

## Impact of Stress on Absenteeism, Turnover, Politics And Conflicts of Faculty Members in Private Universities of Punjab

<sup>1</sup>Dr.Inderpal Singh, <sup>2</sup>Megha Jain

<sup>1</sup>Associate Professor KCLIMT,Jal

<sup>2</sup>Punjab Technical University Research Scholar

Corresponding Author: Dr.Inderpal Singh

**Abstract:** Stress is alludes to a general term which applies to the weights i.e. both mental and physiological experienced by the general population for the duration of their lives.

**Problem:** The study is on stress affecting absenteeism, turnover, politics and conflicts of faculty members in Private Universities of Punjab.

**Objective:** The objective of the study was to identify various factors of job stress and their relationship with the absenteeism, turnover, politics and conflicts of teacher in different departments of Private Universities.

**Research Design:** Data was collected from 100 Faculty members of each, four Universities of Punjab through questionnaire.

**Method:** For the present study the factors were found out from the related studies and the statements of the schedule were framed in questionnaire representing the factors. Factor analysis and ANOVA technique through SPSS Software was used to analyze data.

**Findings:** It was found out that teacher's stress has affected absenteeism, turnover, politics and conflicts of engineering and management teachers.

**Keywords:** Stress, Absenteeism, Turnover, Politics, Conflicts

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### I. Introduction

#### 1.1 Universities in India

In India, The system of education includes both private and public universities. There are many bodies and societies which are governing Private Universities where as Public universities are being governed by the Government of India and the state governments. University Grants Commission (UGC) is the main body which recognized Universities in India according to the University Grants Commission Act, 1956. In addition to this commission there are 15 Professional Councils, controlling different aspects of coordination and regulations of Universities. Private universities are being set up with an aim to create a new generation of knowledge professionals and with a focus on innovative, multi-disciplinary curriculum. There is an opportunity for new players to set up institutions which address the current challenges and also meet student aspirations for world class education. As per the Report of UGC the total number of Universities in India is 701 and out of these 205 are Private Universities.

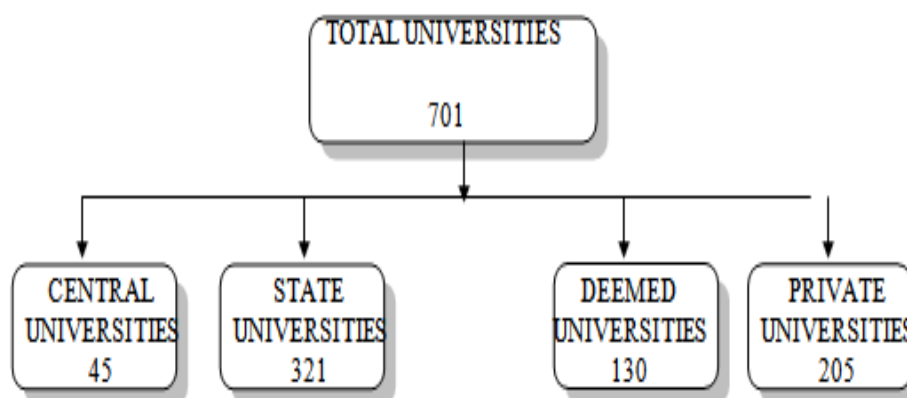


Fig No.1 Flowchart Showing Different Categories Of Universities

For improving quality of academic institutions the UGC has laid down dual criteria to run joint degree or twinning courses. Only those foreign institutions which figure in the top 500 of the Times Higher Education World University Ranking will be allowed to collaborate.

## 1.2 Stress

Stress is refers to a general term which applies to the pressures i.e both psychological and physiological experienced by the people throughout their lives. Stress is described as a situation of being overloaded and worried. Stress can result from both negative and positive events i.e distress (negative stress) and eustress (positive stress). Both types of stress can tax a person's resources and coping skills, although distress typically has the potential to do more damage. Stress as we as a whole know, has turned into a vital element of our everyday lives. Throughout the previous couple of decades, examination around stress has created countless, books, and articles, however in spite of the prevalence of "stress" as an exploration point, specialists still don't concur on a typical meaning of this straightforward and in the meantime disputable idea (Rees and Redfern, 2000).

