

Stressor's Manifestation Among University Teachers

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ABSTRACT

In fact, teaching faculty of universities are facing higher degree of tension due to multiple workplace stressors. These stressors lead to workplace disorganization, high attrition of workers, sickness-related absenteeism, diminished standard and quantity of practice, higher health insurance expenses, and lowered job satisfaction. The aim of the present study is to explore university teachers' workplace stress and professional burnout. Workplace stress reduction and control needs strategies at the corporate level, since it is the organization that causes the stress. In addition, many tension control strategies can be implemented, such as preparation for emotional intelligence, cognitive behavioral management techniques, peer support programs, counseling facilities, meditation and athletic events. Success in handling and avoiding tension would rely on the organization's culture. The culture of transparency and empathy, rather than of critique, is important at university level.

Keywords: *Workplace stress; stressor; work satisfaction; uncertainty of position, teachers from universities.*

INTRODUCTION

Stress is an organizational issue that may impact individuals in any social setting, whether they are in the office, home or church. Teachers are vulnerable to tension, like all persons in their companies, because of the essence of their jobs. The triggers of stress may be either intrinsic to the person or external. In addition, both internal and external factors may render teaching a difficult activity due to what happens in the classroom. Decisions on the process or reorganization of education and improvements in the teaching process are made. These interventions will have a detrimental influence on the teachers. From the teacher's point of view, not only are decisions and practices sometimes demanding, but he or she might have had no insight into and control on the essence of these decisions and shifts of a mindset and behavioral essence that may position teacher demands. The growing pressures on university and students, according to Van der Westhuisen (1991:327), have contributed to an unprecedented rise in tension and occupational burnout as job threats for many in the teaching profession. A significant problem with teacher's stress at university level is that both emotional and physical ill-health may be precipitated by extended experience of stress (Walker & Cole, 1989:28). In the above situation, thus teacher faces elevated amounts of tension, the teacher's interaction with the students and peers may easily be influenced. Teaching creates tremendous demands on the teacher's mind and thoughts. This may place excessive strain on teachers, and because teachers share responsibilities with a multitude of role actors, there is a distinct likelihood of role conflict. Research has found that teacher tension events arise from the deterioration of university instruction, task uncertainty and confrontation, loss of incentives and acknowledgement, inadequate interpersonal interactions with colleagues, work overload (Walker and Cole:1989:290; Telfer & Swannt: 1986:57; Glaxton 1989:43; Williams & Gersh, 2004; Sutherland & Cooper, 2000).

Like other countries in India, the transnationalism and privatization of the education sector pushed higher education to be more competent in order to create better information, housing, expertise and competencies for stakeholders that are necessary for the world market to succeed. In line system of education in our nation has experienced drastic fluctuation in growth on the other hand. Thus, by considering the intent of the present analysis, the researchers refer to the occupational stress of university teachers as a negative emotional condition encountered by teachers from the challenging working framework as well as atmosphere, inadequate personal and non-personal performance, tiredness intra- and interpersonal relationships, and environmental elements that are worrying at workplace.

Sources of Occupational Stress in University Teachers

There have been substantial decreases in public university government budgets over the past 20 years, and findings have emerged in recent study literature on studies investigating tension among university teachers. Blix, Cruise, Mitchell, and Blix (1994) are examples; Bradley and Eachus (1995); consequently, the consequence of rising job demand and decreased funding, academic tension has become a cause for concern. The triggers of stress are predominantly stated to be systemic and operational instead of interpersonal. Workload and time constraint, studies, educational reform, organizational styles, reorganization and transformation, and limited capital are stressors consistently reported in the research literature. The study concluded that "occupational stress is prevalent". It is observed that academic staff were overwhelmed by co-workers not pulling their weight, loss of influence about decisions concerning their careers, lack of funding, not being aware of relevant job details, work conflicting with home and personal life, inadequate time to conduct their careers at the standard of quality that academics considered essential, and the standard of their wages and benefits.

