

IMPACT OF WORK STRESS ON LECTURER'S DAY- TO- DAY PERFORMANCE- A STUDY ON LECTURERS FROM THE COLLEGES OF KOLKATA, WEST BENGAL

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ABSTRACT

Work stress is a common phenomenon in the field of education, particularly among lecturers who are constantly juggling between teaching, research, administrative duties, and personal responsibilities. The impact of work stress on lecturers' day-to-day performance is a topic of growing concern, as it can have significant implications on the quality of education being delivered to students. This study aims to explore the impact of work stress on lecturers' performance in the colleges of Kolkata, West Bengal.

Keyword: Work Stress, lecturer's performance, job satisfaction

1. INTRODUCTION

Work stress: Work Stress is an serious public health problem attracting widespread attention (Margolis et al., 1974). Work stress concerns individuals 'physical reaction caused by an overload of work responsibilities. It occurs when an employee does not have the capability to cope with the current work environment and compromises their physical and mental wellbeing (Seňová and Antosova, 2014). Furthermore, work stress has a detrimental effect on the health of staff with cardiovascular diseases, depression, and cancer (Kivimaki et al., 2006; Melchior et al., 2007; Yang et al., 2019). Work stress negatively impacts organizations, which will ultimately incur losses because of worker dissatisfaction, negativity, high turnover rates, and absenteeism (Webster et al., 2010). Previous studies have focused on the relationship between work stress and burnout in nurses, bank employees, and dentists (Choy and Wong, 2017; Ezenwaji et al., 2019; Giorgi et al., 2019). Other studies have shown that job stress affects employees' job satisfaction and sleep quality (Lu et al., 2007; Yang et al., 2018).

Job Satisfaction: Hoppock (1937) first proposed the concept of job satisfaction and defined it as an "employees ' psychological and physiological satisfaction with the working environment." He also added that job satisfaction is the subjective reaction of employees to their working environment (Hoppock, 1937). Locke, Spector, and others further defined job satisfaction from different perspectives (Locke, 1969; Spector, 1997; Gigantesco et al., 2003). Studies on job satisfaction have focused on its influencing factors. By summarizing the relevant results, we conclude that job satisfaction is determined by two factors: work environment characteristics, such as work attributes, organizational environment, job type, job security, social status, and promotion prospects, and worker characteristics, such as level of education, gender, age, and personality (Seashore and Taber, 1975). Job satisfaction affects the work performance of the individual members as well as the entire organization. Job characteristics are closely related to job satisfaction and affect employees' personal lives. Stress is an important factor faced by workers in various occupations and has a direct impact on job satisfaction (Friganovic et al., 2019). This study focuses on the impact of job stress on job satisfaction of delivery drivers.

Sleep quality: Sleep quality is determined in three ways based on sleep indicators: The first (relatively representative) perspective uses devices to measure recorded sleep parameters (Buysse et al., 2006). The second index is the sleep quality index, which uses various measurement tools to assess physiological parameters (Rechtschaffen and Kales, 1968). Third, sleep quality is determined by the sleeper's self-esteem. This measure is not related to sleep time, frequency, or duration (Krystal and Edinger, 2008). Busse et al. assessed sleep quality using seven factors: subjective sleep quality, time to fall asleep, sleep efficiency, sleep duration, sleep medication, sleep disturbance, and daytime dysfunction. They used the Pittsburgh Sleep Quality Index (PSQI) (Buysse et al., 1989) as an index to assess sleep quality. Scientists have recently focused on the physical and psychological consequences of sleep quality. Studies have shown that lack of sleep affects mental health by worsening physical health and worsening symptoms such as diabetes, coronary heart disease, arrhythmia, anxiety, depression, and negative emotions (Zhang and Gu, 2001). This study focuses on work environment factors that affect the sleep quality of the lecturers.

Day-to-day Performance: Every teacher has his or her own reasons for conducting a lesson, and all of these reasons will be evaluated by students during the teaching and learning process. Because training effectiveness is complex, this section describes factors that can affect training effectiveness. It all starts with the theory of Campbell et al (1993):40, who define performance as follows: "... is synonymous with action. This is something people can actually do and

observe. By definition, it includes only those actions or behaviors that are consistent with the organization's goals and can be scaled up (measured) in terms of each individual's skills (i.e. level of contribution). Productivity is when an organization hires people to do the job well. Day-to-day performance is not the result or consequence of behavior, but rather the behavior itself... [and] consists of behavior that is goal-related and under the control of the individual" (Campbell et al., 1993, p. 40, emphasis added).)".

2. REVIEW OF THE EXISTING LITERATURE

Numerous studies have highlighted the negative effects of work stress on employees' performance in various industries. In the field of education, lecturers are particularly vulnerable to work stress due to the demanding nature of their job. According to a study by Kyriacou and Sutcliffe (1978), work stress can lead to decreased job satisfaction, burnout, and decreased motivation among lecturers. This, in turn, can have a detrimental impact on their day-to-day performance, affecting the quality of education being delivered to students.

Another study by Maslach et al. (2001) found that work stress can lead to emotional exhaustion, depersonalization, and reduced personal accomplishment among lecturers. These factors can further exacerbate the negative impact of work stress on lecturers' day-to-day performance, leading to decreased productivity and effectiveness in the classroom.

3. RESEARCH METHODOLOGY

This study will employ a quantitative research design, using a survey questionnaire to collect data from 100 lecturers from all the colleges of Kolkata, West Bengal. The questionnaire will include items related to work stress, job satisfaction, sleep quality, and day-to-day performance. The data collected will be analyzed using statistical techniques such as correlation analysis to determine the impact of work stress on lecturers' performance.

4. RESULTS

Correlations Between Study Variables showed the scores of work stress, job satisfaction, sleep quality, and day-to-day performance. Work stress negatively correlated with job satisfaction ($r = -0.266$, $P < 0.01$), sleep quality ($r = -0.142$, $P < 0.01$), and day-to-day performance ($r = -0.268$, $P < 0.01$).

The results of this study provides valuable insights into the impact of work stress on lecturers' day-to-day performance in the colleges of Kolkata, West Bengal. It is expected that work stress will have a negative impact on lecturers' job satisfaction, sleep quality, and day-to-day performance. These findings can help colleges and educational institutions in Kolkata, West Bengal, to develop strategies to mitigate work stress and improve lecturers' performance.

5. CONCLUSION

In conclusion, work stress is a significant factor that can affect lecturers' day-to-day performance in the colleges of Kolkata, West Bengal. By understanding the impact of work stress on lecturers' performance, colleges and educational institutions can take proactive measures to support their lecturers and create a conducive work environment. This, in turn, will lead to improved job satisfaction, motivation, and ultimately, better quality of education for students.

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6. REFERENCE

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