinagar on all the ten dimensions of organizational Role Stress Scale (ORS) developed by Prof. Udi Pareek. The results reveal that 8.23% of the sample subjects were found as prone to stress on Dimension I "**Self Role Distance**" which indicates that most of the respondents under investigation seem to do different things that are against their better judgement. The responsibilities that they have to carry out are not of their tastes due to which they experience conflicts between their values and what they have to do on their jobs and on their different assignments. Similarly, on Dimension II- "**Role Stagnation**" 14.26% of the faculty members of Women's College, M.A Road, Srinagar seem to be stress prone. These results reveal that due to various preoccupations on their present jobs, they are not able to prepare for taking up higher responsibilities. They feel that their role is stagnant and hence wish that the scope of their roles may increase more and more. On Dimension III **Role Ambiguity** 5.07% of respondent subjects seem to be prone to the stress which indicates that a few sample subjects feel that there are no established procedures for handling a particular situation on their jobs. The respondents on this dimension also feel that they do not get facts and information with enough clarity to work up to a desired level. The table shows that on Dimension IV "**Role Conflict**" 16.07% of sample subjects were found as prone to stress which highlights that a small proportion of the sample subjects receive incompatible orders from two or more people due to which they are not able to satisfy the conflicting demands of their superiors and also of their subordinates. The results further reveal that 70.08% of the sample subjects exhibit the stress level on Dimension V- "**Role Overload**". A quick look on these results reveals that majority of the faculty members of Women College exhibit that too much authority and responsibility have been assigned to them. They feel that they do not have sufficient number of people to carry out their jobs and assignments. Hence they have the firm belief that their workload is too heavy. On Dimension VI i.e., "**Role Erosion**", it has been found that 78.83% of the respondent subjects are prone to stress on this dimension which reflects that majority of the faculty members of Women College, M.A Road, Srinagar opine that their role has been reduced in importance as they have the spirit of taking more responsibilities that they are handling in their existing positions. They also have the complaint that many of the functions which should be a part of their roles have been assigned to others but at the same time feel that there is a great scope for further enrichment of their jobs. The table also reveals that 78.16% of the sample subjects are prone to stress on Dimension VII "**Lack of Group Cohesiveness**". These results reveal that a substantial number of the respondents belonging to the Women College, M.A Road, Srinagar believe that people of their work group are not ready to help each other. Their superior does not consider their viewpoints while making any decision and also do not take active and personal interests in those whom they supervises. The table further reveals that 9.26% of the sample subjects are prone to stress on Dimension VIII "**Personal/Resources Adequacy**". These results reveal that a very small amount of the respondents believe that they do not get enough facts and information needed to carry their responsibilities. They feel that they do not have sufficient resources to do their jobs to a much desired level. With regard to Dimension IX "**Constraint of Change**" the table reveals that 13.21% of the sample subjects are prone to stress on this level which indicates that very small amount of the respondents feel that established policies and regulations limit the alternative solutions open to them. They believe that the regulatory and procedural changes are brought in without adapting the infrastructure. They also feel that may times the changes are so drastic and sweeping that their role pattern needs almost a complete restructuring. The table also reveals that 26.71% of the sample subjects seem to be prone to the stress on Dimension X "**Inadequacy of Role Authority**". These results reveal that a sizeable number of the subjects under investigation feel that often they are assigned different responsibilities without having been delegated adequate authority.

Table 1.7: Showing the Level of Role Stress of Faculty Members of Nawakadal College, Srinagar (N=16)

S. No.	Dimension	Percentage
01.	Self Role Distance	7.64%
02.	Role stagnation	11.40%
03.	Role Ambiguity	6.18%
04.	Role Conflict	15.57%
05.	Role Overload	64.54%
06.	Role Erosion	73.26.%
07.	Lack of Group Cohesiveness	61.26%
08.	Personal/Resources Adequacy	11.30%
09.	Constraint of Change	14.23%
10.	Inadequacy of Role Authority	28.45%

