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## Demographical Study on Occupational Stress among the Faculty Members with Special Reference to Business Schools in India

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#### ABSTRACT

Teaching profession involves imperative and lofty place in the society and basically in the management education. With the evolving financial situation and expanding joblessness, the estimations of educator and their expert concerns and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers. In concurrence with the ascertained importance of faculties role in the Management Education system, the present research is an attempt to study the level of Occupational Stress of Business School faculty members with respect to age, gender, qualification, designation and income. The sample of 545 Business School faculty members from various macro and micro cities of India has been selected adopting convenient sampling technique. Faculty members occupational stress was accessed with the help of Teacher Stress Scale developed by Dr. K. S. Mishra. The descriptive survey method was adopted for the study. The data, which has obtained from that survey, has been analysed using SPSS software, T-test and one-way ANOVA. The study reveals that a significant difference exists between age, gender, qualification, designation, income and Occupational Stress of the faculty members with special reference to Business Schools in India.

Keywords: Occupational Stress, burnout, psychological and physical health, role overload, workplace.

#### **INTRODUCTION:**

Work related Stress is stress at work. Word Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A noteworthy wellspring of distress among teachers is result of failure of the institute to meet the social needs and job demands of the teachers. In the Management institutes the faculty members are over burdened with regular teaching load as well as the additional bureaucratic work and they complain that they are not sufficiently paid. Teachers in B-schools need to do lots of non-teaching work such as election duties, duty in census, populations counting etc which created additional burden on the faculty members. In general, occupational stress arises from the working conditions and environment of a system, when we talk of stress among teachers.

It has been contended that when instructors feel that they in-vest more in students, colleagues, and school than they get from them, at that point they will probably confront emotional, psychological and occupational difficulties (Van Horn, Schaufeli, & Taris, 2001). The sources of stress experienced by a particular teacher are unique to him or her and depend on the interaction between personality, values and skills and the circumstances. All mentioned stressors have been shown to lead to teachers' burnout. The burnout syndrome is described as emotional exhaustion which is the result of chronic stress and particularly occurs in people who are in contact with other people professionally. It comprises three components: emotional exhaustion, depersonalization and lack of personal accomplishment/achievement (Montgomery & Rupp, 2005), in this manner to remember the negative outcome of stress like burnout and week mental and physical wellbeing it is important to examine the level of Occupational Stress among the Faculty Members with Special Reference to Business Schools in India.

## NEED AND SIGNIFICANCE OF THE STUDY:

Stress experienced by teachers is a subject of extreme enthusiasm for late years. In connection to the profession of teaching, teachers are seen as distributors of learning however they work in a steady socially confined situations encompassed by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This by itself can be an adequate reason for stress in an individual. But in the case of a teacher it is multiplied by other factors as well. Although Most people never realize the amount of stress that teachers deal with on a daily basis but truly speaking in Management Institutes teaching has now turned into an exceptionally demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder, therefore because of the negative outcomes associated with occupational stress, this study is an endeavour to better comprehend the marvel of occupational stress among the faculty members with special reference to Business Schools in India as it relates to education. This may urges the instructive organizations to start some adjustment in condition, so as to diminish the level of occupational stress among the B School faculty members at their foundation.

