A Study on Stress Management Among University Teachers in Odisha

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Abstract

This research examines the effects of stress on the productivity of university teachers which remains a sore subject in the literature. Elementary, middle, secondary, postsecondary, or teacher stress coming from work overload, time scarcity, and bureaucracy, administration exacts a toll on teaching quality, job satisfaction, burnout, and general well-being. This approach combines quantitative and qualitative research, questionnaires and interviews to assess stress levels and its effects on effectiveness indicators including student ratings, participation and output. The analysis shows that increased stress levels have a strong, negative relationship to job performance. According to research, when teachers are stressed, they end up with low motivation, low quality teaching, and little or no research. The study also shows that institutional-support structures can help to lessen stress. Suggestions for stress treatment, as well as workload distribution and organizational culture improvement to improve the quality of teachers' work, are provided. The findings derived from this study can thus guide formulation of related polices as well as strategies in the university to enhance the educational experience for faculty and clientele learners. This study endeavors to look into how stress hampers the performance of university teachers and how stressors contribute to their role. Both ways were assessed through a quantitative approach; surveys were distributed to 81 educators to be able to rate their stress levels and job performance. The findings also pointed to a strong link and indicated that stress explains 61 percent of the differences among teachers in performance. The teaching effectiveness was lower, and the job satisfaction was diminished in those under high stress. It was concluded based on these findings that the organism should be engaged in stress management programs; practices should be made to rebalance the workloads, and systems that provide support should be improved. When these issues are addressed, institutions can promote a healthy work environment, better teacher health, and thus a more pleasing educational experience for students.

Keywords: Stress, performance, university teachers, workload, mental health, job satisfaction, teaching quality, research productivity, institutional support

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Introduction

Background of the Study

Workplace stress is a common event that happens to employees at any level of work, work productivity, health, and even satisfaction at the job. University teachers are usually overworked in academia due to their multiple roles of teaching, research, administrative duty, and student mentoring (Shanks et al. 2022). Being a teacher is one of the most stressful professions and teachers are always contending with the ever-increasing pressure of what they need to deliver and run their lives. As more and more research and lip service get paid to the issue, there is some sense of urgency that needs a resolution to reduce stress in educational institutions, more specifically.
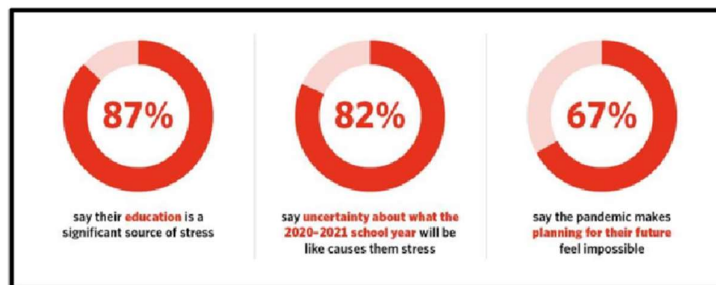
Rationale and Problem Statement

Figure 1: Stress among adults in universities

(Source: apa.org, 2024)

Multifaceted university teacher roles exert that stress and negatively influence job satisfaction and teaching effectiveness. However, these students are also insanely stressed and supporting them only adds to the stress. The studies found that out of 82 percent of 18 to 22-year-old Gen Z college students, 82 percent can feel stressed out that there is uncertainty in the 2020s to 2021's academic year, and 67 percent have found it difficult to make plans due to the pandemic (apa.org, 2024). It is a matter of student challenges whose intensification lies with educators themselves and intensifies the demands on them and their own stress and their performance deteriorates. Yet stress has a significant role in the lives of university teachers for which the causes and effects of stress and stress-reducing and impact-increasing strategies remain understudied.

Aim and Research Objectives

The primary aim of this study is to find out what effect stress has on the way university teachers perform.

Objectives

h features, amenities, or value propositions resonate most strongly with different buyer segments. This knowledge enables developers to allocate resources effectively and tailor their messaging to attract and convert prospects more efficiently.

5. Long-Term Customer Loyalty and Retention: Converting prospects into loyal customers is not just about

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- To identify the factors causing stress among university teachers.
- To assess the impact of stress on the performance of university teachers.

This research addresses these objectives and seeks to generate actionable insights that will assist universities in developing a supportive work environment for the sake of educators' well-being and students' learning experiences.

