

# Academics' Under Stress: Organizational Factors - At A Glance

\*Shubham Dadariya, #Prof. Yashwant Singh Thakur

\*Research Scholar, Department of Business Management, #Dean, School of Commerce and Management, Dr. Harisingh Gour Vishwavidyalaya, Sagar, India. \*shubhamdadariya@yahoo.com, #yashwantsinghthakur5@gmail.com

**Abstract** - This study aims to look into the different factors that cause academic stress. Stress is especially prevalent in higher education and it has a substantial influence on faculty members as they contribute most to the organizational performance and growth. This study focused on numerous aspects that lead to stress in the organization of higher education. Several studies were considered, analyzed, and reviewed, it is critical to know the contributing factors that cause stress among academicians of higher education.

**Keywords:** Stress, Factors, Academicians, Higher Education

## I. INTRODUCTION

Teaching has grown to be a high-stress occupation as it is challenging due to the nature of the work and the allocation of the task. The number of students grows more varied and in need, and professors face new difficulties and opportunities. To perform new tasks again for the development of the student, faculty must enhance their skills and information with pace. Excessive expectations and challenges are placed on teachers regularly, leading to conflict and stress. This review aims to look into the causes of occupational stress among management teachers and the relationship between work-related stress. This research will look into the new elements that cause stress in higher education teachers.

### Stress and Higher Education

The higher education system has aided India's economic growth, but it has also affected the country's prestige due to a shortage of academicians at higher education institutions. The majority of professional faculty in higher education today expresses dissatisfaction with their ability to balance their professional and personal life. They are often unable to enjoy their hobbies or even other leisure activities due to academic challenges, low salaries, and a range of other challenges. As a consequence, the teachers feel physically and emotionally unwell, causing increased stress and pressure in the classroom. Emotional support

from family, friends, and co-workers is critical for leading a stress-free life, but it is becoming increasingly limited among educators. It influences the physical and mental well-being of academicians.

### Problem Statement

Many researchers suggested that stressful work conditions hamper academicians' productivity, yet studies have demonstrated that some high-stress settings are important for people to be productive. This study looks into the various key factors that cause stress in higher education that contribute to adverse academic performance.

## II. REVIEW OF LITERATURE

[1] recommended use of technology helps individuals like teachers to allocate time to pursue other interests outside of their occupations. Technology, on the other hand, is responsible for changes in people's lives that are not always desirable, as they disrupt personal and professional connections and even hurt health. Technology integration could become a source of strain and anxiety among instructors, affecting their daily lives.

[2] found that, teachers faced numerous job-related pressures during the 2020–2021 academic year. Teacher discomfort was linked to certain working situations, such as a mismatch between real and preferred modalities of instruction, a lack of administration and tech assistance,

frequent technical challenges with remotely teaching, and the failure to apply COVID-19 safety measures.

[3]identified the factors that cause stress in universities and colleges teachers influence their productivity. It has been determined that organizational factors are the primary drivers of work stress in teachers, resulting in job dissatisfaction and decreased productivity. Non-observance by students, work overload roles apart from teaching, low pay, management's attitude toward instructors, and teacher-to-teacher relationships are among them.

[4]suggested that job dissatisfaction, irritating incidents, or personal and workplace situations and environment can contribute to occupational stress. It has the potential to negatively impact emotional and physical health, employee's mental and social, life leading to sadness, irritability, somatic symptoms, and substance abuse. All of this leads to a drop in work performance. Low concentration, poor communication, human resource issues, and a lack of decision-making are all symptoms of these diseases.

[5]listed several workplace stressors, including inadequate pay, poor interpersonal relationships, a lack of family support role ambiguity, unreasonable organizational policies, a terrible work environment, and a heavy workload.

[6]defined Stress levels in academic institutions are influenced by a variety of factors. Poor relationships with co-workers, a lack of normal rest, heavy workloads, and bullying by the staff, as well as poor communication and low paying jobs, the severity, and frequency of change, and limited access to training, were the major causes of stress between the people involved, according to the analysis of the data.

