PSYCHO SPIRITUAL STRESS MEASURES TOWARDS INDUCTION PROGRAM AND ACADEMIC PRODUCTIVITY

Srinivasan. P

Research Schloar ,College of Management, SRM Institute of Science and Technology, Kattankulathur, Tamilnadu, India-603203, 9688752332

Krishnan. A.R**

Professor, College of Management, SRM Institute of Science and Technology, Kattankulathur, Tamilnadu, India -603203, 9790179919

ABSTRACT

Back Ground: This study proposes a new theoretical model in psychological stress and new ideas to explain higher education institutions faculties in the southern region, which is based on the widely used Diathesis–stress model. The association between the induction programme and psycho-spiritual stress is significantly predicted by the findings. The Diathesis–stress model is used to focus on the higher education faculties with the fragile individuality character in this study. With psycho spiritual stress measures, the study broadens its scope to include the efficiency of the induction programme as well as the mediating impacts of spiritual interest, psychological balance, organisational norms, and Perceived Behavioural Control.

Method: We used a questionnaire to interview 150 respondents between the ages of 18 years to 40 years .To analyse the data, we employed the Chi-Square Test , Correlation and ANOVA.

Results: The findings shows that the variables of stress, hostility, depression, hopelessness, and job control , spiritual interest, psychological balance, salary, promotion, university, teaching load and Perceived Behavioural Control strongly predict the relationship between induction programme and psycho spiritual stress and that part of this relationship is described by the variables of stress, hostility, depression, hopelessness, and job control , spiritual interest, psychological balance, salary, promotion, university, teaching load and Perceived Behavioural Control and that part of this association is described by the variables of stress, hostility, depression, hopelessness, and job control , spiritual interest, psychological balance, salary, promotion, university, teaching load and Perceived Behavioural Control.

Conclusion: Based on the Diathesis–stress model, we propose a for psycho spiritual stress that emphasises the impact of psycho spiritual stress in induction programmes and is capable of changing the cognitive views of Higher Educational Institutions faculties in the southern region. The study's conclusion reveals that psycho spiritual stress and the formation of organisational policies can be investigated. This is due to the sentiments and feelings that exist among Higher Educational Institutions professors in the southern region of Tamil Nadu.

Key Words: Induction Program, Psycho spiritual Stress, Policy, Spiritual Well - Being, Academic Productivity.

INTRODUCTION

In Higher Education faculty shortages are a major concern in the many parts of states, as they are in many other nations. Due to the retirement of a huge number of faculties, Higher Educational Institutions vacancies are likely to rise to 6% in the future years (Ministerie van Onderwijs, Cultuur en Wetenschap 2009). As a result, resolving the faculty's shortage issue has become more challenging. It is becoming increasingly significant. The bulk of the posts will be filled by people who are changing occupations to become teachers.

The term "stress" was used by Selye (1956) to characterise the effects of anything that disrupts homeostasis. A "stressor" is an actual or perceived threat to an organism, and a "response" is the organism's response to that threat.. Our capacity to maintain a consistent internal environment in the face of changing situations. Reality is vital, according to Claude Bernard (1865-1961). To

describe this situation, Cannon invented the word "homeostasis" (1929). Selye (1956) used the word "stress" to describe the effects of anything that upsets homeostasis. The "stressor" is an organism's real or perceived threat, and the "response" is the organism's reaction to that threat. The organism's reaction to the stressor is known as the "stress response."

These studies suggest that both the work environment and the personal characteristics of instructors have an influence on attrition and retention. Faculty decisions to leave the psychological processes of BTs as a result of various induction settings are influenced by factors such as (1) a lack of support from administrators and mentors; (2) a principal's leadership style; (3) faculty discipline concerns; (4) a lack of involvement and decision-making power; and (5) poor salary and instructional resources. Self-efficacy refers to a person's belief in their own capacity to achieve or complete a task. Individuals' participation in activities, the amount of effort they put in, and how long they bear setbacks and losses are all influenced by these notions (e.g. Bandura1977).

Faculties can be established by emphasising the importance of psycho spiritual stress in this process. This will bring them closer to academic achievement and increased levels of motivation. The study serves society and the institution by emphasising the benefits of the induction programme. The study also reveals the psycho-spiritual characteristics of a rising number of possible talents. As a result, it has contributed in the creation of faculty-specific psycho-spiritual stress metrics.

The theoretical framework, which tackles the literature on induction and psycho spirituality, is divided into the Diathesis Stress Model theory**.** The study methodology is followed by a chronological discussion of the findings. The conclusion outlines the research's primary findings, as well as implications and directions for future research on the induction programme, academic productivity and psycho spiritual stress metrics.

In today's atmosphere, the level of competitiveness among Higher Educational Institutions faculties is increasing by the day. Higher Educational Institutions faculties are under pressure to stand out from the crowd or to forge their own identity, causing emotional distress. Faculties may feel disconnected from their Higher Educational Institutions faculties as a result of these types of disturbances. This may increase academic stress in Higher Educational Institutions faculty, affecting their health. Because of the career flexibility, growth opportunities, better future, high salary, and global need for engineers in many sectors, there are many Higher Educational Institutions faculties in the country today. This field has grown in popularity as a more promising career option.

MATERIAL AND METHODS

Model of Diathesis-Stress

The diathesis-stress model is a psychiatric and psychopathological concept that proposes a hypothesis for how psychological diseases develop. It contributes to the argument in psychopathology concerning "nature vs. nurture" — whether diseases are primarily produced by innate biological characteristics ("nature") or by social and situational circumstances ("nurture") — by describing how the two can interact to cause a problem.