## **REVIEW OF LITERATURE:**

Aziz, M. (2004) conducted the research which finds "differences in the level of stress between married and unmarried employees on several role stressors". Lawless. (1992) found "similar results except that there was no significant difference between married and unmarried workers. However single women with children were more likely to burn out than married women with children". Genmill et. al. (1972) reported that "internals" had more job satisfaction and perceived their jobs as less stressful than "externals". They also found that "a managers perceived stress was unrelated to education, length of time in their career, or their level in the hierarchy". Kantas (2001) research in Greece indicated that "female teachers experience higher levels of stress and greater job dissatisfaction that usually comes from negative classroom conditions, pupils' behaviour and the work and family interaction". Anitha Devi (2006-7) in her study on occupational stress: A comparative Study of Worker in different Occupations" describes "identifying the degree of life stress and role stress (LS & RS) experienced by professional women. It also studies the effect of life stress and role stress on various demographic variables like age, experience and income". Ryan (1996) found that "male LPCs had significantly higher stress scores than females, with males scoring higher on Role Ambiguity and Responsibility". Rajeswari et. al. (1992) in her study on "Employee Stress: A Study with Reference to Bank Employees" found "significant negative relationship between age and stress and also between experience and stress. This study also found negative correlation between number of members in the family and stress. The level of stress did not differ between different levels of workers namely officers, and clerks". Lawless (1992) reported that "women suffered fifteen percent more stress related illnesses than men. They also thought about quitting their jobs more often, and reported a higher incidence of burnout. Lawless proposed that this is the result of unequal pay scales and a failure of organizations to adopt policies sensitive to family issues". Richard et. al. (1989) also found gender differences, however they found that "women in higher occupational ranks experience more strain than men when they controlled for age, stress, and coping". Billings et. al. (1984) in their study on "Coping Stress and Social Resources among Adults with Unpopular Depression" explain the roles of stress, social resources, and coping among men and women entering treatment for depression. They found that "work stressors had greater impact of women than men". Singh et. al (1995) in their study on "Men and Women in Transition: Patterns of Stress, Strain and Social Relations" highlight the patterns of stress and strain among men and women as well as single and dual career couples. They found that "male and female managers did not differ significantly on various stress dimensions".

#### **OBJECTIVES OF THE STUDY:**

#### The following are the objectives of the study:

To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to age.

To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to gender.

To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to qualification.

To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to designation.

To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to income.

#### **HYPOTHESES OF THE STUDY:**

The following are the hypotheses of the study:

Null Hypotheses  $H_{01}$ : There is no significant difference in the level of Occupational Stress among the faculty Members of Business Schools with respect to age.

Null Hypotheses  $H_{02}$ : There is no significant difference in the level of Occupational Stress among the faculty Members of Business Schools with respect to gender.

Null Hypotheses  $H_{03}$ : There is no significant difference in the level of Occupational Stress among the faculty Members of Business Schools with respect to qualification.

Null Hypotheses  $H_{04}$ : There is no significant difference in the level of Occupational Stress among the faculty Members of Business Schools with respect to designation.

Null Hypotheses  $H_{05}$ : There is no significant difference in the level of Occupational Stress among the faculty Members of Business Schools with respect to income.

#### **RESEARCH METHODOLOGY:**

**Universe:** Faculty members working with public and private Business Schools in macro and micro cities of India are taken in to consideration.

**Research Type:** The descriptive survey method is adopted for the study.

Sampling Unit: Faculty members working with public and private Business Schools in India.

Sample Size: 545 Male and Female faculty members.

Sampling Technique: Convenient sampling technique.

**Tool for data collection:** Primary data is collected through Teachers Stress scale developed by Dr. K. S. Mishra, Reliability of the scale is .922 and by conducting an unstructured interview with the faculty members working with Public and Private Business Schools in India. For the collection of secondary data books, journals, magazines, articles and internet is used.

**Tool for data analysis:** In this study, after collecting the data, the raw scores are tabulated and SPSS and correlation test is used for data analysis.

#### **RESULTS AND DISCUSSION:**

**Normality Test:** The Kolmogorov- Smirnov Statistic tests the hypothesis that the data is normally distributed. After conducting this test, it was found that the assumption holds good for the data. The data is normality distributed (3.606) (see in table no. 1).

Reliability: Reliability of data is (.948), which is excellent. (see in table no. 2).

**Objective 1:** To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to age.

**Result:** Since P = .000 (see in table no. 3) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore  $H_{01}$  (There is no significant difference in the level of Occupational Stress among the faculty Members of B - Schools with respect to age) is rejected. The outcomes proposed that faculties have differences in their Occupational Stress level according to their different age groups.