Literature review

Understanding Workplace Stress

Workplace stress is the stress that happens when job-related pressure exceeds the ability of an employee as the person begins to feel mental, emotional or even physical strain. University teachers experience stress among other roles they are required to do in academia such as teaching, research, administration and student support (Agyapong et al. 2022). This stress is both amplified and fed by the increasing expectations institutions place on both high performance in teaching and research. It is one of those competitive institutions, where one's skills have to always be enhanced, it's all about time management and the adaptability to new ways of teaching. Being overwhelmed is simply the result of the pressure to balance vastly different types of jobs and personal lives. In this context, stress can be the emotional exhaustion, fatigue, and frustration that educators experience resulting in demotivation, job dissatisfaction and a predisposition to fail to engage the students and colleagues effectively (Amzat et al. 2021).

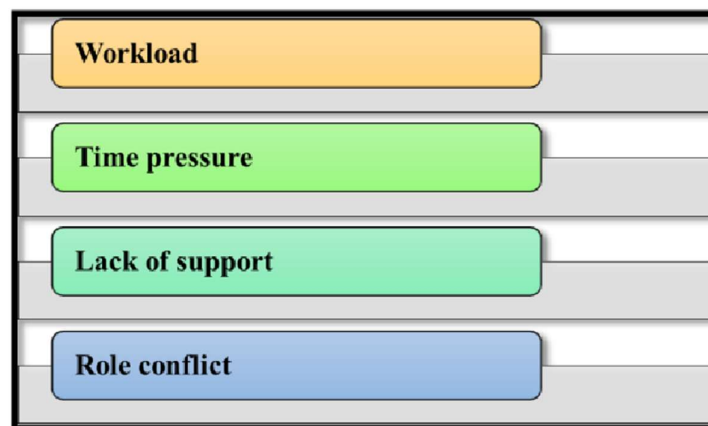**Factors Contributing to Stress in University Teachers**

Figure 2: Factors Contributing to Stress in University Teachers
(Source: Pacaol, 2021)

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The single most contributing factor to the stress of university teachers is workload. With the tendency to fill in huge classes, teach continuously, research all the time and deal with administrative duties, educators feel overloaded (Pacaol, 2021). Additionally, educators are often role-conflicted and even more so as they try to lecture and research at the same time. Stress levels will only increase, besides institutional support, the absence of career advancement opportunities, and the absence of resources. Just as university teachers are not immune to pressure to stay abreast with evolving technology and methodologies, the training is often inadequate. These pressure points feel like pressure and make people feel bad about themselves and stressed, and they take a toll on an individual's whole well–being and their ability to perform well at work.

Impact of Stress on Teaching Performance

Tremendous stress is also suffered by university teachers who directly impact the quality of their teaching and the level of student engagement. High-stress cognitive functions necessary to be an effective teacher such as the ability to focus, memory, and decision making are impaired (Whiting et al. 2021). Yet too many educators fail to recognize the overwork and emotional drain of teaching and in turn the emotional exhaustion that follows, resulting in a disengaged quality that ultimately reduces teaching efficiency. A reduction in energy means also a reduction in the energy which is available to the students to more loosely interact, think and teach more innovatively, to inspire, or to mentor, where appropriate. This slow persistent stress can lead to exhaustion and they end up with sidelined forms of their way of looking and able to judge activities that are not related to their role and loss of sense of human accomplishment which results helps them being disabled from making their students succeed from an intellectual and mental universe.

Coping Strategies and Stress Management

To be able to continue to perform and be well, university instructor has to be able to manage their stress. They will be able to use some tactics like time management, practicing mindfulness, using relaxation techniques, and acceptance of support from where they are. It teaches educators how to set goals and develop teaching, researching, and administrative tasks of time from between teaching in a classroom. Because deep breathing exercises, meditation, and other mindfulness activities feel so tranquil and concentrated, they are mood and stress-relieving. Mental health services and support to the advancement of professionals that allow educators to deal with stress effectively result in high job satisfaction, job motivation and good teaching efficacy (Capone & Petrillo, 2020).

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The Influence of Student Stress on Educators

Directly throwing the stress right onto the stress level of the university teachers. However, this pandemic problem did not solely affect students but also other challenges like academic pressure, uncertainty of the future and more for the students to face, and they actually need more education guidance and support than before. Finally, teachers are being asked to return both an academic product and an emotional support, increasing their workload. Besides, the educators find it stressful to teach the students the other way round so that the stressed students are accommodated without reduction of the high educational standard. The reciprocal stress relationship between students and teachers is underlined as it relates to the importance of meeting the needs of students and teachers to create a more supportive and effective higher education learning environment (Guo et al. 2023). Research on workplace stress seldom accounts for the special challenges faced by university teachers. If the researcher trying to design interventions to lower stress in academic environments and support the teaching and well-being of educators, these are some of the specific stressors to understand.

