

A Study on Stress among the Teaching Faculty of Management Institutions

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Abstract

Today we all have to survive in global market where technology, customer perception, competition, international rivals, culture and political environment are changing at faster rate more than our expectation. On the side, everyone has their own family responsibilities. Accordingly we have to prepare ourselves mentally and physically to face the challenges arises before the changing environment. If we fail to fulfil these requirements, we come across with stress. Stress is understood as emotional or physical pressure arises from conflict between external environmental demand and individual internal capability leads stress. The present study is focused on stress of teaching faculty of management institutions from Belgaum, Bagalkot, Bijapur, Dharwad, Gadag, Haveri districts. 337 faculty has been selected by using simple random sampling technique. Data has been collected by using questionnaire. The findings of the study highlights that, maximum of 239 (70.92% of total faculty of 337 selected) faculty members are facing moderate stress.

Keywords: Stress, Teaching faculty, Management institutions, Low stress, Moderate stress and High stress.

Introduction

Globalization invites the MNCs to India and well coming Indian Entrepreneurs at global market. It encourages many transformation in culture, technology, customer expectations, social and environmental awareness. It demands innovative, dynamic, technically strong, challenging, and qualitative and multi-tasking human resources with multiple skills like conceptual, analytical, problem solving, quick decision making, accountable and smoothly undertaking routine operations. Such a multitasking human resource are the product of modern management schools and are created by professionally sound management faculty who have the knowledge in various management disciplines, aware about changes in and challenges of modern business practices. Accordingly management faculty inculcates such knowledge and experiences in the students who are going to become future business leaders and managers. Along with this, the faculty is also accountable to their institutions, society, parental group and other stakeholders. It reveals the professional role of management faculty. Along with their professional role, they need to contribute and fulfil equally the needs of their family. In fulfilling their multi responsibilities, they may come across with stress.

Concept of Stress

The stress can be explained as the pressure people feel while at work and in private life. Stress at work is inevitable due to the thought process required in the job performance. Private life is full of anxieties and personal pressures. But stress becomes very stressful when it is seriously realized by mind and heart. In such case it becomes painful and creates many physical and psychological problems which are reflected in day to day life of organizational performances. Then, it leads adverse strain on emotions; thought process and action. Such stressful body become burdensome to the employee and becomes useless for the organization. The various stress levels is furnished in Table 1.

Table 1. Stress Levels

Stress Levels	Low Stress	Optimum Stress	High Stress
Reactions	Boredom/Apathy	High energy	Exhaustion
Behavior	Low motivation, Carelessness, Psychological withdrawal, Inactivity	High motivation, Heightened perception, High involvement	Anxiety, Nervousness, Indecisiveness, Bad Judgments.
Performance	Low performance	High performance	Poor performance
Health effects	Dull health	Good Health	Insomnia psychosomatic illness

Need for the study

The phenomenal growth has been found in management education during last two decades due to introduction of liberalization and globalization. These economic reforms impose many challenges and demand advanced managerial skill which is acquired through management education. It enhances the responsibility of management faculty to supply a talented and challenging workforce.

The fast changing educational process of twenty first century has affected educational syllabus at all levels as well as teaching methods so it becomes necessary for teaching faculty to adopt the challenges to survive in fast changing educational field.

There are many branches emerging in management discipline, which impose challenges for teaching faculty to learn the technical skills successfully to ensure effective communication at all levels. To bridge the gap between theoretical knowledge and practice, the faculty should have industrial experience by handling consultancy as well as research projects of corporate houses at one side and have to integrate skills from various disciplines at other side. This necessitates the tremendous and consistent efforts on part of teaching faculty to address people expectations. Also they have to serve their family. Ultimately, this may result in tension, fear, anxiety, pressure, strain and stress in their professional and personal life. The other factors like job insecurity, work overload and accountability without adequate authority, inadequate facilities and lack of recognition may also lead stress in teaching faculty of management institutions.

