

Workplace Stressors, Levels of Burnout Among Faculty in Educational Institutions – A Case Study

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ABSTRACT

Purpose: *The study aims to assess the prevalence and severity of burnout among faculty in educational institutions, identify specific stressors contributing to it, and develop targeted interventions and support systems to mitigate burnout and improve well-being. The findings highlight the prevalence of work stress among faculty, varying in intensity and frequency, emphasizing the need for effective interventions and support systems to alleviate stress. The study recommends implementing stress management programs and providing support for faculty in educational institutions to effectively address work-related stress.*

Design/Methodology/Approach: *This study investigates workplace stressors and the levels of burnout among faculty members in educational institutions. Using a well-structured questionnaire, data was collected from 40 faculty members working in undergraduate colleges located in Mangalore City, Karnataka State. The questionnaire consisted of two sections: a) Socio-Demographic Information, and b) Level of Occupational Burnout. A representative sample of faculty members from different educational institutions was selected. The determination of the sample size is guided by statistical power calculations, aiming to guarantee sufficient representation and applicability of the study's findings.*

Findings: *The overall findings indicate that work stress is prevalent among faculty members in educational institutions. The survey reveals that a significant number of respondents frequently or sometimes feel physically exhausted, find it difficult to meet work schedules, and perceive their job as tedious. Additionally, a considerable proportion of participants experience anxiety related to their work. On the positive side, the majority of respondents reported receiving cooperation from their colleagues and feeling enthusiastic at work. However, a notable portion of faculty members expressed dissatisfaction with their returns. The results imply a necessity for implementing interventions and support mechanisms to effectively tackle work-related stress and promote job satisfaction among faculty in educational institutions.*

Originality/Value: *The originality of this study lies in its examination of workplace stressors and burnout specifically among faculty members in educational institutions. While previous research has explored burnout in various professions, this study focuses on the unique context of educational faculty. Furthermore, the study contributes to the field by identifying specific stressors that contribute to burnout in this specific population and proposing targeted interventions and support systems tailored to the needs of faculty in educational institutions. Overall, the study's originality lies in its contribution to the understanding of burnout in the educational setting and its potential impact on faculty well-being.*

Paper Type: *Case Study.*

Keywords: Workplace stressors, Levels of burnout, Faculty in educational institutions, Work stress, Occupational burnout

1. INTRODUCTION :

Workplace burnout is a well-known phenomenon that affects a few people. Fortunately, most people

have developed strategies for dealing with the environmental stressors to which they are constantly exposed. It is critical to identify potential stressors so that people can develop effective coping strategies. The interaction between employees and their working conditions, without a doubt, is a source of numerous potential stressors that affect people (Colligan, T. W., et al. (2006). [1]). Burnout is a problem because of how much value today's society places on work and its derivatives. It frequently results from both excessive professional involvement and a lack of encouraging environmental feedback. The phrase "burnout" itself captures the essence of the exhaustion that results from extremely demanding working conditions. People who work in helping professions that are people-focused experience this phenomenon (Ślusarz, R., et al. (2022). [2]). Since the mid-1970s, Burnout, viewed as an individual's adverse experience arising from prolonged work-related stress, has garnered significant attention in educational literature, particularly within the teaching profession. There is a prevailing consensus that burnout among faculty in educational institutions not only adversely affects the well-being of teachers, leading to emotional and physical health issues, but also has detrimental consequences for students. Burned-out teachers may exhibit reduced commitment, offer less information and praise, and engage less with students. Moreover, job stress and burnout act as obstacles, hindering lecturers' capacity to effectively conduct research in higher education (Bhat, B. A. (2016). [3]). Occupational burnout can be characterized as a condition where the emotional equilibrium of an individual is disturbed, leading to a state of disorganization in both personality and behavior (Fairbrother, K., et al. (2003). [4]). Reports indicate that teachers experience elevated levels of workplace stress, nearly twice as much as other professions, reaching a rate of 40%. The heightened stress among teachers has the potential to result in decreased job performance and is linked to overall job dissatisfaction (Salami, S. O. (2011). [5]).

Conducting research on job stress and burnout among college faculty in educational institutions holds the potential to enhance their comprehension of these issues and ultimately improve their professional lives. By delving into the environmental and personal factors contributing to burnout, both institutions and lecturers can benefit. Human resource specialists and career counselors, equipped with a nuanced understanding of these factors, can more effectively anticipate and address burnout and its early signs. This insightful data can then inform the development of targeted intervention strategies, aiming to combat burnout and enhance the overall well-being of employees and the organization. Despite the existing body of research on stress and burnout, there remains a need for further exploration to identify novel factors that may mediate the relationship between work stress and occupational burnout (Pas, E. T., et al. (2012). [6]). In general, the demands, responsibilities, and burdens associated with various professions vary to varying degrees, which can influence whether working conditions are impoverished or motivating. For example, with rising rates of job burnout over the years, the health and working conditions of teachers have become a subject of growing concern (Drake, D., et al. (2002). [7]). The worrying conditions in the teaching field have raised a slew of intriguing questions. What can be done to mitigate or prevent these challenges, and why do some teachers find their jobs stressful? What factors influence the level of stress experienced by teachers?

