



A qualitative study of **STRESS ON HIGHER EDUCATIONAL INSTITUTIONS** with reference to Delhi and NCR

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Abstract

This paper covers the main aspects of stress in education sector. Major outcomes of stress have been observed at various level of management. Researchers have made an assumption that the role conflict leads to stress and has adverse consequences for individuals who are exposed to such conflict. This is the state of affair that can be found prevailing in almost all of our schools and colleges. For example a Vice-Chancellor of a University in Uttar Pradesh had to resign due to the stress. It is a fact that stress is found all over the world and in all kind of educational systems. In Psychology the term stress means tension, but metaphysically this word can be used in the sense of bondage which leads to sorrow and suffering. According to Vedic gospel, when human soul (real man) who is actually the part of omnipresent spirit, is hidden behind the apparent man by his evil deeds then he feels stress. The place of the teacher in society is of vital importance. He acts as the pivot, the transmitter of intellectual and technical skills from generation to generation. He is the destiny of a nation. In fact, on him depends the future of mankind. The teacher plays an important role in shaping and moulding the character of the students. The personality of the teacher is a significant factor in the classroom.

Key words: Stress, Higher education, Education

Introduction

Stress is an enemy that endangers our emotional health. Its concept is elusive. There does not exist a single universally agreed definition of stress. It has been described in terms of the person's response to disturbing environmental conditions, the stimulus characteristics of the disturbing environments and the reflection of a lack of fit between the person and his environment. Teachers of colleges and universities are no exceptions to such pressures as perceptions of threat, expectation of family, students, demand of society, individual inspiration conflict, sensitivities and other varieties of stimuli produce stress in them. It is a fact that stress can affect the person's behavior to a great extent. It can affect the process of adjustment in two ways. In the first place, it can interfere with cognition thus making the ordinary adaptive tasks of life more difficult to perform (the disorganizing effects). Secondly, and perhaps more important mechanisms of defense designed to reduce the stress are produced (the organizing effect). These defenses in themselves are maladaptive in the sense that they are generally self deceiving, thus making it difficult or impossible for the person to approach realistically the actual conflict or source or frustration that aroused the state of stress. When stresses are left unchecked and

unmanaged, they can create problems in performance and affect the health and well-being of the organism.

The empirical work dealing with stress among school teachers has primarily been of one type.

The concept of stress is borrowed in social sciences from physical and natural sciences. During the eighteenth and nineteenth centuries, stress was equated with 'force, pressure or strain' exerted upon a material object or person which resists these forces and attempts to maintain its original state. In physics, 'stress' is defined as force per unit area of cross-section of a body. When external forces act on a body, equal internal forces opposing the former, are developed at each cross-section of the body and they produce stress in that body. Life sciences states, "Any external event or any internal drive which threatens to upset the organism equilibrium is stress."

Physiological, psychological and social aspects of stress defined 'stress' as a generic term for the whole area of problems that include stimuli producing stress reactions; the reactions themselves, and the various intervening processes. Lazarus specified that stress is not any one of these things; nor is it stimulus, response or intervening variable but rather a collective term for an area of study.

There are some other efforts made to define 'stress'. The Encyclopedia of Mental Health defines the term 'stress' as a physical or psychological, force applied to a system, sufficient to cause strain or distortion or to alter the system in a new form.

Stress, as an environmental characteristic, is thought to affect people adversely. Moreover, stress as a state wherein expected functioning gets disrupted". Stress as a psychological response state of negative effect, is characterized by a persistent and high level of experienced anxiety or tension. He further stated "stress as a condition of organic damage resulting from strain."

Need for the study

The transition to new technology, science, market or regulatory regime is difficult for any Organization, public or private to manage. Technological or

institutional change has proven to be big cause for failure of established firms and history is full of such examples. Stress as part of psychological aspect of the life. Stress is a multifaceted problem which is comprised physical, psychological, behavioral, social, environmental and occupational factors. Teachers who are subjected to a great deal of daily stress at work may teach less effectively, have higher absentee records, developed alcoholism or substance abuse or more lamentably may drop out of their profession. Some, who are subjected to prolonged stress, may be disposed to develop burnout malaise which is the result of depletion of physical and emotional resources.

Research Methodology

Research methodology is a way to systematically solve the research problem. It understands as a science of study how a research is done scientifically? In this research problem various methods have been used along with the logical methods. Research not only needs to know the method of research but also to know proper methodology. The basic type of research are as follows:

- Descriptive research vs. Analytical research.
- Applied research vs. fundamental research
- Quantitative research vs. qualitative research
- Conceptual research vs. empirical research etc.

The main strategy used for this research is analytical method. This is because the nature of the research question requires a qualitative oriented research methodology. The research looks at firm level processes and so qualitative methodology as study design is ideally suited for the exploration of such phenomenon. The interpretative methodology focuses on the ways by which we attach meaning to experiences and certainly helps to capture the richness and complexities of the issues at hand. The realization that the new patent regime will restrict, not end reverse engineering means that only a handful of pharmaceutical firms in India has started moving towards innovative Activity, as the others do not yet perceive a need for innovative R&D in the immediate future. This has restricted the number and nature of



firms chosen for the study. A number of firms have invested in innovative R&D and have products in advanced stages, but for the purposes of analysis, only those firms have been selected for the study, which has filed patents in USA and India for new drug delivery systems or new chemical entities. Some of them have out licensed their molecule to the multinational pharmaceutical firms thereby demonstrating the capability in innovative research. Research methodology is an operational procedure of a particular research. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. Researches need to understand the assumptions underlying various techniques and they need to know the criteria by which they decide that certain techniques and procedures.