## II. Review Of Literature

In this chapter reviews of research studies directly or in directly related to present study has been carried out, it prepares a suitable background of the study being undertaken.

**Droogenbroeck, Van Filip & Spruyt. Bram (2016).** In this paper they found that there were significant differences in the determinants of attrition intention between men and women. The differences in attrition intention were minimal between occupations once controlled for job demands and resources.

**Kumar. Surya (2016).** His study resulted that the teachers aged between 31 to 35 years had high level of burnout.

**Sharma. Aarti, Kumari. Lalita & Kaur. Rupinder (2016).**The result of their study indicated the most important factors creating stress among teachers were salary, working conditions, relations with colleagues, job security and work load.

**Sahni. Madhu & Deswal. Anita (2015).** Their study revealed that qualification, years of experience, academic title, organizational climate, occupational stress, psychological well being, self confidence and personality were the significant indicators of burnout among teacher educators while teaching subject and gender were not.

**Behra. Sudarsan & Dash. Manaswini (2015).** The result of their study revealed significant differences in total amount of stress experienced as well as spirituality as a function of locality and type of school.

**Gupta. Vibhuti, Rao. Ekta & Mukherjee. Ranjit (2015).** Their paper identified various common stressors among faculty members after an extensive global literature review. They also discussed individual as well as organizational interventions adopted by faculty members to cope with occupational stress.

**Kang. Lakhwinder Singh & Sidhu. Harpreet (2015).** Their study revealed that inadequate competence, formalities, poor quality of students, lack of control, demanding job were significant stressors causing stress among teachers and affecting their health adversely.

**Ganapa. Praveena & Sreedevi. A (2015).**Their study revealed high level of stress among private teachers. There was a significant difference found between private and government teachers in relation to their personality and system factors, but no significant difference was found in interpersonal factors.

## Problem Formulation

### 3.1 Need and Significance of the Study

The need of this research was to fill the research gap that existed between the previous researches and the present research. Though lot of researchers had made efforts to gain an insight of the stress factors which are affecting teachers but these researches had been either in context of school teachers or corporate institutions. That is why a need was felt to conduct the study. This study assessed how the different stress factors affected the faculty members' absenteeism, turnover, politics and conflicts. The result of this study will help the Staff members to improve their performance.

#### 3.1.1 Research Problem

In today's world every person is overloaded with their routine work and unemployment leads to misfits in every profession. Same is the case in the teaching profession, especially faculty members who are already away from their subject. They are teaching subjects which are not of their interest and that is why their attitude towards teaching profession changes. Stress level among faculty members due to promotion, teaching experience, different disciplines etc are many other factors ultimately affects the teaching performance and their satisfaction level. Therefore the study is on impact of stress among faculty members of private universities on their teaching performance. This study would depict the effect of stress on the quality of education provided to various students and, further, may help many people associated with the education system like teachers, parents,

educationists and administrators so that they can plan and work accordingly for improvement by enhancing the positive factors revealed in the study.

**3.1.2 Research Methodology**

Research Methodology is a scientific way of analyzing. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions. It will be a Descriptive Study, which will depict the present state of affairs which will be used later on for converting this research into Conclusive Research.

**3.1.3 Objectives of the Study**

Objectives are the guiding light of a project in the light of which all the relevant steps are taken. The objectives of the study were as follows:-

- To study the impact of stress on absenteeism level of faculty members of Private universities.
- To study the impact of stress on turnover level of faculty members of Private universities.
- To study the impact of stress on politics level of faculty members of Private universities.
- To study the impact of stress on conflicts level of faculty members of Private universities.