Research Methodology

By applying quantitative research 'rating' of the effect stress has on a number of university teachers' performance, this study gathers data. The university educators will only have a questionnaire that will be given to them and they will be asked to survey and fill the questionnaire and data will be collected. Since all the university teachers can be located and the number is equal, the convenience sampling method can be used to select 81 university teachers. The independent variables will be characterized by stress factors such as workload, role ambiguity and negative supervisory support. The study will be dependent upon such performance indicators as Teaching Effectiveness, Job satisfaction and Student engagement. The relationship of the identified stress factors to performance outcomes will be statistically examined by using regression analysis and correlation analysis.

Findings and analysis
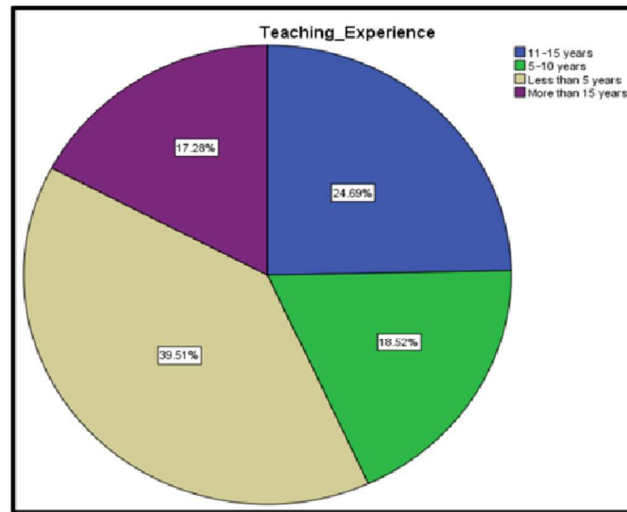
Quantitative Analysis

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Figure 3: Teaching Experiences of participants

(Source: IBM SPSS)

The experience of teaching among the university teachers is analyzed and it is shown that 39.5 percent have less than five years' experience suggesting that the number of educators is very large. 22.5 percent have between 5 to 10 years of experience, and 24.7 percent have 11 to 15 years. Just 17.3 percent have more than 15 years of experience, so instead it looks like a young teaching workforce.
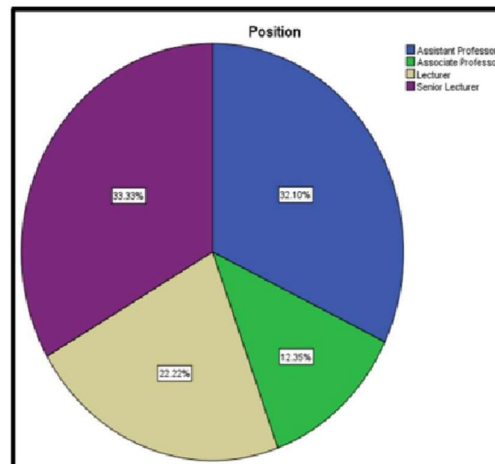

Figure 4: Position of participants

(Source: IBM SPSS)

Regarding academic positions, the distribution is fairly balanced, with 32.1 percent serving as Assistant Professors, 33.3 percent as Senior Lecturers, 22.2 percent as Lecturers, and 12.3 percent as Associate Professors. This distribution reflects a diverse range of positions, contributing to a variety of experiences related to stress and job performance.

Descriptive analysis

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
DV_Performance_Indicators	81	4.00	15.00	8.6914	3.31904	.070
IV_Stress_Factors	81	6.00	24.00	13.2099	6.11497	-.077
Valid N (listwise)	81					

Table 1: Descriptive analysis

(Source: IBM SPSS)

The descriptive statistics of the performance indicators show degrees from 4.00 to 15.00, and a sample size of 81. This variability is observed from the mean score of 8.69 with a std dev of 3.32. This gives a skewness of 0.07 which indicates a pretty well-symmetric distribution away from the mean. The sample for the independent variable, stress factors, consists of 81 cases with stress factors scores that vary from 6.00 to 24.00 and a mean of 13.21, suggesting a higher overall level of perceived stress. The stress levels are indeed very variable with a standard deviation of 6.11. A slight leftward skew (the statistic -0.077) of the distribution indicates that to improve educators' effectiveness there is a need to bring down stress-contributing factors.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	380.827
	df	45
	Sig.	.000

Table 2: KMO and Bartlett's Test

(Source: IBM SPSS)

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is 0.902 and thus measures sampling adequacy to perform factor analysis well (Elias et al. 2020). The approximate value of chi-square from Bartlett's Test of Sphericity is 380.827 with 45 degrees of freedom and

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a significance level of 0.00, indicating that the variables may be further analyzed.

