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An Exhaustive Analysis of Stress on Faculty Members Engaged in Higher Education

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Abstract

Higher education is the face of innovation for any country. The quality and dedication of professors help to maintain quality in this process. With time, parameters were raised to check the quality of professor attributes. In this paper, we discuss all possible parameters taken by universities to evaluate faculty performance. Gradually it grew overhead pressure on professors and impacted the teaching-learning process. Our paper focused on stress parameters with possible solutions for the same issue. The process consists of several parameters to evaluate an employee's performance, such as no publications in conferences and journals, no patents filed, additional responsibilities performed, other qualifications achieved, result in the analysis of courses taught, etc. Still, it also puts a lot of pressure on both of them because they have to balance all this extra work and teaching. This paper focuses on different faculty assessment parameters and their impact on the faculty teaching-learning process. We also propose possible solutions on how this stress can be alleviated, and the existing strategy can be simplified.

Keywords: FDP, MDP, Performance metrics, University culture, Performance Management Software

1. Introduction

In higher education, faculty assessment is an important part of an academic process that is followed by all colleges and universities worldwide to maintain the quality of education, and it also serves as the basis for raising perks and promoting faculty [1][2][3][4]. This process is carried out yearly by an academic institution [5]. The process consists of several parameters to evaluate the performance of an employee, such as no of publications in conferences and

journals, no of patents filed, additional responsibilities performed, other qualifications achieved, results in the analysis of courses taught, no of FDP (faculty development program) attended, no of the guest lecture delivered, no of the seminar followed, workshop organized, no of books published among others. Although this process is good to know about how an employee is performing within an organization and about the productivity of an employee [6][7][8][9][10], however, it also creates a lot of stress and pressure on the faculty as they have to balance all these additional works along with teaching [1][11]. All of this leads to performance degradation in the quality of education since a faculty can perform better if they focus on a single thing at a time [12]. Moreover, we understand and appreciate the significance of the additional work, i.e., research, etc. we suggest that this process be more straightforward. For this, we propose some solutions which result in improving research as well as the teaching-learning process [13][14][15][16]. Furthermore, we also suggest a few faculty performance management software that can be used for performance reviews, appraisal, and continuous feedback and helps in making the evaluation process simpler [17].

This paper focuses on different faculty assessment parameters and their impact on the faculty teaching-learning process. We also propose possible solutions on how this stress can be alleviated, and the existing strategy can be simplified [18][19].

This paper is organized as follows: Firstly, we discuss different parameters used to evaluate an employee'semployee's performance in an organization. Secondly, we focus on how these parameters/processes negatively impact the teaching-learning process and the faculty'sfaculty's stress level. Then we propose a few workable solutions to simplify the faculty evaluation process, which leads to a reduction in an employee's stress level. Finally, we suggest some performance management software to manage the evaluation process efficiently [20][21].

2. Faculty Performance Index

The following is a table of API Score (Maximum API Score:100, Minimum Required API:70 required)

PART A

A. General Information:

<table>
<tr><td>Name:</td><td colspan="3"></td></tr>
<tr><td>Designation:</td><td colspan="3"></td></tr>
<tr><td>Department:</td><td colspan="3"></td></tr>
<tr><td>Qualification:</td><td colspan="3"></td></tr>
<tr><td>Area of Expertise:</td><td colspan="3"></td></tr>
<tr><td rowspan="2">Date of Appointment:</td><td>In Institution:</td><td colspan="2"></td></tr>
<tr><td>In Present Post:</td><td colspan="2"></td></tr>
<tr><td rowspan="2">Experience (In Years)</td><td>At Previous Institution</td><td>At Present Institution</td><td>Total</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

PART B. ACADEMIC PERFORMANCE INDICATORS (APIs)

CATEGORY I: TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES (65)

B. Additional Teaching Workload (5):
(Other than Regular Teaching Workload: Per Week --> Theory: One period (1Point), Lab: Two periods (1Point))

S. No.	Class & Course	Total number of lectures Allocated	Self- appraisal Score	Verified API Score
1				
2				
Total				

C. Course File & Material/Lab Manual Completion (20):
(For each Theory Course file (4), Theory Material (10), Lab Course file (2), Lab Manual (4))