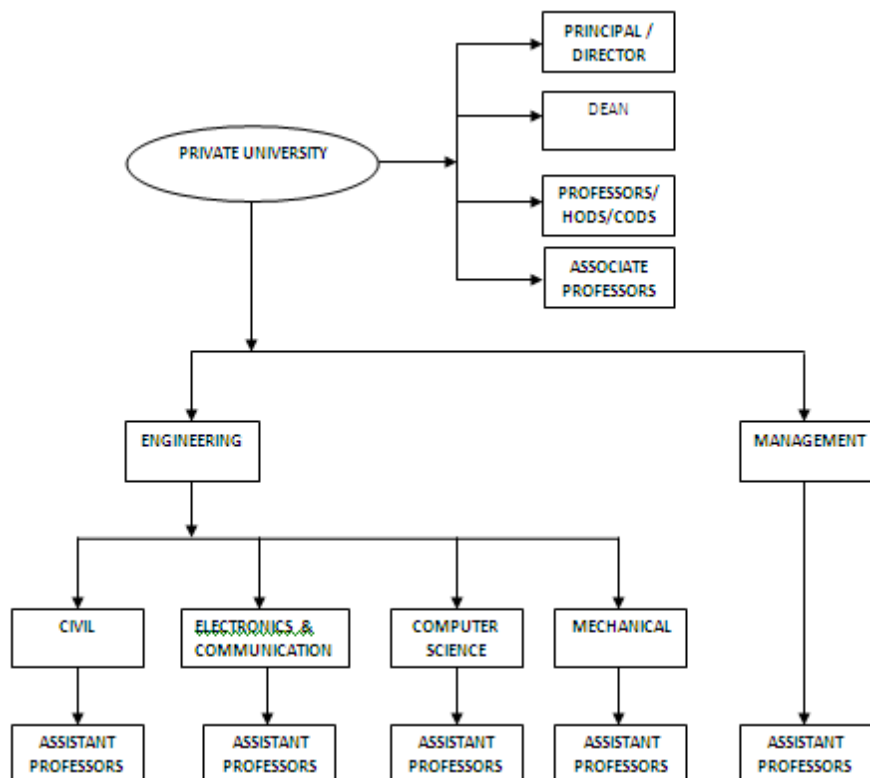
**3.2 Sampling Design**

Sampling can be defined as a procedure a researcher uses to gather people, places/things to study. Samples are always subsets or small part of total number that can be studied. The sampling design helps in decision making in the following areas:

**3.2.1 Universe of the study**-The universe comprises of two parts as theoretical universe and accessible universe

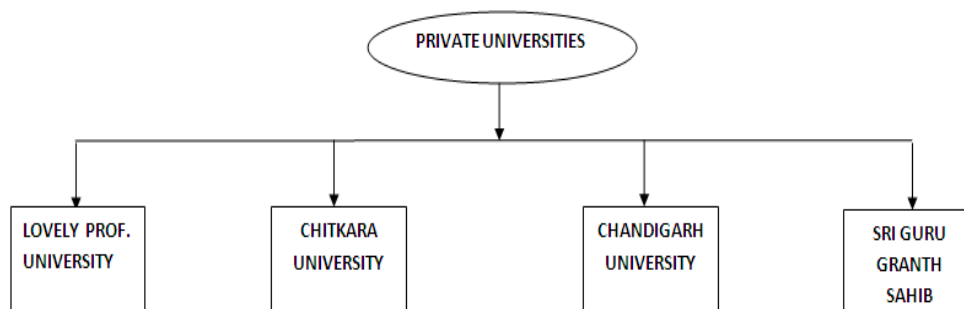
- **Theoretical universe**- It includes faculty members of all the Private Universities throughout the universe.
- **Accessible universe**- It includes faculty members of Private Universities in Punjab.

**3.2.2 Sampling Unit:** It indicates who is to be surveyed. In this project, sampling unit consisted of faculty members of Private Universities of Punjab.