They are very few research on stress in teaching faculty of management institutions in districts of north Karnataka like Belgaum, Bijapur, Bagalkot, Dharwad, Gadag and Haveri districts. In the light of above background, in present study, an effort is made to assess the stress among teaching faculty of management institutions in selected districts of north Karnataka.

Objectives of the study

The objectives of the study is to assess the stress level of teaching faculty of management institutions in selected districts of north Karnataka.

Research Methodology

Data Source: The present study is based on primary and secondary data.

a) Primary Data: The required primary data has been collected with the help of questionnaire and field survey.

Sample population: There are 337 faculty of have been selected from the management institutions in selected districts of north Karnataka like Belgaum, Bijapur, Bagalkot, Dharwad, Gadag and Haveri.

Sampling Technique: The random sampling technique has been adopted for selection of sample.

b) Secondary Data: The relevant secondary has been collected from articles and textbooks.

Data Processing and Method of Analysis: The data thus collected through the questionnaire has been classified, analysed and tabulated systematically with the help of tables and by using statistical tools like simple percentage analysis. Appropriate interpretations have been added to tabulated and graphic data.

Review of Literature

Fernades and Murthy (1989), were undertaken a study on job related stress and burnout in middle and secondary school teachers in Bangalore City. In the study, they hypothesized that the job stress cause burnout and the higher age group and married teachers would be more vulnerable to burnout.

The study consist of a sample of 50 female middle and secondary school teachers had been selected from seven schools of Bangalore East region. Among these teachers 41 were married and 9 were single. They were belonging to the age group of 22-59 years and Class II of the Socio-Economic status.

The study exhibits that, 76% of the respondents faced stress on job but the degree of stress experienced were differ. Such a stress is caused by factors like student's misbehaviour, time pressures, poor working conditions and poor school ethos. The coefficient of correlation between stress and burnout indicates that, the stress was significantly co-related with emotional exhaustion

Dr. Giri Uday and Rao Nageshwara (2007), conducted a study titled "An Analytical probe into the levels and extent of the stress creators in teaching profession". A sample of 200 secondary school teachers had been selected for the study.

The study reveals that, the sex, age, qualification, type of institutes cause stress among teachers. The study also shows that, compared to male teachers, female teachers were more stressful and also compared to teachers in urban area, the rural teachers were more stressful.

The teachers below 40 years of age group were more stressful. The teachers having less than 15 years of teaching experience were found more stressful. The post graduate and M.Ed. trained teachers were found to be more stressful than graduate and B.Ed. Trained teachers. The teachers working in residential school were more stressful than the teachers working in non-residential school

Irfana Rashid, Parvaiz Talib, (2015) were conducted a study on "Occupational stress and coping styles among Doctors: Role of demographic and Environment variables". The objectives of the study was to examine the nature and levels of role stress experienced by doctors in government hospitals in respect of gender, experience, specialization and geographical areas in India. The study also attempted to explore the various coping styles followed by doctors to deal with occupational stress.

The sample of the study consisted 334 doctors working in government hospitals. The sample consists of 334 doctors working at the government hospitals. The psychometric instrument, Organizational Role Stress Scale (Pareek 1983) and a semi projective instrument, Role Pics (Pareek, Devi & Rosenzweig 1968) had been used to collect the data pertaining to role stress and coping styles

The result of the study indicates that, compared to male doctors, the female doctors were experienced more stress. On the ground of geographical areas, the stress score of doctors in disturbed ambience is significantly higher than the doctors in peaceful ambience. The nature and quantum of role stress among doctors was also differ in respect of their different specialization and experience they obtained.

The study also shows that, on the basis of 'Role Pics' the majority of the doctors adopted a defensive mode of coping (Avoidance coping) followed by imperceptive coping style (Approach coping).