According to the formation of a psychiatric problem, according to the diathesis-stress paradigm, necessitates first the presence of a diathesis, or an innate predisposition to that disorder in an individual; and second, the presence of a stress, or a set of challenging life circumstances that trigger the disorder's development.

Furthermore, people with stronger innate predispositions to an illness may require less stress to cause that disorder, and vice versa. In this way, the diathesis-stress paradigm explains how psychiatric diseases may be linked to both nature and nurture, as well as how those two factors may interact (Broerman, 2017).In this way, the diathesis-stress paradigm explains how psychiatric diseases may be linked to both nature and nurture, as well as how those two factors may interact (Broerman, 2017).The diathesis-stress paradigm is a more recent evolution of a long-running dispute concerning mental illnesses causes. This dispute dates back to ancient Greece and Rome, when hypotheses included body fluid imbalances and devil interactions.

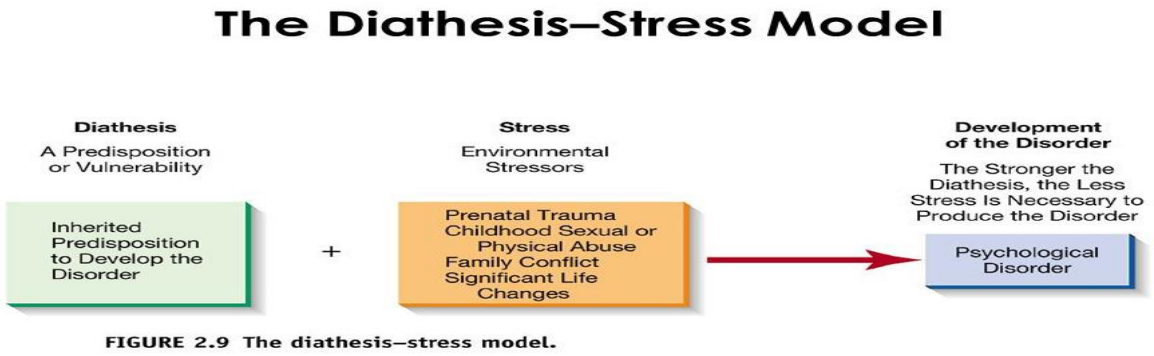

FIGURE 2.9 The diathesis–stress model.

Citation: Schizophrenia: A Diathesis-stress Approach , Vindhya , October 31, 2020

1.1.1 Stress Conceptualization

Stress can be thought of in two ways in modern research: as a trigger or as a reaction. In the same way that the GAS model considers stress to be equivalent with a stressor (distressing sensations caused by external/internal factors), the stimulus-based or objective stress technique does. The response-based or subjective stress model, on the other hand, characterises stress as a person's reaction to stressors (Mulhall 1996), which are defined as external/internal occurrences that can produce stress (Aneshensel 1992). Subjective stress is a psychological process in which an unfavourable external or internal stimulus is labelled a stressor if it results in a loss of power or resources. A secondary evaluation is included in the initial can cope with or eliminate the stressor's effects by coping or sustaining. homeostasis (Lazarus 1966).

While many strategies for assessing stress tend to mix up response-based and non-response-based models, Transactional models are freely used in only a few empirical investigations .Monroe (2008) cites Lazarus and Folkman (1984) and Lazarus and Folkman (1984). (Monroe and colleagues, 2008). Environmental stressors, perceptual evaluation, and social, psychological, and biological factors that influence the incidence of potential stressors as well as responses to them are all covered in these theories in various ways (Hobfoll 1989).While many strategies for assessing stress tend to mix up response-based and non-response-based models, this isn't always the case. Transactional models are used in only a few empirical research (Lazarus and Folkman 1984; Monroe 2008). Monroe (2008) cites Lazarus and Folkman (1984). (Monroe and

colleagues, 2008) Environmental cues as stressors, perceptual assessment, and social, psychological, and biological factors that influence the occurrence of prospective stressors as well as responses to them are all covered in these theories in various ways (Hobfoll 1989). As a result, current stress research focuses on three primary areas: I stressor prevalence, kind, and meaning; (ii) environmental factors that impact the stress process; and (iii) stressor biological and behavioural effects, as well as stressor reactions (i.e. stress sequelae). Induction, Reduce the time it takes new faculty members to acclimate to their new workplace

THEORETICAL FOUNDATIONS AND HYPOTHESES DEVELOPMENT

CONCEPTUAL MODEL AND HYPOTHESIS

Many studies on the impacts of poor stress, stress causes, the advantages of coping strategies, and the diverse results of stress management treatments on Psycho Spiritual Stress to Higher Educational Institutions Faculties have been published in the recent two decades. Based on this understanding, we developed the 'DEAL' (Detection, Evaluation, Action, and Learning via Self-Reflection) conceptual paradigm for stress management. The interrelationships between stress, stressors, and coping strategies, as well as the Taxonomies of emotional, cognitive, and psychomotor learning, were used to develop the DEAL model. Stress management interventions may be divided into two types based on their strategy: self-change and environmental-change. People will learn how to adapt and cope successfully with stressful situations using the self-change technique, often known as personalised or individualised stress management. Positive perception, excellent thinking, suitable behaviour, and self-reflection are some of the strategies to achieve this.

In addition to helping you save money, successful induction programmes may also help you save time (Cooper-Thomas & Anderson, 2006). With a good induction programme, the indirect costs of a newly recruited executive's early departure (Wells, 2005) or labour turnover can be decreased (Derven, 2008; Friedman, 2006). Automating the procedure, on the other hand, may lower the induction program's direct costs (Butler, 2008).