1.1 Meaning of Work Stress:

Occupational burnout, a specific form of work-related stress, is characterized by a state of both physical and emotional exhaustion, coupled with a diminished sense of accomplishment and a loss of one's identity. It's noteworthy that there isn't a universally accepted medical term for "burnout." Some experts posit that burnout may be linked to conditions such as depression and other disorders. Additionally, researchers suggest that an individual's personality and family circumstances play a role in determining their susceptibility to occupational burnout (Ganster, D. C., et al. (1991). [8]). A difficult combination of emotional and physical reactions to work demands and pressures is known as work stress. Work stress occurs when a person is placed in a job-related situation that is incompatible with their abilities, knowledge, or needs. The same can be said for work situations in which a person lacks access to the resources required to do their job (Ravari, A., et al. (2012). [9]).

1.2 Occupational Burnout:

Burnout is closely tied to a particular manifestation of enduring work-related stress, which arises from highly challenging interpersonal dynamics within organizational settings (Ratliff, N. (1988). [10]). Prolonged and heightened work stress serves as the precursor to burnout. The strain experienced by

workers emerges from this stress, manifesting as feelings of tension, irritability, and fatigue. The process is complete when the employee adopts a defensive coping strategy and develops traits like rigidity, apathy, or cynicism (Maslach, C. (1982). [11]).

Individuals engaged in any form of "people work" may encounter burnout, marked by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment (Golonka, K., et al. (2019). [12]). Persistent work-related stress can culminate in occupational burnout, a syndrome characterized by symptoms such as feelings of energy depletion or exhaustion, heightened mental distance from one's job, increased negativity or cynicism related to one's work, and a decline in professional efficacy (Hemalatha, V. (2021). [13]).

1.3 Faculty Burnout in Educational Institutions:

Most faculty in educational institutions experience pressure on a daily basis some pressure can be good for Individuals who often find satisfaction in overcoming mental or physical challenges, making tasks, even more enjoyable. Pressure, when appropriately matched to the demands of the situation, time constraints, and an individual's coping abilities, can serve as a motivating force for enhanced performance. It's crucial for the pressure to align with these factors. However, the capacity to handle pressure varies among individuals. Prolonged exposure to excessive pressure can transition into stress, potentially becoming a precursor to mental or physical illnesses (Bolhari, A., et al. (2012). [14]). Occupational burnout and professional stress are two of the most common work-related depressions in organizations. Stress-related issues lead to poor performance, lower job satisfaction, high turnover, and increased work absence. faculty in educational institutions who feel at ease in the workplace stay on for a longer period, regardless of monetary compensation. They form attachments to specific institutions and refuse to leave their jobs (Pines, A. M., et al. (2005). [15]).

1.4 Difference between Stress and Burnout:

Burnout and stress, while interconnected, exhibit distinct characteristics and implications. Here are the key distinctions between these two concepts:

(1) Nature and duration: Stress is a temporary response to challenging or overwhelming situations. It is a natural and often necessary physiological and psychological reaction to demands and pressures. It can be acute, arising from a specific event, or chronic, resulting from prolonged exposure to stressors. Burnout, on the other hand, is a more persistent state of physical and emotional exhaustion. It is a syndrome that develops over time as a result of chronic and unrelenting stress.

(2) Symptoms: Stress manifests through a range of symptoms, including heightened heart rate, elevated blood pressure, muscle tension, irritability, challenges in concentration, and disruptions in sleep patterns. Burnout, in contrast, typically involves symptoms such as chronic fatigue, emotional exhaustion, cynicism, detachment or depersonalization, reduced productivity, and a sense of reduced personal accomplishment.

(3) Causes: Stress can arise from external factors like work demands, time pressure, conflict, or personal life challenges. While stress is frequently prompted by identifiable stressors, burnout is closely linked to sustained exposure to chronic stress. Burnout typically stems from enduring work-related factors like an overwhelming workload, insufficient control or autonomy, a lack of support, and a misalignment between personal values and organizational demands.

(4) Impact: While stress can have both negative and positive effects, burnout is generally regarded as a negative state with severe consequences. Stress, in moderate amounts, can sometimes enhance performance and motivation. Nevertheless, prolonged or excessive stress can contribute to both physical and mental health issues, diminishing job satisfaction and impairing overall productivity. Burnout, on the other hand, significantly impairs functioning and well-being. It can lead to severe psychological distress, job dissatisfaction, increased absenteeism, decreased job performance, and even long-term health issues.

(5) Resolution: Stress can be managed and reduced through various stress management techniques such as relaxation exercises, time management, setting boundaries, and seeking social support. With appropriate coping strategies and adequate rest, individuals can recover from stress. Burnout, however, often requires more extensive interventions. It may necessitate changes in the work environment, support systems, and self-care practices. Professional help, such as counselling or therapy, may also be needed to address burnout effectively.

It's important to note that chronic and unmanaged stress can eventually lead to burnout. While burnout encompasses the symptoms of stress, it represents a more advanced and severe state characterized by chronic exhaustion and disengagement. Recognizing the signs and addressing stress early on can help prevent it from progressing to burnout (Ahsan, N., et al. (2009). [16]).

2. RELATED WORKS :

Table 1: Review of Literature

S. No.	Focus	Contribution	Reference
1	"Burnout among Special Education Teachers,"	The research titled "Burnout Among Teachers of Exceptional Children" indicates a strong correlation between burnout scores and job satisfaction and performance. It also highlights a significant connection between these scores and teachers' pessimistic perceptions of their own ability to influence work situations.	Weiskopf, P. (1980). [17]
2.	Occupational burnout and health	The study aimed to differentiate burnout from illness by examining its association with work characteristics and work disability. Additionally, it sought to identify the socio-demographic factors associated with burnout on a population level. In Finland, the leading contributors to work disability encompass mental disorders, musculoskeletal disorders, and cardiovascular diseases, representing the most widespread categories of illnesses.	Ahola, et al. (2007). [18]
3.	A cross-sectional study examining occupational stress across all staff categories in UK higher education institutions, specifically focusing on research and development within the higher education sector	In a study conducted in England, the focus was on part-time and full-time faculty members from five universities. After accounting for factors such as age and job-related variables (such as university type, employee category, salary level, weekly working hours, and additional responsibilities), The study revealed that both men and women reported similar levels of stress across various work-related dimensions. These dimensions encompassed aspects such as work relationships, work-life balance, workload, job security, control over work, availability of resources and communication, and overall job satisfaction. Nevertheless, gender differences emerged in the study. Men exhibited heightened concerns about pay and benefits, while women reported elevated levels of physical and psychological health issues stemming from stress. This implies that the repercussions of stress on women's well-being may be more evident in terms of their physical and psychological health, whereas men may prioritize issues related to compensation and benefits.	Tytherleigh, M.Y. (2007). [19]
4.	Stress, health, and the role of the organization life events and coping resources in IT professional stress.	The study findings indicate that individuals in the IT profession aged 30 and above encounter elevated stress levels compared to their younger counterparts. The capacity to attain a relaxation response after a stressful event becomes more demanding with age, possibly linked to the gradual wear and tear of the brain's stress-response systems over time.	Bhattachar et al. (2007). [20]

		Consequently, older individuals may find it more challenging to cope with increased demands in their lives.	
5.	Chinese employees' demands at work and at home and their stress levels: The mediating role of work-family conflict	As per the study's results, Chinese employees undergo life stress arising from both work and family obligations. Interestingly, family responsibilities appear to exert a slightly more pronounced influence on life stress compared to work responsibilities, although this distinction lacks statistical significance. Furthermore, the study highlighted the substantial role of work-family conflict in mediating the impact of family demands on life stress. Conversely, work demands not only directly contribute to life stress but also indirectly influence it through the intermediary factor of work-family conflict.	Choi, J. (2008). [21]
6.	Government policy advisers and work stress, Minister.	Researchers conducted an exploratory study aimed at identifying work stressors specific to government policy advisors. Through their investigation, they identified 34 stressors that could be categorized into four main areas: role overload, control, culture, and interpersonal relationships. The study sheds light on the significant pressure faced by public sector managers, who must balance the responsibility of safeguarding their employees' health and well-being with their duty to serve the minister and the government.	Baehler, et al. (2008). [22]
7.	Workplace engagement, stress, and satisfaction as well as organisational commitment and burnout among correctional staff are all factors.	The study highlights the importance of specific variables in relation to burnout. Job satisfaction demonstrated an inverse correlation with emotional exhaustion, depersonalization, and a diminished sense of accomplishment at work. In contrast, job stress showed a significant positive association with depersonalization and emotional exhaustion. Additionally, greater job involvement was linked to reduced levels of emotional exhaustion, while no discernible relationship was observed between organizational commitment and any of the three dimensions of burnout.	Griffin, et al. (2010). [23]
8.	University teachers in South India experience occupational stress and professional burnout.	According to the study's results, a substantial majority of university teachers (74%) are grappling with moderate to high levels of occupational stress, and an even greater percentage (86%) are contending with professional burnout. Moreover, the research robustly substantiates the hypothesis that there exists a positive correlation between occupational stress and professional burnout among university teachers. The stepwise multiple regression analysis conducted in the study revealed that occupational stress explains 7.6 percent of the observed variability in professional burnout.	Reddy, et al. (2012). [24]
9.	Occupational stress and professional burnout in primary and	The objective of this study is to investigate the levels of occupational stress and professional burnout among both primary and secondary school	Antoniou, et al. (2013). [25]

