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REZUMATUL TEZEI DE DOCTORAT

***STRESUL ORGANIZAȚIONAL ÎN INSTUȚIILE DE
ÎNVĂȚĂMÂNT SUPERIOR. IMPLICAȚII MANAGERIALE***

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CUVINTE CHEIE:

*Invățământ academic, Stres organizațional, Riscuri psihosociale,
Audit de stres*

The constancy of the "milieu intérieur" is the condition of a free and independent existence.

Claude Bernard, 1878

Contextul cercetării

Răspândirea rapidă a conceptului de stres, din științele biologice, medicale, ale mediului natural și ecologic în științele sociale și economice este reflectată prin capacitatea sa de a inspira cercetarea holistică și interdisciplinară printr-o veritabilă "transgresiune a frontierelor dintre științe"¹. Plasarea sa deopotrivă „între discipline, înăuntrul diverselor discipline și dincolo de orice disciplină”², îi oferă un caracter transdisciplinar, iar **descoperirea și redescoperirea sa poate contribui la înțelegerea lumii prezente, imperativă fiind însă unitatea cunoașterii.**

Strategiile și politicile Uniunii Europene demonstrează importanța inițiativelor europene în prevenirea și promovarea sănătății. Anticiparea riscurilor noi și emergente, fie că sunt legate de inovații tehnice sau cauzate de schimbările sociale, este vitală, pentru ca riscurile să poată fi controlate. Acest lucru necesită în primul rând, observarea continuă a riscurilor în sine, bazată pe colectarea sistematică de informații și opinii științifice.

Mesajul cheie al acestei lucrări, este că managementul stresului trebuie văzut ca parte a activității normale de management, iar comportamentele relevante înseamnă să se evalueze dacă acestea fac sau nu parte din repertoriul actual al instituțiilor de învățământ superior.

Profesioniștii din cadrul managementului au înțeles treptat importanța stresului în mediul organizațional, pe măsură ce s-a realizat legătura dintre acesta și pierderile de productivitate, performanță și scăderea calității serviciilor³. Iar pentru dezvoltarea unei culturi organizaționale interne pozitive, de mare importanță este și examinarea atitudinii angajaților față de stresul în muncă⁴. Managerii trebuie să promoveze un mediu de lucru în care se recunoaște importanța gestionării stresului prin măsuri ce implică gestionarea activă a locului de muncă.

¹ Basarab, N. (2007), *Transdisciplinaritatea. Manifest*, Editura Junimea, Iași.

² Ibidem ¹.

³ CIPD, (2010), *Employee Outlook: Emerging from the Downturn?*, Quarterly Survey Report, London.

⁴ Baptiste N. R., (2009), Fun and Well-Being: Insights from Senior Managers in a Local Authority, *Employee Relations*, 31(6), pp. 600 – 612

Importanța, actualitatea și motivația temei abordate

Unul dintre motivele care impun studierea stresului este costul plătit de fiecare dintre noi cu sănătatea și calitatea vieții în general. Oamenii percep ei înșiși faptul că este în continuă creștere cantitatea de stres, ca o dovadă a conștientizării impactului asupra propriului mod de viață.

Creșterea semnificativa a numărului bolilor legate de stres, a determinat la nivel mondial, o concentrare a cercetărilor specialiștilor din mai multe domenii de activitate, cu privire la reglementarea prevenirii și reducerii stresului legat de muncă. Fiind un fenomen organizațional contemporan, amploarea literaturii și cercetărilor ce explorează stresul, a cunoscut o creștere considerabilă în ultimii ani.

În acest scop, **trebuie permanent analizate percepțiile individuale în legătură cu situațiile generatoare de stres**, antecedentele și factorii care ajută personalul să facă față stresului. Activitățile de gestionare a stresului la locul de muncă tind să se concentreze asupra individului, prin plasarea atenției către un nivel de vină a angajatului. Acesta este văzut ca având un fel de problemă sau este perceput ca fiind în imposibilitatea de a face față solicitărilor, sugerându-se că individul trebuie să se schimbe într-un fel, astfel încât să nu mai existe "problema". Studiile de evaluare și programele empirice de management al stresului arată în mod clar defectele și linia simplistă de gândire, deoarece este recunoscut faptul că *individul bolnav poate fi un simptom al unei organizații bolnave*⁵. Prin urmare, atât din motive umaniste cât și economice, este necesară o abordare diferită. Deși există tot mai multe dovezi că **stresul joacă un rol major în dezvoltarea de boli cronice**, sunt necesare mai multe cercetări pentru a **clarifica această influență în contextul cauzalității multifactoriale**.

Ca urmare rezultatele cercetărilor trebuie traduse în soluții practice și accesibile la locul de muncă, cercetarea stresului axându-se pe transferul și traducerea cunoștințelor științifice în practică, la locul de muncă și în găsirea unor soluții accesibile de intervenție. Există o nevoie urgentă de studii care să evalueze fezabilitatea, eficiența costurilor și beneficiile intervențiilor la locul de muncă și la nivel de politici publice.

