



Factors Influencing Job Stress Among The University Faculty – A Study Of Punjab

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ABSTRACT

Stress is a significant issue impacting the performance of university teachers in Punjab. The data for the study was collected from 600 respondents from private and government universities in Punjab. The study has made use of Confirmatory Factor Analysis (CFA) to evaluate the acceptance of the proposed model for collected data. CFA has been used by using Analysis of Moment Structures (AMOS) software. The results of the study reveal that the proposed model is a good fit to support the reliability and validity of the model. The study identified five factors that influence job stress: organizational climate, job satisfaction, time availability, interpersonal relationships and teaching-related demands.

Keywords: - Job stress, Confirmatory Factor Analysis (CFA), government and private, university teachers, Punjab

Introduction

“Stress is an inevitable element of human existence”. Stress is a universal problem not only for developed information societies but also for developing countries (Segerstrom & Connor, 2012). Canon was one of the first persons who used the term stress in 1929. He explained stress as a psychological and physiological mechanism (Sharma, 2017). The concept of stress is said to have been introduced by Hans Selye in Life Sciences (Selye, 1936). All individuals encounter stress at some point in their lives (Shahsavarani et al., 2015). Stress has severe effects over a lifespan and is associated with poor physical and mental health. The effects of stress can be reduced by adopting coping styles that induce positive feelings to reduce anxiety (Toussaint et al., 2016).

Literature Review

Jallu et al., (2023) conducted a study to analyze the impact of workplace stress on the university teachers' performance and coping strategies adopted by teachers at Tamale Technical University. It was found from the study that the major stressors among the teachers were increased workload, insufficient working space and job security. Furthermore, it was found that workplace stress negatively affects the performance of teachers. The study recommended that there is a need to address these stressors through supportive measures like counseling.

Sunga (2023) conducted a study to highlight the issue of work-related stress among the faculty members of the HEIs in Sulu and the coping strategies adopted to deal with stress. For this study, descriptive research design was employed with a sample of 200 participants and ANOVA has been used to analyze data. It was found from the study that faculty were faced with significant psychological stress. The major stressors have been identified as working climate, job demand, degree of autonomy, job instability, relationship conflicts, lack of reward and organizational system. Institutions need to contribute to stress mitigation among faculty by adopting wellness practices, thought control techniques, and spiritual practices.

Tasleem et al., (2023) conducted a study to explore the major factors that contributed significantly to workplace stress. The study revealed that factors associated with the workplace, such as workload, workplace conditions, concerns about job security, delays in promotion, and work environment lead to stress among university teachers. The study recommended that workplace stress is an issue of urgency that should be dealt with strongly by the formation of a dedicated team focussing on supporting, training, and improving the work environment.

Ahmad et al., (2022) undertook a study to explore the workplace stress factors among university teachers. Through this research, the author aimed to provide information to help the authorities design strategies to

alleviate stress. The study used purposive sampling and thematic analysis for conducting the research. It was found that several factors contributed to workplace stress which includes an inefficient work environment, job security and delays in receiving promotions. The results of the study reveal that the combination of high workload, and poor job conditions, significantly impacts the stress levels, affecting their overall well-being and job satisfaction. There must be efforts to improve the working conditions of the teachers.

Mohammad and Sihes (2021) undertook a study to explore the role of the competency of teachers in developing values among learners to face stress-related challenges in the modern world. The study involved the use of CFA to check the reliability and validity of the competency construct of the teachers. The study found that the competency model is robust and involved significant factors like knowledge of the content, techniques of inculcating values and pedagogical skills. Further, the study recommended that it is essential for teacher training programs to concentrate on the integration of value-based learning and critical evaluation as part of the curriculum to improve the teaching effectiveness as well as to improve the learning abilities of the students.

Tquabo et al., (2021) studied occupation-related stress among the teachers working in the universities of Eritrea. The objective of the study was to determine the factors for the prevalence of work-related stress among teachers. A cross-sectional research design was adopted for the study and a questionnaire was used for collecting data. The findings of the study revealed that conflicts with colleagues, ambiguous job roles, bullying and harassment at work were the various factors for the prevalence of stress among teachers. In addition, the results of the study showed that the teachers working on a temporary contract or part-time basis had higher stress than the others working on a regular basis. The study suggested a change in organizational climate and motivating staff to control and reduce stress.