The Interrelationships Stress, Stressors and Coping Strategies[1]

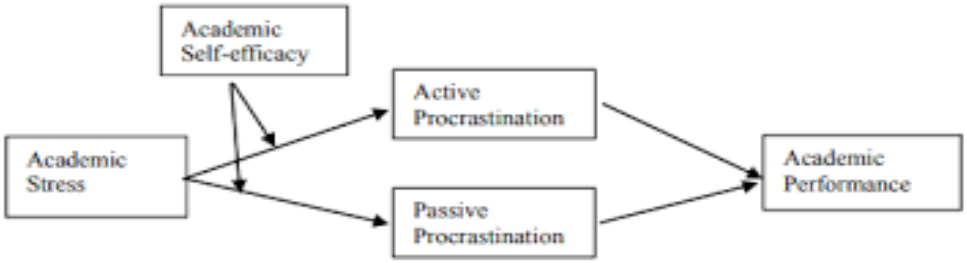

Figure 1 Construction of the Research Model

Existing research demonstrates a relationship, as seen in the conceptual model below. Academic anxiety, academic procrastination, and academic success are all linked. Academic stress and academic achievement are linked by both active and passive procrastination. When people are under academic stress, such as a fear of failing or a desire for perfection, the conservation of resources hypothesis states that

They will spend more resources to accomplishing the academic work, causing the activity to take longer to complete. The added resources, on the other hand, will boost academic attainment. When people are frightened that other people will have a negative opinion of them as a consequence. According to self-defence theory. Additionally, students with poor academic self-efficacy have a lower chance of succeeding. When a person believes in his or her ability to succeed. When one's resources are plentiful, ones faith in the task's completion grows, and one is more likely to take action to postpone the assignment. When someone's academic self-efficacy is low, they are more likely to fabricate task failure risks in order to postpone completing the academic work, as well as participate in passive procrastination. ***Citation and source :***

1ISSN: 2179-3565Volume 9, issue 2 - 2018. Journal of Innovation and Sustainability (RISUS)

Academic stress, academic procrastination, and academic performance in a moderated dual-mediation model.

THE OBJECTIVES OF THE STUDY

- To know how psycho spiritual stress measurements affect induction programmes at Higher Educational Institutions faculties in the southern region.
- To examine respondents to the Academic Productivity.
- To find out the link between induction input and psycho spiritual stress measures related to faculty output.
- To give recommendations and suggestions for improving the Academic Productivity and psycho spiritual stress measures.

NEED OF THE STUDY

The study's need for Orientation or Induction, as well as psycho spiritual stress measurements, is expanded. It is the first and most significant phase in the human resource management process. It entails acclimating newly appointed faculty members to the Higher Educational Institutions's work environment as well as their fellow faculty members' stress management techniques. Psycho spiritual stress measures are a socialisation process in which an organisation tries to turn an individual into an agent for achieving its goals. The new faculty members should be familiar with the Higher Educational Institutions's policies, rules, and regulations.

SCOPE OF THE STUDY

An induction that is well-planned and arranged will serve as a foundation for future training and development. All of the Higher Educational Institutions's faculties will be stress-balanced thanks to psycho-spiritual stress measures. It has the potential to reduce the high cost of recruitment and selection. Orientation programmes can also take the form of induction training for new faculty members, in which they are introduced to the work environment and their co workers. New faculty members are taught basic procedures or strategies for performing the work for which they have been hired, and so on. As a result, the new faculties are integrated into the team. Induction process and Psycho spiritual stress measures offers the below benefits to both the Higher Educational Institutions and faculties.

REVIEW OF LITERATURE

Workforce optimization, the organisation's success in optimizing the performance of the employees by establishing essential processes for getting work done, providing good working conditions, establishing accountability and making good hiring choices would retain employees in their organisation. The importance of gaining better understanding of the factors related to recruitment, motivation and retention of employees is based on the induction program for the organization. (Badawy, 1988; Basta and Johnson, 1989; Garden, 1989; Parden, 1981; Sherman, 1986).

Satisfaction represents an effective response to specific aspects of the job or career and denotes the pleasurable or positive emotional state for the employees working in the organization resulting from an induction training program of one's job or career (Locke, 1976; Porter et al., 1974; Williams and Hazer, 1986).

Employees have a strong need to be informed. Employees feel comfortable to stay longer, in positions where they are involved in some level of the decision-making process which was influenced by the effectiveness of the induction training that was given to the employees of the organization. That is employees should fully understand about the organizational culture and climate and act according to the issues that affect their working atmosphere. (Magner et al. (1996).

The advantages of spirituality

Spirituality is one of the most disputed and constant stress modifiers in the research, despite the fact that self-efficacy and social support are clearly associated to psychological well-being.Spirituality also has consequences that are distinct from the effects of nonreligious coping techniques (Pargament et al., 1998).

Spirituality is the term used to describe man's relationship with his creator (Wong-McDonald, 2000).In previous research, spirituality was defined as "the developmental engine that drives the desire for meaning, purpose, and contribution**"** (Rowling, 2008).

When a person is presented with a potential stressor, Wong-McDonald (2000) observed that he employs all of his resources to find a solution. When he realises he can't handle the situation, he turns it over to God. According to Wong's research, surrendering to God is intimately associated to spiritual 12 well-being (which implies that blaming life circumstances on someone other than oneself is detrimental) (2000). In this way, the individual entrusts his life and circumstances to God, and he is free of his obligations (Wong-McDonald, 2000).

This is consistent with New Testament theology, which claims that the Christian life should be centred on God's will and that God desires for his people to have full lives (Matt 10:32; John 10:10, New King James Bible). Many people feel that their religious beliefs provide them with bravery (Hill, et al., 2003). Religion is mentioned more than any other coping mechanism in these studies (Pargament, Keonig& Perez, 2000).