Cercetarea privind stresul în rândul cadrelor didactice este un subiect major de cercetare în multe țări, însă diferențele sociale, culturale, economice și educaționale dintre țări împiedică generalizarea cercetărilor efectuate de la o țară la alta, tocmai de aceea **la proiectarea prezentului studiu au fost luate în considerare elemente adaptate circumstanțelor din România, specifice domeniului studiat**.

⁵ Carroll, M. (1996), *Workplace Counselling, A Systematic Approach to Employee Care*, SAGE Publications Ltd, p.164.

Structura lucrării

Capitolul I al lucrării de cercetare, cuprinde o recuperare istoriografică a cercetării stresului, aducând în atenție cercetările întreprinse de o serie de biologi și fiziologi notabili. În același timp sunt evidențiate teoriile care au încercat să explice, încă din secolul XIX, unele aspecte ale relației pe care oamenii o au cu mediul lor, au pus în discuție ideea de uzură, conceptele de echilibru și impact al ritmului de viață asupra ființei umane.

De-a lungul secolului XX, printre cercetători a devenit din ce în ce mai comună ideea, că multe manifestări patologice umane, sunt determinate de lipsa capacității de adaptare la mediu (sau de o adaptare defectuoasă). Rezultatul acestei păreri comune a fost concentrarea cercetărilor pe înțelegerea proceselor fiziologice interne de adaptare, abordare formulată explicit de Hans Selye, prin intermediul Sindromului General de Adaptare. Noțiunea de adaptare la stres, creată de Selye a fost adoptată de psihologi, psihiatri, fiziologi, endocrinologi și sociologi care au început să exploreze relațiile dintre evenimentele de viață și sănătate, dintre stres și muncă, în funcție de particularitățile de sex și vârstă, elaborând diverse metode de evaluare a adaptării.

În cea de-a doua jumătate a secolului XX cercetările din domeniul stresului au început să se regrepeze, diferite și multiple condiții non-fizice fiind puse în discuție, pentru a explica apariția unor boli. Mai mult decât atât, cauzele acestora demonstrându-se a fi indisolubil legate de relația pe care oamenii o au cu mediul lor. Mult timp percepțiile individuale, ori semnificația răspunsului individual diferit, în fața unor condiții ale mediului, au fost marginalizate și datorită faptului că metodele de a le investiga au fost destul de limitate.

Modernitatea, dar și procesele sale concomitente (dar nenaturale) precum: creșterea rapidă a populației, industrializarea, urbanizarea și creșterea continuă a complexității tehnologiei, amenință continuu acest echilibru. Astfel stresul a devenit probabil conceptul cel mai larg utilizat, ca expresie a identității personale, a mediului exterior, dar și a complexității economiei capitaliste competitive. Hans Selye constata paradoxul fundamental al modernității: **răspunsul eficient și rațional al corpului ca mașină sau sistem, care ne oferă puterea și capacitatea de a răspunde la șocuri și boli, poate duce la distrugerea individului.**

Ca proces complex și dinamic, stresul este recunoscut a fi predominant subiectiv în natură, mai degrabă decât un fenomen obiectiv. În societatea modernă oamenii au învățat să-și comande viața într-un mod liniar. Ei experimentează stresul atunci când percep că le lipsesc resursele, pentru a face față presiunilor sau cererilor (factorilor de stres), cu care se confruntă.

Aplicarea termenului de stres în mai multe discipline, a necesitat o documentare atentă și profundă, din partea autoarei prezentei lucrări, întrucât numai printr-o viziune de ansamblu asupra

domeniului de cercetare, a fost posibilă materializarea unei cercetări concludente pentru domeniul managementului.

Adoptarea pluridisciplinarității ca principiu de organizare a lucrării de cercetare, a presupus dezvoltarea unor termeni, care deopotrivă să faciliteze transferul cunoștințelor de la un domeniu la altul și în același timp pentru a satisface cerințele unei bune înțelegeri și cunoașteri teoretice. **Capitolul II** al prezentei lucrări, delimitează conceptual stresul perceput la nivel organizațional, aducând în atenție implicațiile acestuia atât pentru angajați cât și pentru manageri.

În prezent, pregătirea forței de muncă pentru mediul economico-social profund modificat, presupune plasarea în prim-plan a competențelor, a raționamentului abstract, accentuarea importanței muncii bazate pe cunoaștere, rezolvarea rapidă a problemelor, noi moduri de comunicare și colaborare. Toate acestea presupun o suprasolicitare a abilităților cognitive a lucrătorilor, o intensificare a solicitărilor fizice și psihice asupra lucrătorilor, ce conduce la noi riscuri asociate cu munca. Aceste aspecte au atras atenția cercetătorilor și factorilor de decizie, interesați în evidențierea riscurilor privind sănătatea și siguranța la locul de muncă. Riscurile psihosociale în context organizațional și social, sunt riscurile ce decurg din interacțiunea dintre proiectarea și gestionarea muncii, ducând la diminuarea bunăstării fizice sau psihologice a unui lucrător. Riscurile psihosociale, cum ar fi stresul la locul de muncă, violența, intimidarea, hărțuirea și conflictele interpersonale, determină scăderea bunăstării și a sănătății individuale, precum și a performanței organizaționale.