Discussion: This findings are similar to the research findings of Holeyannavar et al. (2010), Poloski N. et al.

#### (2007) and Khurshid et al (2011).

Holeyannavar et al. (2010) reported that "the stressors as well as overall stress of teachers had negatively and highly significant relationship with age and work experience". Poloski N. et al. (2007) study revealed that "older people perceive significantly higher levels of stress". Khurshid et al (2011) indicated an inverse relationship between the age and occupational role stress. Interestingly, they also reported "a gradual increase in level of occupational role stress with the increase in age of teachers (N=500) of both public and private sector universities. They observed that the senior teachers of the private sector universities experience more occupational role stress than senior teachers of public sector".

**Objective 2:** To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to gender.

**Result:** Since P = .000 (see in table no. 6) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore  $H_{02}$  (There is no significant difference in the level of Occupational Stress among the faculty Members of B - Schools with respect to gender) is rejected. The findings inferred that both male and female employees have difference in the level of their Occupational Stress. The result of testing shows that the level of Occupational Stress of female employees is higher than male employees. It might be on the grounds that dual roles of female faculty members as spouses and moms and also instructors, is a noteworthy wellspring of stress. Research showed that while husbands go to clubs and other relaxation centres to unwind, the female lecturer goes home to work and attend domestic chores and care for the children. He posited that stress and stress related outcomes do have serious consequences on individual's mental, psychological and physical health. Especially on the part of females, thereby making them nagging mothers, difficult and not cooperating with co-workers and highly intolerant to everyone.

**Discussion:** This findings are similar to the research findings of Burke et al. (2008), Arnten et al. (2008), Sharma et al. (2010) and Kashif Ali (2013), Ravichandran et al. (2007) and Greenglass et al. (1988).

Research by Burke et al. (2008) reported that "female managers are experiencing more stress than male ones due to the family-work conflict". Arnten et al. 2008 and Sharma et al. 2010 revealed that "female participants exhibited greater anxiety, work-related stress and psychosocial stressors as compared to men". According to Kashif Ali (2013) Female primary school teachers were found "to have more stress as compared to male primary school teachers of District Budgam". Ravichandran et al. (2007) administered Teacher's Stress Inventory on 200 higher secondary teachers and indicated "a gender difference on perceived personal stress. Female teachers reported more stress in their study as compared to their male counterpart". Greenglass et al. (1988) conducted a study with 555 teachers investigating the relationship between work stress, social support and role conflict. The role-conflict scales were used and it was found that "role- conflict more often for women than in men. The results suggested that job stress was related to role-conflict more often for women than for men".

**Objective 3:** To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to qualification.

**Result:** Since P = .000 (see in table no. 8) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore  $H_{03}$  (There is no significant difference in the level of Occupational Stress among the faculty Members of B - Schools with respect to qualification) is rejected. The findings concluded that both post graduated employees and employees having Ph.D have difference in the level of their Occupational Stress. The result of testing demonstrates that the level of Occupational Stress of employees having Ph.D is very much higher than post graduated employees. It is primarily because of large number of teachers being churned out of the teacher education institutes, which had resulted in large number of more qualified teachers getting jobs lower to their qualification therefore educated employees are more exposed to stress than the ones, who are less educated. Also, being a slow career advancement opportunities in teaching career develops the feeling of stagnation among teachers.

**Discussion:** This findings are similar to the research findings of Khurshid et al. (2011), Singh (2012), Mondal et al. (2011) and Khurshid et al. (2011).

Khurshid et al. (2011) The results showed that "the master's degree holder exhibit less occupational role stress than the Ph.D. degree holders". Singh (2012) also showed "undergraduate teachers to be less occupationally stress than the post graduate secondary teachers". Mondal et al. (2011) study found that "postgraduate teachers were having significantly less job satisfaction on job role item than the Undergraduate and Graduate teachers". Khurshid et al. (2011) states that "higher qualified teachers reported higher occupational stress than lower qualified teachers".

