



Organizational Stress in India's Educational Sector: An Evidence Based Study

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ABSTRACT: Stress destabilizes one's life by causing depression and negatively impacting one's health, attitude, and work performance and one of the most common problems in educational organisations. The objective of this paper is to analyse the various factors that influence employee organisational stress and job performance in India's educational sector. The data for the study was easily gathered from educators in the field of education. To gather relevant information, a questionnaire survey with closed-ended questions and structured interviews were used. Interactions and interactions, technological and expertise advancement, organisation accolades, work environment, uniqueness in the worksite, work-family interactions, work overload, commitment to the organization, stable employment, and insufficient compensation were identified as having a major effect on organisational stress in pilot analysis. As a result, employers were advised to reduce tension by expected to be done, lowering role ambiguity, paying a decent salary, and supplying employees with training and counselling services to achieve higher performance and pleasure. This study will aid in the development of staff productivity standards by meeting employee mental health through a stress management system.

KEYWORDS: Educators, Higher Education, Work Performance, Institutional Strain, and Stress Reduction

1. INTRODUCTION

Health is considered the essential aspect of life and it can be categorized as physical and mental health. Mental health has a significant impact on physical health, and it may cause tremendous damage to the human body. Some specific hormone secretion from different glands is caused due to fluctuation of mental health. Those hormones are responsible for the mental and physical instability of the human body. Human emotions are also controlled by the hormonal effect, and it significantly depends on work culture, environment, interaction with peer groups, subordinates, and higher management. This could be one of the prime reasons that blue-chip corporate houses arrange sessions with the psychologist for their employees. They also organize counselling sessions for their employees, at least, twice a year.

Stress destabilizes one's life by causing depression and negatively impacting one's health, attitude, and work performance. Workplace conflict, role ambiguity, and

busyness are all examples of stressors. Stress can endanger an employee's mental health and progress. To deal with stress, every organisation must have some kind of stress management system in place. Stress is one of the most common problems in educational organisations. Stress harms an employee's mental health, resulting in an unsuccessful and low-performing employee in an organisation. Stress has many aspects that must be considered in order to retain employees while emphasising a positive work environment. Stress, in any form, must be managed for an organisation to succeed. As a result, a stress-free environment is essential. The majority of people work in various fields around the world, but many of them are exposed to mental stress as a result of an unfavourable organisational work culture. Official strains are one of the issues that any organisation must deal with in order to get employees to deliver high-quality work. It not only reduces employee performance in the organization, but it also harms the business' reputation.



Human beings are socialized, and they react to every situation that comes on their way (Harro, B. (2000). People go through different conditions every time and they feel the environment in a rationalized way (Hope, A. L., et al., 2018; Ferraro, K. J., & Johnson, J. M., 1983; Anand). Reaction is a natural tenacity of human beings, and they start reacting since their birth (Hinkle Jr, L. E. (1974; Bowlby, J.; 1958). It is evident that a new-born baby cries after the birth because he or she feels insecure in the new environment, and look for protection (Nyström, K., & Axelsson, K., 2002; Karpman, B., 1952. There is a life –cycle of mankind. In Rig Veda, it is mentioned as Bramhacharya (Ishwaran, K.,2019) (Duration of grasping orthodox education), Grihastha (Krisch, T., Katsikadeli, C., & Niederreiter, S., 2011), (duration of married life), Banaprastha (Macdonell, A. A., 1992) (duration of worshipping after the middle age) and Sanyas (Mani, M. ,2016), (duration of achieving the salvation before death).

People face numerous situations and conditions during every phase of life and they are different from each other (Fineman, M. A., 2008). A student carries out anxiety, stress, the pressure of completing tasks etc. (Zeidner, M.,2014), and they expect that he will get relief once the education is over (Stevens, et al., 2013). This expectation drives him to the next phase of life (Super, D. E., 1980). Once education is over and their adulation period is completed, they join jobs for enjoying a better life (Rosen, S. ,2004). But the reality is always different than the expectation as they start facing some new challenges in the work atmosphere (Eraut, M., 2004). This time, it is unexpected because they dreamed of a better life after a spontaneous stressful journey since childhood. Life begins in a different way in the corporate world which is unsupportive, stressful, and monotonous (Wilson, F. M., 2018). Most of the employees lose their patience and try to get rid of it by switching over to another organization.

