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## A Descriptive Study of Work Stress among the Teachers of Higher Educational Institutions

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### **Abstract:**

*Teachers are the role models of their students, but recently with the spurt of globalization, there is inundation of private universities in the country catering to the educational demands and needs of the youth. Therefore, the rare and much elusive career of glory and high regard, latched with the profession of teaching is a bygone fable of the past, and what it now brings forth with itself is insanely high standards of workload, flustered role ambiguities, inter-role distances and role overload, undue career concerns; that job insecurities and crappy pays imply and putrefied work environment as well as flimsy interpersonal relations in the form of peer backbiting and barbs and parochial competitions. These are some of the stressors that plague the teachers of higher educational environs of the country. The upshot of this entire predicament is the pussy-footed noxious element of work stress. The present study addresses the same issue of higher educational faculties and is thoroughly descriptive in character and spirit.*

**Keywords:** stressors, workload, role stress, career concern, work environment, interpersonal relations.

### **1. Introduction**

Teaching is a profession that is regarded with respect and high regard. Teachers since long ages had been venerated not just by their students but all and sundry in the society. With such heavy moral obligations reclining on their shoulders, it is not surprising that they develop many protégé in their entire career of teaching. But more recently with the advent of globalization, privatization and liberalization; there is inundation of private universities and private colleges, with many people applying for the much exalted position of teachers in higher educational sectors, in order to earn their regular moolah. Also there are instances of crowded classrooms, students of rowdy character who just intend to dive over the degree certificates, increasing the workload on teacher's manifold, nevertheless putrefying the work environment. The college founders too do not pay the teachers handsomely leave aside the regard they ought to be given as per their venerable position of teacher, thereby increasing the career concern of the teachers also. Most of the teachers become the victim of staffroom barbs by the rust out senior teachers while the peer teachers indulge in parochial short-sighted competitions and backbiting, flustering the newbie through and through. With such heavy workload on teachers, they are unable to invest precious time in their personal activities and passions, increasing their role stress as well. The present study is an effort to put forth these nuisances into spotlight as far as the profession of teaching is concerned in higher educational environs. The study is descriptive in character and uses percentage values to shed some pertinent light on the work stress of teachers.

### **2. Review of Literature**

Stress is the inevitable reality of modern life; it could rather be considered synonymous to living than just existing. The field got its popularity after Second World War. Before the war, stress received very little attention from what might be called its natural constituency, Psychology and Occupational Psychology. It was Munsterberg 1913, and Muscio, 1930<sup>1</sup> who put forward the concept of fatigue studies and have therefore contributed to the notion of stress, in the pre-war era. In the same breath, Hearnshaw<sup>2</sup>, a historian of psychology, in 1987, elucidated that fatigue studies were the earliest of current stress discourse. It is debated that Walter Cannon<sup>3</sup>, a noted physiologist at Harvard Medical School, gave the concept of fight or flight (1932), and has conclusively contributed to the academic emergence of the concept of stress. But undoubtedly it is Hans Selye<sup>4</sup> (1907), a Hungarian, who ushered in the concept of stress and coined the word also. He suggests that stress is the state manifested by a specific syndrome which consists of all the nonspecifically induced changes within a biological system. Dr. Selye also revealed the General Adaptation Syndrome (GAS) in his interesting serendipitous laboratory accident. He examined that while stress is reflected by the sum of the non-specific changes which occur in the body at any one time, the general adaptation syndrome (or GAS) encompasses all nonspecific changes as they develop throughout time during continued exposure to a stressor. Aphoristically, while one is a snapshot, the other a motion picture of stress. Hans Selye in his book, the Stress of Life (1956) has delineated the following three stages an incumbent experience in stressful situations:

1. Alarm reaction: in which an initial phase of lowered resistance is followed by counter shock, during which the incumbent's defence mechanisms become active.
2. Resistance: the stage of maximum adaptation and optimistically, successful return to return to equilibrium for the incumbent. If, however, the stress agent continues or the defence mechanism is ineffective, the individual will move over to a third stage.
3. Exhaustion: when adaptive responses collapse.