[7]studied that the faculty members were stressed due to Some lecturers being perpetually tired. feeling strong and anxious about keeping their equipment in good working order the identification of sub-problems among participants in each component of the total stress strengthened administration, and also more faculty members were hired. Employees may receive more information from management.

[8]described those changes in contract terms without consultation and giving personal accountability without authority to make decisions caused the most work-related stress in the control category, whereas stress factors such as a lack of funds and resources to do the job and restricted access to training induced the most stress in the support category.

[9]found that the top causes of stress among Higher Education employees are role conflict, and unsatisfactory monetary workload, compensation. Organizations can reduce workforce stress levels by reorganizing roles to reduce burden and role conflict, as well as paying appropriate salaries to employees. Employees should also receive counseling from their employers to learn how to handle stress and conquer their challenges.

[10]studied that, working long hours, excessive workload, and lack of sleep are the leading causes of teacher stress. Increased class sizes, Curriculum and course changes, and Requirements for evaluation and testing have changed. Ineffective management, Bullying in the workplace, Misconduct by students, Violence from students, parents, and intruders are possibilities. Insufficient assistance with bureaucracy, form filling, and regular duties Due to attrition and fixed-term contracts, there is a lack of job stability. Having no control over your work, providing cover is a significant burden. Early retirement plans are in jeopardy.

### III. REVIEW MATRIX

S. No	Authors	Year	Organisation Key Factors Causes Stress among Academicians'
1	José-María Fernández-Batanero, Pedro Román-Graván and Miguel-María Reyes-Rebollo	2021	According to the findings, teachers have lack of essential technical tools and equipment for organization.
2	Elizabeth D. Steiner, Ashley Woo	2021	Inappropriate certain working conditions, a lack of match between real and preferred modes of instruction, a lack of administrator and technical support, regular technical problems with remote teaching, and the failure to implement COVID-19 protective measures.

3	Prakash, Bharathi, and Dr. H.	2019	Work overload, non-observance by students and roles other than teaching, low salary, the attitude of the management towards the teachers, and the relationship between teachers
4	Amit Kr. Uniyal, Anil Kr. Dixit, Pooja Kanojia	2019	Job Dissatisfaction, unpleasant incidents, or the personal and working environment and conditions arises stress.
5	Burman, R. &Goswami, T	2018	Low pay, a lack of family assistance, poor interpersonal relationships, role ambiguity, irrational organizational policies, poor working conditions, and so on are all examples of workplace stressors.
6	Liaquat Ali Rahoo, Syed Ali Raza, Muhammad Waqas Arain, Prof. Muhammad Memon	2017	Poor relationships with her co-workers, a lack of regular rest, working long hours, staff prejudice, the gap in communication and wage jobs, the frequency and duration of change, and restricted access to training.
7	Ramanand Pandit, Arjun Bhat, Ram Chandra Prasad Yadav, Kailash Timilsina and Ashok Pande	2017	Lack of power and safety issuing good operating order information to the employees.
8	Teuta Agai–Demjaha, Jordan Minov, SashoStoleski, Beti Zafirova	2015	Changes in service without discussion, being given the responsibility but without power to make decisions, a lack of funding and resources, and limited access to on-the-job training
9	Warraich Usman Ali, Ahmed Rizwan Raheem, Ahmad Nawaz Khoso, Imamuddin	2014	Workload, role conflict, and insufficient appropriate compensation packages
10	Kaur, Surinder	2011	Working hours that are excessive, Overworked, Increased class sizes, Curriculum and course changes, Requirements for evaluation and testing have changed. Ineffective management, Bullying in the workplace, Misconduct by students, Violence from students, parents, and intruders is a possibilities. Insufficient assistance with bureaucracy, form filling, and regular duties Due to attrition and fixed-term contracts, there is a lack of job stability. Having no control over own work.