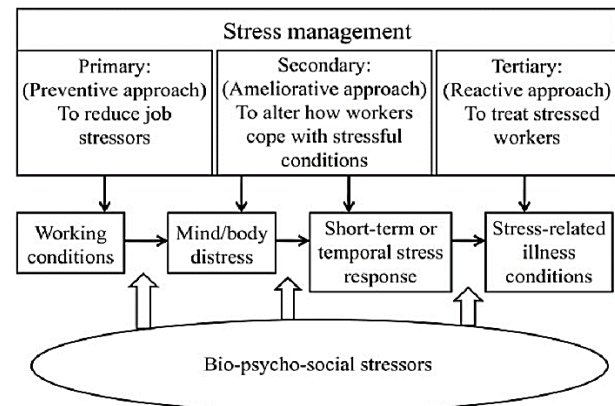
It is also evident that the attribution rate among youth is very high, especially, in the first phase of the job (Barnet et al., 1992). Gradually, they get habituated with the corporate environment, and understand the meaning of stability at least, after three to five years of service. That is the reason; most of the corporate policies emphasize employee loyalty by offering induction training, attractive incentives, special benefits, the flexibility of changing various departments. These facilities are offered to the young employees to facilitate them and offers ample of opportunities to cope up with the present stressful work environment.

2. OBJECTIVE OF THE STUDY

This paper analyses the impact of stress on performance of employees in higher education. The research problem statement is that, while many experts believe that stress negatively impacts employee performance, studies have shown that specific challenging work environments are required to keep people productive. The importance of this study is to shed light on employee stress and how it affects employee work habits, as well as other aspects of work-life and the company's reputation. It is a prerequisite that if an organisation provides a stress-free environment for its employees, it will help improve the employees' work

productivity while also contributing to the organization's future development.

Fig 1: Stress Management Cycle



*Source: www.reaserchgate.com

3. REVIEW OF LITERATURE

The number of empirical studies on stress has increased dramatically over the last three decades. Researchers have concentrated on the reasons of stress, manifestations of stress, relationship of stress-strain modifiers, and thus the various types of stressors encountered by various work populations, as well as the various coping mechanisms employed by organisational entities. Stress has been linked to a variety of aspects of working life. Work overload (Defrank and Ivancevich, 1998; Spark & Coper, 1999, Taylor et al., 2005) and role-based variables such as ambiguity, conflict, and lack of power, (Burike, 1988; Neilson and Buirke, 2000) are frequently stressful. Increased morbidity and mortality in the workplace may also be the result of organisational stress (Mark, Jonathan, and Gregory, 2003). To produce maximum output and improve competitiveness is increasing at a rapid pace on the workers as pressure as the global landscape changes. The workers are expected to perform a variety of tasks in the workplace in order to remain updated with technology and perform better at their jobs (Caschi). Role uncertainty is another factor that influences workplace organisational stress. As per Beehir et al. (1976), Cordees and Dougheerty , 1993), Coopere , 1991), Dyer and Quine , 1998), and Uirsprung , 1998), when a person lacks information about the condition of his or her role, how those criteria are to be satisfied, and the evaluating techniques available (1986), task equivocation takes place. Poor job performance is linked to stress. Reduced efficiency, decreased operating capacity, suppressed workplace initiative and passion, increased rigidity of thought, disrespect to the organizational goal and colluagues/coworkers, and a loss of responsibility are all adverse outcomes (Greenbeig & Bairon, 1995; Mateson & Ivanceviich, 1982). Turnover and leaving the organization have always been linked to lower satisfaction and poor commitment (Arnold and Feldman, 1982; Hollenbeck and Williams, 1986). Job stressors are linked with low job satisfaction level and predicts job dissatisfaction as well as a greater likelihood of leaving the organisation (Landsbergiss, 1988; Terry et al., 1993). Terry et al., 1993; Landsbergis, 1988).