According to another school of thought comprising of Cooper and Cummings<sup>5</sup> (1979), state that individuals try to maintain a steady state with the environs and the natural settings. However, when stress crops up or when there is strain or push effected on the person, or when there is demand on the present circumstance, the "range of stability" of the person is sullied and therefore the incumbent acts to restore his relaxed underpinnings comprising of his "range of stability" and therefore adopts myriad of coping strategies, to restore the feeling of comfiture, constituting of "adjustment process"

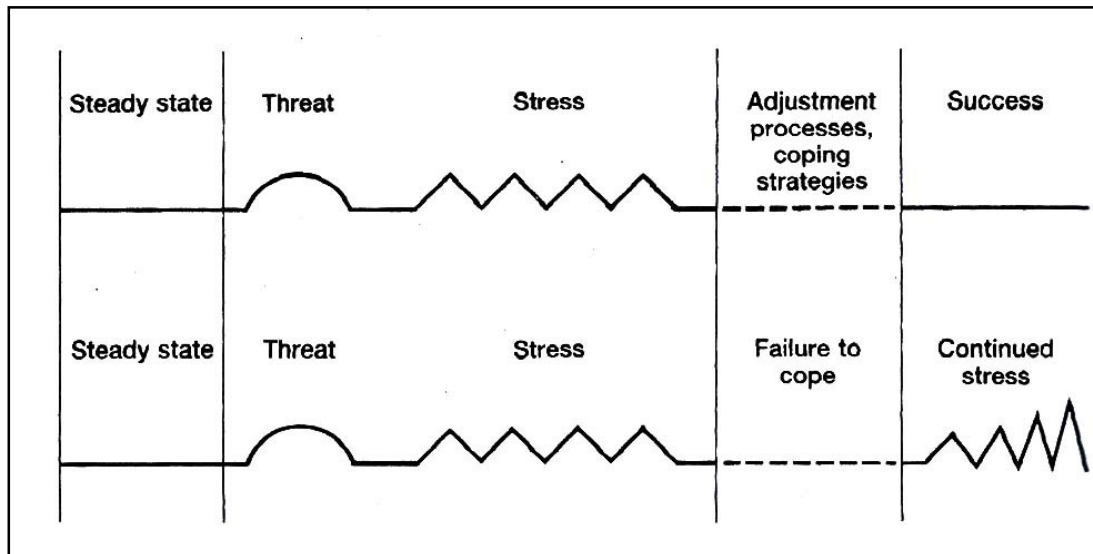


Figure 1: The Cooper and Cummings framework

Now that the stress theory is confabulated, it is pertinent to understand the nitty-gritty of work stress. Perchance the most liberal work in the area of work stress is done by Rice, who even concocted the jargon, "Work-related stress" or WRS. According to Kyriacou<sup>6</sup>, 2001, occupational stress is the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work-related factors. While Lazarus<sup>7</sup> (1970) opine occupational stress is an individual experience depending on the traits of individuals, and it is not as if all people react to a particular situation in similar fashion. Back and forth, Rice<sup>8</sup> (1987) has suggested the following rubrics of work-related stress viz: stress intrinsic to job; comprising of too much qualitative or quantitative workload, role in organization comprising largely of role ambiguity; role conflict, relations within organizations; constituting poor relations with boss; poor relations with colleagues and subordinates; difficulties in delegating responsibility and personality conflicts, career development; career development comprising of over promotion and under promotion; lack of job security; fear of redundancy or retirement, fear of obsolescence, thwarted ambition and a sense of being trapped; organizational structure and climate including restrictions on behaviour, lack of effective consultation and communication, uncertainty about what is happening, no sense of belonging, loss of identity and office politics, organization interface with outside consisting of divided loyalties and conflicts with family demands and hindmost the stress that is intrinsic to individual containing the personality that further contains the tolerance for ambiguity and stable self-concept, inability to cope with change; declining abilities, lack of insight into own motivation and fear of moving out of area of expertise. Cooper and Marshall<sup>9</sup> (1976) have suggested the following rubrics of work stress viz: factors intrinsic to the job, role in the organization, relationships within the organizations, career development and organizational structure and climate. In line with above, Schuler<sup>10</sup> (1980) too has boiled down to similar set of rubrics comprising of factors such as task characteristics, leader processes, organizational structure, interpersonal conditions and physical qualities. According to French and Caplan<sup>11</sup> (1972), two types of overload conditions persist viz: qualitative overload and qualitative overload. While the former connotation implies simply having too much work to do; the latter suggests the work that is too difficult for the incumbent. Quite surprisingly, even the under-load conditions contribute to stressful predicament, and conforming patterns of the same are confirmed by Cox<sup>12</sup> (1980), who delineates the underload predicament as the problem of not being sufficiently challenged by work. In his revelations, he confirms that job underload associated with repetitive routine, boring and under-stimulating work has been associated with ill-health. Embarking on the stressor comprising of role issues, the findings of Pestonjee<sup>13</sup> (1997) in his book, "Stress and Coping" suggests that human beings have always been hankering for a happy and stress – free life and therefore the emphasis on the role that a person occupies in a system comprises of an important factor leading to stressful life. Pareek<sup>14</sup> in his book on Organizational Behavior (2011) has listed down flowing types of possible role stresses viz: inter - role distance, role isolation, role ambiguity, role expectations conflict, resource inadequacy, personal inadequacy, role stagnation, role erosion and role overload. Inter – role distance according to Pareek, is the conflict between the organizational roles and other roles e.g. an executive not able to divide his time