Occupational Burden effects

Reaction of the employee towards job stress may be intellectual, corporal, or both and it is typically defined as acute, post-traumatic, or chronic, and have identified a severe and increasing academic work stress issue with many negative effects for academician, as well as job dissatisfaction, decreased productivity also affliction. Symptoms of stress may be: mental manifestations-sensations of undefined discomfort, disappointment, sadness, terror and anger, and poor self-esteem with burnout as a likely severe result; behavioral manifestations-behavioral issues such as eating disturbances, heavy smoking and alcohol and/or substance misuse, aggression or sleeplessness. The emotional manifestations of teachers are frequently precursors to behavioral and physiological stress manifestations, but they can never be treated as distinct of nature. Burning out syndrome is a more severe consequence of the long-term consequences of academician tension. Burnout is a psychological condition of emotional fatigue, depersonalization and decreased personal achievement that may occur in people who function in any capacity with other people. Mental fatigue applies to perceptions where one's mental capabilities are mentally overextended and drained. Depersonalization refers to a hostile reaction to other individuals, who are typically the beneficiaries of one's service or treatment, callous or overly withdrawn. Reduced professional accomplishment corresponds to a reduction in one's feelings of competence in one's job and good accomplishment

OBJECTIVES OF THE STUDY

- To measure workplace stress at university level.
- Determine if the biographical variables of teachers, including age, gender, level of education and marital status, have some impact on the occurrence of stress in teachers.

RESEARCH METHODOLOGY

The form of the survey is used in the study.

Tools used in the analysis

The researchers created and used the following tools for the intent of the analysis.

- Rating Scale produced and validated by the researchers to determine the workplace tension of university teachers.
- The instrument created by Reddy (2007) adapted and updated the rating scale to measure the occupational burnout of university teachers.

The Occupational Stress Rating Scale contains 50 statements measuring four dimensions of occupational stress (organizational structure and climate, technical and personal performance, intra- and interpersonal relationships and environmental factors). The Technical Burnout Ranking System consists of 20 statements measuring university teachers' mental fatigue, depersonalization and personal achievement. Five gradations were scored for each object on both scales. Using the Split-half approach, the reliability of the Occupational Stress Rating Scale (0.83) and Technical Burnout Rating Scale (0.87) has been developed. For the created resources, material validity, face validity and intrinsic validity were also defined.

Locale and Sample of the Research The study region includes two state universities and a private university collectively from the state of Rajasthan. As a sample of the research, all teachers employed in the various faculties in the sample universities were administered at a total of 300 rating scale. Of the 300-rating scale administered, only 204 were returned due to absence and only 191 were accessible out of 204, resulting in 63.66% answer-rate.

Statistical techniques used in the research: The data obtained was evaluated with the help of the SPSS. With the help of this software statistical techniques like standard deviation, co-relation and step wise multiple regression are calculated.

RESULTS AND DISCUSSION

Statistical analysis of University Teachers with Low, Moderate and High Levels of Occupational Stress (OS). To measure the level of occupational stress and professional burnout, average and standard deviation is calculated from resample size. The occupational stress and professional burnout is categorized among 3 categories likewise High, Moderate and Low. The score of occupational stress 3.49 and more than will be high, 2.02 to 3.48 will be considered as moderate and 2.01 and less than that will be low. The professional burnout scores 2.70 and above are categorized as high, 1.34 to 2.69 are moderate and 1.33 and less than that will be considered as low. According to the above categories teachers are shown in the table. Table-1 shows the category of teachers according to their occupational stress. They feel stress due to various factors like structure, climate, inter and intra personal relations etc.

Table-1: Statistical Analysis of professional burnout of university teacher according to their category.

Occupational Stress Dimensions	Levels of the Occupational Stress		
	Low	Moderate	High
Organizational Structure and Climate(OS ₁)	29(15.29%)	125(65.45%)	37(19.37%)
Personal and Professional Efficiency (OS ₂)	76(39.80%)	87(45.60%)	28(14.60%)
Intra and Interpersonal Interactions (OS ₃)	71(37.18%)	91(47.64%)	29(15.18%)
Environmental Factors (OS ₄)	72(37.69%)	89(46.60%)	30(15.71%)
Occupational Stress as a Whole	50(26.18%)	116(60.73%)	25(13.09%)