Măsura în care stresul organizațional contribuie la dezvoltarea unor rezultate negative asupra sănătății angajaților, nu este de obicei determinată cu ușurință. Însă atunci când se explorează riscurile asociate stresului organizațional, trebuie luate în considerare și costurile, povara financiară asociată problemelor de sănătate ale lucrătorilor.

În timp ce există tot mai multe dovezi care sugerează că stresul organizațional, vine cu costuri financiare semnificative, datele care arată natura reală a poverii financiare pentru angajatori și societăți, rămân limitate. Agenția Europeană pentru Securitate și Sănătate în Muncă, a publicat în august 2014, raportul *Calculating the costs of work-related stress and psychosocial risks*⁶, aducând în atenție costurile și raportul cost-eficiența al intervențiilor de reducere a stresului și a riscurilor psihosociale. Conform acestuia, analizele cost/beneficiu în privința prevenirii stresului organizațional, sunt imperios necesare pentru a sprijini politicile bazate pe dovezi, în luarea deciziilor la nivelul societății și al organizațiilor.

Standardele de Management al Sănătății și Siguranței promovate de Health and Safety Executive, reprezintă o încercare strategică a organismelor de stat din Marea Britanie, de a se

⁶ EU – OSHA (2014). *Calculating the cost of work-related stress and psychosocial risks*. European Risk Observatory. Literature Review https://osha.europa.eu/en/publications/literature_reviews/calculating-the-cost-of-work-related-stress-and-psychosocial-risks.

asigura că organizațiile se conformează orientărilor actuale privind reducerea factorilor de stres evidențiați în contextul organizațional.

Caracterul supercomplex al lumii moderne și mediul în care trăim, văzut ca multitudinea de cadre prin care înțelegem lumea, sunt astăzi într-o continuă concurență.

Capitolul III al tezei de doctorat, prezintă factorii ce au condiționat în ultimii ani, accelerarea unor schimbări în structura învățământului superior, atât în spațiul Uniunii Europene cât și în România. O serie de **modificări ce au provocat și în comunitățile academice din România**, ca și în alte state membre ale UE, numeroase **dezbatere și controverse**.

Politicile universitare sunt pline de planuri, politici și strategii ce au la bază obiective, misiuni, rezultate, operaționalizari, regrupări de resurse, pentru atingerea scopurilor. Ca urmare mediul academic se confruntă astăzi cu o **creștere a complexității și incertitudinii sarcinilor**.

Schimbările structurale ale sistemului socio-economic românesc au determinat implicit și o schimbare a mentalităților și a reprezentărilor sociale ale actorilor aflați în câmpul universitar, aceștia preluând *cutumele, stereotipurile, frica și mișcările câmpului social*⁷. În același timp prestigiul universității și al profesorului s-au erodat, iar mediul universitar a fost afectat de aceleași maladii ca și restul comunității, confruntându-se cu aceleași dificultăți pe care le are orice organism ce se confruntă cu schimbarea.

Convergența schimbărilor profunde parcurse de majoritatea țărilor europene în ultimele două decenii și jumătate, criza economică care a impus presiuni instituționale și profesionale, au generat și în mediul de lucru academic, precipitarea unor tensiuni care amenință să submineze eforturile de modernizare a sistemului de învățământ superior.

Legile principale ale învățământului românesc, modificate permanent sub viziunile reformatoare ale numeroșilor miniștrii ai educației, au generat o sumă de probleme intrinseci, legate de competență, eficiență, relevanță, echitate și calitate. Ca urmare, sistemul de învățământ a fost afectat de numeroase tensiuni, care s-au repercutat profund negativ asupra societății în general, au compromis ideea de reformă, iar profesorii, elevii, studenții și părinții deopotrivă, s-au confruntat cu un grad crescut de **stres educațional**.

Autonomia intelectuală a **cercetării bazată pe curiozitate** a fost erodată, în favoarea **valorii de utilizare**.

Structura dualistă de gestionare a sistemului de învățământ superior public din România, face dificilă evaluarea raportului cauze-efecte ale schimbărilor intervenite în acest domeniu. Acest dualism se referă la faptul că în timp ce statul gestionează în cea mai mare parte resursele instituțiilor academice, autonomia universitară oferă comunității academice dreptul de a stabili standarde specifice și modalități practice de gestionare a acestora.

⁷ Neculau, A. (1999). *Memoria pierdută*. Editura Polirom, Iași, p 25.

Universitățile girează activitățile de învățământ și pe cele de cercetare, modul de gestiune birocratică și centralizată a instituției universitare, iar statul impune reguli de funcționare, alocă resurse umane și materiale, stabilește criteriile de prestigiu și de legitimitate. Ca efect al acestor legi specifice, comunității universitare îi revin unele prerogative formale administrative, răspunde unor standarde interne și externe de calitate, se supune unor norme morale, atitudinale și comportamentale specifice.