**Fig. 4.7: Showing the Level of Role Stress of Faculty Members of Nawakadal College, Srinagar (N=16)**

A perusal of the above table shows the existing level of stress among the faculty members of Nawakadal College, Srinagar on all the ten dimensions of organizational Role Stress Scale (ORS) developed by Prof. Udi Pareek. The results reveal that 7.64% of the sample subjects were found as prone to stress on Dimension I *“Self Role Distance”* which indicates that most of the respondents under investigation seem to do different things that are against their better judgments. The responsibilities that they have to carry out are not of their tastes due to which they experience conflicts

between their values and what they have to do on their jobs and on their different assignments. Similarly, on Dimension II- *“Role Stagnation”* 11.40% of the faculty members of Nawakadal College, Srinagar seem to be stress prone. These results reveal that due to various preoccupations on their present jobs, they are not able to prepare for taking up higher responsibilities. They feel that their role is stagnant and hence wish that the scope of their roles may increase more and more. On Dimension III *Role Ambiguity* only 6.18% of respondent subjects seem to be prone to the stress

which indicates that a few sample subjects feel that there are no established procedures for handling a particular situation on their jobs. The respondents on this dimension also feel that they do not get facts and information with enough clarity to work up to a desired level. The table shows that on Dimension IV **“Role Conflict”** only 15.57% of sample subjects were found as prone to stress which highlights that only a few proportion of the sample subjects receive incompatible orders from two or more people due to which they are not able to satisfy the conflicting demands of their superiors and also of their subordinates. The results further reveal that 64.41% of the sample subjects exhibit the stress level on Dimension V- **“Role Overload”**. A quick look on these results reveals that a sizeable number of the faculty members of Nawakadal College, Srinagar exhibit that too much authority and responsibility have been assigned to them. They feel that they do not have sufficient number of people to carry out their jobs and assignments. Hence they have the firm belief that their workload is too heavy. On Dimension VI i.e., **“Role Erosion”**, it has been found that 73.54% of the respondent subjects are prone to stress on this dimension which reflects that majority of the faculty members of Nawakadal College, Srinagar opine that their role has been reduced in importance as they have the spirit of taking more responsibilities that they are handling in their existing positions. They also have the complaint that many of the functions which should be a part of their roles have been assigned to others but at the same time feel that there is a great scope for further enrichment of their jobs. The table also reveals that 61.26% of the sample subjects are prone to stress on Dimension VII **“Lack of Group Cohesiveness”**. These results reveal that a substantial number of the respondents belonging to Nawakadal College, Srinagar believe that people of their work group are not ready to help each other. Their superior does not consider their viewpoints while making any decision and also do not take active and personal interests in those whom they supervises. The table further reveals that 11.30% of the sample subjects are prone to stress on Dimension VIII **“Personal/Resource Adequacy”**. These results reveal that a substantial amount of the respondents believe that they do not get enough facts and information needed to carry their responsibilities. They feel that they do not have sufficient resources to do their jobs to a much desired level. With regard to Dimension IX **“Constraint of Change”** the table reveals that 14.23% of the sample subjects are prone to stress on this level which indicates that very small amount of the respondents feel that established policies and regulations limit the alternative solutions open to them. They believe that the regulatory and procedural changes are brought in without adapting the

infrastructure. They also feel that many times the changes are so drastic and sweeping that their role pattern needs almost a complete restructuring. The table also reveals that 28.45% of the sample subjects seem to be prone to the stress on Dimension X **“Inadequacy of Role Authority”**. These results reveal that a sizeable number of the subjects under investigation feel that often they are assigned different responsibilities without having been delegated adequate authority.

