



An analysis on reasons and how to overcome Occupational Stress, Burnout and Psychological Wellbeing amongst people working in different levels in Educational sector.

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Abstract: - Occupational Stress, Burnout and psychological wellbeing are the factors found among working individuals in the educational sector. In this paper, the authors tried to found out the possible reasons for the same and suggest ways and means to overcome burnout, occupational stress and psychological well being.

Key words;- Occupational Stress, Burnout ,psychological wellbeing

Introduction:

Stress can be defined as mental tension or state of worry caused by a difficult situation. No one can be without stress and the level of stress varies from person to person. The stress may arise due to various factors, viz, home atmosphere, work environment, health of an individual, monetary factor, relationship with neighbors, friends with community and so on.

When the worry / stress arises from work environment/work responsibility, it can be defined as “occupational stress”. Occupational stress can be one of the factors leading to deterioration of physical health which may also affect the psychological well being of an individual.

Occupational Stress, Burnout and Psychological well being are interconnected and interrelated. Stress can happen to anybody at any time. There is no fixed time, fixed level that happens to an individual (Girl or Boy, Men or Women). As an individual, one need to identify stress when it happens and counter it with many productive ways (Yoga, Diverting Stress feeling, Involving in social activities etc.,)

Every organization/Institution will have vision and goal or target to reach. All those who are associated with have to work towards it. People associated with also likely to get stressed when there is an obstacle /shortage is in their way.

When we take education as a sector, there are lot of people associated with this sector at various levels. These include Policy Makers at National Level, Policy Makers at State Level, Institutional Level, Implementing Authorities, Vice Chancellors, Registrars, Principals, Teacher Educators and other stake holders. Literature surveys have establishes the relationship between role stress and feeling of strain (Lee & Ashforth, 1996). Stress occurs mainly because of fatigue that results from pressure to comply with demand.

The occupational stress factors include role overload, role conflict and role ambiguity among university staff (LR Poornima, 2010) resource constraint, personal efficiency, intra and interpersonal interactions.

All the persons associated may come across occupational stress at various levels. In this article, we try to discuss the possible reasons for occupational stress and how to overcome.

Objectives of the Study:

1. To find out the possible reasons for Occupational Stress, Burnout amongst people working at **NCTE** with regard to their Psychological Well Being.
2. To find out the possible reasons for Occupational Stress, Burnout amongst people working at **UGC** with regard to their Psychological Well Being.
3. To find out the possible reasons for Occupational Stress, Burnout amongst people working at **Higher Education Govt of Karnataka** with regard to their Psychological Well Being.

The present study is based on Descriptive study. The article is mainly based on information collected from government websites, News Papers, Journals, Government reports and various published papers and unpublished sources.

1. Brief information About NCTE

NCTE was established in the year 1993 by the act or parliament on December 29th, 1993. NCTE council is a provisional body of the Indian Government this body focuses on procedures process and standards of teacher education institutions across India. There are 4 regional offices namely ERC, SRC, WRC and NRC . the main objective of NCTE to ensure development of teacher education.

Possible reasons for People working at NCTE to get Occupational Stress.

1. Number of registered teacher education colleges with NCTE is more in number.
2. Less budget allocation leading to contract lecturers resulting in quality outcome (P.Kumar and Kumar A, 2016)
3. Poor Infrastructure facilities at teacher education Institutions across India.
4. Insufficient quality research at various institutes across India.
5. Lack of Technical Support.
6. Managing existing resources.
7. Selection process of Academic faculty at teacher training institutes.
8. Poor motivation amongst staff at all level.
9. Substandard teacher education institutions.
10. Influence of political parties in the functioning of NCTE.
11. Implementing educational policies at various states where some of the states have their own educational policies.
12. Transfer of officers and employees.
13. Lack of resources to train teacher Educators.(Puttaswamy N 2009)
14. Disparity in dispersing funds to training institutes and to different departments within NCTE.
15. Innovative ideas in training are not much appreciated and encouraged.
16. Work load is more (Conducting training programs, seminars, symposia, extension lectures, getting funding and coordinating.
17. Change of Government every five years and Education minister which will have an influence on policy formation and implementation. They may come with their own agenda.
18. Leadership at NCTE.
19. Motivation and mindset of people working at NCTE – Rigid, fixed mindset and not flexible for innovative and novel ideas.
20. Coordination amongst academic staff, and administrative staff.

Possible reasons of Occupational Stress for people working at NCTE leading to Burnout.

1. People may take Voluntary retirement.
2. Requesting for transfers to other department, other regional centers.
3. Resignation from work.
4. Since the number of registered colleges are more, people are not able to concentrate and not able to ensure quality.
5. NCTE not able to implement uniform curriculum/syllabus amongst all registered universities and colleges.
6. Lack of interest in work leading to poor quality in academic standards.
7. Lack of funding/reduction in funding leads to compromising on quality.

Possible reasons for Occupational Stress, Burnout amongst people working at NCTE Leading to their Psychological Well Being.

1. Lack of interest/lose their interest in their profession
2. Paying less attention to work and not going into the details of the work.
3. Lack of professionalism.
4. Mentally Stressed and Conflict of interest arises.
5. Mental trauma

Way forward/Suggestions:

1. NCTE should work more closely and jointly with (NAAC) to ensure/bring quality (Pradeep Kumar and Sugandh Azar, 2016)
2. Stakeholder's feedback system to be introduced.
3. Co-curricular activities to be made mandatory (NSS, NCC, Educational visit to orphanage, Special School, Residential School etc) at teacher training colleges.
4. Curriculum needs to be updated on par with global standards.
5. NCTE should examine educational institutions registered under them from time to time without intimation.
6. Staff needs to be trained at stress management and value education so that they can assist the students from peer pressure, social isolation and direct them in the right direction.
7. Participation in Value education related programs needs to be mandatory at all level to reduce stress and ensure sound psychological well being.
8. Maintaining Institutional and academic uniformity across country.
9. Strengthen the library facilities with online subscriptions and E-Journals across all institutions in India.