From Table-1, maximum teachers employed in South India universities face moderate to high levels of occupational stress due to organizational framework to atmosphere (84.72%), individual and technical efficiency (60.10%), intra- and interpersonal relationships (62.09%), environmental conditions (62.52%) and occupational stress. Subsequently, attributable to the

organizational framework and climate component, 19.27 percent of teachers, 39.90 percent of teachers due to personal and technical performance, 37.38 percent of teachers due to intra and behavioral experiences, 37.49 percent of teachers due to environmental variables and 26.07 percent of teachers due to the workplace stress component as a whole, encounter elevated rate of learning. A comparison of the dimensions in which teachers encounter stress shows that, owing to their occupational environment and atmosphere at university level, more teachers undergo a modest level of stress. Similarly, higher amounts of stress are induced by the interpersonal framework and atmosphere of more teachers (19.27 percent) accompanied by the external conditions component of workplace stress (15.92 percent). From the above, it is inferred that most university teachers encounter moderate to high levels of stress (73.93 percent). In addition, the organizational framework and atmosphere at university level is the main stressor adding to the stress of teachers, since more teachers face moderate to high levels of stress due to this factor (84.72%). Around 60 percent of teachers encounter moderate to high levels of occupational stress in the remaining facets of occupational stress, i.e. personal and technical performance, inner and interpersonal relationships, environmental variables and occupational stress as a whole.

The number and percentage of university teachers with medium, moderate and high levels of professional burnout (PB) Table-2 displays the number and percentage of university teachers with all three categories of professional burnout due to mental fatigue, depersonalization, personal achievement, and the overall factor of professional burnout.

Table-2: Amount and percentage of teachers employed with medium, moderate and high professional burnout levels at universities

Professional Burnout Dimensions	Number and Percentage of Teachers with Low, Moderate and High Levels of Professional Burnout		
	Low	Moderate	High
Emotional Exhaustion (PB ₁)	33(17.28)	131(68.38)	27(14.35)
Depersonalization (PB ₂)	28(14.87)	126(66.07)	37(19.06)
Personal Accomplishment (PB ₃)	33(17.38)	124(64.82)	34(17.80)
Professional Burnout as a Whole	25(13.30)	135(70.68)	31(16.02)

Note: Number mentioned in the brackets are in percentage.

Due to mental fatigue (68.38 percent), depersonalization (66.07 percent), personal success (64.82 percent) and professional burnout as a whole (70.88 percent), most university teachers suffer a modest degree of professional burnout. 19.06 percent of university teachers experienced a high degree of professional burnout related to depersonalization, accompanied by 17.80 percent of teachers due to decreased personal success, 16.02 percent due to professional burnout as a whole, and 14.35 percent due to mental fatigue. Furthermore, regardless of mental fatigue (17.28 percent), depersonalization (14.87 percent), personal success (17.38 percent) and professional burnout as a whole (13.30 percent), the minority of university teachers suffer low levels of professional burnout. From the above, it can be known that, owing to their mental fatigue (68.38 percent), more university teachers have a mild burnout degree, accompanied by depersonalization (66.07 percent) and decreased personal achievement (64.82 percent). Similarly, leading to depersonalization (19.06 percent) accompanied by professional success (17.80 percent) and mental fatigue (14.35 percent), further instructor burnout levels are elevated.

Relationship between Occupational Stress Dimensions and Professional Burnout of University Teachers In Table-3, correlations were established and introduced to figure out the relationship between occupational stress and professional burnout of university teachers.

Table-3: Association between Occupational Burden Dimensions and Professional Burnout of University Teachers

O.S. P.B.	Emotional Exhaustion	Depersonalization	Personal Accomplishment	Professional Burnout as a Whole
Organizational Structure and Climate	0.199**	0.241**	0.217**	0.252**
Personal and Professional Efficiency	0.169**	0.212**	0.210**	0.227**
Intra and Interpersonal Interactions	0.198**	0.185**	0.185**	0.219**
Environmental Factors	0.241**	0.230**	0.232**	0.271**
Occupational Stress as a Whole	0.230**	0.248**	0.241**	0.276**

Note: ** significant at 0.01 level / **p<0.01

It is evident from Table-3 that the first measurement of occupational stress, i.e., organizational framework and environment, has a good and beneficial association with all aspects of professional burnout, i.e., emotional fatigue (0.199), depersonalization (0.241), personal accomplishment (0.217) and professional burnout as a whole (0.252), as the measured r-values are relevant at 0.0.217. All other aspects of occupational stress, i.e. personal and professional performance, intra- and interpersonal relationships, environmental variables and occupational stress as a whole, and the aspects of professional burnout, i.e. cognitive fatigue, depersonalization, personal achievement and professional burnout as a whole, are found in a related form of partnership. There is therefore an essential positive association between the aspects of occupational stress and the aspects of the professional burnout of teachers employed in South India universities, the hypothesis claimed. It is noted from the results that university teachers who report high occupational stress due to organizational structure and atmosphere, personal and professional performance, intra- and interpersonal relationships, environmental factors and occupational stress as a whole will report higher levels of professional burnout due to emotional fatigue, depersonalization, personal achievement For e.g., higher levels of mental fatigue, depersonalization, personal success and professional burnout as a whole may also be recorded by university teachers experiencing higher levels of job tension related to intra-and interpersonal experiences and vice versa. It is summarized from the above that all dimensions of occupational stress-organizational structure and climate, personal and professional performance, intra- and interpersonal relationships, environmental variables and occupational stress as a whole-are strongly and positively linked to each of the dimensions of professional burnout-psychological pressure , individual and social responsibility The greater the occupational burden, the higher the professional burnout among university teachers, as the association between these dimensions is optimistic.