Ganesh (2020) studied the factors of occupational stress among teachers working in engineering colleges. Convenience sampling was used to select respondents for the study and data was collected with the help of a questionnaire. The study revealed that task deadlines, complex job demands, tough competition and changing work environments were the factors that caused stress among teachers. The study results also mentioned that factors such as career growth, workload, role ambiguity and relationships also led to occupational stress among the teachers. The study suggested that the creation of a good environment and the adoption of stress management techniques can help to manage stress and improve productivity.

Garcia-Gonzalez et al., (2020) studied factors causing stress among the female professors working at universities. The study found several factors, such as role ambiguity, lack of autonomy, working continuously on a computer without breaks and lack of direct communication are the major factors that led to stress among the female professors. The results also showed that female professors also experienced stress due to factors such as work overload, the pressure of managing deadlines, ineffective schedules and emotional exhaustion. The study suggested the adoption of training programs for university professors to deal with stress.

Demjaha et al., (2015) undertook a research study to explore the factors causing stress among teachers. The study aimed to identify the major stressors and analyze their correlation with the demographic profiles of the teachers as well as job attributes. The findings of the study revealed that the major stressors among the teachers were work overload, expectations of the administration and behaviour of the students. Furthermore, the study revealed that there are significant variations across different age groups, gender and teaching experiences concerning the impact of stressors on their performance. The study recommended the adoption of various programs for managing stress along with fostering support from the administration to help teachers in the mitigation of stress.

Areekkuzhiyi (2014) undertook a study to analyze the factors causing organizational stress among the faculty in the higher education sector of Kerala and their impact on performance. Data was collected from 200 teachers and analyzed using Principal Component Analysis. The findings of the study revealed that major factors that contributed to organizational stress included heavy workload, lack of career growth opportunities, work-life imbalance and lack of support from the administration. The study recommended the creation of a conducive workplace environment for career growth, developing support systems and training teachers to maintain a healthy work-life balance to deal with stress.

Objective of the Study

To explore the factors influencing job stress among the teachers working in government and private universities of Punjab.

Research Methodology

The study was conducted by using an Exploratory and Descriptive research design. Primary data collection was done using a questionnaire. As per Mundfrom, Shaw and Lu (2005), the minimum sample size for conducting Factor analysis varied from 100 to 1000. As per MacCallum et al., (1999), the sample size of more than 500 respondents is considered to be relevant for conducting Factor analysis. Furthermore, Comrey and Lee (1992) mentioned that a sample size of at least 200, 300, 500 or 1000 respondents can be considered to be fair, good, very good, and outstanding respectively for Factor analysis. Based on the above recommendations, the sample size chosen for the study was 600 respondents of which half of them i.e. 300 respondents were from private universities and the remaining 300 respondents from government universities of Punjab. The sampling techniques used for the study were cluster sampling and random sampling. Based on the literacy rate, three

clusters were formed i.e. top, middle and lower. The classification of the clusters into top, middle and lower was done on the basis of similar literacy rates (top: 80-90%, middle : 71-80%, lower: 61-70%) assuming that each cluster shares a common level of education attainment. The top category has 6 districts with a literacy rate of 80 – 90%, the middle category has 6 districts with a literacy rate of 71 – 80% and the lower category includes 8 districts with a literacy rate of 61 – 70%. Further, categorized districts involve 2 government and 2 private universities in each category. Thus, a total of four i.e. two government and two private universities were selected from each cluster for conducting the study. The universities and respondents were chosen from the clusters with the help of random sampling for conducting the survey.

Construction of Questionnaire

The questionnaire was developed with the help of the “teacher stress inventory” developed by Harendra Singh and Srivastava. The studies of Muthukumar (2014) and Sharma and Atri (2007) were also referred to while designing the questionnaire. Moreover, the questionnaire was developed through discussion with experts and teachers and using a literature review. The total questions included in the questionnaire were 36 close-ended questions.

Results and Discussion

The statements in the questionnaire were designed to assess the job stress among university teachers. The responses to the statements documented in the questionnaire have been collected by a five-point Likert scale which included responses as ‘strongly agree, agree, neutral, disagree and strongly disagree’. The statements evoked positive as well as negative responses associated with job stress levels. Thereafter, post collecting the responses from the questionnaire, the scale was transformed in accordance to five stress levels namely ‘very low level, low level, moderate level, high level, and very high level’.