Objective 4: To Study the level of Occupational Stress among the faculty Members of Business Schools with

respect to designation.

**Result:** Since P = .000 (see in table no. 9) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore  $H_{04}$  (There is no significant difference in the level of Occupational Stress among the faculty Members of B - Schools with respect to designation) is rejected. The outcomes recommended that at all 3 levels of designations the faculties have contrasts in their Occupational Stress level the reason could be that more experienced people have learnt certain stress coping tactics over the span of their encounters, thereby empowering them to adequately manage the pressure activated because of their personal and professional commitments.

**Discussion:** This findings are similar to the research findings of Yagil (1998), Majid A. (1998) and Pestonjee et al. (2001).

Yagil (1998) found that "inexperienced teachers were more likely to have higher levels of stress whereas experienced teachers were likely to have lower levels of stress". Majid A. (1998) showed that "less experienced teachers rated a significantly higher level of stress compared to the group of more experienced teachers". Pestonjee et al. (2001) pointed out that "lecturers have reported higher level of role stress as compared to readers and professors".

**Objective 5:** To Study the level of Occupational Stress among the faculty Members of Business Schools with respect to income.

**Result:** Since P = .000 (see in table no. 11) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore  $H_{05}$  (There is no significant difference in the level of Occupational Stress among the faculty Members of B - Schools with respect to income) is rejected. The outcomes recommended that faculties have differences in their occupational stress level according to their different income groups.

**Discussion:** This findings are similar to the research findings of Mohamed, S. et al. (2017) and Dr. G. Lokanadha Reddy et al. (2013).

Mohamed S. et al. (2017) study revealed that "there was statistically significant difference among job stress and monthly Income of academic members and the first and second domains (sources of job stress and levels of stress)". Dr. G. Lokanadha Reddy et al. (2013) also found that "The teachers also significantly differ in their stress due to variations in the salary they receive, as its F-value (2.99) is significant at 0.05 level".

## **CONCLUSION:**

The result of the study revealed that a significant difference exists between age, gender, qualification, designation, income and total mean scores of faculties of Business Schools on occupational stress. The results recommended that faculties have contrasts in their Occupational Stress level according to their different age groups. It appears from the investigation that Male and female imminent teachers are not equivalent in their occupational Stress level. The principle reason is that females feel frailty in terms of safety, job, pressure from home and society. It seems that PHD teachers are found to have higher occupational stress than PG teachers. Because organization or administrators are having elevated standards from PHD holders for, curriculum planning, implementation and evaluation when compared with other PG colleagues. With a specific end goal to accomplish their objectives PHD holders must do work too hard or too quick and in addition it requires high level decision making or prolonged periods of concentration as compare to PG. Likewise people having different designations have distinction in the level of their occupational Stress it may be because less experienced teachers are more stressed by the nature of their job as compared to the more experienced counterparts. The outcome presumed that individuals having diverse pay have refinement in the level of their occupational Stress. Teachers who are getting less pay are confronting distinctive level of worry as living on a low pay can bring various anxieties such as debt, dispossession, and restricted social opportunities, affecting family relationships, child development, harming employee physical and mental health, and contributing to feelings of stigma, isolation, and exclusion for the whole family rather individuals who are getting similarly a reasonable remuneration and that is the reason people who are getting higher pay can accomplish the basic amenities and services, all of which can contribute to reduce the stress and to provide a healthy life.

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## ANNEXURE

#### **Table No. 1 : Showing Normality Statistics**

One-Sample F	Kolmogorov-Smirnov '	Test				
		VAR00001				
N	N					
Normal Parameters <sup>a</sup>	Mean	106.5009				
	Std. Deviation	24.31670				
Most Extreme	Absolute	.154				
Differences	Positive	.154				
	Negative	084				
Kolmogorov-Smirnov Z		3.606				
Asymp. Sig. (2-tailed)	.000					
a. Test distribution is Norr	mal.					