An overview of the study

Factors causing stress for teaching faculty in management institutions

Student Domain: The student related factors like low student aptitude, student misbehaviour, incorrect feedback about faculty by student group, less respect from students etc. cause student domain stress in teaching faculty.

Academic Domain: The academic factors like need to complete heavy syllabus in time, preparation require sufficient time is not available due to workload, difficulty in dealing multiple assignment at a time and lack of work schedule flexibility lead academic domain stress in teaching faculty.

College Domain: The college related factors like inadequate remuneration, job insecurity, poor promotion opportunity, lack of academic recognition, no clear state of responsibilities, lack of support to academic activities and feel of inadequate knowledge, doing administrative work along with teaching, difficulty to handle contradictory instructions, performance evaluation by management cause college domain stress in teaching faculty.

Work Environment Domain: The factors like lack of freedom to express demands and management support to faculty demands, all are equally treated, additional work burden influences teaching efficiency, pressure to produce better exam results, lack of provision for faculty development programmes, obstacle for ethical practices, lack of co-ordination, efforts are not recognized, overcrowded class, long working hours and prolonged standing, unpleasant state of classrooms, job demands too much physical and mental involvement, inadequate directions from superiors etc. lead working environment domain stress.

Family Domain: Difficulty to meet economic necessities due to inadequate remuneration, influences of unpredictable life events like death of family members, miscarriage, divorce etc. Due to workload at the institution, they spare less time with family members at home. This may create misunderstanding and conflict at home leading to family domain stress.

External Domain: Other than job and family, the external factors also lead stress in teaching faculty. Due to job insecurity, the teaching faculty face challenge of job shifting, due to workload, time constraints, non-availability of facilities, the teaching faculty are not updating technological developments, workload due to external college review like NACC, LIC visit, need to fulfil expectations of parents and society etc lead external domain stress.

Stress Levels of Faculty

Stress levels of faculty is categorized in to low stress, moderate stress and high stress on the basis of total mean score of stress is 135.20 and SD is 21.66 which is calculated on the basis of total scores of factors causing stress. Low stress: $\leq \text{mean} - \text{SD}$, Moderate Stress: $(> \text{mean} - \text{SD} \text{ to } < \text{mean} + \text{SD})$ and High stress $(\geq \text{mean} + \text{SD})$

Table 2. Statement of Levels of stress (low, average and high) experienced by faculty (Mean \pm SD=135.20 \pm 21.66)

Factors	Low stress ($\leq \text{mean} - \text{SD}$)		Average stress ($> \text{mean} - \text{SD}$ to $< \text{mean} + \text{SD}$)		High stress ($\geq \text{mean} + \text{SD}$)		Total	
	No	%	No	%	No	%	No	%
Gender								
Male	30	14.85	140	69.31	32	15.84	202	59.94
Female	17	12.59	99	73.33	19	14.07	135	40.06
Total	47	13.95	239	70.92	51	15.13	337	100.0

Factors	Low stress (\leq mean-SD)		Average stress ($>$ mean-SD to $<$ mean+SD)		High stress (\geq mean+SD)		Total	
	No.	%	No.	%	No.	%	No.	%
Age groups								
21-30	11	8.40	102	77.86	18	13.74	131	38.87
31-40	24	18.18	88	66.67	20	15.15	132	39.17
41-50	6	14.63	30	73.17	5	12.20	41	12.17
51+	6	18.18	19	57.58	8	24.24	33	9.79
Types of employment								
Permanent	34	19.88	113	66.08	24	14.04	171	50.74
Temporary	13	7.83	126	75.90	27	16.27	166	49.26
Type of management Institution								
Government	10	13.89	54	75.00	8	11.11	72	21.36
Private	35	13.73	178	69.80	42	16.47	255	75.67
Both	2	20.00	7	70.00	1	10.00	10	2.97

Source: Field survey

The Table 2. represents the stress levels of faculty working at management colleges/institutions.