CFA was performed to verify and assess the factor structure of the scale, the fit indices are used such as Chi-Square, Goodness of fit index (GFI), Adjusted goodness of fit index (AGFI), Normed Fit Index (NFI), the Root Mean Square Error of Approximation (RMSEA) (Hamutoglu, et.al, 2018).

To perform CFA, it is essential to evaluate the reliability and validity of the scale. To assess the reliability and internal consistency of items, Cronbach’s Alpha has been used to ensure that items’ internal consistency exists within the acceptable range. The internal consistency of Cronbach alpha has been approached to assess whether the factors are well defined or not. Hence the low values indicate the set of items which do not have reliability. It indicates that the value of Cronbach alpha increases if an item is deleted, this infers internal consistency of the factor structure is better without the deleted variable (Sarmiento & Costa, 2019). Performing the reliability and internal consistency of the analysis, 7 statements out of 36 statements were removed since these items’ internal consistency is more than the value of Cronbach alpha which infers that the variable decreased the reliability of the factor. Therefore, the variables have been removed from the analysis.

Based on the literature review, it was found that diverse studies have been conducted to evaluate different key factors impacting the job stress of university teachers. However, the literature lacks a uniform approach. Therefore, the current study aims to provide a detailed study evaluating the impact of all the five key factors on job stress of university teachers i.e. Organizational Climate, Job Satisfaction, Time Availability, Interpersonal Relationships and Teaching-related demands.

Figure 1- Hypothesized Model of Job Stress



Reliability and Consistency Measurement

The study is considered to be reliable if the measurement instruments provide similar results if tested under different measurements. The alpha-reliability coefficient in the following table indicates the internal consistency of the factors of job stress among university teachers. Consistency measurement is one of the commonly used measures for internal consistency reliability of the factors. To summarize, Table 1 shows the values of the reliability of each factor and for individual factors if the item is dropped.

Table 1- Results of the Internal Consistency of the Hypothesized Factors of Job Stress

Organizational Climate		
B2	Quality Level of University Satisfactory.	0.687
B4	Vice Chancellor believes open door policy.	0.684
B6	Not Clear Expectations Senior from Junior.	0.704
B7	Department is free of politics.	0.656
B16	Suitability of Class Timings for Teachers.	0.68
B19	Head of the Department is supportive.	0.69
B27	Full Belief to Demonstrate my Performance in Teaching.	0.675
B30	Teaching Job has enhanced self-esteem.	0.684
Cronbach's alpha/Composite Reliability		0.711
Job satisfaction		
B8	Annual Increment system is suitable.	0.807
B9	Salary offered is as per experience.	0.707
B10	Salary offered is as per qualification.	0.707
Cronbach's alpha/Composite Reliability		0.811
Time Availability		
B11	Time Available for Family Obligation.	0.833
B12	Enough Time Available for Maintaining Social Contact.	0.837
B13	Sufficient Time Available for Own Self.	0.837
B14	Sufficient Time for Academic Research and Publications.	0.84
B15	Enough Time for Conferences, Seminars and Workshops.	0.834
B17	In Addition to Other Assigned Responsibilities, Sufficient Time for Preparing Lectures.	0.862
Cronbach's alpha/Composite Reliability		0.864
Interpersonal Relationship		
B20	Interpersonal Relations with Departmental Colleagues are good.	0.832
B21	Cordial Interpersonal Relations with Different Department.	0.82
B22	Cordial Relationship between Teaching and Administrative Staff.	0.852
B23	Cordial Relationships between Teachers and Students.	0.836
B24	Cordial Interpersonal Relationship between Men and Women.	0.827
B25	Communication to and from the University is satisfactory.	0.84
Cronbach's alpha/Composite Reliability		0.858
Teaching related demands		
B28	Sometimes, teacher feel overburdened in job due to too much responsibilities.	0.705
B29	Family responsibility has an impact on teaching work.	0.713
B33	Do not sleep properly at night because of lecture delivery.	0.659
B34	Sometimes they feel stressed to fulfil the unnecessary responsibilities of completing the remaining courses of absent teachers.	0.649
B35	At times, teacher is unable to deal with indiscipline students.	0.673
B36	Faculty involved is not considered while solving the education issues.	0.694
Cronbach's alpha/Composite Reliability		0.721

The Cronbach's Alpha Value of "Organizational climate" formed with factor analysis is 0.711, reliability testing with Cronbach value of "Job Satisfaction" is 0.811, reliability of "Time Availability" is 0.864, reliability of "Interpersonal Relationships" is 0.858 and the reliability of "Teaching-Related Demands" is 0.721, which is acceptable according to the thumb rule for reliability (George & Mallery, 2003). So, the structure of all factors is accepted.