#### Annexure No : 2

**Annexure No 1:** 

#### Table No. 2 : Showing Cronbach's Alpha Reliability Statistics

<b>Reliability Statistics</b>						
Cronbach's Alpha	N of Items					
.948	49					

#### Annexure No: 3 : One Way ANOVA for testing hypothesis 1

#### Table No 3: Showing the ANOVA RESULT

VAR00001	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43516.281	4	10879.070	21.110	.000
Within Groups	278290.581	540	515.353		
Total	321806.862	544			

#### Table No 4 : Showing The Post HOC ANOVA RESULT

	Multiple Comparisons								
	Dependent Variable: VAR00001								
(D) Mean						95% Confi	dence Interval		
	(1) (J) VA DODOO2	(J) VAR00002	Difference	Std. Error	Sig.	Lower	Upper		
	VAR00002		( <b>I-J</b> )			Bound	Bound		
Tukey	Up to 25	26-35 years	2.89548	3.69214	0.935	-7.21	13.0009		
HSD	years	36-45 years	8.21437	3.57893	0.148	-1.5812	18.01		

		Multiple Con	nparisons				
	Dej	pendent Varial	ole:VAR00001	l			
		Mean			95% Confidence Interval		
	(J) VAR00002	Difference	Std. Error	Sig.	Lower	Upper	
VAR00002		( <b>I-J</b> )		_	Bound	Bound	
	46-55 years	$21.80000^{*}$	3.932	0	11.0381	32.5619	
	56-65 years	31.77176*	5.04624	0	17.9601	45.5834	
	Up to 25 years	-2.89548	3.69214	0.935	-13.0009	7.21	
26.25	36-45 years	5.31889	2.41383	0.18	-1.2878	11.9256	
20-35 years	46-55 years	18.90452*	2.91177	0	10.935	26.8741	
	56-65 years	$28.87628^{*}$	4.2991	0	17.1096	40.643	
	Up to 25 years	-8.21437	3.57893	0.148	-18.01	1.5812	
26.45 10000	26-35 years	-5.31889	2.41383	0.18	-11.9256	1.2878	
50-45 years	46-55 years	13.58563*	2.76681	0	6.0128	21.1584	
	56-65 years	$23.55740^{*}$	4.20228	0	12.0557	35.0591	
	Up to 25 years	-21.80000*	3.932	0	-32.5619	-11.0381	
16 55 voor	26-35 years	-18.90452 <sup>*</sup>	2.91177	0	-26.8741	-10.935	
40-55 years	36-45 years	-13.58563 <sup>*</sup>	2.76681	0	-21.1584	-6.0128	
	56-65 years	9.97176	4.50677	0.177	-2.3633	22.3069	
	Up to 25 years	-31.77176 <sup>*</sup>	5.04624	0	-45.5834	-17.9601	
56 65 10000	26-35 years	$-28.87628^{*}$	4.2991	0	-40.643	-17.1096	
Jo-05 years	36-45 years	$-23.55740^{*}$	4.20228	0	-35.0591	-12.0557	
	46-55 years	-9.97176	4.50677	0.177	-22.3069	2.3633	
*. The mean difference	e is significant at th	ne 0.05 level.					

#### Annexure No 4: T test for testing hypothesis 2

# Table No 5: Group statistics on Occupational Stress with respect to gender among the faculty Members of B - Schools

	VAR00002	Ν	Mean	Std. Deviation	Std. Error Mean
VAR00001	Male	332	1.0352E2	23.05915	1.26554
	Female	213	1.1101E2	25.56309	1.75155

#### Table No 6: Independent sample test on Occupational Stress with respect to gender among the faculty Members of B - Schools

Levene's Tes for Equality of Variances						t-te	st for Equality	of Means		
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Con Interva Differ	nfidence l of the rence
									Lower	Upper
VAD00001	Equal variances assumed	3.894	0.049	-3.543	543	0	-7.48529	2.11288	-11.6357	- 3.33487
VAR00001	Equal variances not assumed			-3.464	418.135	0.001	-7.48529	2.16091	-11.7329	-3.2377

## Annexure No 5: T test for testing hypothesis 3

 Table No 7: Group statistics on Occupational Stress with respect to qualification among the faculty Members of B - School.