between work demands and family demands. Similarly, role isolation is the lack of linkages of one's role with other roles in the organization. Role ambiguity is the lack of clarity about expectations of others from the role, or lack of feedback on how performance is regarded by others. Role expectations conflict refers to conflicting demands made on the role by different persons in the organization. Resource inadequacy is the non-availability of resources needed for effective role performance. Personal inadequacy is the lack of knowledge, skills or adequate preparation to be effective in a particular role. Role stagnation is having opportunities for learning and growth in the role. Role erosion is a feeling that some important functions a role occupant would like to perform have been given to some other roles, or a feeling that there is not much challenge in the functions given to the role. Role overload is a feeling that too much is expected from the role than what the occupant can cope with. Pareek has further constructed an organizational role stress (or ORS) scale to measure the level of aforementioned role stresses. As far as the rubric of career development as a stressor is concerned, the work of Ivancevich and Matteson<sup>15</sup> (1980) is generous and bountiful. They opine that individuals suffering from "career stress" often make apparent high job description, job mobility, burnout, poor work performance, and less effective interpersonal relations at work. Cooper<sup>16</sup> (1976) opine that the process of being evaluated and appraised could be a stressful experience for all of us. He further elucidates that for many workers, career progression is of overriding importance. Through promotion, people not only earn more money, but enjoy increased status and new challenges. Hence, if the same is impeded and hindered in some form or aspect, it leads to stressful conditions. The climate of organization is yet factor that impinges on the incumbent and causes stressful conditions. When a person becomes a part of a job, he automatically loses certain level of autonomy and freedom in totality. The person has certain expectations regarding his job profile which was elaborately delineated in his job description at the time he had applied for it. When his anticipations do not meet the desired level of satisfaction, he gripes and subsequently feels indignant, therefore causing stress. For instance, he might not be able to participate in the decision making processes, and at the same time he feels that he is not adequately included in the office communications and consultations, subsequently leading to a certain degree of dearth in sense of belonging, thereby leading to stress. In line with above, Coch and French<sup>17</sup> (1948) opine that workers who were allowed more participation in decision making, produced more and had higher job satisfaction. Since the constructs job satisfaction, job involvement and work stress are interrelated, therefore a higher degree of job satisfaction implies lesser work stress and therefore a happier self, while grievous in vice versa predicament.

### 3. Research Methodology

The stressors identified in the present study are workload, role stress, career concern, work environment and interpersonal relations. the questionnaire is a structured one. The first construct role stress has five items and is derived from Schutz and Long teacher stress scale. The second construct role stress has eight items and is derived from Udai Pareek's Role Stress Scale; the original scale is condensed to just eight items. The construct of career concern has five items, and is derived from K.S. Mishra's Teacher Stress Scale, similarly the items of the construct work environment, are derived from School Level Environment Questionnaire (SLEQ) and lastly for the construct interpersonal relations, items are derived from K.S. Mishra's Teacher Stress Scale. The sample size is three hundred (300) and comprises of teachers of higher educational milieu, drawing heavily from humanities and management streams of the University of Allahabad and management colleges of the city, Allahabad, respectively.