The objective of this study is to determine the various types of stress in the organisation that employees face and their impact on productivity.

4. METHODOLOGY OF RESEARCH

The data for this study were gathered from the different colleges and different universities in India as Primary Source of information. Assistant Professor, Associate Professors, and Professors from a variety of professions, including hotel management, engineering, business administration, education, and nursing, were interviewed and their comments were recorded. The focus of this study is primarily on numbers.

The purpose of this study is to find out how organisational stress affects employee performance in Indian colleges and universities. This will help all educational institutions reduce stress in order to promote organisational growth and development. According to responses gathered from interviews with faculty members from various disciplines, it is discovered that there are various organisational stressors that have a significant impact on employee performance and productivity standards in an organisation.

Social Relationship in Organization: According to the survey, having an excellent social professional relationship with other employees in the same organisation, such as colleagues, departmental heads, other departmental heads, and persons in other academic and administrative heads, is essential. Various studies have shown that by maintaining a positive attitude and behaviour and good social relationship, department heads and colleagues may experience less stress, resulting in higher job satisfaction and productivity standards. Even gaps in teamwork and poor communication channels result in lower work productivity due to mental stress.

Competence Development: Professional development is an important component of teacher job satisfaction, especially as the country's higher education system expands and new initiatives emerge. If the institution fails to provide and maintain adequate facilities, it will result in a great deal of organisational tension, which will lead to job frustration and stress. The competency of an individual influences job satisfaction and self-esteem in their field of employment. Teachers in higher education require opportunities to learn new skills and advance their careers. Teachers' organisational stress is exacerbated by a lack of opportunities for professional development.

Work Load: The concentration of assignments at work is referred to as volume of work. This has become one of the most important reasons of stress among the employees. The different attitudes toward workload also differs among the different employees. Some of the employees easily handle it, while others find it very difficult to handle. As a result, organisations and institutions must consider how to distribute the load in educational institutions based on profile and other criteria.

Role Ambiguity: A role conflict occurs when a person is forced to play two incompatible roles. When a person is asked to perform multiple tasks within one organisation or is torn between roles for different organisations, it is a

difficult situation to adhere to the standards of others because adhering to one's own role's standards makes adhering to those of others difficult. Furthermore, as the problem worsens, the stress level rises, resulting in increased job satisfaction and lower productivity standards.

Unsatisfactory or underpaid remuneration: According to one study, forty five percent of organisations lose talented human resources due to disparity in equitable remuneration. According to fifty five percent employees, inadequate pay structure is one of the important reasons of job change. If employees believe they are not being adequately compensated for their efforts, and their work performance as a result they become stressed.

Absence of Work Acknowledgement: Teachers in the education field appreciate having their efforts recognised. Teachers in the education sector face significant pressure, and a lack of recognition and encouragement at work has a significant impact on organisational culture. As a result, the company must recognise and reward employee efforts to motivate people to give their all at work, resulting in increased productivity and job satisfaction.

Work-Life Balance: Interactions of Work and Family Individuals must maintain a healthy work-life balance. Allowing an employee's enough time to spend quality time and opportunities to spend with his or her family members will certainly improve the quality of work life. The nonequilibrium in work-life balance, can be stressful.

5. CONCLUSION

The quality of education is determined by the quality of educationist to a large extent. The teacher is the foundation of the educational structure, and they create the base for the youth. Stressful work environment for teachers can cause deadly effect on the society. According to Rao (1989), a teacher's quality and effectiveness are linked to his or her satisfaction with his or her career and principles. Higher-intensity stressors will be detrimental to the organisation. Using the above- mentioned parameters identified in this study, the stress of the teachers in the state's higher education sector was determined. The primary sources of stress for educators are like workplace interpersonal contacts, professional and competency development, workload, role conflict, and insufficient monetary remuneration.

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