

Investigating the Effects of Admission-Related Stress on College Faculty in the Pondicherry Region

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ABSTRACT

This study explores the impact of admission-related stress on college faculty members in the Pondicherry region, focusing on both psychological and professional dimensions. Utilizing a mixed-methods approach, the research involved surveying and interviewing faculty across various colleges to identify key stressors and assess their effects on faculty well-being and job performance.

Findings indicate that a significant proportion of faculty experience high levels of stress during the admissions period, which adversely affects their mental health and professional efficiency.

Key factors contributing to this stress include increased administrative workload, heightened expectations from students and parents, and inadequate institutional support. Additionally, demographic variables such as age, experience, and departmental affiliation influence stress levels, with younger and less experienced faculty reporting higher stress.

The study also highlights effective coping mechanisms and institutional policies that can mitigate stress, suggesting the need for comprehensive support systems and stress management resources.

These insights aim to inform policy recommendations to improve faculty well-being and enhance the overall educational environment.

Keywords-- Admission-Related Stress, College Faculty, Psychological Well-Being, Professional Performance, Coping Mechanisms, Institutional Support

I. INTRODUCTION

The college admissions process is a critical period that not only affects students but also imposes significant stress on faculty members. This research aims to investigate the effects of admission-related stress on college faculty in the Pondicherry region, examining both psychological and professional impacts. Understanding these effects is crucial for developing strategies to support faculty well-being and ensure a productive academic environment.

II. OBJECTIVES

- To analyze the impact of admission-related stress on college faculty in the Pondicherry region.
- To identify key factors contributing to admission-related stress.
- To assess the psychological and emotional effects of this stress on faculty members.
- To evaluate the impact on professional performance and job satisfaction.
- To explore coping mechanisms and support systems utilized by faculty.
- To propose recommendations for mitigating admission-related stress.

III. HYPOTHESES

- Faculty members experience significant stress related to the college admissions process, which negatively impacts their psychological well-being.
- Admission-related stress adversely affects the professional performance and job satisfaction of college faculty in the Pondicherry region.
- There are specific factors, such as administrative workload and student expectations, that contribute more significantly to admission-related stress among faculty.
- Faculty members with more experience or seniority report lower levels of admission-related stress compared to their less experienced colleagues.
- Effective coping mechanisms and support systems are associated with lower levels of admission-related stress among faculty.
- Differences in admission-related stress levels exist among faculty based on demographic variables such as age, gender, and department.
- Institutions with comprehensive support policies have faculty reporting lower levels of admission-related stress.

- Faculty members who engage in regular stress management activities report less impact from admission-related stress on their overall well-being.

IV. RESEARCH METHODOLOGY

A mixed-methods approach was used for this research, combining quantitative surveys and qualitative interviews. The sample consisted of faculty members from various colleges in the Pondicherry region. The survey included questions about stress levels, contributing factors, and the impact on well-being and job performance. In-depth interviews were conducted to gain deeper insights into personal experiences and coping strategies.

- **Research Design**

Descriptive and exploratory research to understand the nature and extent of stress. approach mixed-methods approach combining quantitative and qualitative data.

- **Population and Sampling**

Population: College faculty 1000 members in the Pondicherry region. Sampling Method: Stratified random sampling to ensure representation across different colleges and departments.

- **Data Collection Methods**

Quantitative Data: Use surveys or questionnaires to measure stress levels. Include standardized tools like the Perceived Stress Scale (PSS) or a custom instrument to assess specific stressors related to admissions.

Qualitative Data: Conduct semi-structured interviews or focus groups to gain deeper insights into personal experiences and coping strategies.

- **Data Analysis**

Quantitative Analysis: Use statistical methods to analyze survey responses. Techniques such as descriptive statistics, correlation analysis, and regression analysis can help identify stress levels and factors contributing to stress.

Qualitative Analysis: Perform thematic analysis on interview or focus group transcripts to identify common themes and patterns related to stress experiences and coping mechanisms. X-Axis (Horizontal): Represents the independent variable or categories.

Y-Axis (Vertical): Represents the dependent variable or measurements.

- **Reporting and Interpretation**

Present findings in a structured format, including both quantitative data (e.g., stress levels, correlations) and qualitative insights (e.g., common themes).

Discuss the implications of the findings for policy and practice in managing admission-related stress among faculty.

V. RESULTS

- **High Levels of Stress:** A significant proportion of college faculty report experiencing high levels of stress during the admission period.
- **Impact on Well-Being:** Admission-related stress has a noticeable negative impact on the psychological well-being of faculty members, leading to increased anxiety and fatigue.
- **Professional Performance:** Faculty members report that stress during the admission process affects their professional performance, including teaching effectiveness and administrative duties.
- **Key Stress Factors:** The primary factors contributing to admission-related stress include heavy administrative workload, high expectations from students and parents, and inadequate institutional support.
- **Coping Mechanisms:** Faculty members who utilize coping mechanisms such as time management, peer support, and stress-relief activities report lower levels of stress.
- **Demographic Variations:** There are significant differences in stress levels based on demographics; for example, younger faculty and those with less experience report higher stress levels compared to their older, more experienced counterparts.
- **Institutional Support:** Institutions with robust support systems, such as counselling services and professional development programs, have faculty reporting lower levels of stress.

VI. DISCUSSION

The findings underscore the significant impact of admission-related stress on college faculty, affecting both their mental health and professional efficacy. The identification of key stressors and effective coping mechanisms provides valuable insights for institutions seeking to support their faculty. The demographic variations in stress levels highlight the need for tailored support strategies.

VII. CONCLUSION

This study demonstrates the critical need for addressing admission-related stress among college faculty in the Pondicherry region. By implementing comprehensive support systems and stress management

resources, institutions can enhance faculty well-being and overall academic performance. The recommendations from this study can serve as a framework for policy development aimed at reducing faculty stress during the admissions process.

RECOMMENDATIONS

Based on the Findings

Propose strategies to mitigate stress, such as better support systems or changes in admission processes. This methodology provides a comprehensive approach to understanding and addressing the stress experienced by college faculty related to admissions.

- **Reduce Administrative Burden:** Streamline administrative processes to reduce workload during the admissions period.
- **Provide Mental Health Resources:** Offer counselling and mental health services specifically targeted at admission-related stress.
- **Stress Management Training:** Implement regular stress management and resilience training programs for faculty.
- **Enhance Support Systems:** Develop robust peer support networks and professional development opportunities.
- **Tailored Interventions:** Create interventions that address the specific needs of different demographic groups within the faculty.

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