S. No.	Class & Course	Total number of lectures Allocated	Verified API Score
1			
2			
Total			

D. Student Feedback (20):
(Feedback Scales:1-10, Points: Scale x 2))

S. No.	Class & Course	Total number of lectures Allocated	Verified API Score
1			
2			
Total			

E. Results (20):
(If the pass % is above 90, it's 20 Points, else if the average of pass percentage is ‘y’ for the last three years in a subject is taken as reference and performance will be evaluated. IF x is current pass %, then x<y -> 0 pts; x=y ->10pts; x>=(y+5%) -> 15 pts, otherwise -> 20pts)

S. No.	Class & Course	Last 3 years average pass %	Pass Percentage	Self- appraisal Score	Verified API Score
1					
2					
Total					

Score for Category I

S. No.	Maximum API Score	API Score obtained	Remarks
B	5		
C	20		
D	20		
E	20		

CATEGORY II: PROFESSION – RELATED CONTRIBUTION (20)

F. Additional Responsibilities (5):
(Need to submit the detailed report on your additional work)

S. No.	Nature of Role	Self- appraisal Score	Verified API Score
1			
2			
Total		2	

G. Memberships (5):
(For each professional membership (1 Points))

S. No.	Organization	Self- appraisal Score	Verified API Score
1			
Total			

H. Workshops/FDPs/Conferences Attended as a Participant or Resource person (10) /Year:
(For each day 1 Point for participant and 2 points for resource person)

S. No.	Workshop/FDP/ Conference Name	No. of days	Self- appraisal Score	Verified API Score
1				
2				
Total				

Score for Category II

S. No.	Maximum API Score	API Score obtained	Remarks
F	5		
G	5		
H	10		

CATEGORY III: RESEARCH AND RELATED CONTRIBUTIONS (15)

I. Publications/Reviewer (10)
(International Journal/Book (5), National Journal (4), International Conference (3), National Conference (2), Article in any magazines (2), Reviewer (2))

S. No.	Title	Type	Self- appraisal Score	Verified API Score
1				
Total				

J. Funded Projects (Ongoing/Completed) (5)
(For each Project (5))

S. No.	Title	Sanctioned Organization	Self- appraisal Score	Verified API Score
1				
Total				

Score for Category III

S. No.	Maximum API Score	API Score obtained	Remarks
I	10		
J	5		

Summary of API Scores

Category	Criteria	Last Academic Year API Score	Total API Score for the Assessment periode 2016-17
I	TEACHING, LEARNING AND EVALUATION RELATED ACTIVITIES		
II	PROFESSION – RELATED		

	CONTRIBUTION		
III	**RESEARCH AND RELATED CONTRIBUTIONS**		
Total			

List of Enclosures:

1. **2.**

3. **4.**

5. **6.**

Recommendations (From Experts):

Signature of the Faculty with designation and date **Signature of HOD** **Signature of the Principal with date**

Signature of the Expert1 (Evaluation) **Signature of the Expert2 (Assessment)**

3. Impact of Excessive Pressure on Faculty Performance

In this section, we discuss how additional load such as research work [22][23], project work, and many other departmental responsibilities create stress which results in degradation of faculty's performance and disrupts students' learning [24][25].

The research includes publications in Scopus indexed conferences and journals, which takes a considerable amount of time from writing to publishing a paper. Moreover, if a faculty is pursuing a PhD, it also involves intensive work that must be completed within the given timeline. A faculty also requires taking up projects which involve intensive fieldwork, which means arranging lectures which also affects students' learning process [26][27].

Furthermore, NAAC accreditation is mandatory for higher learning institutes, particularly state universities, to get UGC grants and financial aid [28]. NAAC assesses the higher learning institutes based on the following parameters or indicators: teaching-Learning & Evaluation, Infrastructure & Learning Resources, Research, Innovations & Extension, Curricular Aspects, Student Support & Progression.NAAC awards different grading to different universities based on their performance on the parameters mentioned above. This grade is

crucial for a university as getting a good grade, such as (A++), ensures that the university is most sought after by the students, which enhances its reputation as well in general [29][30].