	secondary school teachers: The role of coping strategies.	teachers, while also delving into their coping strategies and the interplay between these factors. The findings reveal that primary school teachers encounter elevated levels of stress in comparison to their secondary school counterparts. Furthermore, the study highlights that female teachers experience higher stress levels and attain less favorable outcomes compared to their male counterparts.	
10.	The role of self-efficacy in mediating the effect of work stress on job burnout among teachers.	The study uncovered a notable correlation among work stress, self-efficacy, and job burnout. Employing structural equation modeling, it was determined that self-efficacy plays a partial mediating role in the connection between work stress and job burnout. The ultimate model reinforced significant associations between work stress and job burnout, with self-efficacy serving as a mediating factor in this relationship.	Yu, et al. (2015). [26]
11.	Teachers experience work stress, poor recovery, and burnout.	The study, involving 76 participants, established a noteworthy link between high effort-reward imbalance (ERI) and burnout, encompassing its facets of exhaustion, cynicism, and diminished professional efficacy. Furthermore, the findings indicated that inadequate recovery experiences, particularly a lack of relaxation during leisure time, partially mediated the association between ERI and reduced professional efficacy. Additionally, issues with non-restorative sleep were identified as mediators in the relationship between ERI and both burnout and exhaustion. These outcomes enhance our comprehension of how ERI influences burnout and its distinct dimensions.	Gluschkoff, et al. (2016). [27]
12.	Examine the impact of work ethic on job stress and burnout (Case Study: Teachers of Physical Education in Tehran Secondary Schools).	This study aimed to investigate the impact of work ethic on job stress and burnout among secondary school physical education teachers in Tehran. The results offer valuable insights into the interplay between work ethic, job stress, and burnout among these educators. The findings suggest that fostering a robust work ethic could potentially mitigate the levels of job stress and burnout. Additionally, the study underscores the adverse effects of job stress on the incidence of job burnout. These conclusions provide a foundation for developing strategies and interventions aimed at enhancing the well-being and mental health of physical education teachers in comparable educational environments.	Bourghani Farahani, et al. (2018). [28]
13.	The relationship between job burnout and the mental health of teachers under stress at work.	This study unveils a range of factors, including work severity, classroom management, social setting, economic climate, student tension, career development, and family background, as contributors to teachers' work stress, with work intensity emerging as the primary driver. The results further highlight a positive correlation between work stress, job burnout, and mental health issues in teachers. In essence, this study provides a foundation	Wu, D. (2020). [29]

		for developing strategies aimed at safeguarding the mental well-being of teachers.	
14.	A moderated mediation model of the relationship between teacher job stress and burnout.	The results of this study suggest a significant predictive relationship, where job stress is a notable predictor of both work-family conflict and job burnout. Furthermore, work-family conflict operates as a moderator in the association between job stress and job burnout. Additionally, self-efficacy functions as a moderator in the relationship between work-family conflict and job burnout. It's important to note that, while self-efficacy provides a level of protection, its effects are constrained, with the indirect impact being more pronounced for teachers with high self-efficacy.	Zhao, et al. (2022). [30]
15.	Job satisfaction as a mediator and the teacher's role as a moderator in Chinese junior middle school teachers' job load, stress, and exhaustion.	This study delved into the correlation between job demand and exhaustion, taking into account the mediating influence of job satisfaction and the moderating impact of teachers' roles (homeroom versus subject) within this relationship.	Zang, et al. (2022). [31]

3. OBJECTIVES :

- (1) To evaluate the influence of physical exhaustion on job performance.
- (2) To investigate the correlation between work completion and job schedule.
- (3) To analyze the impact of monotony on job satisfaction.
- (4) To explore the link between work-related anxiety and employee well-being.
- (5) To evaluate the importance of colleague cooperation in relation to job satisfaction.

4. METHODOLOGY :

To achieve the objectives of this research, a meticulously designed questionnaire was utilized to collect data from 40 faculty members employed in undergraduate colleges situated in Mangalore City, Karnataka State. The study employed the questionnaire survey method, comprising two sections: (a) Socio-Demographic Information and (b) Assessment of Occupational Burnout Levels.

5. LIST OF WORKPLACE STRESSORS AMONG FACULTY IN EDUCATIONAL INSTITUTIONS :

Workplace stressors among faculty in educational institutions can vary depending on the specific context and organization. However, here is a list of common stressors that faculty in educational institutions may experience:

- (1) **Workload:** Substantial workloads, encompassing responsibilities such as teaching multiple courses, engaging in research, supervising students, and handling administrative duties, have the potential to induce heightened stress and time constraints.
- (2) **Time constraints:** Meeting deadlines for grading assignments, preparing lectures, conducting research, and attending meetings can create time constraints and increase stress levels.
- (3) **Lack of resources:** Insufficient resources, such as funding, equipment, teaching materials, or support staff, can create additional stress and hinder the ability to perform tasks effectively.
- (4) **Institutional bureaucracy:** Navigating complex administrative processes, dealing with bureaucratic red tape, and coping with frequent policy changes can be frustrating and contribute to stress.
- (5) **Student-related challenges:** Dealing with difficult students, managing disruptive behavior, addressing academic misconduct, and providing individualized attention to students can be demanding and emotionally draining.
- (6) **Work-life balance:** Attempting to harmonize professional obligations with personal commitments and sustaining a wholesome work-life balance may result in heightened stress

and burnout.