### 4. Analysis

As previously mentioned, there are five items under the construct workload. The table below depicts the percentage wise distribution of the items of the construct workload, as per the responses of the teachers of the higher educational milieu, while the questionnaires were distributed to the sample. It is crucial to deliberate that the sample size is three hundred (300).

Work Load	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Item 1	119	39.7	94	31	36	13	38	11.7	14	4.7
Item 2	95	31.7	116	38.7	26	8.7	43	14.3	20	6.7
Item 3	118	39.3	94	31.3	36	12	38	12.7	14	4.7
Item 4	85	28.3	89	29.7	37	12.3	50	16.7	39	13
Item 5	38	12.7	95	31.7	37	12.3	41	13.7	89	29.7

Table 1: Work stress due to workload

The item "the criteria of performance of my job are too high" has the following percentage distribution, while 39.7% of the teachers give their avowal to the scale "strongly agree", 31% give their mandate to "somewhat agree", and just 11.7% agree with the degree of "somewhat disagree" and just 4.7% "strongly disagree", and 13% neither agree nor disagree with the neutrality. Thus it could be inferred that teachers of higher educational environs consider the criteria of their performance as too high. Looking at the second item, it is apparent from the table above that teachers of higher educational institutions experience high workload at their workplace, with the percentage scorings for the scale "strongly agree" and "somewhat agree" being highest of 31.7 and 38.7 respectively. Similarly, for the third item, "I hardly get time for proper rest" the same set of revelations are there, with highest scorings for "strongly agree" and "somewhat agree." Aforesaid is also true for the fourth item reiterating the notion that the teachers of higher educational institutions experience lot of stress. While for the item, "I am unable to pursue my life on my own principles", no clear cut majority persists for the percentage values are high for both "somewhat agree" and "strongly disagree" at 31.7 and 29.7 respectively.

Role Stress	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Item 6	65	21.7	99	33	23	7.7	56	18.7	57	19
Item 7	81	27	113	37.7	18	6	36	12	52	17.3
Item 8	66	22	99	33	37	12.3	58	19.3	40	13.3
Item 9	37	12.3	69	23	22	7.3	86	28.7	86	28.7
Item 10	69	23	110	36.7	60	20	30	10	31	10.3
Item 11	65	21.7	110	36.7	22	7.3	50	16.7	53	17.7
Item 12	52	17.3	102	34	40	18	40	24.3	52	17.3
Item 13	43	14.3	59	19.7	62	20.7	73	24.3	63	21

Table 2: Work stress due to Role Stress

The table above shows the percentage values of the construct role stress and it is apparent that for item 6, "I am afraid I am not learning much in my present role as a teacher that will allow me to take up higher responsibilities later," the percentage scorings are highest for "strongly agree" and "somewhat agree" and similar set of revelations are there for item 7, which depicts that the scorings are once again high for the gradations "strongly agree" and "somewhat agree", standing at 27 and 37.7 respectively. Same is true with item 8, while the revelations stand different for the 9th item, which is "I am not clear about the role and responsibilities of my role as a teacher," where no clear cut majority exists for any one grading. The item 10, delineating, "I have various other interests which remain neglected because I do not get time to attend to them," the percentage scorings are highest for "strongly agree" and "somewhat agree" reclining at 23 and 36.7 respectively, confirming thereby that the role stress for the teachers of higher educational environs are quite high. For items 11 and 12, similar set of revelations, as for the previously mentioned items, are there. While for the last item under the construct role stress, "I am given too much responsibility without adequate authority to carry it out" the highest percentage scorings are for the gradations "somewhat disagree" and "strongly disagree," thereby proving that the role stress regarding this item are not so severe and therefore of inconsequential import.