Prediction of dependency of PB Parameter on OS Parameter of teaching faculty of University for analyzing particular dimensions of occupational stress as significant predictors of occupational burnout, numerous regression tests were carried out step-by - step to measure the occupational burnout dependency. Table-4 includes the findings of the study.

Table-4: The Independent Variables Prediction (OS Dimensions) with Dependent Variables (PB Dimensions)

Dependent Variables	Independent Variables	β Coefficient	Individual Contribution of the Variable (R^2)	% wise Individual Contribution
PB1	OS	0.241	0.058	5.8%
PB2	OS Total	0.365	0.061	6.1%
PB3	OS	0.134	0.066	6.6%
PB4	OS Total	0.241	0.058	5.8%
PB Total	OS Total	0.276	0.076	7.6%

From Table-4, it is clear that 5.8 percent of the variance in emotional fatigue (PB1) accounted for the occupational stress component-environmental element (OS4); while 6.1 percent and 6.6 percent of the variance in depersonalization were occupational stress as a whole (OS Total) and intra and interpersonal experiences (OS3) of the occupational stress component. Occupational tension as a whole (OS Total) contributed to 5 in the third dimension of career burnout, i.e. decreased personal achievement (PB3). When professional burnout as a whole (PB Total) is taken into consideration, job tension as a whole accounted for a variance of 7.6 percent. This finding shows that the stressors that emerge from external conditions need to be coped with to some degree in order to minimize emotional fatigue. Similarly, stressors related to overall workplace stress and intra-and interpersonal relationships must be based on controlling professional burnout evoked by university teacher depersonalization. In addition, in order to avoid professional burnout evoked by decreased personal achievement and professional burnout as a whole, the stressors of workplace stress as a whole should be addressed.

CONCLUSIONS

In addition to this, the cognitive behavioral program to strengthen the handling of teacher tension is taught to deal with strain. In this approach, the independent is advised to re-evaluate or restructure difficult circumstances such that through eliminating cognitive distortions such as over-generalization, magnification and personalization and incorporating assertiveness training. Furthermore, in addition to coordinating meditation courses and athletic events on a daily basis to alleviate stressors among university teachers, the Employee Support Systems or Counselling Facilities shall be implemented by the university administration. With respect to occupational burnout, low and large levels of burnout are encountered by most university instructors. For this, the university can build strategies for identifying stressors in university teachers that trigger pressure. Social reinforcement will also moderate the burnout influence of stressors in order to

help those with elevated stress manage better. In order to minimize burnout, coworkers and the director of the department can both be encouraged to properly assist teachers in their teaching and study practices. In addition, the government should be cooperative rather than authoritative and should be facilitative. There is also a need to increase the self-efficacy of university teachers, which serves as a personal weapon, representing positive self-confidence in individuals about being able to cope with vital requirements by adaptive behavior. University teachers should be encouraged to set targets and should be assisted to accomplish the target in order to minimize burnout induced by decreased personal achievement. The job can be allocated in such a way as to fit their abilities and interest that will provide space to accomplish the mission that will increase their positive actions in turn. In addition, the findings found a strong positive correlation between workplace tension and professional burnout. Their job tension can also be tested from time to time to avoid the professional burnout of university teachers. The stressors stemming from the internal framework and atmosphere of the university divisions under which the teachers operate would be minimized by measures such as improving the work setting. University teachers are often threatened by task overload. This may be attributed to understaffing. It is noted that 40 percent of teaching places are vacant and not filled in several of the State and Central Universities in India. By filling up the positions in the university offices and appointing sufficient supporting employees, everything can be tested out. Opportunities will be arranged for advancement and professional growth. Similarly, in order to encourage autonomy in the workplace, laws and restrictions can be eased.

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