Total: Out of the total of 337 faculty selected, 47 (13.95%) have come across with low stress, 239 (70.92%) have moderate level of stress and 51 (15.13%) are highly stressed. It indicates that, the maximum of 239 faculty are moderately stressed.

Gender:

- A) Total: Out of 337 faculty, 202 (59.94%) were male faculty and 135(40.06%) were female faculty.
- Male: Among the 202 male faculty, 30(14.85% of total male faculty) have low stress, 140 (69.31% of total male faculty) have moderate level of stress and 32 (15.84% of total male faculty) were highly stressed. It represents that, maximum of male faculty (69.31%) have come across with moderate level of stress.
 - Female: Out of 135 female faculty, 17 (12.59% of total female faculty) have low stress, 99 (73.33% of total female faculty) have moderate level of stress and 19 (14.07% of total female faculty) were highly stressed. It exhibits that, maximum of female faculty (73.33%) have moderate level of stress.
- It is found in the study that, maximum of male faculty (69.31%) and female faculty (73.33%) have come across with moderate stress.
- B) Total: Out of 337 faculty, 47 (13.95%) have low stress, 239 (70.92%) have moderate level of stress and 51 (15.13%) are highly stressed.
- Low Stress: Among the 47 faculty have low stress, 30 (14.85% of total male faculty) were male faculty and 17 (12.59% of total female faculty) were female faculty. It shows that, the low stress is found more in male faculty.

- Moderate Stress: Out of 239 faculty have moderate level of stress, 140 (69.31% of total male faculty) were male faculty and 99 (73.33% of total female faculty) were female faculty. It indicates that, moderate stress is found more in female faculty.
- High Stress: Among 51 faculty have high stress, 32 (15.84% of total male faculty) were male faculty and 19 (14.07% of female faculty) were female faculty. It represents that, high stress is found more in male faculty compared to female faculty.

This comparative study indicate that, both low stress and high stress is found to more in male faculty (14.85% and 15.84%) as compared to female faculty (12.59% and 14.07%). But moderate stress is found to more in female faculty (73.33%) than that of male faculty (69.31%).

Age Groups:

- A) Total: Out of the 337 faculty, 131 (38.87) are under the age group of 21-30, 132 (39.17%) are under the age group 31-40, 41 (12.17%) are under the age group of 41-50 and 33 (9.79%) are under the age group of 51 and more.
- 21-30: Among the total of 131 faculty under the age group of 21-30, 11 (8.40% of total faculty under the age group of 21-30) have low stress, 102 (77.86% of total faculty under the age group of 21-30) have moderate level of stress and 18 (13.74% of total faculty under the age group of 21-30) are highly stressed. It reveals that, maximum number of faculty (77.86%) under the age group of 21-30) experienced the moderate level of stress.
 - 31-40: Out of the 132 faculty under the age group of 31-40, 24 (18.18% of total faculty under the age group of 31-40) have low stress, 88 (66.67% of total faculty under the age group of 31-40) have moderate level of stress and 20 (15.15% of total faculty under the age group of 31-40) have high stress. It exhibits that, higher number of faculty (66.67% of total faculty under the age group of 31-40) are moderately stressed.
 - 41-50: Among the total of 41 faculty under the age group of 41-50, 6 (14.63% of total faculty under the age group of 41-50) have low stress, 30 (73.17% of total faculty under the age group of 41-50) have moderate level of stress and 5 (12.20% of total faculty under the age group of 41-50) are highly stressed. It indicates that, maximum number of faculty (73.17% under the age group of 41-50) experienced the moderate level of stress.
 - 51-and more: Out of the 33 faculty under the age group of 51 and more, 6 (18.18% of total faculty under the age group of 51 and more) have low stress, 19 (57.58% of total faculty under the age group of 51 and more) have moderate level of stress, and 8 (24.24% of total faculty under the age group of 51 and more) are moderately stressed. It represents that, higher number of faculty (57.58% under the age group of 51 and more) are moderately stressed.