Hypothesis Testing

H1: Increased stress levels negatively impact the performance of university teachers, leading to lower effectiveness in teaching and reduced job satisfaction.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781^a	.610	.605	2.08551

a. Predictors: (Constant), IV_Stress_Factors

ANOVA^a					
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	537.686	1	537.686	123.625	.000^b
1	Residual	343.598	79	4.349		
	Total	881.284	80			

a. Dependent Variable: DV_Performance_Indicators
b. Predictors: (Constant), IV_Stress_Factors

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.091	.554		5.575	.000
	IV_Stress_Factors	.424	.038	.781	11.119	.000

a. Dependent Variable: DV_Performance_Indicators

Table 3: Regression analysis

(Source: IBM SPSS)

The model summary shows a correlation coefficient (R) of 0.781 and an R Square value of 0.610. Secondly, the stress factors identified can explain about 61 percent of the variance in university teachers' performance. The model's robustness is further confirmed by the adjusted R Square of 0.605, with a standard error of 2.085.

ANOVA results indicate a significant F value of 123.625 (p<0.001) indicating regression model is statistically significant in predicting the effect of stress on performance. The coefficients table reveals that the unstandardized coefficient for the stress factor is 0.424 and the t value of

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11.119 (p < 0.001) which means that stress has a significant effect on performance levels among university teachers.

Discussion

The results of this research show that stress level has a big relationship with university teachers' performance and stress affects negatively job efficiency. The descriptive statistics of the stress and performance variables show moderate levels of stress and performance with a substantial variability of those variables, however, not all educators experience stress in pretty much the same way. These identifications in the demographic analysis could affect this variation depending on factors such as age, teaching experience, and academic position.

The regression analysis indicated that stress accounted for 61 per cent of the variance in performance indicators as an explanation for a significant relationship between stress and educators' job performance. The dataset was validated for factor analysis using the KMO and Bartlett's tests which showed it was suitable for understanding the impact of stress on performance. Sample adequacy is indicated in a KMO value of 0.902 and the significant result of Bartlett's test implies that requisite variable correlations are sufficient to proceed with advanced statistical techniques.

In general, these results are in accordance with the expected effect of stress increase on the performance of university teachers. The strong correspondence implies that building educator stress reduction could significantly enhance teaching outcomes and enhance educator well-being (Carroll et al. 2021). Therefore, future interventions might focus on the outcomes of developing targeted stress reduction strategies such as managerial interventions involving workload management, institutional support and professional development programmes that will strengthen coping mechanisms, and create a more productive and enjoyable work environment for university educators.

Conclusion and recommendation

Conclusion

The result of the study is that stress is extremely negative to the performance of university lecturers. This study finds that stress factors such as workload, role ambiguity, and lack of institutional support account for 61 percent of the variance in performance levels. Those teachers who are experiencing higher stress tend to display lower teaching effectiveness, less job satisfaction, and less student engagement. In light of this finding, steps in an academic institution

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to combat stress should be addressed. Unchecked stress can degrade educational quality as much as excessive educator performance.

Recommendations

This will help institutions to introduce stress management programmes where mindfulness training and counselling services to better support university teachers as they deal with daily pressure. A big difference can be made by adjusting workloads to assign more teaching support and clarify roles. It also empowers teachers to give them creative and professional development, and mentoring opportunities more effectively to manage their commitments. Lifeline will help institutions realize the benefits of planning in advance, by regularly assessing stress and identifying issues early, so they can take appropriate action (Sibisanu et al. 2024). Therefore, to maintain productivity, all the strategies should be maintained that not only provide an effective environment but also reduce stress.

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Appendices

Appendix 1: Survey Questionnaire

Link:

https://docs.google.com/forms/d/e/1FAIpQLSc0bJDxM_NTjk16Gn1ewg6g1am8noUQoAngz46

DNopIJfsOXw/viewform?usp=sf_link

What are your years of teaching experience?

Less than 5 years

5–10 years

11–15 years

More than 15 years

What is your Position?

Lecturer

Senior Lecturer

Assistant Professor

Associate Professor

IV: Stress Factors

Do you often feel overwhelmed by the volume of tasks related to teaching, research, and administrative duties?

Do you find it difficult to manage your time effectively between teaching, research, and administrative tasks?

Do you feel unclear about your job responsibilities when balancing teaching, research, and administrative roles?

Do you feel that your institution provides adequate support for handling your teaching, research, and administrative duties?

Do you feel stressed when you have to adapt to new technologies or online teaching tools?

Does supporting stressed students add to your own stress and impact your work?

DV: Performance Indicators

Does stress reduce your effectiveness in delivering high-quality lessons to your students?

Does the stress you experience at work reduce your overall job satisfaction?

Do you often feel emotionally exhausted from your teaching duties due to stress?

Does stress negatively impact your ability to engage with and support your students effectively?

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Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree