Towards Sustainable Professional Development: A Study on Occupational Stress of University Educators

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ARTICLE INFO	ABSTRACT
	Education professionals play a crucial role in shaping a nation's education system and require a conducive work environment to excel. Everyday stress has become a significant emotional issue. Education is a crucial field that requires workers to actively engage with individuals and maintain their emotional and physical involvement. Effective professional growth can be challenging for educators without proper stress management. This study explores occupational stress and other variables that commonly found in the field of education. This study is of descriptive and analytical in nature which is based on primary data collected through questionnaires filled by the faculties belong to different age group having different gender. A random sample of 120 respondents is taken for the study. The findings of the study represent the causes of occupational stress, consequences of stress and techniques to overcome the stress. Higher education institutions could utilize these findings to alleviate or eradicate the pressures associated with specific occupations. This paper aims to assist scholars in effectively managing personal and professional stress by adopting regular practices to live stress free. The research exhibits a descriptive disposition and would explore how the theory of wellbeing can help reduce work-related stress. **Keywords:**. Sustainable development, Occupational stress, work life balance, wellbeing

Introduction

Several studies have explored the stress levels of men and women, revealing that women may exhibit greater resilience in managing the demands placed upon them compared to men. This is noteworthy considering that women frequently experience higher levels of stress in their professional lives. It is worth noting that women tend to occupy lower-level positions and remain in them for longer durations compared to their male counterparts. These observation posts the potential existence of a hindrance that impedes women's progression towards elevated positions within the institutions under scrutiny. The connection between an individual and their surroundings can be quite overwhelming. The impact can differ from person to person; depending on their individual circumstances and the resources they have available to help them cope.[1] Occupational stress, commonly known as work-related stress, pertains to the encounter with adverse affective conditions, encompassing frustration, apprehension, unease, and desolation that are associated with various aspects of one's job.

Objective of the study

• To identify the different causes of stress the affect the faculties working in college.
• To analyse the consequences of stress on the teachers working in college
• To explore the various techniques adopted by individual to manage stress.
Scope of the study
The scope of the study has been limited to 120 college teachers 4 management colleges in Bhubaneswar.

Research Methodology

The present study is of descriptive and analytical in nature which is based on primary data collected through questionnaires filled by the faculties belong to different age group having different gender. A random sample of 120 respondents is taken for the study. The secondary data includes reference books, journal, research papers and internet. A literature review can be deemed as the most efficacious methodological instrument for elucidating solutions. As an illustration, reviews serve a valuable purpose when the researcher seeks to assess theory or evidence within a specific domain, or to scrutinize the veracity or precision of a particular theory or rival theories **(Tranfield et al., 2003)**. This methodology may exhibit a limited scope, encompassing the examination of the impact or correlation between two distinct variables, or it may adopt a more expansive approach, delving into the cumulative body of evidence within a particular domain of research. [7]

Review of Literature

Dhadda (1990) explored the relationship between role stress, job involvement, and personality types. He suggested that a direct association existed between job engagement and the manifestation of role-related stress. As the magnitude of stress escalates, the level of engagement exhibited by aviation and railway officials in their respective domains intensifies. [2]

Officials showed a significant positive correlation between Type - B personality, job participation, and role stress. [3] **Newton, Handy, and Fineman (1999)** delved into the academic history of the stress concept. They found that there are many different ways to handle stress. Trade union responses to stress focus on the impact of the work environment, job design, unsocial hours, job instability, and other related factors.[4]

Schaubroeck and Jones (2000) demonstrated that a strong sense of job identification can serve as a protective barrier against the negative effects of organizational stressors. The correlation between the perceived pressure to display positive emotions as part of the job and physical symptoms was found to be significant only among call center agents who had a lower sense of job identification. [5]

Davey (2001) conducted a study on work stress, performance, and emotional management. He came to the conclusion that it is important to assist workers in gaining a clear understanding of their own life, goals, and needs. They need to align it with their employer's expectations regarding their ability to work together, the compromises they are willing to make, and when it may be necessary for them to seek new opportunities and develop strategies for doing so. Supervisory support is crucial for effectively managing stress, improving performance, and navigating emotional challenges. [6]