It has been explored in the study that, higher number of faculty under the age group of 21-30 (77.86%), 31-40 (66.67%), and 41-50 (73.17%) and 51 and more (57.58%) have moderate stress.

- B) Total: Out of 337 faculty, 47(13.95%) have low stress, 239 (70.92%) have moderate level of stress and 51 (15.13%) have high stress.
- Low stress: Among the 47 faculty have low stress, 11(8.40% of total faculty under the age group of 21-30) belongs to the age group of 21-30, 24 (18.18% of total faculty under the age group of 31-40) belongs to the age group of 31-40, 6 (14.63% of total faculty under the age group of 41-50) belongs to

the age group of 41-50 and 6 (18.18% of total faculty under the age group of 51 and more) belongs to the age group of 51 and more. It reveals that, low stress is found less in faculty under the age group of 21-30.

- Moderate stress: Out of 239 have moderate stress, 102 (77.86% of total faculty under the age group of 21-30) belongs to the age group of 21-30, 88 (66.67% of total faculty under the age group of 31-40) belongs to the age group of 31-40, 30 (73.17% of total faculty under the age group of 41-50) belongs to the age group of 41-50 and 19 (57.58% of total faculty under the age group of 51 and more) belongs to the age group of 51 and more. It exhibits that, moderate stress is found more in faculty under the age group of 21-30.
- 3) High stress: Among the total of total of 51 faculty have high stress, 18 (13.74% of faculty under the age group of 21-30) belongs to the age group of 21-30, 20 (15.15% of faculty under the age group of 31-40) belongs to the age group of 31-40, 5 (12.20% of faculty under the age group of 41-50/ belongs to the age group of 41-50 and 8 (24.24% of total faculty under the age group of 51 and more) belongs to the age group of 51 years and more. It reflects that, high stress is found in faculty under the age group of 51 years and more.

This comparative study represents that, the low stress is found more in faculty under the age group of 31-40 (18.18%) and 51 and more (18.18%). Moderate stress has been found more in faculty under the age group of 21-30 and high stress has been found more in 51 and more as they have less tolerance capacity due to age factor.

Type of Employment:

- A) Total: Out of the 337 faculty, 171 (50.74%) are employed as permanent, 166 (49.26%) are employed as temporary.
- Permanent: Among the total of 171 faculties employed as permanent, 34 (19.88% of total permanent faculty) have low stress, 113 (66.08% of total permanent faculty) have moderate level of stress and 24 (14.04% of total permanent faculty) are highly stressed. It reveals that, maximum numbers of faculty (66.08%) are moderately stressed.
 - Temporary: Out of 166 faculty employed as temporary, 13 (7.83% of total temporary faculty) have low stress, 126 (75.90% of total temporary faculty) are moderately stressed and 27 (16.27% of total temporary faculty) have high stress. It shows that, higher number of faculty have moderate level of stress.
- This comparative study indicates that, maximum of faculty employed as permanent (66.08%) and faculty employed as temporary (75.90%) have moderate level of stress. But temporary faculty (75.90%) are comparatively higher than the permanent faculty (66.08%) who are moderately stressed.
- B) Total: Out of 337 faculty, 47 (13.95%) have low stress, 239 (70.92%) have moderate level of stress and 51 (15.13%) are highly stressed.
- Low stress: Among the total of 47 faculty have low stress, 34 (19.88% of total faculty employed as permanent) faculty employed as permanent and 13 (7.83% of total faculty employed as temporary) faculty employed as temporary. It shows that, low stress is found more in faculty employed as permanent as they have job security.