	VAR00002	Ν	Mean	Std. Deviation	Std. Error Mean
VAR00001	Post graduation	277	1.1271E2	22.78543	1.36904
	Ph.d	268	99.9739	24.20286	1.47842

## Table No 8: Independent sample test on Occupational Stress with respect to qualification among the faculty Members of B - Schools

	Independent Samples Test									
Levene's Test for Equality of t-test for Equality of Means Variances										
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Conf Interval Differe	fidence of the ence
									Lower	Upper
VAR00	Equal variances assumed	0.059	0.809	6.33	543	0	12.74092	2.01294	8.78682	16.695 03
001	Equal variances not assumed			6.323	538.314	0	12.74092	2.01495	8.78279	16.699 05

## Annexure No 6: One Way ANOVA for testing hypothesis 4

#### Table No. 9 : Showing the ANOVA RESULT

VAR00001	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45111.612	2	22555.806	44.183	.000
Within Groups	276695.251	542	510.508		
Total	321806.862	544			

#### Table No 10 : Showing the Post hoc ANOVA RESULT

			Multiple Con	nparisons						
	Dependent Variable: VAR00001									
	(T)		Mean	S4J		95% Confidence Interval				
	(1) VA D00002	(J) VA D00002	Difference	Stu. Error	Sig.	Lower	Upper			
	VAR00002	VAR00002	( <b>I-J</b> )	Error		Bound	Bound			
Assistant Professor	Associate	6 00/21*	2 16095	0.004	1 9052	12 0042				
	Professor	0.90481	2.10985	0.004	1.6055	12.0045				
	FIOLESSOL	Professor	$25.21739^{*}$	2.68267	0	18.9127	31.5221			
	Associato	Assistant	C 00491*	2.16985	0.004	12 00 42	1 2052			
Tukey	Brofossor	Professor	-0.90481			-12.0045	-1.8033			
HSD	FIDIESSOI	Professor	$18.31258^{*}$	2.83504	0	11.6498	24.9754			
		Assistant	25 21720*	2 69267	0	21 5221	19 0127			
	Drofessor	Professor	-23.21759	2.08207	0	-31.3221	-18.9127			
Pro	Professor	Associate	10 21 25 9*	2 82504	0	24 0754	11 6409			
		Professor	-18.31258	2.83504		-24.9734	-11.0498			
*. The me	ean difference i	s significant at	the 0.05 level.							

## Annexure No 7: One Way ANOVA for testing hypothesis 5

## Table No 11: Showing the ANOVA RESULT

VAR00001	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	61891.941	2	30945.971	64.532	.000
Within Groups	259914.921	542	479.548		
Total	321806.862	544			

Multiple Comparisons							
Dependent Variable: VAR00001							
	(I) VAR00002	(J) VAR00002	Mean Difference (I-J)	Std. Error	Sig.	95%	
						ConfidenceInterval	
						Lower	Upper
						Bound	Bound
Tukey HSD	Up to	31,000 to 50,000/m	$12.28451^{*}$	2.04043	0	7.4892	17.0799
	30,000 / m	51,000/m and above	33.23769*	2.96108	0	26.2787	40.1967
	31,000 to	Up to 30,000 / m	-12.28451*	2.04043	0	-17.0799	-7.4892
	50,000/m	51,000/m and above	20.95318*	2.86065	0	14.2302	27.6762
	51,000/m	Up to 30,000 / m	-33.23769*	2.96108	0	-40.1967	-26.2787
	and above	31,000 to 50,000/m	-20.95318*	2.86065	0	-27.6762	-14.2302
*. The mean difference is significant at the 0.05 level.							

## Table No 12: Showing the Post hoc ANOVA RESULT

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