Ahmad et al (2022) explored that the workplace stress is a ubiquitous occurrence on a global scale. University teachers handle a wide range of responsibilities in addition to their teaching responsibilities and often experience high levels of stress. This study aimed to investigate the various factors that contribute to stress among university teachers in the workplace. The data were acquired via semi-structured interviews conducted with a cohort of 20 esteemed university educators, employing a purposive sampling technique. The amassed data underwent analysis employing the methodological approach of thematic analysis. The primary discovery of this study elucidates that augmented workload, spatial constraints, job insecurity, postponement of promotions, and the prevailing work ambiance emerged as pivotal workplace determinants engendering stress among university educators. [8]

Qureshi, N. (2016) explained in the study underscores the observation that teacher educators lack a structured and enduring framework for professional development. The findings elucidate the multifarious professional attributes of teacher educators with regards to their teaching expertise, research acumen, and professional credentials, thereby resulting in a plethora of learning encounters and professional obstacles encountered by teacher educators in their individual capacities. The study elucidates several concerns pertaining to the professional sufficiency and admission prerequisites of teacher educators, alongside the current state of the teacher education domain in Pakistan. [9]

Hakanen et al., (2006) stated that work stress refers to any adverse encounter that arises from disparities between the requirements of a job and the resources accessible to employees. [10]

Hart and Cooper (2001) explained the deleterious effects of stress stemming from unfavorable working conditions harm individuals by diminishing the caliber of their professional existence, diminishing job contentment, eroding their drive, and ultimately culminating in burnout. Nevertheless, it exerts a profound influence on organizations by instigating heightened instances of sick leave and supplementary compensation claims, thereby diminishing productivity and augmenting rates of staff turnover. [11]

There exists compelling evidence indicating that the occupation of teaching is positioned among the most arduous occupations **Greenier et al., (2021).** Furthermore, the aforementioned stress has been further exacerbated by the ongoing pandemic **Ozamiz-Etxebarria et al., (2021). [12][13]**

Çobanoglu et al., (2023) explores that the primary objective of his study is to ascertain the intermediary function of work-life balance in the correlation between job stress and career satisfaction. The study employed the responses of high school educators regarding career satisfaction, work-life balance, and work stress scales. Based on the findings, it is evident that the work-life balance plays a pivotal role in shaping teachers' career satisfaction. [14]

Johnson et al., (2020) negative work experiences, when left unattended in the long run, frequently culminate in burnout and compromised mental well-being, thereby exerting a detrimental impact on the overall productivity of the organization. Persistent stress can potentially give rise to enduring fatigue, exhibiting symptoms that bear a striking resemblance to those associated with burnout. [15]

Lambert et al., (2022) the interplay between family and work holds significant value as distinct resources for IPE teachers. When these two domains clash, it engenders heightened levels of stress, thereby exacerbating the delicate equilibrium between them. [16]

Viljoen et al., (2009) study and the findings indicated that various stressors within the organization played a substantial role in the manifestation of poor health outcomes and diminished levels of organizational commitment.. The prognostication of diminished individual dedication to the organization was predicated upon five stressors, specifically work-life equilibrium, excessive workload, authority, job facets, and remuneration. [17]

Avalos, B. (2011) focus in this paper revolves around a comprehensive examination of scholarly articles published in Teaching and Teacher Education spanning a decade (2000-2010) pertaining to the domain of teacher professional development. The initial segment amalgamates the production pertaining to learning, facilitation, and collaboration, factors that exert influence on professional development, the efficacy of professional development, and the concerns surrounding the aforementioned themes. [18]

Suhairom (2019) study endeavored to discern pivotal proficiencies that are considered indispensable for culinary practitioners within the realm of the hospitality industry. The research design involved analyzing documents and conducting interviews with culinary experts in Malaysia. Discoveries offer valuable insights for culinary educators and trainers regarding crucial competencies that should be prioritized in the training and education of professional chefs. [19]

Okeke (2017) Educators assume a pivotal position in the pursuit of the social transformation agenda. The teacher's agented position entails an agenda for sustainability programs that situates them in a position of intricate responsibility. A research design utilizing qualitative case study methodology was implemented to acquire the viewpoints of educators regarding the phenomenon of job dissatisfaction. The findings suggest that a dearth of resources, excessively populated classrooms, and a deficiency in discipline among students were significant catalysts for discontentment among educators. Administrative challenges, coupled with the absence of acknowledgment from principals and parents for commendable efforts, have engendered discontentment among the teachers involved in this study. [20]