Instituțiile de învățământ superior, atât la nivel național cât și pe plan internațional au cunoscut schimbări importante în abordarea strategică, impuse de reducerea finanțării universităților publice, creșterea volumului activităților și a orelor de lucru, concomitent cu o reducere a suportului social. Reducerea surselor de finanțare a fost însoțită pe alocuri de risipă, corupție și indisciplină economico-financiară, înțelegerea greșită a democrației în actul de conducere și prea dese schimbări ale sistemului legislativ economico-financiar și de conducere a învățământului.

Tendențele recente de finanțare a învățământului superior sunt asociate cu schimbarea percepției privind rolul învățământului superior. Caracteristicile de bază ale învățământului superior precum „bun public”, „investiție socială”, sunt ignorate în totalitate, rolul statului în învățământul superior fiind puternic dezbătut în prezent.

Pentru a continua să își desfășoare activitățile academice la cel mai înalt nivel, în mediul concurențial, universitățile au fost obligate să-și asume roluri suplimentare, care au implicat mai multe responsabilități manageriale și administrative impuse de reducerea constantă a resurselor (atât materiale cât și umane). Competiția continuă impune permanent obținerea de finanțare externă pentru cercetare, demonstrarea importanței acesteia pentru societate, publicarea rezultatelor cercetării în cele mai importante reviste din lume, participarea la contracte de cercetare, un loc cât mai sus în clasamentul universităților și în același timp, menținerea excelenței în predare. Aceste așteptări sunt enorme, într-un moment când recompensele pentru astfel de eforturi sunt în scădere. Toate acestea au condus la creșterea incidenței stresului în mediul academic și pierderea de entuziasm a cadrelor didactice în realizarea activității lor, atât de predare cât și de cercetare. Toate acestea au făcut ca în sistemul de învățământ universitar, să apară și persiste diverși factori, ce au făcut din acest domeniu unul puțin atractiv pentru personalul de cea mai înaltă calificare și de aici lipsa performanțelor calitative.

Ca și în alte organizații și mediul de lucru al universităților din România a suferit schimbări semnificative ca răspuns la multiplele schimbări la care a fost nevoit să se supună, dar și la diminuarea resurselor.

În sistemul social oamenii, regulile și resursele se schimbă în mod constant într-o relație dialectică, fiecare dintre acestea fiind schimbate ca rezultat al interacțiunii cu celălalt. Regulile și

resursele ce caracterizează un sistem sau o organizație sunt într-o continuă schimbare datorită interacțiunii oamenilor cu acestea.

În **capitolul IV**, cercetarea empirică întreprinsă, analizează aspecte ale mediului de lucru și experiențe ale personalului didactic din învățământul universitar public din România, ce pot constitui predictorii de stres.

O creștere a nivelului de stres experimentat de către cadrele didactice universitare, este o consecință a modificărilor intervenite în natura muncii academice (au crescut cererile legate de locul de muncă) și / sau a mediului de lucru academic (au scăzut resursele și / sau recompensele). Reducerile de finanțare (resurse) și creșteri în volumul de muncă (cererile) descrise în capitolul anterior, sunt fără îndoială exemple ale unor astfel de schimbări, care pot provoca pe viitor, dificultăți în reținerea și atragerea personalului de înaltă calitate. În plus, în ultimii douăzeci de ani, multe dintre atracțiile și recompense asociate cu activitatea academică au fost erodate.

O sursă majoră de nemulțumire o reprezintă și conducerea instituțională: un număr neobișnuit de mare de cadre didactice își exprimă nemulțumirea și îndoielile cu privire la calitatea conducerii furnizate de manageri în universitățile lor. Deși este recunoscut faptul că un anumit grad de stres este o parte normală și inevitabilă a traiului de zi cu zi, **o proporție semnificativă a personalului universitar, se confruntă cu niveluri dezadaptative de stres.** Acestea afectează în mod negativ starea de sănătate fizică și psihică a acestor angajați, relațiile interpersonale la locul de muncă, calitatea muncii lor și moralul la locul de muncă. Aceste constatări sunt în concordanță cu literatura de specialitate mai largă, care sugerează că stresul la locul de muncă este în creștere, nu doar în rândul angajaților universitari, ci într-o multitudine de ocupații.

Este în mod evident important și pentru universitățile din România, că protejarea personalului, în sensul reducerii nivelului de stres, asigurarea unui grad ridicat de bunăstare a acestora, asigură atât performanța organizațională cât și sănătatea intelectuală a națiunii.

Cercetarea efectuată a vizat toate instituțiile de învățământ superior public din România și a avut la bază o anchetă de tip descriptiv, desfășurată în secțiune transversală, folosită cu scopul de a aduna și analiza informații, cu privire la anumite aspecte și fenomene, existente în prezent în acest mediu organizațional. Aceasta a avut ca scop **examinarea unor situații generate de factori asociați mediului de lucru, în funcție de caracteristicile demografice, unele comportamente și atitudini, precum și o autoevaluare a stării de sănătate a cadrelor didactice.** Studiul descriptiv estimează parametrii specifici din cadrul populației analizate și descrie asociațiile ce decurg din aceștia.