**Table 1.1, Reviewed Matrix on Organisation Key Factors causes Stress**

**Objectives of the Study**

To find out the various emerging organizational factors that cause stress among academicians’ in higher education.

**IV. RESEARCH METHODOLOGY**

This study observed the literature on factors leading to organizational stress in higher education. Articles, internet sites, research papers, book reviews, and e-journals are all used to know factors in various aspects. The components that bring all of these aspects together help scholars grasp the contributing factors of the organization. It will help to live a stress-free existence and achieve a sense of well-being as academicians. The major challenge is to comprehend the factors and their adverse impact on academicians and assist further researchers to know the several emerging factors that cause stress for reducing their stress levels.

**Scope of the Study:**

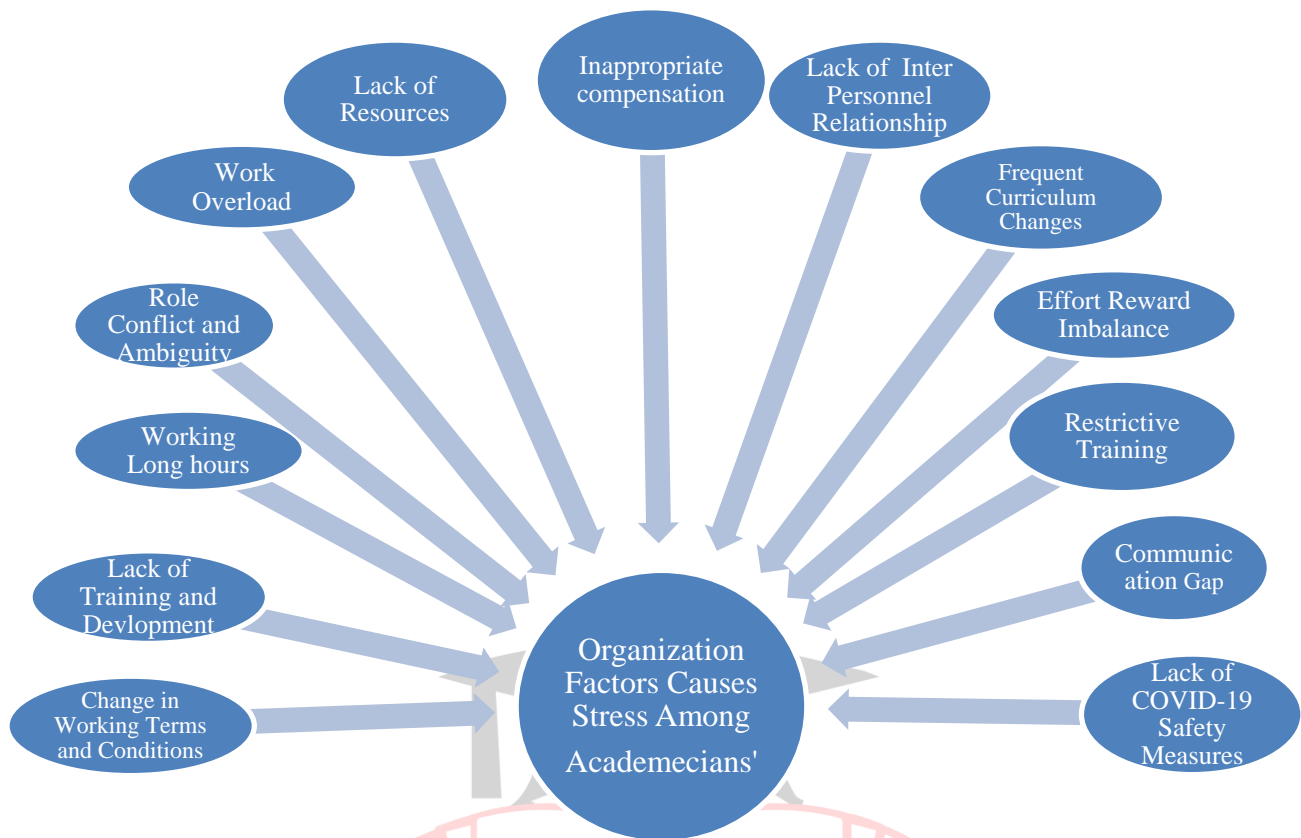
This study will help us to know the various emerging factor that causes stress among Professor, Assistant Professor, Associate Professors, Guest faculty, and Lectures in the organization of higher education.