In this paper, we argue that research activities should be encouraged in any college or university; however, there should be dedicated faculties for carrying out project work and research work. This will result in dual benefits to all the parties involved, particularly the university, students, and faculty [31]. Another benefit would be that a faculty would deliver the teaching task better, learners would also excel in their subjects, and research output would be much better. For example, in some of the reputed institutes such as IIT and NIT [32], it is mandatory to publish one SCI paper in a year which seems infeasible sometimes given the amount of time taken to publish an SCI paper. In addition to this, faculties are also required to attend webinars and workshops, among others, and teach [33].

First, these bodies sought data on research and others from universities' research deans, who ask faculty to submit the same in a specified period. The data is collected monthly, which often causes huge amounts of redundant data. Look at this from a faculty point of view or perspective. You will find that a faculty has to manage so many things besides teaching, such as preparing a timetable in case a faculty is assigned the role of timetable coordinator, conducting the exam in case a faculty is given the responsibility of exam coordinator [34].

Many times, a faculty load of 28 hours a week, including theory and practical, demands more commitment and time [35]. Because of this, it is not possible to give enough time to research and other activities [5][6].

After discussion with several faculty members [36], we have found that it is not feasible for a faculty member to strike a balance between teaching and other commitments, as already mentioned. While making balance, faculty creates a lot of stress, which affects teaching performance, severely affecting results [37].

4. Research, academic dishonesty, and other malpractice

In the academic world, pressure increases to become good on all parameters, as mentioned in previous sections [38]. There are major areas where professors/lecturers have to give output. It may be classified as:

1. Academics
2. Research
3. Managerial Activities

Expectations of college/universities are increasing, and they want to make faculty good in all domains. It gave rise to the tendency to find false ways to get the objectives [35][36][39]. In the news, we have seen to get a good API or reputation in peer society, they put false information in research papers and make it publish [9]. Sometimes academicians use ghostwriters and third-party help to add their names to papers and patents [39]. It's due to survival tendency and the desire to get fame by unfair means [40]. Various research studies have been published [37] to analyze the pattern of self-citations by professors/researchers to get fame and visibility. Even journals and conference series are running for this malpractice. Further, it has been observed that the academic and research community is serious about self-citations, so some research groups have started to cite papers of each other again. They are doing it to increase their citation number.

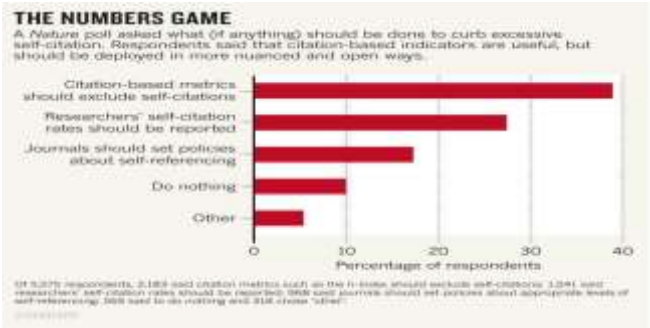

Figure1: Number Game of Citations

4. Conclusion

This paper focuses on peer pressure handled by professors and junior faculty members in the university system. Performance evaluation patterns are given on paper. To fulfill the needs, we mentioned paths of dishonesty taken by professors. Our objective is to open a thread to avoid these malpractices in the education industry. In the future, we are planning to make an analysis based on feedback systems from university professors across the globe.

This process is carried out yearly by an academic institution. The process consists of several parameters to evaluate the performance of an employee, such as no of publications in conferences and journals, no of patents filed, additional responsibilities performed, additional qualifications achieved, result in the analysis of courses taught, no of FDP (faculty development program) attended, no of a guest lecture delivered, no of the seminar attended, workshop organized, no of books published among others Although this process is good to know about how an employee is performing within an organization. However, an employee's productivity also creates a lot of stress and pressure on the faculty as they have to balance all this additional work and teaching.

In this paper, we argue that research activities should be encouraged in any college or university; however, there should be dedicated faculties for carrying out project work and research work. This will result in dual benefits to all the parties involved, particularly the university, students, and faculty.

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