The consistency measurement indicates that the reliability test of all the identified five factors has been established since the Cronbach alpha of each score was found to be more than 0.7 i.e. within the acceptable criteria (Sarmiento & Costa, 2019). The 'reliability if an item is deleted' for all the individual statements is less than the value of Cronbach alpha of the specified factors which indicates that internal consistency has been established.

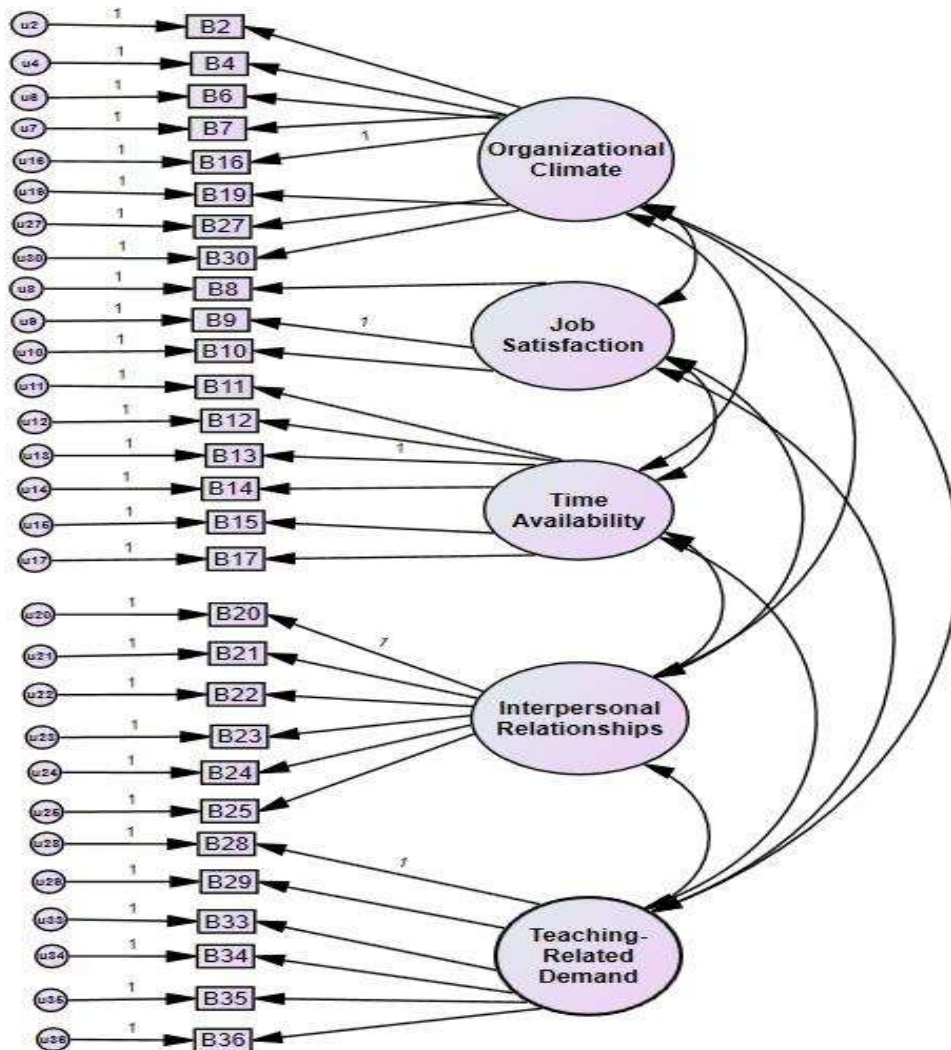
Validity

In the current study, content validity was used to assess the validity of the items in the questionnaire, while construct validity was evaluated using research instruments to check the validity of the CFA model. To establish convergent validity, the composite reliability must be greater than 0.7. The results of the CFA indicated that the conditions for convergent validity were met.