Results and Discussions

Table -1 Gender Wise Classification

Gender	No of Respondents	Percentage
Male	48	43%
Female	72	57%
Total	120	100%

Source: Primary Data

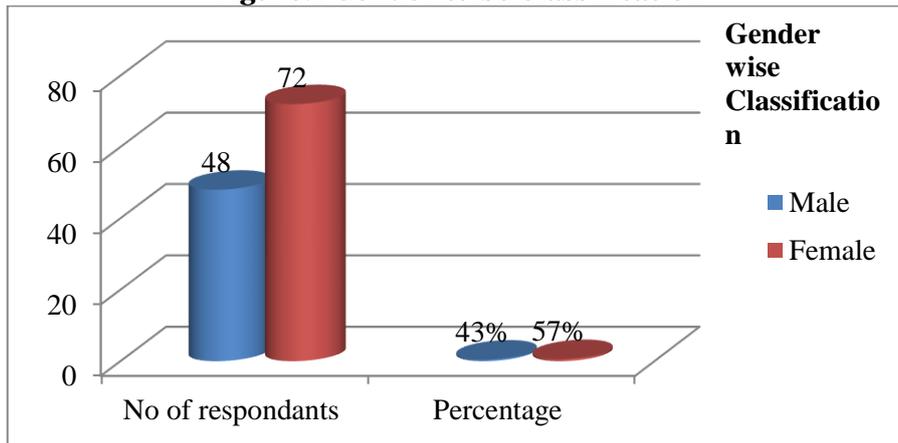**Figure:1 Gender Wise Classification**

Table-2 Age wise Classification

Age Group	No of respondants	Percentage
20-25	30	25%
26-30	60	50%
31-35	30	25%
Total	120	100%

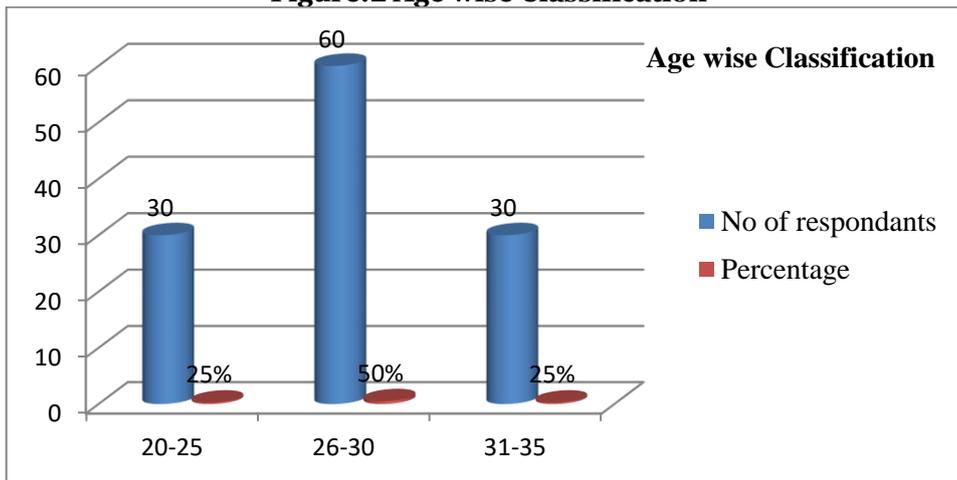**Source: Primary Data**

Figure:2 Age wise Classification

Table-3 Marital Status Wise Data

Particulars	No of Respondents	Percentage
Single	48	40%
Married	72	60%
Total	120	100%