- (7) **Evaluation and tenure pressures:** The pressure to publish research, secure grants, receive positive teaching evaluations, and meet tenure requirements can be overwhelming and create significant stress among faculty.
- (8) **Job insecurity:** Contractual or temporary positions, uncertainty about job stability, and the increasing competition for limited faculty positions can contribute to anxiety and stress.
- (9) **Lack of autonomy:** Limited decision-making power, micromanagement, and excessive bureaucracy can reduce faculty in educational institutions' autonomy and increase stress levels.
- (10) **Collegial relationships and conflicts:** Interpersonal conflicts, difficult relationships with colleagues or administrators, and lack of support from peers can contribute to stress and negatively impact job satisfaction.
- (11) **Work demands during non-teaching periods:** Expectations to engage in research, publish papers, attend conferences, or participate in professional development activities during summer breaks or sabbaticals can impede relaxation and rejuvenation.
- (12) **Technological challenges:** Rapidly changing technology, technical difficulties, and the need to adapt to online teaching platforms can cause stress and disrupt workflow. It's crucial to acknowledge that the nature of stressors can differ based on factors such as the type of institution. (e.g. college, university), the faculty member's role (e.g., tenured, adjunct), and the educational system in different countries. Additionally, individual experiences and coping mechanisms can influence how faculty in educational institutions perceive and respond to these stressors (Moayed, F. A., et al. (2006) [32]).

6. CAUSES OF WORK STRESS IN FACULTY IN EDUCATIONAL INSTITUTIONS :

The teaching profession faces various stressors that can contribute to individuals experiencing stress. These stressors include:

- (1) **Extended Working Hours:** Teachers often work long hours, which can lead to fatigue and burnout.
- (2) **Work Overload:** Teachers may have excessive responsibilities and tasks, making it challenging to manage their workload effectively.
- (3) **Increased Class Sizes:** Growing student numbers in classrooms can make it harder for teachers to provide personalized attention and support to each student.
- (4) **Educational System Changes:** Frequent modifications to the education system and curricula require teachers to continuously adapt their teaching methods and materials.
- (5) **Changes in Assessment and Testing:** Adjustments to assessment and testing requirements can create additional pressure on teachers to meet new standards and expectations.
- (6) **Poor Management:** Inadequate leadership and management practices within educational institutions can negatively impact teachers' working conditions and job satisfaction.
- (7) **Workplace Bullying:** Instances of bullying or harassment among colleagues or superiors can significantly affect teachers' mental well-being.
- (8) **Pupil Misconduct:** Disruptive behavior and misconduct from students can create a challenging and stressful classroom environment.
- (9) **Risk of Abuse:** Teachers may face the risk of abuse from pupils, parents, or external threats, leading to heightened stress and anxiety.
- (10) **Lack of Support with Bureaucratic System:** Teachers may encounter difficulties navigating administrative processes and bureaucratic systems without adequate support, adding to their workload and stress levels.
- (11) **Inadequate Job Security:** Uncertainty surrounding job security due to duplication of roles and reliance on fixed-term contracts can contribute to heightened stress and job dissatisfaction.
- (12) **Absence of Supervision:** The lack of proper supervision and feedback on job performance can leave teachers feeling unsupported and uncertain about their effectiveness.
- (13) **Threats to Early Retirement Arrangements:** Changes or uncertainties regarding early retirement options can cause additional stress for teachers planning their future.
- (14) **Disparagement by Politicians and Media:** A negative portrayal of the teaching profession by politicians and the media can impact teachers' morale and contribute to a lack of public

esteem. It's essential to recognize that these stressors are not exhaustive, and the experiences of individuals in the teaching profession can vary (Banerjee, S., et al. (2016). [33]).

The shortage of substitute teachers is amplifying the pressure on educators, eroding their limited planning time. Educational institutions' faculty faces challenges in addressing students' emerging behavioral issues upon their return to college due to resource constraints. The escalation of these behavioral challenges to violent incidents is causing heightened concerns about personal safety. A significant contributor to chronic stress in this context is the perception that one's personal safety is at risk (Drake, D., et al. (2002). [34]).

Faculty in educational institutions have the highest expectations for themselves and are the hardest on themselves. Every day of their lives as faculty in educational institutions, they deal with numerous challenges. Stress in faculty in educational institutions was indeed brought on by a range of non-work environmental factors, including their personal and family issues, the media's and politicians' disparaging portrayals of their profession, and a lack of public respect. Everyone should have serious concerns about the faculty in educational institutions' occupational stress. Lecturers' efficiency is weakened by the stress they experience at work. There is no question that stress in the classroom has a significant impact on the entire educational system (García-Álvarez, D., et al. (2021). [35]).