- Moderate stress: Out of the total of 239 faculty have moderate stress, 113 (66.08% of total faculty employed as permanent) faculty employed as permanent, 126 (75.90% of total faculty employed as temporary) faculty employed as temporary. It represents that, moderate stress is found more in temporary faculty.
- High stress: Among the total of 51 faculty have high stress, 24 (14.04 % of total faculty employed as permanent) faculty employed as permanent and 27 (16.27% of total faculty employed as temporary) faculty employed as temporary. It indicates that, high stress is found more in temporary due to job insecurity, heavy work load, inadequate salary etc.

The comparative study indicates that, Low stress is found more in faculty employed as permanent(19.88%) and moderate and high stress is found more in faculty employed as temporary (75.90% and 16.27%) due to more workload, job insecurity, inadequate remuneration, lack of recognition, no freedom to express etc.

Type of Management Authority of College:

- A) Total: Out of the 337 faculty, 72 (21.36%) are working at government colleges, 255 (75.67%) are working at private institutions and 10 (2.97%) are working at both government as well as private colleges.
- Government: Among the total of 72 faculty working at government colleges, 10 (13.89% of total faculty working at government colleges) have low stress, 54 (75% of total faculty working at government colleges) have moderate level of stress and 8 (11.11% of total faculty working at government colleges) are highly stressed. It shows that maximum of faculty (75%) are moderately stressed.
 - Private: out of the 255 faculty working at private institutions, 35 (13.73% of total faculty working at private institutions) have low stress, 178 (69.80% of total faculty working at private institutions) are moderately stressed and 42 (16.47% of total faculty working at private institutions) have high stress. It indicates that, the higher number of faculty (69.80%) have moderate level of stress.
 - Both Government and Private: Among the total of 10 faculty working at both government as well as private institutions, 2 (20% of total faculty working at both government as well as private institutions) have low stress, 7 (70% of total faculty working at both government as well as private institutions) have moderate level of stress and 1 (10% of total faculty working at both government as well as private institutions) are highly stressed. It reflects that, maximum of faculty (70%) are moderately stressed.
- It has been found in the study that, maximum of faculty working at government colleges (75%), private institutions (69.80%) and working at both government as well as private institutions (70%) have moderate level of stress.
- B) Total: Out of 337 faculty, 47 (13.95%) have low stress, 239 (70.92%) have moderate level of stress and 51 (15.13%) are highly stressed.
- Low stress: Among the total of 47 faculty have low stress, 10 (13.89% of total faculty working at Government colleges) faculty working at government colleges, 35 (13.73% of total faculty working at private colleges) and 2 (20% of total faculty working at both government as well as private colleges) faculty working at both government as well as private colleges. It exhibits that, low stress is found more in faculty working both at government as well as private colleges.
 - Moderate stress: Out of the total of 239 faculty have moderate stress, 54 (75% of total faculty working at government colleges) faculty working at government colleges, 178 (69.80% of total faculty working

at private colleges and 7 (70% of total faculty working at both government as well as private colleges) faculty working at both government as well as private colleges. It shows that, moderate stress has been found more in faculty working at government colleges.

- High stress: Among the total of 51 faculty have high stress, 8 (11.11% of total faculty working at government college) faculty working at government colleges, 42 (16.47% of faculty working at private colleges) faculty working at private colleges and 1 (10% of faculty working at both government as well as private colleges) faculty working at both government as well as private colleges. It reflects that, high stress is found more in faculty working at private colleges as they been assigned more responsibilities.

The comparative study highlights that, low stress is found more faculty working at both government as well as private colleges (20%), moderate and high stress is found more in faculty working at private colleges (69.80% and 16.47%).

Findings

Gender:

- It is found that, maximum of faculty consists of male and female have come across with moderate level of stress. But it has been found more in female faculty (73.33%) as compared to male faculty (69.31%) because females are more efficient in balancing and fulfilling domestic responsibilities as well as professional role.
- The low stress and high stress is found high in male faculty (14.85% and 5.84%) as compared to female faculty (12.29% and 14.07%)

Age:

- Higher numbers of faculty of different age group are moderately stressed i.e. 77.86% (21-30), 66.67% (31-40), 73.17% (41-50) and 57.58% (51 and more).
- Low level of stress is found less in faculty under the age group of 41-50 (14.63%) as compared to faculty of other age group and high stress is found more in faculty under the group of 51 & more (24.24%) than that of faculty of other age group.