Decreased mortality rates, lower depression rates, and enhanced physical and mental health have all been linked to spiritual coping. Spirituality includes five critical traits, according to Pargament, Keonig, and Perez (2000) that contribute to better health outcomes.

Leon Barber. Muhonen, Tuija; Torkelson, Eva In their article titled, "Work locus of control

and its relationship to health and job satisfaction from a gender perspective", (2004) suggested that the work locus of control was a significant predictor of both symptoms of ill-health and job satisfaction, but only for women. This indicates that separate analyses for women and men are needed in order to investigate potential gender differences that might otherwise go unnoticed.

Lords In his article titled, "employers need to look for signs of stress." (2004)revealed that the ruling made by the Great Britain House of Lords in the case of Barber versus Somerset County Council has made it clear that being unsympathetic to complaints of occupational stress or having autocratic or bullying leadership could count against an employer. The information on the case was based on the remarks from Cloister, the law firm which represented former schoolteacher.

Gillen, Mark C.; Ed Chung In their article titled, "An Initial Investigation of Employee Stress Related to Caring for Elderly and Dependent Relatives at Home", (2005)examined that the problems confronting individuals who not only had employment obligations to their employers, but who also had responsibilities as caregivers to aging/sick parents or other family members at home. The modern organizational person has come to accept the importance of task interests--getting the job done--in exchange for ways to further their career interests and perhaps directly or indirectly their personal interests.

Green, Rosemary; Lonne, Bob In their article titled, "Great Lifestyle, Pity about the Job Stress" (2005)examined the rural practice and occupational stress. While employers and colleagues may attribute stress reactions to the individual practitioner's inability to cope with the demands of rural practice, strategies that are both systemic and structural are required to address this significant occupational issue.

Coetzer, and W.J.; Rothmann, S. In their article titled "Occupational stress of employees in an insurance company", (2006)they identified occupational stressors for employees in an insurance company. The results showed that job insecurity as well as pay and benefits were the highest stressors in the insurance industry. They also assessed the relationships between occupational stress, ill health and organizational commitment. Botha, Christo; Pienaar, and Jaco43 in their titled "South African correctional official occupational stress: The role of psychological strengths" (2006) conducted a study to determine the dimensions of occupational stress of employees of the Department of Correctional Services in a management area of the Free state Province of South Africa. The results indicated that an external locus of control and negative affect contributed to the experience of occupational stress.

Azlihanis A.; L., Naing; D., Aziah B.; N., Rusli in their titled "Socio-demographic, Occupational And Psychosocial Factors Associated With Job Strain Among Secondary School Teachers In KotaBharu, Kelantan"(2006)they conducted a study to identify the factors associated with job strain among teachers working in secondary schools in Kota Bharu, Kelantan. A sample size of 580 teachers was taken. The result was significant. There was linear relationship between job strain and the duration of service in the present employment, duration of working hours, job insecurity and social support.

Sang, Katherine J. C.; Dainty, Andrew R. J.; Ison,Stephen G. In their research titled. "Gender: a risk factor for occupational stress in the architectural profession" (2007) jointly aimed to research gender differences in occupational health and well-being. In this study, the female respondents reported significantly lower overall job satisfaction and due to it, significantly higher levels of insomnia and constipation, work-life conflict and turnover intentions.

Stewart Collins in his book titled "Statutory Social Workers: Stress, Job Satisfaction,

Coping, Social Support and Individual Differences" (2008) he is highlighted that healthy or unhealthy coping strategies have gender difference and the importance of support in various forms with in the work setting, whereas mutual group support accompanied by individual differences are linked to good self-esteem, personal hardiness and resilience.

Viljoen, J.P., and Rothmann, aimed at studying and investigating the relationship between "occupational stress, ill health and organizational commitment" (2009). The results were that organizational stressors contributed significantly to ill health and low organizational commitment. Stress about job security contributed to both physical and psychological ill health. Low individual commitment to the organization was predicted by five stressors, namely work-life balance, overload, control, job aspects and pay.

METHODOLOGY OF RESEARCH

A descriptive study technique **is** used to look at the faculty wellbeing metrics. The convenience sampling approach **is** employed to acquire data from various respondents. During the study, 100 questionnaires were issued to engineering faculties, and 50 of them were returned, indicating a 50% response rate.

Hypothesis

1. Test whether association between stress and psychological balance among the respondents.
2. Test whether association between hostility and job control.
3. Test whether association between depression and Perceived Behavioural Control
4. Test whether association between salary and teaching load.
5. Test whether association between spiritual interest and university norms.
6. To whether significant relationship between promotion and stress.

Analysis and Interpretation

Chi-square(χ^2) test for stress and psychological balance among the respondents.

Null hypothesis Ho. There is no association between **stress** and psychological balance
Alternative hypothesis H_1There is an association between **stress** and psychological balance

TABLE 1 Chi-Square Test for Stress and Psychological balance

	Value	Df	Asymp. Sig. (2-sided)
Chi square Pearson	15.541[a]	6	.016*
Ratio of Likelihood	18.962	6	.004
Association of Linear by Linear	2.782	1	.095
N Cases That Are Valid	50		

*** at 5% level of significance**

Inference

For spiritual interest and the psychological balance, the Chi-square Test (χ^2) Pearson value is 15.541, with a significance value of 0.016. Since the *p*-value is smaller than the standard alpha value, so we'd reject the null hypothesis that asserts the two variables are independent of each

other .Hence concluded that there is association between **stress** and psychological balance of faculties , it's safe to assume that **stress** and psychological balance is unrelated.