Capitolul V fundamentează **oportunitatea introducerii misiunilor de audit al stresului** organizațional, în activitatea de audit desfășurată în cadrul instituțiilor de învățământ superior public din România. Acesta are la bază ideea că încurajarea managerilor în gestionarea stresului

organizațional, implică evidențierea surselor sau predictorilor de stres. Gestionarea stresului se refera la intervenții eficiente legate atât de îmbunătățirea abilităților și comportamentului managerilor, actualizarea politicilor existente cât și dezvoltarea unor planuri de acțiune, în urma auditurilor de stres la locul de muncă.

La nivelul politicilor Uniunii Europene competențele cetățenilor sunt determinanți principali ai inovării, productivității și competitivității, ceea ce înseamnă că cetățenii europeni trebuie să-și creeze mecanisme proprii care să le permită să se adapteze la schimbare, nu doar să-și actualizeze permanent cunoștințele.

Dezvoltarea capitalului uman, respectiv investiția în educație, formare și sănătate, vizează pe de o parte, pregătirea profesională a resurselor umane disponibile, iar pe de altă parte, **adaptarea resurselor umane la schimbările structurale ale economiei, impuse de progresul tehnico-științific.**

Specificul metodologic al cercetării

Pentru a explora multitudinea de cunoștințe din domeniul de cercetare a stresului în muncă, a fost realizată o revizuire concentrată a literaturii științifice și profesionale relevante.

Abordarea stresului în muncă prin prisma standardelor de management, dezvoltată de Health & Safety Executive în Marea Britanie, oferă oportunitatea de a unifica abordările utilizate în prezent.

Teoriile relevante ale stresului în munca, coroborate cu rezultatele multor studii, au stat la baza elaborării standardelor pentru gestionarea stresului la locul de muncă, numite "Standarde de management al stresului". O serie de argumente teoretice și epidemiologice sugerează că utilizarea unor standarde de management este relevantă pentru gestionarea unor probleme de sănătate comune la locul de muncă.

Impunerea unor standarde de management poate avea un impact favorabil asupra diminuării stresului la locul de munca, gestionarea *absenteismului* și *prezenteismului* și la realizarea altor indicatori cheie în performanța organizațională. Acestea oferă posibilitatea de a unifica abordările (conceptuale și practice) utilizate în prezent pentru a gestiona problemele de sănătate la locul de muncă, pentru o creștere potențială a eficienței de ansamblu a costurilor. **Folosirea standardelor are ca scop organizarea activității, mai degrabă decât o abordare individuală, astfel încât un număr cât mai mare de angajați să poată beneficia de acțiunile întreprinse.**

Angajatorii au obligații față de angajații lor și sunt responsabili pentru efectuarea evaluărilor de risc adecvate și suficiente, pentru atenuarea oricăror posibilele efecte legate de stres, privind

sănătatea și securitatea angajaților. Abordarea stresului bazată pe elaborarea unor standarde⁸, în domeniul Sănătății și Siguranței din Marea Britanie⁹, a avut la bază necesitatea ca angajatorii să înțeleagă ceea ce se așteaptă de la ei. Acestea permit ca angajatorii să monitorizeze performanța în gestionarea stresului la locul de muncă printr-un parteneriat real între angajatori și angajați, pentru a îmbunătăți anumite domenii de activitate descrise în Standarde având un efect pozitiv asupra bunăstării angajaților. Aceasta abordare oferă managerilor informațiile, procedurile și instrumentele necesare pentru a realiza acest lucru. Acest set de instrumente a fost urmat de alte studii, ce descriu competențele de management și alte intervenții necesare managerilor, pentru a diminua o serie de probleme de sănătate devenite comune în rândul angajaților.

Obiectivele cercetării

Scopul lucrării de cercetare a constat în a evalua percepțiile cadrelor didactice din România în legătură cu aspectele mediului de lucru posibil generatoare de stres, având la bază modalitățile de cercetare convenționale și literatura de specialitate.

Scopul final al cercetării constă în rafinarea unui instrument cadru de standardizare și monitorizare, prin care managerii să poată depista și gestiona stresul organizațional în mod eficient și implicit, să contribuie la creșterea bunăstării angajaților.

Subiectele de interes pentru cercetare au fost atent planificate și se regăsesc în mod clar în întrebările formulate. Acestea au avut în vedere aspecte legate de condițiile de muncă, încărcarea excesivă în muncă, cu sarcini, roluri suplimentare pe fondul schimbărilor sociale continue și multiple, concomitent cu reducerea resurselor, controlul avut asupra modului de lucru, relațiile de muncă. Au fost testate diverse surse de nemulțumire, aspecte privind activitatea managerială, precum și alți factori organizaționali care pot evidenția o creștere a gradului de stres în muncă, sprijinul managerial și social redus, echilibrul muncă – familie, precum și unele aspecte care moderează stresul la locul de muncă.

Contribuția originală a autoarei prezentului studiu constă în evidențierea, în mod realist, veritabil, a factorilor de stres organizațional, existenți în prezent în instituțiile de învățământ superior din România. În același timp, lucrarea **militează pentru prioritizarea introducerii pe agenda politică și în România, a măsurilor de prevenire a stresului organizațional**, pentru îmbunătățirea productivității organizaționale și a bunăstării angajaților.

⁸ Archer, W. R., Batan, M. C., Buchanan, L. R., Soler R. E., Ramsey, D. C., Kirchofer, A., Reyes, M. (2011), Promising practices for the prevention and control of obesity in the worksite, *American Journal of Health Promotion*, 25(3), pp.12–26.

⁹ HSE – *Management standards*, disponibil la <http://www.hse.gov.uk/stress/standards/index.htm>

Ipotezele cercetării

Proiectarea cercetării a avut scopul de a examina nivelul, măsura, precum și antecedentele de stres la locul de muncă, experiența personalului, precum și consecințele ce decurg din acestea.

Obiectivele generale ale cercetării se referă la a :

- 1. Examina nivelul de stres la locul de muncă resimțit de personalul universitar din instituțiile publice din România.**
- 2. Stabili dacă personalul din diferite categorii se confruntă cu niveluri diferite sau similare ale stresului profesional**
- 3. Identifica factorii organizaționali care contribuie la stres în muncă.**
- 4. Examina impactul stresului organizațional asupra sănătății individuale a cadrelor didactice**
- 5. Identifica strategiile individuale folosite de personal pentru a face față stresului la locul de muncă și organizaționale (de exemplu, sprijin organizatoric), care moderează stresul la locul de muncă.**

Lucrarea urmărește în îndeplinirea obiectivelor specifice formulate în demersul științific, determinarea:

- 1. Predictorilor de stres în rândul profesorilor din instituțiile publice;**
- 2. Existenței unei asocieri dintre predictorii și stresul perceput, în funcție de unele caracteristici demografice (gen, vârstă) și profesionale (postul și funcția deținută);**
- 3. Repercusiunilor stresului asupra stării de sănătate a cadrelor didactice;**

În acest sens au fost propuse spre a fi demonstrate următoarele ipoteze care să coreleze variabilele puse în discuție cu ajutorul chestionarului:

Ipoteza 1. Cerințele muncii cadrelor didactice universitare determină creșterea gradului de stres al acestora;

Ipoteza 2. Lipsa de predictibilitate și controlul redus asupra propriei activități, crește gradul de stres al cadrelor didactice universitare;

Ipoteza 3. Sprijinul redus din partea managementului universităților, contribuie la creșterea stresului cadrelor didactice

Descrierea metodei de cercetare

Colectarea de informații s-a materializat prin proiectarea (design-ul și rafinarea), urmată de transmiterea on-line a unui chestionar ce conține un număr de 34 întrebări, având scopul de evaluare a stresului organizațional, perceput de cadrele didactice din învățământul superior public din România.

Instrumentul de analiză conceput în prezenta lucrare de cercetare furnizează o imagine clară a conținutului și contextului locurilor de muncă ale cadrelor didactice din instituțiile de învățământ superior din România, situația existentă fiind descrisă pentru fiecare dintre cele șase domenii descrise de Standardele Health and Safety Executive din Marea Britanie.

Concluzii finale

Instituirea unor modificări structurale și sistemice fundamentale este extrem de dificilă întrucât implică și modificări structurale sociale care devin adesea cauza unor conflicte greu de rezolvat. Instituțiile și relațiile sociale care oprima identitatea, recunoașterea socială, autonomia sau orice condiție prealabilă pentru dezvoltarea umană, creează un mediu de conflict. Unele situații conflictuale pot fi prevenite printr-o redistribuire a resurselor și furnizarea de locuri de muncă mai pline de satisfacții, oportunități de dezvoltare individuală și coeziune socială.

Modul în care oamenii trăiesc și acționează este determinat în mare parte de structurile sociale în care se află, caracterizate încă prin exploatare, excludere politică și accesul inegal la resurse. Aceste structuri sociale creează de multe ori un sistem de învingători și învinși în care oamenii sunt prinși într-o anumită situație socială iar conflictele care decurg din nevoile umane nesatisfăcute pot fi diminuate de sistemul existent, dar este puțin probabil să fie rezolvate.

Pentru toate acestea este nevoie de o reformă reală a sistemului public și a celui educațional în special.

Interesul crescut de a reforma sistemului public, a sporit preocupările pentru eficiența sistemului și pentru dezvoltarea de programe sociale. Criza financiară mondială actuală a repus problema rolului sistemului public nu numai în dezvoltarea socială, dar și în susținerea și stimularea economiei.

Condițiile de muncă ar trebui să țină seama de diferențele individuale referitoare la capacitatea de adaptare și vulnerabilitate. Există dovezi convingătoare cu privire la faptul că locul de muncă contribuie la promovarea bunăstării individuale și invers, în cazul în care aceste condiții au fost ignorate sau neglijate, efectele se manifestă prin stres, cu consecințe majore în deprecierea bunăstării individuale și de multe ori a activității organizaționale. **Este evident că anumite ocupații sunt în mod inerent stresante.** Mai mult decât atât, dovezile sugerează că anumite condiții de lucru sunt stresante pentru cei mai mulți oameni, iar acest lucru nu poate fi evitat.