Type of Employment:

- Higher number of faculty employed as permanent (66.08%) as well as temporary (75.90%) is found to have moderate level of stress.
- Low stress is found more in faculty employed as permanent(19.88%) and moderate and high stress is found more in faculty employed as temporary (75.90% and 16.27%) due to more workload, job insecurity, inadequate remuneration, lack of recognition, no freedom to express etc.

Type of Management Authority of College:

- Higher number of faculty working at government colleges (75%), faculty working at private institutions (69.80%) and faculty working at government colleges as well as private institutions (70%) is found to have moderate level of stress.
- low stress is found more faculty working at both government as well as private colleges (20%), moderate and high stress is found more in faculty working at private colleges (69.80% and 16.47%).

Suggestions

- **Student Domain:** To reduce stress from students, the faculty has to change the behavior of students by maintaining friendly relationship with them instead of scolding them. The faculty has to become model for students with their conducts and use innovative teaching styles based on the learning styles of students.
- **Academic Domain:** To reduce academic domain stress, the faculty has to practice time management skills and develop teaching plan, which helps to complete the syllabus in given time effectively with well prepared and to deal multiple assignments at a time. The management has to facilitate flexibility in work schedule.
- **College Domain:** To reduce college domain stress of faculty, the management has to make provision for satisfactory remuneration equivalent to faculty performance and facilitate the provision for job security, provide opportunity for age and performance based promotion, rewarding and recognizing for academic achievement of faculty, the role and responsibilities to be assigned to faculty should be made clear by ensuring communication channels and maintain good interpersonal relationship among different levels..
- **Work Environment Domain:** To reduce working environment domain stress, the management of the college has to provide an opportunity to faculty to express their ideas, present their requirements or demands or problems before management. Ensure equal treatment of faculty. The management has to appoint additional workforce to reduce the additional work burden of faculty. Make a provisions and programmes for faculty development like facilitating orientation programmes, conducting seminars, workshops, conferences. Maintain a working environment of the institution in such a way that, everyone practice ethical values. There should not be any obstacles for ethical practices. Otherwise it will heart the moral values of faculty. Lead and instruct the faculty in the way in which, there should be co-ordination in all faculty and their activities. There should be normal working hours like seven hours and it should be in practice.
- **Family Domain:** To reduce family domain stress, the management has to facilitate for counselling the faculty by appointing a trained counselor, if they are too much disturbed with some unpredictable life events like losing the family members, miscarriage etc. The faculty has to make plan for vacation with their family members.
- **External Domain:** To reduce external domain stress, the faculty to develop continuous learning in their respective field by smart working which helps them to survive in the changing environment and they face the challenges of job shifting. The management of the college has to conduct awareness programmes for faculty which helps them to get better understand of changed technology or technological developments and digital tools.

Conclusion

Creativity and innovativeness, recognizing organizational realities and implementing effectively are important essentials in changing environment. The teaching faculty of management institutions inculcate such qualities in students and thereby develop leadership skill, analytical skill, group working etc. Along with their professional responsibility, they also need to look after their family and fulfill the family requirements. In performing their dual role they may come across with stress. They may experience low stress or moderate stress or high stress.

On the basis of total score of factors causing stress, the mean score of total stress of faculty is 135.20 and S.D. is 2.66 on the basis of which the stress level of faculty is categorized in to low stress, moderate stress and high stress. The maximum number of selected teaching faculty (70.92% of 337 total faculty) of management institutions in selected districts of North Karnataka are come across with moderate level of stress. This indicates the efficiency on part of the teaching faculty in performing their professional as well as personal/family responsibilities.

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