7. COPING STRATEGIES FOR FACULTY IN EDUCATIONAL INSTITUTIONS AT WORKPLACE :

Faculty in educational institutions often face various challenges and stressors in their workplace. Here are some Adaptive mechanisms that can help them manage their workload and maintain their well-being:

- (1) **Time management:** Optimizing time management can empower educational institution faculty to prioritize tasks, establish achievable goals, and uphold a well-balanced work-life equilibrium. Employing tools like calendars, to-do lists, and time-blocking techniques facilitates the effective allocation of time for various activities [36].
- (2) **Self-care:** Give precedence to self-care practices like regular exercise, ensuring adequate sleep, and adopting a healthy eating routine. Incorporate hobbies, and relaxation techniques such as meditation and deep breathing, and engage in social activities beyond work to rejuvenate and alleviate stress.
- (3) **Boundaries:** Establish distinct demarcations between work and personal domains, establish designated work hours, and avoid bringing work-related tasks home whenever possible. Communicate your boundaries to colleagues and students, and learn to say no when necessary to avoid over-commitment [37].
- (4) **Support network:** Build a support network of colleagues, mentors, or friends who understand the challenges of academia. Share your experiences, seek advice, and provide support to one another. Having a support system can provide a sense of belonging and reduce feelings of isolation.
- (5) **Breaks and rest:** Take regular breaks during the workday to recharge. Short breaks, even for a few minutes, can help clear the mind and improve focus. Additionally, utilize vacation days and holidays to disconnect from work and engage in activities that bring you joy.
- (6) **Seek assistance:** Don't hesitate to seek assistance when needed. Reach out to colleagues, mentors, or university support services for guidance or resources to navigate challenges such as heavy workloads, conflicts, or burnout.
- (7) **Mindfulness and stress reduction:** Engage in mindfulness practices to alleviate stress and enhance self-reflection. Techniques such as deep breathing, mindfulness meditation, or yoga can help faculty in educational institutions stay present and manage stress more effectively.
- (8) **Celebrate accomplishments:** Acknowledge and appreciate your accomplishments, regardless of their perceived magnitude. Take note of your advancements, milestones, and the positive feedback you receive from students or colleagues. Celebrating accomplishments can boost morale and motivation.
- (9) **Professional development:** Participate in career enrichment initiatives that resonate with your interests and aspirations. Take part in conferences, workshops, or webinars that facilitate the enhancement of your knowledge, skills, and instructional approaches. Embracing a culture of

lifelong learning and personal development can instill a sense of purpose and reignite your enthusiasm for your profession.

- (10) **Humor and positivity:** Sustain a joviality and positive outlook. Find ways to infuse joy and fun into your work environment, such as sharing jokes with colleagues or creating a positive and supportive classroom atmosphere. Laughter and positivity can help alleviate stress and improve overall well-being (Austin, V., et al. (2005). [38]).

6. RESULTS AND FINDINGS :

The table delineates the degrees of work stress encountered by faculty in educational institutions within the workplace, as per their responses. Each item signifies a distinct stressor, with respondents indicating the frequency of their experiences through options like Always, Often, Sometimes, Rarely, or Never. Additionally, the table provides the total response count for each item, the mean score, and the standard deviation.

Table 2: Showing the Level of work stress by faculty in educational institutions at the Workplace

	Always	often	Some times	Rarely	never	Total	Mean	Standard Deviation
1. I feel physically exhausted at work.	5	8	20	5	2	40	3.225	2.85482
2. I find it difficult to complete the work as per schedule.	10	4	15	6	5	40	3.2	2.95804
3. I find my job tedious.	3	5	20	10	2	40	2.925	2.54951
4. I am anxious about my work.	1	22	10	5	2	40	3.375	2.974895
5. I do not receive cooperation from colleagues	0	0	4	12	24	40	1.5	1.095445
6. I am not fresh at work the next day.	0	0	8	18	14	40	1.85	1.449138
7. I am contended with returns	1	2	9	28	0	40	2.4	1.962142
8. I am enthusiastic at work.	16	17	6	0	1	40	4.175	3.741657
9. I have more responsibilities at work.	18	16	6	0	0	40	4.3	3.834058
10. At times I have no control on my work.	0	0	24	12	4	40	2.5	2.04939

Based on the data:

- (1) Faculty in educational institutions reported feeling physically exhausted at work sometimes (20 responses), with an average score of 3.225.
- (2) Completing work as per schedule was found to be difficult, with an average score of 3.2, indicating that it is often a source of stress.
- (3) Job tediousness was reported sometimes (20 responses), with an average score of 2.925.
- (4) Anxiety about work was reported often (22 responses), with an average score of 3.375.
- (5) Faculty in educational institutions reported a lack of cooperation from colleagues rarely (4 responses), with an average score of 1.5.
- (6) Feeling unfresh at work the next day was reported sometimes (8 responses), with an average score of 1.85.
- (7) Satisfaction with returns was reported sometimes (9 responses), with an average score of 2.4.

- (8) Faculty in educational institutions reported being enthusiastic at work often (17 responses), with an average score of 4.175.
- (9) Having more responsibilities at work was reported often (16 responses), with an average score of 4.3
- (10) Faculty in educational institutions indicated a lack of control over their work sometimes (24 responses), with an average score of 2.5.