Chi-square(χ^2) test for Hostility and **Job control among the respondents**

Null hypothesis Ho: There is no association between group and teaching Techniques.

Alternative hypothesis H_1: There is an association between group and teaching Techniques

TABLE 2 Chi-square test for Hostility and **Job control**

	Value	Df	Asymp. Sig.(2-sided)
Pearson chi square	12.584[a]	6	.050*
Ratio of Likelihood	16.549	6	.011
Association of Linear by Linear	2.170	1	.141
N Cases That Are Valid	50		

*** at 5% level of significance**

Inference

For group and teaching Techniques, the Chi-square Test (χ^2) Pearson value is 12.584[a], with a significance value of .050. Since the *p*-value is smaller than the standard alpha value, so we'd reject the null hypothesis that asserts the two variables are independent of each other .Hence concluded that there is association between Hostility and Job control of faculties , it's safe to assume that Hostility and Job control are unrelated.

Chi-square(χ^2) test for Depression and Perceived Behavioural Control

Null hypothesis Ho. There is no association between Depression and Perceived Behavioural Control

Alternative hypothesis H_1:There is an association between Depression and Perceived Behavioural Control

TABLE 3Chi-Square Test for Depression and Perceived Behavioural Control

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson chi square	.066[a]	1	.797		
Correction of Continuity b	.000	1	1.000		
Ratio of Likelihood	.063	1	.802		
Fisher's Exact Test				1.000	.599
Association of Linear by Linear	.065	1	.799		
N Cases That Are Valid	50				

Inference

For Depression and Perceived Behavioural Control , the Chi-square Test (χ^2) Pearson value is 066[a], with a significance value of . 797. Since the *p*-value is bigger than the standard alpha value, so we'd accept the null hypothesis that asserts the two variables are independent of each other .Hence concluded that there is association between Depression and Perceived Behavioural Control of faculties , it's safe to assume that Depression and Perceived Behavioural Control are unrelated.

Chi-square(χ^2) test for Salary and Teaching load.

Null hypothesis Ho. There is no association between Salary and Teaching load**.**

Alternative hypothesis H_1:There is an association between Salary and Teaching load.

TABLE 4: Chi-Square Test for Salary and Teaching load

	Value	Df	Asymp. Sig. (2-sided)
chi square Pearson	9.489[a]	6	.148
Ratio of Likelihood	10.345	6	.111
Association of Linear by Linear	2.781	1	.095
N Cases That Are Valid	50		

Inference

For Salary and Teaching load, the Chi-square Test (χ^2) Pearson value is 9.489[a], with a significance value of .148. Since the *p*-value is bigger than the standard alpha value, so we'd accept the null hypothesis that asserts the two variables are independent of each other .Hence concluded that there is association between Salary and Teaching load of faculties , it's safe to assume that Salary and Teaching load are unrelated.

Chi-square(χ^2) test for Spiritual Interest and University Norms

Null hypothesis Ho. There is no association between Spiritual Interest and University Norms

Alternative hypothesis H_1:There is an association between Spiritual Interest and University Norms

TABLE 5Chi-Square Test for Spiritual Interest and University Norms

	Value	Df	Asymp. Sig. (2-sided)
Pearson chi square	8.011[a]	6	.237
Ratio of Likelihood	8.191	6	.224
Association of Linear by Linear	.425	1	.515
N Cases That Are Valid	50		

Inference

For Spiritual Interest and University Norms, the Chi-square Test (χ^2) Pearson value is 8.011[a], with a significance value of .237. Since the *p*-value is bigger than the standard alpha value, so we'd accept the null hypothesis that asserts the two variables are independent of each other .Hence concluded that there is association between Spiritual Interest and University Norms of faculties , it's safe to assume that Spiritual Interest and University Norms are unrelated.

CORRELATION ANALYSIS

Correlation Analysis for Promotion and Stress

Null hypothesis Ho: There is no significant relationship between Promotion and Stress. **Alternative hypothesis H1 :** There is a significant relationship between Promotion and Stress**.**

TABLE 7Correlation between Promotion and Stress.

		UC	Inc.Set. Out	dur	Integ	Tr.opp	Sin.W/ c	OJR	Com.Te ch	JS tr.opp
UC	P.Cor	1	.167	.495**	.151	.304*	.109	.274	.201	.031
	Sig. (2t)		.247	.000	.295	.032	.453	.054	.162	.829
	N	50	50	50	50	50	50	50	50	50
Inc.set.out	P.Cor	.167	1	.293*	.431**	.300*	.068	.257	.301*	.118
	Sig. (2t)	.247		.039	.002	.034	.639	.072	.034	.416
	N	50	50	50	50	50	50	50	50	50
Dur	P.Cor	.495**	.293*	1	.158	.184	.324*	.265	.282*	.029
	Sig. (2t)	.000	.039		.272	.202	.022	.063	.047	.839
	N	50	50	50	50	50	50	50	50	50
Integ	P.Cor	.151	.431**	.158	1	.151	.549**	.234	.169	.552**
	Sig. (2t)	.295	.002	.272		.295	.000	.102	.241	.000
	N	50	50	50	50	50	50	50	50	50
Tr.opp	P.Cor	.304*	.300*	.184	.151	1	.128	.078	.116	.050
	Sig. (2t)	.032	.034	.202	.295		.377	.592	.424	.732
	N	50	50	50	50	50	50	50	50	50
Sin.W/c	P.Cor	.109	.068	.324*	.549**	.128	1	.393**	.294*	.692**
	Sig. (2t)	.453	.639	.022	.000	.377		.005	.038	.000
	N	50	50	50	50	50	50	50	50	50
OJR	P.Cor	.274	.257	.265	.234	.078	.393**	1	.093	.458**
	Sig. (2t)	.054	.072	.063	.102	.592	.005		.522	.001
	N	50	50	50	50	50	50	50	50	50
Com.Tech	P.Cor	.201	.301*	.282*	.169	.116	.294*	.093	1	.028
	Sig. (2t)	.162	.034	.047	.241	.424	.038	.522		.845
	N	50	50	50	50	50	50	50	50	50
JS tr.opp	P.Cor	.031	.118	.029	.552**	.050	.692**	.458**	.028	1
	Sig. (2t)	.829	.416	.839	.000	.732	.000	.001	.845	
	N	50	50	50	50	50	50	50	50	50