**Fig. No. 2:** flowchart showing different sample units to be considered from universities

**3.2.3 Sample Size:** It refers to the elements to be included in the study. For the given study a sample size constituted the following:



**Fig no.3** flowchart showing different universities.

As far as the sample size is concerned, it would be 100, in which Professors, Associate Professors and Assistant Professors of four Universities will be included.

**3.2.4 Sampling Technique:** Random sampling technique particularly Stratified Sampling will be the type of sampling which will be used to collect the data from the respondents.

### 3.3 Data Collection

➤ **Primary Sources:** Primary data are the original observations collected by the researcher for first time for any research and are used by them in statistical analysis such as historical documents, literary texts, artistic works, experiments, surveys, and interviews. The primary data for present study will be collected from structured questionnaire and Interviews from employees of different Universities. The instrument was designed for measuring the four variables i.e. absenteeism, turnover, politics and conflicts factors of teachers. For the present study, Self developed research instrument was used. To measure absenteeism it contains 5 question items and 3-point Likert scale (1=Never, 2= Sometimes and 3= Always) was employed to record the response . For turnover, research instrument (with 6 items) was used to measure turnover level of teachers. It contains 6 question items and 3-point Likert scale (1=Never, 2= Sometimes and 3= Always) was employed to record the responses. Politics and conflicts factors affecting teachers is measured by using a self-developed questionnaire that contains 5 questions items each was developed. A 3-point Likert scale (1=Never, 2= Sometimes and 3= Always) was exploiting to record the responses.

➤ **Secondary Sources:** Secondary data are those which have already been collected by someone else for some research objectives but are useful to the current research objectives also. The secondary data for present study will be collected from sources like Websites, Books, Journals, Online Databases, Government Reports, and National Statistics etc.

### 3.4 Tools of Presentation and Analysis:

Following are the statistical technique which will be used for effective analysis of this Research problem: Factor analysis and ANOVA technique through SPSS Software.

### 3.5 Hypothesis of the Study

**H<sub>0</sub>** : There is no significant impact of stress on Absenteeism among employees.

**H<sub>1</sub>** : There is significant impact of stress on Absenteeism among employees.

**H<sub>0</sub>** : There is no significant impact of stress on Turnover among employees.

**H<sub>2</sub>** : There is significant impact of stress on Turnover among employees.

**H<sub>0</sub>** : There is no significant impact of stress on Politics among employees.

**H<sub>3</sub>** : There is significant impact of stress on Politics among employees.

**H<sub>0</sub>** : There is no significant impact of stress on Conflicts among employees.

**H<sub>4</sub>** : There is significant impact of stress on Conflicts among employees.

### Analysis and interpretation

#### Reliability test of factors

In order to test the reliability of stress factors in the questionnaire Cronbach's alpha was designed as a measure of internal consistency. The value of cronbach's alpha varies between zero and one. The closer alpha is to one the greater the internal consistency of item in the questionnaire.KMO (Kaiser Meyer Olkin) test is used to measure sampling adequacy which also decide need to conduct factor analysis.

**Table No: 4.1: Reliability Of The Constructs**

S. No	Constructs	Cronbach's $\alpha$	KMO	No. of Items
1	Absenteeism	0.758	0.763	5
2	Turnover	0.690	0.719	6
3	Politics	0.670	0.724	5
4	Conflicts	0.672	0.654	5

The total number of items in “Absenteeism” stress factor were five and value of cronbach’s alpha was 0.763 which was indicating internal consistency of the items. For the factor “Turnover” and “Politics” containing four statements each had cronbach’s alpha value to be 0.690 and 0.670 respectively indicating internal consistency of the items. The fourth factor “conflicts” with cronbach’s value 0.672 also represented internal consistency of the three items in it.KMO (Kaiser Meyer Olkin) test was also conducted. For all the factors “absenteeism”, “turnover”, “politics” and “conflicts” the KMO value were 0.763,0.719,0.724 and 0.654 respectively which signified sampling adequacy which meant that the factor analysis could be carried out with the current data.