Confirmatory Factor Analysis

After establishing the reliability and internal consistency of the items, the structured model has been prepared to assess the CFA. To run CFA, IBM Amos 26.0 software is used. Figure 2 shows the CFA for the factors of job stress

Figure 2 Confirmatory Factor Analysis for the Dimensions of Job Stress



Structure Equation Modelling

The theoretical model of factors impacting job stress of government and private university teachers was tested using Structural Equation Modeling (SEM). SEM integrates two analytical procedures of which, CFA assesses the measurement element of the theoretical model and path analysis assesses the association between latent variables. The SEM assesses to what extent a proposed theoretical model aligns with covariance data sourced from the sample.

Table 2 CFA Findings of five Factors/Dimensions of Job Stress

Model Fit Summary	CMIN/DF	GFI	AGFI	SRMR	RMSEA	CFI
Findings	4.118	0.844	0.815	0.071	0.072	0.822

The Chi-squared relative to the degree of freedom model assesses the overall fit and the discrepancy between the sample and fitted covariance matrices (Alavi et al., 2020). The findings of the CFA have been demonstrated in Table 2. The acceptable criterion for chi-square relative to the degree of freedom should range between 2

and 5 (Hooper, Joseph, & Mullen, 2008) (Akkus, 2019). The analysis indicates that (Chi-square) χ^2/DF ratio is 4.118 which indicates that the model is an acceptable fit since it lies within the acceptance criteria.

The Goodness and (Adjusted) Goodness of Fit refers to the proportion of variance accounted for by the estimated population covariance. The GFI values and AGFI values range between 0 and 1 and it indicates well-fitting models (Hooper, Joseph, & Mullen, 2008). The acceptance criteria for GFI should be at least 0.9 and a value of at least 0.80 indicates the model is a marginal fit (Mulaik, et al., 1989), (Hooper, Joseph, & Mullen, 2008), (Chandra, et.al, 2018). The GFI value is 0.844 which is very close to the critical value 0.9 and it indicates the value is within the marginal fit criteria.

The threshold limit specified for AGFI is greater than 0.80. The value of AGFI to be at least 0.8 is regarded to be sufficient for a complicated model (Hu & Bentler, 1999), (Brett & Drasgow, 2002) (Adebisi & Bakare, 2019). The AGFI value is 0.815 which establishes that it meets the acceptable criteria.

The Standardized Root Mean Square Residual represents the square root of the difference between the residuals of the sample covariance matrix and the hypothesized model. As the SRMR can be sometimes hard to interpret, better to use SRMR. SRMR cut-off value is $< .08$. It indicates the model is independently fit specifically when the sample size is more than 100 (Byrne, 1994), (Hu & Bentler, 1999), (Adebisi & Bakare, 2019) (Cho, et.al, 2020). The SRMR of the model is 0.071 which indicates that the model is an acceptable fit.

The Root Mean Square Error of Approximation is a parsimony-adjusted index. Values closer to 0 represent a good fit. It should be $< .08$ or at least greater than $.05$ (Hooper, Joseph, & Mullen, 2008), (Hamutoglu, et.al, 2018), (Li, Huang, & Chen, 2020). The analysis indicates that the RMSEA of the model is 0.72 which indicates that RMSEA acceptable criterion is satisfied.

The Comparative fit index (CFI) compares the fit of a target model to the fit of an independent, or null, model. A model value greater than 0.8 represents a satisfactory fit (Konovsky & S.D.Pugh, 1994), (Plessis, 2010), (Ahmed & Bisschoff, 2013), (Wickramasinghe, 2016). The reported value of CFI is 0.82 which indicates the model is a satisfactory fit to the overall model.

Conclusion

Stress is an inevitable part of the education sector and can be caused by various factors. The study discusses the prevalence of job stress and the major factors causing job stress among teachers in government and private universities of Punjab. It can be concluded from the study that the major factors impacting job stress among the teachers in the universities of Punjab have been identified as job satisfaction, organizational climate, interpersonal relationships, the pressure of managing time and teaching-related demands. The study found that it is important for universities to provide a supportive working environment that helps in reducing stress. Also, the universities need to practice a fair remuneration and reward system to promote job satisfaction and reduce stress among teachers. Furthermore, teachers must be trained and encouraged to maintain work-life balance and develop healthy interpersonal relationships at work. Management should support and train teachers to meet their performance expectations. The study concludes that all such initiatives discussed above will be helpful in stress mitigation.

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