Career Concern	Not Concerned		A Little Concerned		Moderately Concerned		Very Concerned		Extremely Concerned	
	No.	%	No.	%	No.	%	No.	%	No.	%
Item 14	39	13	59	19.7	74	24.7	81	27	47	15.7
Item 15	43	14.3	78	26	55	18.3	92	30.7	32	10.7
Item 16	21	7	56	18.7	64	21.3	110	36.7	49	16.3
Item 17	31	10.3	60	20	31	10.3	105	35	73	24.3
Item 18	14	4.7	28	9.3	42	14	143	47.7	73	24.3

Table 3: Work stress due to career concern

For the construct career concern, there are five items as per the delineations under the rubric of "research methodology." For item 14, "non-availability of opportunity to use one's ability," 24.7% of teachers are moderately concerned and 27% are extremely concerned. For the item 16 "failure to adapt to one's teaching style," 21.3% of the teachers are moderately concerned while 36.7% of the teachers are extremely concerned regarding this aspect. In a similar fashion, for item 17; "failure to satisfy students through one's teaching," the revelations are such as the highest percentage scorings are for the gradations "very concerned" and "extremely concerned" standing at 35 and 24.3. Similar set of revelations are for the last item of the construct career concern comprising of "effectiveness of efforts to maintain discipline," for which once more the values are highest for the gradations "very concerned" and "extremely concerned."

Work Environment	Strongly Agree		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Item 19	93	31	113	37.7	34	11.3	49	16.3	11	3.7
Item 20	42	14	158	52.7	56	18.7	29	9.7	15	5
Item 21	70	23.3	91	30.3	60	20.0	48	16	31	10.3
Item 22	46	24.7	94	31.3	51	17	46	15.3	35	11.7
Item 23	68	22.7	70	23.3	60	20	26	8.7	76	25.3

Table 4: Work stress due to work environment

Under the construct of work environment, there are five items. The percentage scorings for the first item "the college statement and its associated goals are well understood by the faculty," are highest for the gradations "strongly agree" and "somewhat agree" reclining at 31 and 37.7, thereby proving that the teachers find their work environment amicable, as far as this item is concerned. Similarly, for the next item, which delineates "decisions about the running of this college are usually made by the principal or a small group of teachers" it is revealed that the percentage scorings are highest for the gradation "somewhat agree" thereby proving that the teachers find their work environs difficult and formidable and are thoroughly frustrated with the aspect that the decisions are made by a miniscule senior group of people. The next item delineates that "the department library includes an adequate selection of books and periodicals," for which the percentage scorings are highest for "strongly agree" and "somewhat agree" at 23.3 and 30.3, proving thereby that the teachers of higher educational environs are not indignant regarding the aspect of their workplace environs. For the item "I have to

refer even small matters to a senior member of staff to find answers” the responses have no clear cut majority of any one gradation. For the last item under this construct, “teachers are encouraged to be innovative in this college” the percentage scorings are highest for the gradations “strongly agree” and “strongly disagree”, standing proud at 22.7 and 25.3, thereby leading to the conclusion that teachers experience zilch stress due to their work environment.

Interpersonal Relations	Strongly		Somewhat Agree		Neither Agree nor Disagree		Somewhat Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Item 24	38	12.7	29	9.7	75	25	75	25	83	27.7
Item 25	59	19.7	93	31	46	15.3	38	12.7	64	21.3
Item 26	44	14.7	104	34.7	55	18.3	46	15.3	51	17
Item 27	39	13	97	32.3	33	11	60	20	62	20.7
Item 28	30	10	97	20.7	63	21	48	16	97	32.3

Table 5: Work stress due to interpersonal relations

For the construct interpersonal relations, there are once again five items. For the first item under this construct, “I find that trying to be attentive to the problems and needs of fellow faculty is very stressful,” the percentage scorings are highest for the connotations “somewhat disagree” and “strongly disagree” standing at 25% and 27.7%, and similarly for the next item under this construct, “Students are pleasant and friendly to teachers,” the connotations of the gradation “somewhat agree” are highest, standing proud at 31% , and for the next item in the order, the percentage scorings are once more highest for the “somewhat agree” connotation at 34.7%. The item delineating “I feel lonely and left out in the staffroom,” the percentage values are highest for the gradation “strongly disagree” thereby implying that the teachers do not undergo any interpersonal stress. For the last item of the construct interpersonal stress and that of the questionnaire, it is revealed that the percentage values are highest for the gradation “somewhat agree” standing at 32.3, and therefore it could be connoted from the item “I feel I have many friends at my workplace,” that teachers have amiable environment and have robust interpersonal relations.