**Factor analysis of absenteeism factors**

**Table No: 4.2 Factor loadings of absenteeism**

Factor Number	Name of Dimesnion (% of Variance )	Items/ Label	Factor Loadings	Item Description
Factor 1	Absenteeism	PQ1	0.72	Do you feel teaching is not a stimulating profession?
		PQ2	0.71	Do you feel teaching profession makes people lazy?
		PQ3	0.69	Do you feel teaching profession is unfit for you?
		PQ4	0.79	Do you feel workload is more in teaching profession?
		PQ5	0.69	Do you feel teaching profession does not develop personality and character of the person?

As per table 4.2, it was clear that factor “absenteeism” consist of five items. High factor loadings were observed in the statements “Do you feel workload is more in teaching profession?” and “Do you feel teaching is not a stimulating profession?” with 0.79 and 0.72 respectively. Factor loadings were found to be low in other three statements of “absenteeism” factor. Majority of the teachers found that they were overburden with work and did not find their job interesting.

**Factor analysis of Turnover factors**

**Table No: 4.3 Factor loadings of turnover**

Factor Number	Name of Dimesnion (% of Variance )	Items/ Label	Factor Loadings	Item Description
Factor 2	Turnover	BAS1	0.80	1) Do you feel it’s difficult to lead a luxurious life in the teaching profession?
		BAS2	0.73	2) Do you feel teaching profession has no bright future?
		BAS3	0.70	3) Do you feel your interests and needs are not satisfied in this profession?
		BAS4	0.69	4) Do you feel other jobs are better than teaching?
		BAS5	0.68	5) Do you feel it is not possible to be just with every student in this profession?

According to table 4.3 the factor “interpersonal relationship” included six items. Higher factor loading were observed in the statements “Do you feel there is no security of job in teaching profession?” and “Do you feel teaching profession has no bright future?” as their respective factor loading were 0.78 and 0.73. Lower factor loading were observed for items “Do you feel other jobs are better than teaching?” and “Do you feel it is not possible to be just with every student in this profession?” as their respective loadings were 0.69 and 0.68.Majority of the teachers found that teaching job was not secured and had no bright future in this profession.

**Factor analysis of politics factors**

**Table No: 4.4** Factor loadings of politics factors

Factor Number	Name of Dimension (% of Variance)	Items/Label	Factor Loadings	Item Description
Factor 3	Politics	BAA1	0.80	1) Do you feel management and colleagues neglects or disregard you?
		BAA2	0.89	2) Do you feel credit for doing good work by you is given to others?
		BAA3	0.76	3) Do you feel colleagues do not cooperate with each other in critical situations?
		BAA4	0.7	4) Do you feel that you have to do things differently as compared to your colleagues
		BAA5	0.69	5) Do you feel expectations from you are high as compared to your colleagues?

As per table 4.4 the factor “politics” included five variables. Higher factor loadings were observed in the statements “Do you feel credit for doing good work by you is given to others?” and “Do you feel management and colleagues neglects or disregard you?” as their respective loadings were 0.89 and 0.80. Majority of the teachers found that they did not receive appreciation for their work from superiors and coworkers.

**Factor analysis of conflicts factors**

**Table No: 4.5** Factor loadings of conflicts factors

Factor Number	Name of Dimension (% of Variance)	Items/Label	Factor Loadings	Item Description
Factor 4	Conflicts	BL1	0.84	1) Do you feel you receive conflicting requests from two or more people?
		BL2	0.80	2) Do you feel your coworkers not regard you as their equals?
		BL3	0.76	3) Do you feel you receive an agreement without adequate resources and materials to execute it?
		BL4	0.73	4) Do you feel you receive inadequate information regarding the work to be executed?
		BL5	0.70	5) Do you feel you are compelled to violate formal rules owing to group pressures?