Legea Educației Naționale nr. 1/2011 nu a obținut rezultatele vizate în sistemul de învățământ românesc. Problemele complexe din acest sistem se datorează și faptului că funcționează atât ca mediu formator dar și ca mediu format, închistat uneori. Reformarea sistemului nu trebuie să vizeze numai obiectivele ce trebuie atinse ci și metodele de atingere. Încălcarea

regulilor sociale, manageriale, etice, deontologice determină tensiuni care se răsfrâng nu doar asupra angajaților ci și asupra activității acestor instituții, asupra elevilor, studenților și asupra sistemului social în ansamblul său.

Noi schimbări cu efecte structurale sunt prevăzute pentru învățământ în Programul Național de Reformă din 2014, unde se menționează „Accelerarea reformei sistemului de învățământ, inclusiv prin consolidarea capacității administrative atât la nivel central, cât și la nivel local și evaluarea impactului reformelor; accelerarea reformelor în domeniul învățământului profesional și al formării;...”. În vederea evaluării impactului reformelor se înscrie și lucrarea de față, deoarece orice reformă poate însemna progres sau regres, în funcție de cele mai multe ori de modul cum este resimțită de subiecții asupra cărora se aplică, deoarece nu trebuie să se susțină reforme pentru atingerea cu orice preț a unor obiective, neglijând omul atât ca actor al reformei dar și ca beneficiar.

În vederea atingerii obiectivelor Strategiei de la Lisabona pentru locuri de muncă mai multe și mai bune se pune problema flexibilității dar și securității crescute a acestora, atât la nivel individual dar și organizațional. În această problematică a apărut o nouă provocare, aceea a siguranței ocupației, în completarea politicilor deja existente, referitoare la siguranța locului de muncă. **Toate organizațiile trebuie să sprijine adaptarea forței de muncă la schimbările condițiilor economice, îngrijindu-se de dezvoltarea competențelor personale ale salariaților**, să răspundă mai bine nevoilor acestora, pentru că aceștia fiind mai productivi și mai adaptabili, vor asigura astfel o mai mare competitivitate și inovație.

Procesul de schimbare trebuie să aibă cât mai mulți câștigători.

Contribuții personale

Contribuțiile autoarei derivă din sublinierea implicațiilor manageriale dar și sociale ale stresului organizațional. Evidențiind necesitatea de a explora permanent percepțiile angajaților, concluziile legate de atitudinile, comportamentele și experiențele cadrelor didactice din mediul academic, pot fi de importanță în formularea inițiativelor viitoare legislative din învățământul românesc.

Contribuția personală a autoarei cercetării constă în rafinarea unui **instrument cadru de monitorizare a stresului organizațional**, prin care managerii să poată gestiona stresul angajaților în mod eficient și implicit să contribuie la creșterea bunăstării angajaților. Încurajarea managerilor în conștientizarea și gestionarea stresului la locul de muncă, implică evidențierea surselor sau a factorilor generatori de stres în munca. Gestionarea stresului se referă la intervenții eficiente legate atât de îmbunătățirea abilităților și comportamentului managerului, actualizarea politicilor existente cât și de dezvoltarea planurilor de acțiune în urma auditurilor de stres la locul de muncă.

Mesajul cheie este că managementul stresului trebuie văzut ca parte a activității normale de management iar comportamentele relevante înseamnă să se evalueze dacă aceste comportamente fac sau nu parte din repertoriul actual al managerilor.

Întrucât în prezent exista un consens rezonabil între cercetători în privința surselor sau a factorilor de stres în munca, chestionarele de evaluare în rândul angajaților au vizat aspecte organizatorice și ale muncii angajaților concrete, precum și posibilele implicații asupra sănătății lor mentale și fizice. Astfel cercetarea încearcă evidențierea abilităților și comportamentelor necesare managerilor în procesul de gestionare a stresului la locul de muncă și o posibilă integrare a acestora între competențele de management existente.

Contribuțiile acestei lucrări de cercetare, subliniază implicațiilor socio-culturale ale stresului locului de muncă, conceptele examinate în cadrul cercetării sunt pertinente pentru perioada curentă și pentru inițiativele viitoare legislative din învățământul românesc. Ca urmare rezultatele cercetărilor trebuie traduse în soluții practice și accesibile la locul de muncă, cercetarea stresului axându-se pe transferul și traducerea cunoștințelor științifice în practică, la locul de muncă și în găsirea unor soluții accesibile de intervenție. Există o nevoie urgentă de studii care să evalueze fezabilitatea, eficiența costurilor și beneficiile intervențiilor la locul de muncă și la nivel de politici publice.

Utilitatea tezei de doctorat

Cercetarea întreprinsă în instituțiile de învățământ public din România, provoacă percepțiile retorice ale stresului, transmițând factorilor de decizie mesajul introducerii unor strategii coerente pentru îmbunătățirea bunăstării cadrelor didactice din învățământul universitar.