Inference:

- The factors measuring faculty satisfaction were statistically significantly correlated at 0.01 level of significance. The above table 7 gives the correlation coefficient values.
- Since r = 0.852 there was strong significant correlation between Promotion and Stress. Therefore it was concluded that there was a strong positive correlation between the variables Promotion and Stress. Hence it was inferred that the more satisfied the respondents were with the Stress, the more is their Promotion towards Stress and vice versa.
- There was a modest significant link between an overview of occupational roles and training opportunities since r = 0.001. As a result, it was determined that the variables job roles and training opportunities had a slight positive connection.

One-Way ANOVA

Null hypothesis H_o There is no significant difference among Stress with respect to factors of AVGII, AVGEO.

Alternative hypothesis H_1: There is a significant difference among Stress with respect to factors of AVGII, AVGEO

TABLE8 Result of ANOVA test for the Variables of Promotion and Stress

		Sum of Squares	df	Mean Square	F	Sig(P) value
AVGII	Groups to Groups	.601	2	.301	2.490	.094
	Groups inside groups	5.676	47	.121		
	Total	6.278	49			
AVGEO	Groups to Groups	.340	2	.170	.883	.420
	Groups inside groups	9.044	47	.192		
	Total	9.384	49			

Inference

Since P value is greater than 0.01, null hypothesis is accepted at 5% level with regard to Factors of Promotion Related of Employees. Hence there is no significance difference among Age Group in years with regard to the Factors of Promotion Related of employees

AVGII has a significance value of.094. Because the significance value was more than.05.There was no significant difference in the AVGII response between Stress. AVGEO has a significance value of.420. There was no statistically significant difference in AVGEO answers among Stress since the significance value was more than.05.

TABLE 9 Results of an ANOVA test for Variables of Spiritual Interest and Psychological Balance

		Sum of Squares	Df	Mean Square	F	Sig.
AVGII	Groups to Groups	.112	1	.112	.870	.356

	Groups inside groups	6.166	48	.128		
	Total	6.278	49			
AVGEO	Groups to Groups	.004	1	.004	.022	.882
	Groups inside groups	9.380	48	.195		
	Total	9.384	49			

Inference

AVGII has a significance value of.356. Because the significance value was more than.05., there was no statistically significant difference in the AVGII between Spiritual Interest and Psychological Balance respondents. AVGEO has a significance value of.882. Because the significance value was more than.05., it was decided that there was no significant difference in AVGEO between Spiritual Interest and Psychological Balance .

TABLE - 10 Result of ANOVA test for the Spiritual Interest and Psychological Balance

		Sum of Squares	df	Mean Square	F	Sig.
AVGII	Groups to Groups	.177	2	.089	.683	.510
	Groups inside groups	6.101	47	.130		
	Total	6.278	49			
AVGEO	Groups to Groups	.313	2	.156	.810	.451
	Groups inside groups	9.072	47	.193		
	Total	9.384	49			

Inference

AVGII had a.356 significance value. Because the significance value was more than.05., there was no statistically significant difference in the AVGII between respondents' Spiritual Interest and Psychological Balance. AVGEO had a significance of.882. Because the significance value was more than.05., there was no statistically significant difference between Spiritual Interest and Psychological Balance in AVGEO.

DISCUSSION AND CONCLUSION

FINDINGS OF THE STUDY

This section presents the findings of Psycho Spiritual Stress towards Induction Program and Academic Productivity .They are Mean and Standard Deviation Analysis, Chi-square Analysis, Correlation and ANOVA.

From Chi-Square(X^2) Analysis:

With an 8.60 standard deviation, the average stress of respondents in the psychological balance is 79.20 years old. The average Stress was 82.53, which was greater than the other psychological balance. Stress had a mean of 79.57 and a standard deviation of 7.19. Psychological balance had an average score of 82.00, with a standard deviation of 5.87. Stress had a higher mean (mean =82.00) than Psychological balance.

Age group

- For age and training opportunities, the Chi-square(x2) value is 15.541, with a significance value of.016. Because the significance value is bigger than.05, it's safe to assume that age and training opportunities are unrelated.
- For age and communication styles, the Chi-square(x2) value is 12.584, with a significance value of.050. Because the significance value is bigger than.05, it may be stated that age and communication methods are unrelated.

Hostility and Job Control

For Hostility and Job Control understanding, the Chi-square(x2) score is.066 with a significance value of.797. The significance value is greater than.05, implying that Hostility and Job Control understanding are unrelated.

The Chi-square(x2) score for Hostility and Job Control is 5.995, with a significance value of.112. Because the significance value is larger than.05, it may be concluded that gender has no impact on future energising.

Job Control

The Chi-square(x2) score for Job Control is 9.489, with a significance value of.148. Because the significance value is more than.05, it can be stated that Job Control and training possibilities are not mutually exclusive.

For Job Control and future energising, the Chi-square(x2) score is 8.011, with a significance value of.237. Because the significance value is bigger than.05, it is concluded that professional progress and experience are unrelated.