Table 4.5 indicated that the factor “conflicts” included five items. Higher factor loadings were observed in the statement “Do you feel you receive conflicting requests from two or more people?” and “Do you feel your coworkers not regard you as their equals?” as their respective factor loadings were 0.84 and 0.76. It means majority of the teachers found that they received conflicting orders from their superiors and coworkers.

**ANOVA Test to study impact of all factors between the engineering and management departments**

In order to ascertain the difference in all factors among faculty members of engineering and management departments, one way analysis of variance was conducted. The obtained summary of the results has been presented in table 4.6

**Table: 4.6** Anova Test between all Factors and Inter departmental

Factors	Mean Square	F	Sig
Absenteeism	67.236	100.5	0.01
Turnover	61.88	89.25	0.01
Politics	3.32	3.36	0.03
Conflicts	1.9	1.8	0.146

Table 4.6 disclosed that there was significant difference exists in stress factors of “Absenteeism” between the departments as F value is 100.5 ( $p < 0.05$ ). It mean absenteeism factor turned out to be significant factor among faculty members of engineering and management department. The second F ratio of 89.25 came out to be significant ( $p < 0.05$ ). This implies that factors related to turnover differed significantly among faculty members of engineering and management department.

The third F ratio (3.36) turned out to be significant ( $p < 0.05$ ). This suggests that there was significant difference exhibited between politics factors and faculty members of engineering and management departments. The fourth F ratio (1.8) was not significant ( $p > 0.05$ ). It leads to conclusion that there was no significant difference exists between conflicts factors and faculty members of engineering and management department.

#### **ANOVA Test to study impact of all factors within the engineering and management departments**

In order to ascertain the difference in all factors among faculty members within the engineering and management departments, one way analysis of variance was conducted. The obtained summary of result has been presented in table 4.7

**Table: 4.7** Annova Test between all Factors and Intra departmental

Factors	Mean Square	F	Sig
Absenteeism	33.70	50.40	0.001
Turnover	33.17	49.20	0.001
Politics	4.36	4.51	0.001
Conflicts	5.60	5.88	0.001

It may be observed from table 4.7 that the first F ratio (50.40) for absenteeism factors was found to be significant. It means factors related to absenteeism factors had influence on faculty members within the engineering and management department. The second F ratio (49.20) was came out to be significant ( $p < 0.05$ ). It might be stated that significant difference existed in turnover factors of faculty members within the engineering and management department. However the third F ratio (4.51) turned out to be significant as it exceeded the table value. It conveyed that faculty members within the engineering and management department differed significantly with respect of factors in terms of politics.

The forth F ratio (5.88) was came out to be significant ( $p < 0.05$ ). It might be stated that significant difference existed in factor related to conflicts and faculty members within engineering and management department.

#### **Findings of the Study**

- Absenteeism factor turned out to be significant factor among faculty members of engineering and management department.
- Factors related to turnover differed significantly among faculty members of engineering and management department.
- There was significant difference exhibited between politics factors and faculty members of engineering and management departments.
- There was no significant difference exists between conflicts factors and faculty members of engineering and management department.
- Factors related to absenteeism factors had influence on faculty members within the engineering and management department.
- Significant difference existed in turnover factors of faculty members within the engineering and management department.
- Faculty members within the engineering and management department differed significantly with respect of factors in terms of politics.
- Significant difference existed in factor related to conflicts and faculty members within engineering and management department.

### **III. Conclusion**

Professional stress in teaching is inevitable in modern stress because of academic pressure. Therefore, there have been many attempts to inform the teachers the ways of reducing stress. Various authors have suggested participation in physical exercises, doing recreational activities and performing hobbies ( Shong, 1981). Another implication of the findings is that the problem of professional stress and burnout should be given serious attention. More researches and investigations need to be addressed to provide a more complete understanding of stress phenomenon. In the present study, impact of stress found to be significant factor effecting job performance and teaching ability of teachers with regard to the age of teachers. Proper seminars and conferences should be organized for young teachers by experienced teachers.

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