Source: Primary Data

Figure:3 Marital Status Wise Data

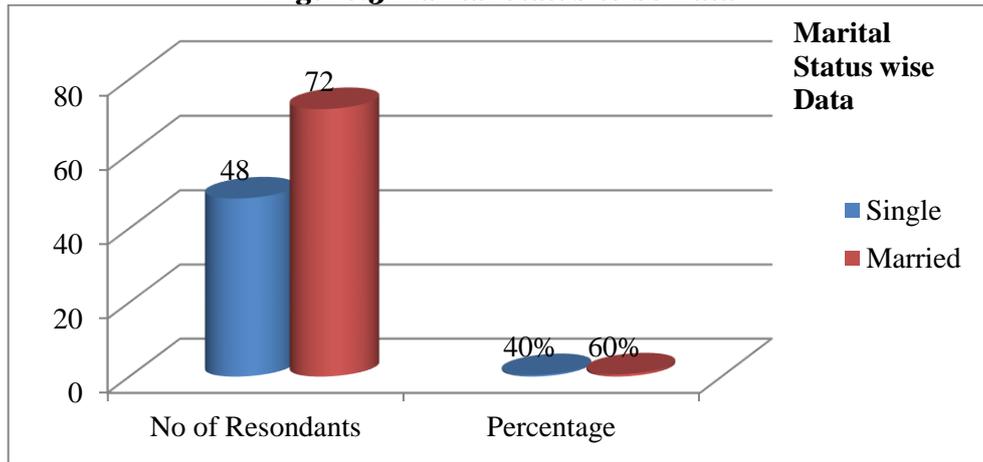**Table 4: Experience wise Data**

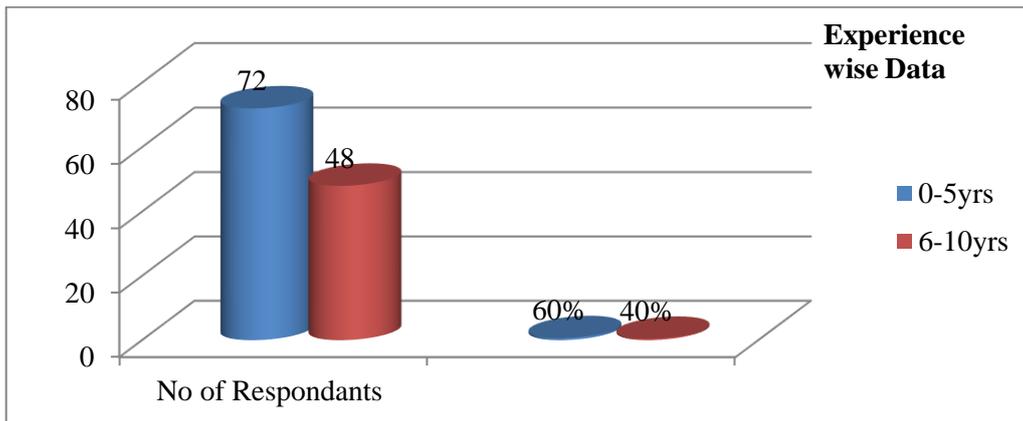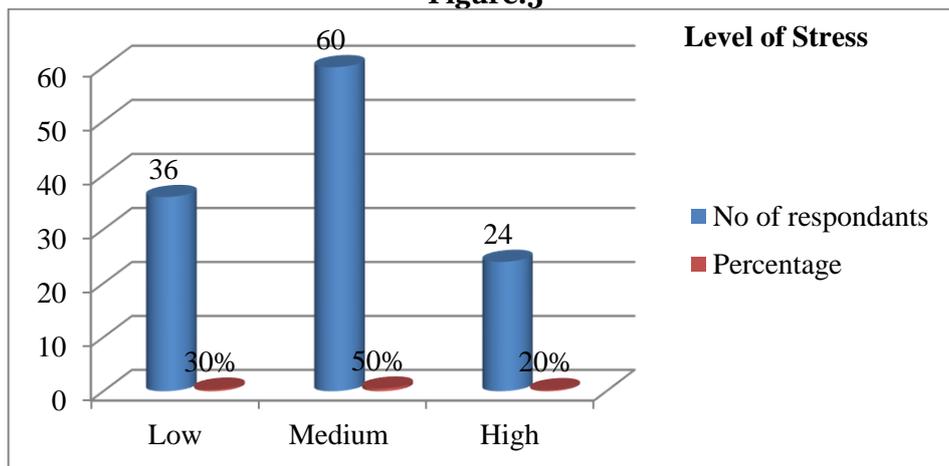| Particulars	**Experience wise Data**	Percentage
years	No of Respondents	
0-5yrs	72	60%
6-10yrs	48	40%
	120	100%

Source: Primary Data

Table -5   Level of stress

| Level Of Stress	**No of Respondents**	Percentage
Low	36	30%
Medium	60	50%
High	24	20%
	120	100%

Source: Primary Data

Figure:5

From the above table 5 and figure 5, it is clear that majority of respondents face moderate level of stress. Among all respondents, 50% respondents face moderate level of stress, 30% of respondents face low level of stress and 20% respondents face high level of stress.