## 5. Conclusion and Implications

It is clear from the rubric of analysis that teachers of higher educational environs experience heavy workload. It could be because of the spurt in population growth of the country, the primary share of which comprises of the youth, in the collegiate age group; inquisitive and eager to learn, leading to overcrowded classrooms and therefore the workload on teachers increases manifold. Similarly, the work stress due to role issues, comprising largely of inter-role distance, role stagnation, role overload and role ambiguity, are really glaring, leading to the aforementioned family of role stress issues, flustering the teachers thoroughly. The undue career concern is also a bottleneck miring the mental makeup of the teachers and subsequently leading to stressful conditions for them. It could be because of the evolved globalization and subsequently developed culture of consumerism increasing the expectations and demands of the teachers who also intend to earn greater moolah and therefore attach higher expectations with their career. The analysis reveals that work environment of the teachers is not stressful or in other words work environment is amicable and of thriving character and the teachers are not indignant with respect to their work environment and find it wholesome. The interpersonal relations of the teachers are amiable and therefore no indignation with respect to this construct is reported among the teachers of higher educational environs.

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**Appendix****Workload**

1. The criteria of performance of my job are too high.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
2. I often heavy school workload.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
3. I hardly ever get time for proper rest.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
4. Trying to complete reports, lectures and paperwork on time causes me a lot of stress.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
5. I am unable to pursue my life ob my own principles.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree

**Role Stress**

6. I am afraid I am not learning much in my present role as a teacher that will allow me to take up higherresponsibilities later.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
7. My role as a teacher tends to interfere with my family life.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
8. My workload is too heavy.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
9. I am no clear about the scope and responsibilities of my role as a teacher.
  1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree

10. I have various other interests (social, religious, etc.), which remain neglected because I do not get the time to attend to them.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
11. I am too preoccupied with my present role responsibilities to be able to take up higher responsibilities.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
12. The amount of work I have to do interferes with the quality I want to maintain.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
13. I do not know what the people I work with expect from me.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree

**Career Concern**

14. Non-availability of opportunity to use one's ability.
1. Not concerned
  2. A little concerned
  3. Moderately concerned
  4. Very concerned
  5. Extremely concerned
15. Failure to adapt one's teaching style.
1. Not concerned
  2. A little concerned
  3. Moderately concerned
  4. Very concerned
16. Low achievement of students in exams.
1. Not concerned
  2. A little concerned
  3. Moderately concerned
  4. Very concerned
  5. Extremely concerned
17. Failure to satisfy students through one's teaching.
1. Not concerned
  2. A little concerned
  3. Moderately concerned
  4. Very concerned
  5. Extremely concerned
18. Effectiveness of efforts to maintain discipline.
1. Not concerned
  2. A little concerned
  3. Moderately concerned
  4. Very concerned
  5. Extremely concerned

**Work Environment**

19. The college statement and its associated goals are well understood by the faculty.
1. Strongly agree
  2. Somewhat agree

3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
20. Decisions about the running of this college are usually made by the principal or a small group of teacher.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
21. The department library includes an adequate selection of books and periodicals.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
22. I have to refer even small to a senior member of staff to find answers.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
23. Teachers are encouraged to be innovative in this college.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
  5. Strongly disagree

#### **Interpersonal Relations**

24. I fail to establish friendly relations with colleagues.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
25. I fail to tolerate criticism by colleagues.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
26. There is colleague backbiting in the staff-room.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
27. Students unnecessarily annoy me in the class.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree
28. I feel I have many friends among my colleagues at this college.
1. Strongly agree
  2. Somewhat agree
  3. Neither agree nor disagree
  4. Somewhat disagree
  5. Strongly disagree