From correlation analysis

Promotion and Stress.

- At the 0.01 level of significance, the parameters assessing faculty satisfaction were statistically significantly associated. The correlation coefficient values are listed in table 6.6 above. There was a strong significant link between Promotion and Stress, with a r = 0.852.As a result, it was determined that the variables Promotion and Stress advancement had a substantial positive link.
- As a result, it was deduced that the more satisfied respondents were with Promotion, the more effective their communication tactics for professional advancement were, and vice versa. There was a modest significant link between an overview of occupational roles and training opportunities since r = 0.001. As a result, it was determined that the variables job roles and training opportunities had a slight positive connection.

From one-way ANOVA analysis

Spiritual Interest

AVGII has a significance value of.094. Because the significance value was greater than.05, it was determined that there was no significant difference in the AVGII across Spiritual Interest responses.

With a Significance Value of.420, AVGEO was determined to be significant. There was no significant difference in AVGEO between Spiritual Interest replies since the significance value was more than.05.

Psychological Balance

The Significance Value of the AVGII was.356. There was no statistically significant difference in the AVGII between Psychological Balance since the significance value was more than.05.
882 was the AVGEO Significance Value. It was concluded that there was no significant difference in AVGEO between Psychological Balance since the significance value was more than.05.

Experience

- AVGII has a Significance Value of.510. Because the significance value was greater than.05, it was determined that there was no significant variation in the AVGII across respondents with different levels of experience.
- The AVGEO Significance Value was.451. Because the significance value was greater than.05, it was determined that there was no significant variation in AVGEO across respondents of various ages.
- Top management must inform managers about the Higher Educational Institutions 's future ambitions in order to help them develop their new faculty by providing suitable training in the Faculty Induction programme and preparing them for the Higher Educational Institutions 's future development.
- The Higher Educational Institutions 's faculties should be allowed more latitude in their work, as well as more autonomy in their decision-making own fresh thoughts for the Higher Educational Institutions 's forthcoming endeavour
- For the faculties, the Faculty Induction training programme should be very effective and efficient. The faculty's clever work should be recognised and praised for their contribution and efforts.
- Some of the Higher Educational Institutions ’s faculty members believe that the induction training program's duration is insufficient, so I suggest that the human resource department extend the duration to 15 to 20 days of training so that the faculty members can confidently begin their work.

SUGGESTIONS OF THE STUDY

The management of the Higher Educational Institutions must inform the faculties about the Higher Educational Institutions ’s future plans in order to help them develop their new faculties by providing them with the necessary training to reduce work stress using psycho spiritual stress in the induction programme and to prepare them for the Higher Educational Institutions ’s future development. Faculty members at private universities should be allowed more latitude in carrying out their duties, as well as the opportunity to contribute their own creative ideas to the university's prospective projects.

For faculty members to be free of work stress, the induction training programme should be very effective and efficient. The faculty's clever work should be recognised and praised for

their contribution and efforts. Because some faculty members at the Higher Educational Institutions believe the induction training programme is insufficient, I am requesting that the human resource department extend the period to 15 to 20 days of training so that faculty members can confidently begin their work.

CONCLUSION

Faculty induction training is critical for any private institution since it assists new recruits in adjusting to their new environment, inspires them, and minimises work stress. It instils in the faculties a greater sense of confidence in their ability to improve. A new recruit learns about the Higher Educational Institutions's employment philosophy, physical work environment, faculty rights, faculty responsibilities, the Higher Educational Institutions 's culture and values, as well as important business operations, during induction. Faculty induction should last at least two days, preferably three. Faculty induction should always begin with a warm welcome from HR and a tour of the department by the designated host, who is responsible for guiding newcomers through the department and introducing them to others. During the Faculty induction, this specialised HR person will not spend all of his or her time following newcomers through departments, but will be available to assist them to the next department. Because the Faculty Induction program's agenda is tailored to each job separately, it is not essential to cover all areas and implement psycho-spiritual stress management strategies. This is due to a number of factors. For starters, Faculty Induction would take much too long to visit everyone. Second, a newcomer would be overwhelmed by all of the knowledge if he or she had to visit every single person at the Higher Educational Institutions . It is advised that default Faculty induction agendas be provided for each position and department. This agenda can always be tweaked as Thus, I conclude that the study assisted me in understanding the actual Faculty Induction Program and psycho spiritual stress measures, how they are conducted, their benefits and drawbacks, and so on. Based on the responses of the faculties, it was determined that the Faculty Induction program's effectiveness was moderate. There is a strong link between faculty perceptions of integrity, knowledge of the Higher Educational Institutions, and job-specific prospects. The researcher made recommendations for improving the Faculty Induction program's effectiveness.

REFERENCES:

[1] (Bandura1977) , Individuals' participation in activities, the amount of effort they put in, and how long they bear setbacks and losses are all influenced by these notions
[2] https://www.uky.edu/~eushe2/Bandura/Bandura1977PR.pdf
[3] (Broerman, 2017) , In this way, the diathesis-stress paradigm explains how psychiatric diseases may be linked to both nature and nurture, as well as how those two factors may interact.
[4] https://doi.org/10.1007/978-3-319-28099-8_891-1.
[5] (Lazarus 1966) , A secondary evaluation is included in the initial can cope with or eliminate the stressor's effects by coping or sustaining. homeostasis.
[6] https://doi.org/10.1007/978-1-4419-1005-9_215
[7] (Locke, 1976; Porter et al., 1974; Williams and Hazer, 1986) , The employees working in the organization resulting from an induction training program of one's job or career.