These findings offer valuable insights into the specific stressors encountered by faculty members in educational institutions. They shed light on particular areas that warrant attention and support in order to alleviate work-related stress and foster overall well-being.

Items with higher standard deviations (greater variability):

- (1) "I feel physically exhausted at work" (Standard Deviation: 2.85482)
- (2) "I find it difficult to complete the work as per schedule" (Standard Deviation: 2.95804)
- (3) "I am anxious about my work" (Standard Deviation: 2.974895)
- (4) "I have more responsibilities at work" (Standard Deviation: 3.834058)
- (5) "I am enthusiastic at work" (Standard Deviation: 3.741657)

These items indicate higher variability in responses, suggesting that faculty in educational institutions' experiences and perceptions of physical exhaustion, work schedule difficulties, work-related anxiety, responsibilities, and enthusiasm vary significantly within the group.

Items exhibit lower standard deviations, indicating less variability in the responses provided by the participants:

- (1) "I do not receive cooperation from colleagues" (Standard Deviation: 1.095445)
- (2) "I am not fresh at work the next day" (Standard Deviation: 1.449138)
- (3) "I am contented with returns" (Standard Deviation: 1.962142)
- (4) "At times I have no control on my work" (Standard Deviation: 2.04939)

These items exhibit lower variability, indicating that faculty in educational institutions experiences regarding a lack of cooperation, feeling unrefreshed, contentment with returns, and lack of control over work are relatively consistent within the group.

Analysing the standard deviations offers valuable insights into the degree of agreement or disagreement among faculty members in educational institutions concerning specific stressors. Higher standard deviations indicate a greater variation in experiences and perceptions, emphasizing the necessity for targeted interventions and support to address individual needs effectively.

Conversely, lower standard deviations indicate a higher level of consensus among the participants. This suggests a shared understanding or similar experiences in those particular areas. While these areas still deserve attention, they may benefit from alternative approaches or could be addressed with less immediate priority, allowing resources to be allocated towards addressing the more diverse and pressing concerns identified by higher standard deviations.

Table 3: Showing the distribution of total responses for each stress level among faculty in educational institutions

Category	Distribution of the total responses for each stress level	Percentage (%)
Always	54	13
Often	74	18
Sometimes	122	31
Rarely	96	24
Never	54	14
Total	400	100

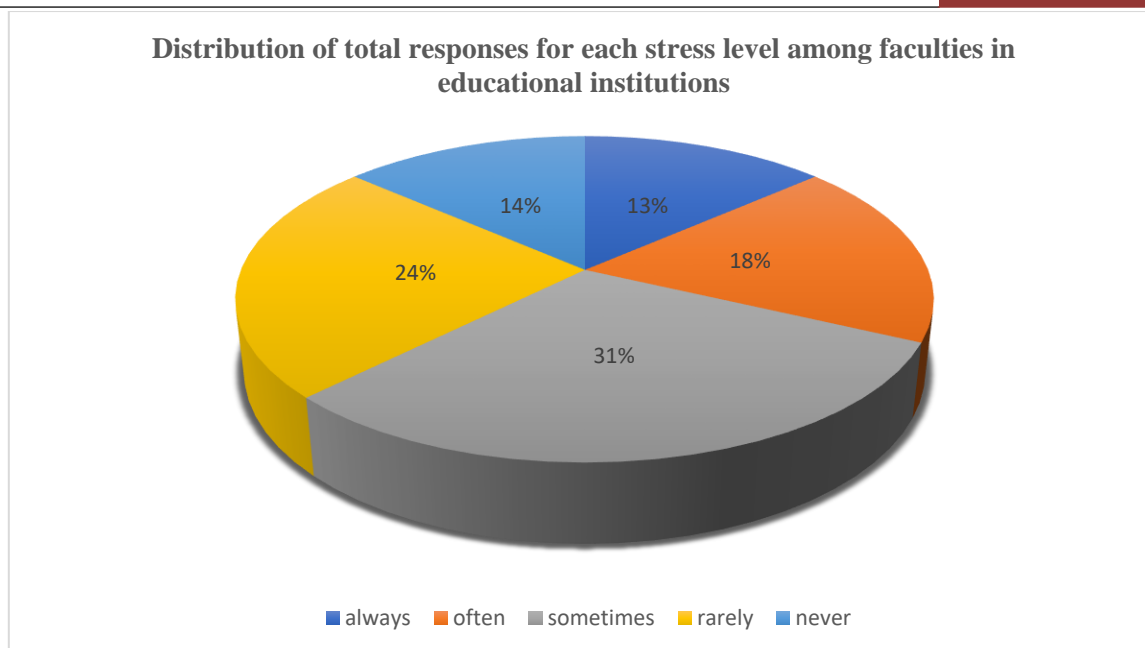


Fig. 1: Showing the distribution of total responses for each stress level

Source: Author

Interpretation:

The highest frequency is in the "Sometimes" category, with 122 respondents (31% of the total). This indicates that a significant portion of faculty in educational institutions experience work stress at moderate levels, reporting stress sometimes.