Impact of stress on academic fraternity

The world around us is changing so rapidly that sometimes it seems difficult to link with change and adjust according to changing situations. There are number of incidents when we feel helpless in solving our own problems and subsequently our frustrations increase. Variety in the nature of problem makes it difficult to maintain equilibrium of mind. Ultimately this disequilibrium leads to stress.

In an educational system the role of a teacher is very important. The teacher is responsible for national development and to fulfill her obligations effectively towards the society. She should be fully satisfied and free from stress and tension. Researches on teachers stress and burnout, Pettegven and Wolf, have revealed that stress experienced in the teaching

profession may affect the organization, teacher's performance, physical and emotional well being of the teacher and his family too. Some of the factors contributing to increased stress among teachers were student's misconduct and their negative attitude towards school. Though professional and non-professional college are similar originations with similar activities going on. Marked difference could be between the two in certain respect like the number of real working hours, number of trained teachers, frequency of students engaged on strikers, attitude of teachers towards their teachers, towards their students and their occupation. The extent to which the values are cherished and realized through the job of teaching can be related to teachers, stress and satisfaction one enjoys in the job.

Work related to stress may be correlated with wanting to leave the teaching profession variety of duties and high quality interpersonal relations were ranked highest among most of the subjects. Females placed higher value of work autonomy vs. security than males. Do men and women view the importance of various job attributes differently and if so why? Research in these areas has produced mixed and inconsistency results. Included that males and females have similar options about the intrinsic aspect of work and gender differences in the most notable differences appears with the job attribute of salary. Adjustment opportunity and directing the work of others. Other studies have shown that women have greater performance for good quality interpersonal relationship. In contrast to researches that women emphasize interesting work feeling of accomplishment and professional growth more than men. Differences in job levels between men and women may account for gender differences in work value attitudes and job attributes performances. Gender differences in role attributes in preferences remained even after controlling statistically for occupational prestige. In Education and Income, women continued to indicate a preference for job which provides the opportunity to feel competent and men preferred jobs in which there was no danger of being dismissed.

Multiple roles may however also be a significant source of stress. It is generally assumed that women

experience more stress between work and home than men because women, more than men, assume responsibility for house hold management and child care. The relatively higher levels why they have been known to value certain job attribute differently from men.

On viewing the different Researchers and their finding it has become very clear that stress has many factors and sources it is an individual phenomenon. One situation may be stressful for one and many not be so far others. Stress may vary from gender to gender. Males and females have different roles and duties which can cause this difference in perception.

Emergence of burnout stress syndromes

In the modern time teacher is exposed to stress and strain of various types. When a teacher works under stressful conditions and does not get proper cooperation from administrative principal HOD, and guardians, her enthusiasm, efficiency and dedication to teaching decreases.

All gainful activities classified as work or jobs are fraught with some risk of stress. 'Burnout Stress Syndrome (Boss), the consequences of high level of job stress, personal frustrations and inadequate





coping skills have major personal organizational and social costs and these costs are probably increasing. 'Boss' is a debilitating psychological condition brought about by unrelieved work stress. Four types of consequences can arise from it;

- Depletion of energy reserves.
- Lower resistance of illness.
- Increased dissatisfaction and pessimism.
- Increased absenteeism and inefficiency at work.

Rust out stress syndrome (Ross) phenomenon is opposite of Boss. Ross indicative of stress under load occurs when one is capable of doing and what he is required to do. Stress under load can arise due to both qualitative and quantitative aspect of work.

Conclusion

As per the nature of the research which is related to the higher education in professional courses especially with reference to women faculty members who are more prone to stress, are main cause of concern. The study analyzed those stresses which resulted in the greatest degree of burnout. In addition, various levels of stress and burnout were identified in female and male high school teachers selected for this study. The similarity of the results found in some studies is apparent rather than real because the variable in these cases has not been measured by the same tests. The purpose of the study was to generate the hypothesis which explains the factor that satisfies or dissatisfies Junior or Senior high school teachers with special reference to how these factors impose or promote teacher stress and burnout. An additional purpose was to examine the external stress and burnout which affect teacher's perceptions of teaching as a profession. and organizational communication and managers by higher levels of perceived responsibility for others. Insufficiency appeared to be major problem for workers in all categories. Non-work stress was a stronger source of variance in strain for managers than any other groups.

Objective, analytical and competitive modes have already been overemphasized in educational

institutions; many feminist teachers stress the subjective, contextual and collaborative. Such changes involve not only a commitment of energy and time, but also an important shift in a teacher's perception of what counts as knowledge, equity and learning. This raises the question of what it means to be a teacher in the midst of these changes, how a feminist writing teacher might view her own movement to a philosophical position and teaching style that challenge the assumptions of her own education, and how teachers interpret and remake their traditional pasts as students to help understand and evaluate what they are now attempting to do as teachers.

Suggestions

During the past two decades the standards of teaching have gone down at a very fast speed and presently the students do not feel education as a meaningful pursuit because of their uncertain future. There is more emphasis on academic achievements than of other personality characteristics. In such a climate of schools and colleges, the teacher is very much alienated. He does not very sincerely devote himself to the assigned teaching responsibilities. Naturally, it may seem worth-while to study the stress experienced by teachers with different levels of alienation and involvement.

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