Table: 6 Causes of Stress

Particulars	Percentage	Rank
Work Pressure	28.8	I
Working Hours	22.8	III
Interpersonal Conflict	15.6	V
Career opportunities and growth	16.8	IV
Work environment and facilities	9.6	VI
Additional Duties	26.4	II

Source: Primary Data

Figure: 6 Causes of Stress
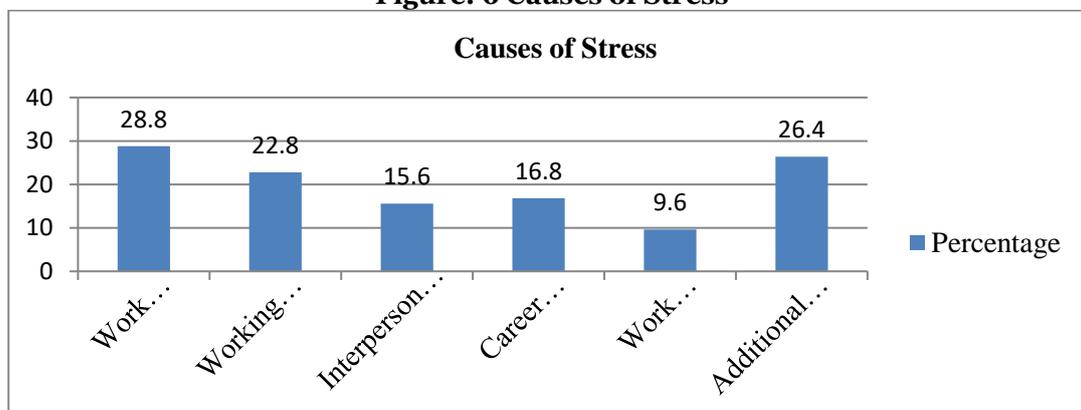
From above table and figure 6, it is inferred that the work pressure 28.8% and Additional duties 26.4 are the major causes of stress for faculties. And other variable like working hours 22.8% plays secondary role in creating stress whereas other variables like career opportunity 16.5%, Interpersonal conflict 15.6%, work environment 9.6% create low level of stress.

Table 7 Consequences of job Stress

Particulars	Rank	Percentage
Job Dissatisfaction	I	31.2
low Performance	VI	10.8
Tension & Depression	II	22.8
Anxiety	III	20.4
sleep deficiency	IV	18
Lack of work life Balance	V	16.8

Source: Primary Data

Figure: 7 Consequences of job Stress

Consequences of job Stress

Job Dissatisfaction I
low Performance VI
Tension & Depression II
Anxiety III
sleep deficiency IV
Lack of work life Balance V
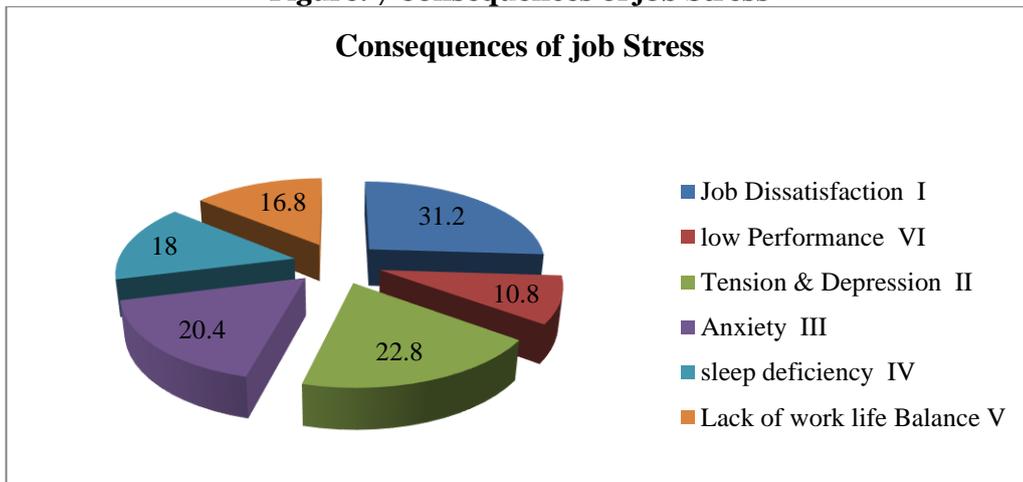
From table and figure 7, it is cleared that the majority (31.2%) of respondents encounter Job dissatisfaction (22.8%) are in tension and depression due to occupational stress. Among the total respondents, 20.4% respondents face the problem of anxiety. 18% facing sleep deficiency, 10.8% of faculties facing difficulty in balancing work and family life.