**Organization Contributing Factors towards Stress**

After the reviewed of various literature, It found that the most common causes of work-related stress in Organization included in’ higher education are frequent curriculum changes, workplace pressure, Poor working conditions in organizations, Job dissatisfaction, inadequate pay, inappropriate organization policies, and a lack of organizational support. While some people thrive under duress and create their finest work when a deadline approaches, facing communication gaps, the requirement of upgrading technical skills and working long hours. others found such situations to be excruciating. The organization’s management should embrace responsibility for its faculty’s stress by giving stress management training and coping skills to instructors and work on reducing role conflict and ambiguity among academicians. Employee incentive programs, yoga, and meditation should all be available. Workers who have control over their duties are more likely to be happy and produce high-quality work because they make their judgments and organize their work to the highest of their abilities. Job redesign, Flexible work hours, Adequate technology training, decentralized decision-making, and regular health check-ups will all assist to relieve stress. Figure (1.1)

shown, will help to know the various organizational

factors are existing in organizational stress.



**Fig-1.1, Organisation Factors causes stress among Academics'**

Based on the above-shown figure, it is found that the various factor is essential to manage and control any organization toward healthy working culture and stress-free life. And it has also important to acknowledge these factors at the right time continuously for working effectively and efficiently during organizational working practices.

## V. ANALYSIS AND DISCUSSION

Workplace stress can be caused by a variety of factors, including organization and personal issues, work overload, the physical working environment, the work situation, and conflicts among co-workers and supervisors. Faculties suffer from stress, which can lead to uncertainty and serious health and performance problems in the worst-case scenario. The major sources of stress are usually uncontrollable, unpredictable, and unknown. However, there are other alternatives accessible, such as personal awareness and coping skills. For instance, time

management, assertiveness, and techniques to boost self-confidence are just a few examples. Management can also use certain resources to reduce employee stress levels by offering facilities and services such as on-site health care, easy and timely access to clinicians, and free-time activities and entertainment. Academics' stress is linked because the employee's performance is influenced by his or her stress level, which in turn affects the institution's production. As a result, stress management is essential for both. Time management, communicating sentiments, and leisure activities were determined to be the most effective stress management techniques.

## VI. RECOMMENDATION

Academics in colleges and universities can reduce their stress by improving the quality of their job. Academic institutions should develop and implement appropriate development policies. Organizations should give

opportunities for instructors to have a feeling of belonging through their hiring methods. Academicians should be rewarded for their professional and personal growth through some type of incentive structure. Workers are advised to indulge in meditation, yoga, a balanced diet, and counseling to reduce job stress and the negative effects of organizational issues. The quality of the job description must be assessed by responsible authorities in the frame that the faculty's well with the organization, and it is important to design a job plan and suitable working profile for faculties, as faculties spend a lot of time there.

## VII. CONCLUSION

According to the analysis, organizational stress is rather high among faculty members in higher education institutions. Gender, type of organization, and amount of experience all contribute to faculty members' organizational stress levels in higher education. Important aspects leading to the organizational stress of academic members in the higher education system include reward and recognition systems, organizational processes, and organizational culture, among others. Interpersonal relationships, workplace practices, expertise development, workplace affirmation, personal freedom, work culture, work-family interaction, role clarity, job security, and compensation, as well as non-academic assigned work, were identified as factors that influence stress in organizations in this paper. These factors, as well as non-academic work, must always be taken into consideration for effective stress management.

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