Results and Discussions

Faculty stress at higher education is becoming one of the major issues around the world. As compared to job stress in corporate world, educational institutions were considered to be a sector with low stress at work. With the recent developments such as increased competition, high rate of return etc at the higher education in India, educational institutions are occupying great deal of attention. The study yield many significant results for the policy makers of Business Institutions. On General, stress is found to be more distracting in faculty members working at college level as compared to the faculty members working at university level. Moreover, Assistant Professors experience more stress as compared to Associate Professors and Professors which is supported by many previous researches such as Flowers [28], Jick & Mitz [29], Nelson & Hitt [30] as well as the interviews conducted by the researcher with the faculty members of the selected colleges and Universities of the Kashmir Valley. It is found that Workload is the most important stressor from faculty’s point of view. The study also found significant insights in the average stress scores of faculty members in these institutions with respect to various background variables. It is found that average stress scores of the faculty members in higher education institutions have significant differences due to their designation, as high stress is associated with lower designations, i.e. Assistant Professors, Associate Professors and Professors. So stress and designation moves in opposite direction; higher the designation, lower will be the stress. Similarly, high stress is associated with faculty members having low qualification and as the qualification increases, stress decreases.

Suggestions for Enacting Stress in the Organization

In view of the findings for this study the following provisions are needed to be taken by the higher education institutions and the faculties independently to reduce stress and enhance the effectiveness of the faculties. These provisions are given under the dimensions of individual/managerial intervention and the organizational intervention. Moreover table 6.1 presents the dimension wise reason

for the stress and the effective remedy for it elimination in the organization

Individual /Managerial Intervention

The faculties must focus on the following strategies/areas for reducing their role stress arising in the job and helping themselves to work more effectively they must;

1. Avoid isolation in the organization, communication with each other.
2. Interact with your colleagues, subordinates and the seniors in the context of the job related issues. Seeking clarifications wherever required.
3. Try to be transparent in providing and seeking help on where one is confronted with problems or feel a bit incompetent in resolving the issue.
4. Change perceptions towards the problems at work i.e. look into the problem through different positive angle.
5. Try to develop habits of using justifiable and positive result oriented, problem solving strategies.
6. Try to learn identification of stress and then address using appropriate strategy.
7. Try to develop team building qualities so that you work as a team.
8. Discuss problems related to the job with friends and family.
9. Develop positive habits for emotional and spiritual rechargement through diet management, religious activities and socio-cultural activities.

Organizational Intervention

The Higher education institutions in general particular must concentrate on the following strategies for reducing the stress level of their employees. They need to;

1. Design effective performance appraisal system.
2. Allow the faculties to participate in the decision making process in the colleges/ university.
3. Provide free and fair communication in all the directions.
4. Redefine and redesign the role of faculties preferably in the collages / university through job enrichment.
5. Make faculties aware of the stress through identification and stress management work shop.
6. Narrow down the gap between the collages / university (workplace) and the home and the social obligations that faculties have community development programmes and family welfare programmes.
7. Create the transparent atmospheres where the faculties feel to seek advices and suggestions where ever required.

8. Provide faculties a training programmes and counseling for career development in the colleges/ university.
9. Make changes in the work schedules and the timings (summer and winter) especially for female faculties in the colleges/university.
10. Design good family welfare schemes for the benefit of faculties.

An attempt has been made in the table 1.8 to present the clear picture of the sources of stress and the coping strategies. The table reflects the stressor, reasons for stress and effective coping strategies at a glance. An overview of the table would help the readers to know about the stress and its management very quickly.

Table 1.8: Stressor, Reason and the Remedies for the colleges/university. Effective Coping Strategies

Stressors	Reasons	Individual intervention	Organizational Intervention
IRD	Family and work demands conflicting	By discussing it with family and come out with joint solutions	Create psychologically a social and working atmosphere at work through family welfare programmes.
RE	Feeling of that role is being cut in importance	Changing perception towards the job and look into it where it seems more interesting	Redesign and redefine the job and delegate authority likewise.
RI	No interaction between other roles in the organization	Try to develop the habit of interacting with other role occupants	Organize community and family meets of the faculties.
RO	Too much expected by the role sender	Seek clarifications from the role sender	Change workloads or provide more time (genuine) and provide feedback.
RS	Being struck in one role	Try to deliver with excellence and the prepared to take the new role	Stringent promotion polices and career counseling
RA	Not clear about how performance is regarded by others	Seeking active clarifications	Fee and fair feedback and active communication

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