2. Brief information about UGC

The UGC was first formed in 1945 to oversee the work of the three Central Universities of Aligarh, Banaras and Delhi. Its responsibility was extended in 1947 to cover all Indian universities. **University Grants Commission** is a statutory body under Department of Higher Education, Ministry of Education, Government of India. It was set up in accordance to the UGC Act 1956 and is charged with coordination, determination and maintenance of standards of higher education in India.

In 1994 and 1995, the UGC decentralized its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore.^[8] The head office of the UGC is located at Bahadur Shah Zafar Marg in New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi as well. Four Types of universities working under the UGC they are Central universities, State universities, Deemed university and Private universities

Possible reasons for Occupational Stress, Burnout amongst people working at UGC:

1. Mushrooms of Educational institutions including professional colleges, HRM Colleges in different disciplines, Air Hostess training colleges, Industrial Training institutes comes under the purview of UGC.
2. Caste and communal consideration, favoritism and corruption (JD Singh,2011)
3. Lack of proper research facilities in higher educational institutes.
4. Expansion, inclusion and excellence are challenges to UGC.
5. Promoting technology – Integrated autonomous, self learning and open learning.
6. Donation in appointing vice chancellors (JD Singh,2011) Lecturers ranging from 20 - 60 lakhs even though they are highly qualified with NET, SLET, PhD and GATE with good scores (Dr. Tukaram, 2020)
7. Highly educated people are exploited in the hands of political power – may be because of job security and afraid of transfers and so on.
8. Resource constraints possess challenge to ensure quality education.
9. Declining research standards (JD Singh, 2011).
10. Increasing tuitions and coaching at institutional level.
11. Influence of International universities and fairs organized by them in capital cities which attracts Indian elite students abroad.
12. Implementing reform agenda NEP 2020
13. Outdated teaching methods adopted by academic faculty at various institutes.
14. Ownership of the educational institutes is by politicians and industrialists.
15. In experienced Fresh graduates are employed to teach in colleges which lead to classroom instruction in a poor quality.
16. Vacancies in faculty position in various institutes because of lack of qualified staff with absence of publication in peer reviewed journals.
17. University teachers often find they have multiple roles in organizations leading to role conflict(Lokananda Reddy and Poornima R,2013)

Possible reasons for people working at UGC leading to BURNOUT:

1. Staff may alienate themselves from work
2. Negative working conditions.
3. Emotionally detach themselves from work atmosphere.
4. May end up in bad habits (Alcoholism,addiction)
5. Lack of social recognition.
6. Job dissatisfaction.

Possible reasons for people working at UGC leading to Psychological Well Being:

1. People may end up in frustration
2. Anxiety and Tension
3. May reflect in their attitude and behavior
4. May become insensitive - thick skinned
5. Reduced personal accomplishment
6. Diminished work effectiveness
7. Exclusivity and aloofness
8. Self interest

Way forward/Suggestions:

1. Government to introduce IES (Indian Education Services) like IAS, IFS, IPS, which will boost motivation of highly qualified people.
2. Industry academia connection for skill building, Infrastructure facilities to be explored.
3. Ensuring human-centric concept of education.
4. Decentralization or regional centers can be establish to reduce workload

3. Brief information about Higher Education Govt. of Karnataka

The social, economic and scientific development of a nation depends upon Higher education. Higher education has witnessed enormous increase in institutions and enrolment in recent years. In Karnataka, Higher Education Department is the controlling authority for all the Higher Education Institutions (General and Technical Education).

State Higher Education Department has multifarious tasks to perform i.e. quality improvement, Planning, Implementation, Monitoring and Evaluation of the functioning of all Universities/ Higher Education Institutions under its domain. It regulates Administrative, Academic, Quality and Monitory aspects of all Institutions.

Possible reasons for Occupational Stress, Burnout amongst people working at Higher Education Govt. of Karnataka

1. Slow progress in building educational institutions (Pavithra,2023)
2. Faculty working in colleges does not attend allotted classes in time.
3. Political interference and patronage shield the incompetent.
4. Lack of funding and inadequate resources.

Way forward/Suggestions:

1. Government has to improve faculty development, level of community participation, parent committees etc.,
2. Developing micro level planning for individual colleges depending on available infrastructure.
3. Compulsory registration of teachers with government of Karnataka for quality assurance.
4. Accountability to be ensured.
5. Use PPP (Public Private Partnership) to mobilize and expertise resources.
6. Compulsory rural service for faculty to be amended.
7. Provide ICT and Internet services to all colleges so as the teachers can update themselves.
8. Vacancies caused by retirement, resignation, Maternity leave will affect the academic achievement of students, hence it needs to be planned before it happens and hire faculty on part time basis.
9. Multiple levels of supervision to colleges to ensure quality education.
10. Significance of intrinsic motivation.
11. Penalizing faculties if the performance is not up to the mark, incentives if they perform well.
12. Educational budget by Karnataka government to be increase

Conclusion:

Higher Education in India should be raised to International standards. All policy makers and implementing authorities at state level, Central Level and at institutional level should come forward, discuss, leaving their own agenda and work together and should try to raise the standard of Indian Education.

Occupational stress and Burnout is not only for academic faculty, it occurs for all those people associated with the system. Hence it is advocated that there must be stress busters in the form of Gym equipments to be installed at all working places so that the staff can spend their leisure time as stress release, yoga to be practiced by all those who feel stressed, principle of giving importance to values to be adopted and to have contentment in life.

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