[8] (Magner et al. (1996) , That is employees should fully understand about the organizational culture and climate and act according to the issues that affect their working atmosphere.
[9] https://doi.org/10.3389/fpsyg.2019.02493
[10] (Matt 10:32; John 10:10, New King James Bible) , This is consistent with New Testament theology, which claims that the Christian life should be cantered on God's will and that God desires for his people to have full lives.
[11] https://www.preceptaustin.org/matthew_commentaries
[12] (Mulhall 1996) , The response-based or subjective stress model, on the other hand, characterizes stress as a person's reaction to stressors.
[13] https://www.lowitja.org.au/content/Document/PDF/A_Review_of_the_Relationship.pdf
[14] (Pargament et al., 1998) , Spirituality also has consequences that are distinct from the effects of nonreligious coping techniques.
[15] https://doi.org/10.1093/bjsw/bcv080
[16] (Pargament, Keonig& Perez, 2000) , Religion is mentioned more than any other coping mechanism in these studies.
[17] https://doi.org/10.1089/jpm.2008.0250
[18] (Rowling, 2008) In previous research, spirituality was defined as "the developmental engine that drives the desire for meaning, purpose, and contribution"
[19] https://doi.org/10.3389/fpsyg.2019.01525
[20] (Wong-McDonald, 2000) , Spirituality is the term used to describe man's relationship with his creator.
[21] http://dx.doi.org/10.21474/IJAR01/4641
[22] Aneshensel1992 , Stress are defined as external/internal occurrences that can produce stress.
[23] https://doi.org/10.2307/2626957
[24] Azlihanis A.; L., Naing; D., Aziah B.; N., Rusli in their titled “Socio-demographic, Occupational And Psychosocial Factors Associated.
[25] https://www.researchgate.net/publication/309010677
[26] Badawy, 1988; Basta and Johnson, 1989; Garden, 1989; Parden, 1981; Sherman, 1986 , The importance of gaining better understanding of the factors related to recruitment, motivation and retention of employees is based on the induction program for the organization.
[27] Butler, 2008 ,Automating the procedure, on the other hand, may lower the induction program's direct costs.
[28] Coetzer, and W.J.; Rothmann, S (2006). In their article titled “Occupational stress of employees in an insurance company”, they identified occupational stressors for employees in an insurance company.
[29] Cooper-Thomas & Anderson, 2006 , In addition to helping you save money, successful induction programmes may also help you save time
[30] Derven, 2008; Friedman, 2006 ,labor turnover can be decreased.
[31] Green, Rosemary; Lonne, Bob (2005) In their article titled, “Great Lifestyle, Pity about the Job Stress” examined the rural practice and occupational stress.

[32] Hobfoll 1989 , Environmental stressors, perceptual evaluation, and social, psychological, and biological factors that influence the incidence of potential stressors as well as responses to them are all covered in these theories in various ways
[33] Leon Barber. Muhonen, Tuija; Torkelson, Eva (2004), In their article titled, “Work locus of control and its relationship to health and job satisfaction from a gender perspective”,
[34] Many people feel that their religious beliefs provide them with bravery (Hill, et al., 2003).
[35] Ministerie van Onderwijs, Culture en Wetenschap 2009 , Due to the retirement of a huge number of professors, university vacancies are likely to rise to 6% in the future years
[36] Monroe (2008) cites Lazarus and Folkman (1984) and Lazarus and Folkman (1984) , Transactional models are freely used in only a few empirical investigations . cites
[37] Sang, Katherine J. C.; Dainty, Andrew R. J.; Ison,Stephen G. In their research titled. “Gender: a risk factor for occupational stress in the architectural profession” (2007) jointly aimed to research gender differences in occupational health and well-being.
[38] Selye (1956) , The term "stress" was used by characterize the effects of anything that disrupts homeostasis.
[39] Stewart Collins in his book titled “Statutory Social Workers: Stress, Job Satisfaction, Coping, Social Support and Individual Differences” (2008).
[40] Viljoen, J.P., and Rothmann, aimed at studying and investigating the relationship between “occupational stress, ill health and organizational commitment” (2009).
[41] Wells, 2005 , With a good induction program me, the indirect costs of a newly recruited executive's early departure
[42] With Job Strain Among Secondary School Teachers In Kota Bharu, Kelantan”(2006) they conducted a study to identify the factors associated with job strain among teachers working in secondary schools in Kota Bharu, Kelantan.
[43] Thi, Hue Hoang, and HaHoang Thi Hong. "Acculturation in Vietnamese Contemporary Literature." *International Journal of Communication and Media Studies (IJCMS)* 6.3 (2016).
[44] Sundaram, Sakshi, and TANIKA PUNDIR. "TRAUMA, RESILIENCE & SURVIVAL INSIDE/OUTSIDE ROOM: A CRITICAL STUDY." *International Journal of English and Literature (IJEL)* 10 (2020): 37-44.
[45] Rajiah, Saraswatee, and Salim Aliraja. "Early Identification and Intervention in Early Years: Preschool Teachers in Mauritius." *International Journal of Educational Science and Research (IJESR)* 6.3 (2016).
[46] Kabulov, B. O. L. A. T., et al. "Effect of mechanical processing of minced meat on the change of yield stress." *International Journal of Mechanical and Production Engineering Research and Development* 9.5 (2019): 333-42.
[47] Mahendran, R., et al. "Principal component analysis of rice germplasm accessions under high temperature stress." *International Journal of Agricultural Science and Research (IJASR)* 5.3 (2015): 355-359.
[48] Senthiil, P. V., VS Aakash Sirusshti, and T. Sathish. "Equivalent stress prediction of Automobile structural member using FEA-ANN Technique." *International Journal of Mechanical and Production Engineering Research and Development* 9.2 (2019): 757-768.