The second-highest frequency is in the "Rarely" category, with 96 respondents (24% of the total). This suggests that a substantial number of faculty in educational institutions experience work stress at a lower level, reporting stress rarely.

The "Often" category has the next highest frequency, with 74 respondents (18% of the total). This indicates that a notable proportion of faculty in educational institutions experience work stress frequently.

The "Always" category has a frequency of 54 respondents (13% of the total). This implies that a significant minority of faculty in educational institutions consistently experience high levels of work stress.

The "Never" category has the lowest frequency, with 54 respondents (14% of the total). This suggests that a small portion of faculty in educational institutions report not experiencing work stress at all.

Overall, the frequency distribution demonstrates that work stress is a prevalent issue among faculty in educational institutions, with varying levels of intensity and frequency reported by respondents. The majority of faculty in educational institutions experience work stress at least occasionally, with a significant proportion facing it frequently or rarely.

7. SUGGESTIONS :

Certainly, here are 10 suggestions for educational institutions to support their faculty in addressing work-related stress:

- (1) Educational institutions should Allocate resources for faculty development programs, stress management workshops, and wellness initiatives.
- (2) Educational institutions should develop and communicate flexible policies that accommodate different teaching styles and work preferences.
- (3) Educational institutions must establish mentorship programs to provide guidance and support for new faculty members.
- (4) Institutions should create on-campus wellness facilities, such as gyms and meditation spaces, to promote physical and mental well-being.
- (5) Educational institutions must offer opportunities for faculty to attend conferences, seminars, and workshops to enhance their skills and knowledge.

- (6) Educational institutions should implement regular surveys and feedback mechanisms to gauge faculty satisfaction and identify stressors.
- (7) Educational institutions should introduce awards and recognition for exceptional teaching and contributions to motivate faculty members.
- (8) Educational institutions should provide mechanisms for conflict resolution and mediation to address interpersonal issues.
- (9) Educational institutions should offer leadership development programs to equip faculty with skills for managing responsibilities effectively and provide digital tools and platforms to help faculty manage their workloads efficiently.

8. RESEARCH AGENDA :

The results of this study on burnout among educational institution faculty propose numerous potential directions for future research and the formulation of a research agenda in this domain.

(1) Longitudinal Investigation: Conduct longitudinal studies to track burnout among faculty members over time, providing insights into its development, persistence, and potential variations during different career phases.

(2) Comparative Analysis: Compare burnout experiences among faculty in different educational institutions to identify unique challenges educators face in various settings.

(3) Effectiveness of Interventions: Evaluate the effectiveness of stress management programs and support systems in educational institutions, assessing their impact on reducing burnout and enhancing faculty well-being.

(4) Cultural and Regional Variations: Explore potential cultural or regional variations in burnout prevalence and experiences among faculty, helping tailor interventions to specific cultural or regional needs.

(5) Impact of Policy and Institutional Changes: Analyze how policy changes and institutional reforms affect faculty burnout and well-being, examining the influence of factors like workload policies, tenure practices, and leadership structures.

These research agenda points can guide further exploration in the field of burnout among educational faculty, leading to a better understanding of the issue and the development of targeted interventions.

9. CONCLUSIONS :

The study's findings led to the following conclusions regarding the levels of work stress among faculty in educational institutions:

Work stressors: Faculty in educational institutions experience various work stressors, including physical exhaustion, difficulty meeting work schedules, job tediousness, work-related anxiety, lack of cooperation from colleagues, feeling unfresh at work, contentment with returns, enthusiasm at work, responsibilities, and lack of control over work. These stressors contribute to different levels of work stress among faculty in educational institutions.

Variability of experiences: The standard deviations indicate that there is a significant degree of variability in the experiences and perceptions of work stress among faculty in educational institutions. Some stressors, such as physical exhaustion, work schedule difficulties, work-related anxiety, responsibilities, and enthusiasm, show higher variability in responses. On the other hand, items related to a lack of cooperation, feeling unfresh, contentment with returns, and lack of control over work show lower variability.

Targeted interventions: The variability in responses suggests that interventions and support systems should be tailored to address the specific stressors experienced by faculty in educational institutions. By targeting areas of higher variability, institutions can develop strategies to mitigate work stress and promote well-being among faculty in educational institutions effectively.

Consensus and priorities: Items with lower variability indicate areas where faculty in educational institutions generally share similar experiences and perceptions. These areas may require different approaches or may be considered areas of consensus within the group. However, it is important to note that even if some stressors show lower variability, they should not be overlooked as they can still impact the well-being and effectiveness of faculty in educational institutions.

In conclusion, understanding the levels of work pressure and the variability of experiences among faculty in educational institutions can guide institutions in developing targeted interventions,

prioritizing areas of higher variability, and promoting a supportive work environment that addresses the specific stressors faced by faculty in educational institutions.

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