Table 8 Techniques to Overcome Stress

Particulars	Rank	Percentage
Positive thinking	II	24
Spiritual Practices	III	21.6
Yoga/ Meditation	I	31.2
Socializing	V	12
Time Management	IV	18
Reading books	VI	10.8

From table and figure 8, it showed that among the total respondents, 31.2% respondents say Yoga/ Meditation is the best way to manage stress, 24% respondents say positive thinking can play major role in manage stress. 21% of respondents think spiritual practices can a way to keep someone stress free. Whereas 18% think time management can play a major role in stress free life. Rest respondents think socializing (12%) and reading books (11%) can help in stay stress free.

Figure 8: Techniques to Overcome Stress

Techniques to Overcome Stress Percentage

Techniques to Overcome Stress Percentage

Yoga/ Meditation I
Positive thinking   II
Spiritual Practices III
Time Management IV
Socializing   V
Reading books   VI
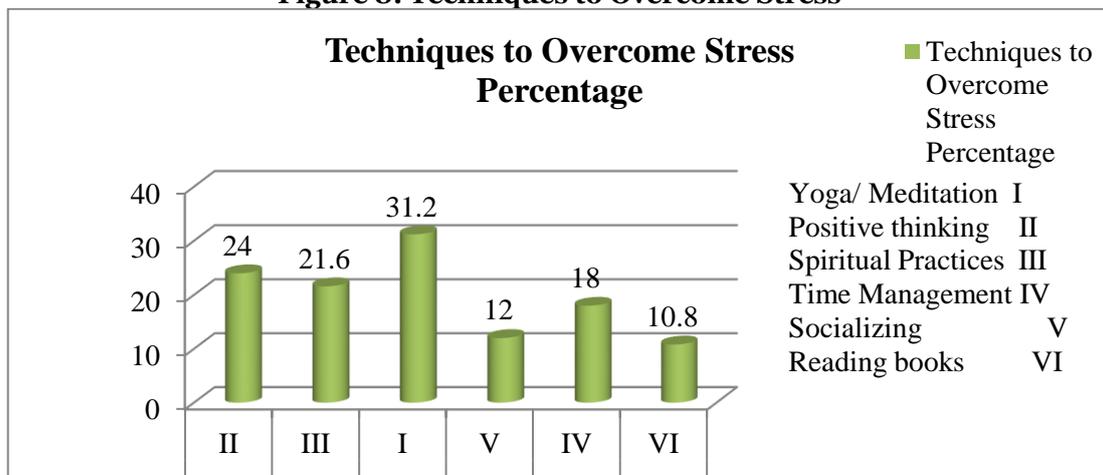
Conclusion

The primary focus of this study is to analyze the occurrence of occupational stress among university educators, based on the varying levels of stress experienced. The study found various factors that contribute to occupational stress among faculties are work pressure, working hours, interpersonal conflict, career

opportunities and growth, work environment and facilities, additional duties are the major reasons of stress in their workplace. This study reveals that the consequences of the stress among faculties are job dissatisfaction, low performance, tension and anxiety, sleep deficiency and lack of work life balance. This study also reveals that there are different techniques and practices to overcome the stress in daily life which are positive thinking, spiritual practices, yoga/ meditation, socializing, time management, reading books. These are the best practices one can adopt to overcome stress. Based on this paper, it is clear that in order to be successful, members of an organization need to acknowledge that excessive workloads can have a negative impact on productivity and overall success of the organization. In order to effectively manage occupational-related stress, it is crucial to carefully plan and design the roles and responsibilities of university teachers. This will not only enhance the quality of education but also benefit the students and the institutes as a whole.

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