Lucrarea a analizat percepțiile cadrelor didactice și a stabilit cauzalitatea stresului organizațional în instituțiile de învățământ superior public din România. În urma cercetării întreprinse și diseminării rezultatelor, cadrele didactice pot obține o conștientizare personală a reacțiilor și simptomelor legate de stresul organizațional.

Utilitatea lucrării de doctorat se refera în primul rând la furnizarea unor contribuții în cunoștință de cauză, asupra unui subiect de cercetare academica mai puțin abordat în domeniul managementului. Mai mult decât atât, explorarea stresul organizațional din instituțiile de învățământ superior, dezvoltă cunoștințele existente în domeniu prin abordarea și evidențierea unor factori noi de stres.

Noutatea tezei de doctorat

Stresul organizațional este un termen folosit mai mult ca o expresie idiomatică, poate chiar "tabu" în România. Însă stresul organizațional este o problemă de actualitate, imperios a fi luată în considerare în cercetarea științifică. Managerii nu îl iau în calcul sau îl evita în mod sistematic din cauza mai multor factori, explorați în timpul cercetării întreprinse. Mai mult decât atât, caracterul larg al studiului a evidențiat o congruență între factorii analizați și percepția cadrelor didactice în legătură cu introducerea unor măsuri de management al stresului în mediul universitar, remarcându-se obiectivitatea și imparțialitatea respondenților.

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ABSTRACT OF THE DOCTORAL THESIS

***ORGANIZATIONAL STRESS IN HIGHER EDUCATION
INSTITUTIONS. MANAGERIAL IMPLICATIONS.***

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academic education, organizational stress, psychosocial hazards, stress audit

Research context

The rapid spread of the concept of stress in biological sciences, health, the natural environment and ecological social and economic sciences is reflected in its ability to inspire holistic and interdisciplinary research through a real 'border transgression of science ". Placing his equally "between disciplines, across the different disciplines and beyond discipline", gives a transdisciplinary nature and discovery and rediscovery can contribute to understanding the present world, but the unity of knowledge is imperative.

European Union policies and strategies demonstrates the importance of European initiatives in prevention and health promotion. Anticipating new and emerging risks, whether linked to technical innovation or caused by social change, it is vital, because the risks can be controlled. This requires first and foremost, ongoing observation of the risks themselves, based on the systematic collection of scientific information and advice.

The key message of this paper is that stress management should be seen as part of normal management and relevant behaviors is to assess whether or not it is part of the current repertoire of higher education institutions.

Professionals have gradually realized the importance of stress management in the organizational environment, as was done attaching it to the loss of productivity, performance and decrease service quality. And to develop a positive internal organizational culture, great importance is examining employees' attitudes to work-related stress. Managers should promote a work environment that recognizes the importance of stress management through active management action involving workplace.

The importance, the timeliness and motivation approached theme

One of the reasons that require study stress is the cost paid by each of us with health and quality of life in general. People perceive themselves that is constantly growing amount of stress, as evidence of awareness of the impact on its own way of life.

Significant increase in the number of stress-related diseases, caused global concentration of research specialists in many fields, on the regulation of preventing and reducing work-related stress. Being a contemporary organizational phenomenon, the extent of literature and research that explores the stress experienced considerable growth in recent years.

For this purpose, it must be constantly analyzed individual perceptions about the situations generating stress history and the factors that help staff cope with stress. Activities stress management in the workplace tend to focus on the individual by placing attention on a level of fault of the employee. It is seen as having some sort of problem or is perceived as unable to cope with the

demands, suggesting that the individual has to change somehow, so you do not exist "problem". Evaluation studies and empirical stress management programs clearly shows defects and simplistic line of thinking because it recognized that sick individual can be a symptom of a diseased organization. Therefore, both humanistic and economic reasons requires a different approach. Although there is growing evidence that stress plays a major role in the development of chronic diseases, more research is needed to clarify this influence within the context of multifactorial causation.

Following the results of research must be translated into practical and affordable solutions to workplace stress research focusing on the transfer and translation of scientific knowledge into practice in the workplace and in finding affordable solutions for intervention. There is an urgent need for studies to assess the feasibility, cost-effectiveness and benefits of interventions in the workplace and in public policy level.

Research on stress among teachers is a major research topic in many countries, but the social, cultural, economic and educational between countries preclude the generalization of research conducted from one country to another, which is why the design of this study were taken into consider elements appropriate to the circumstances in Romania, studied specific domain

The stress research has been led by a series of events, debates, visions and personalities, whose presence is a must when it comes for the stress history to be tackled. The events sequencing, their development and debating history are important in understanding the way they have been incorporated into the research today. At the same time, highlighting the evolution of the term **stress** and of the historical contexts in which it was developed is imperative to substantiate a contemporary academic research on this topic. Although there was no consistency in the use of the word **stress** in one form or another, it has always been with us, being a label used to explain some aspects of the relationship that people have with their environment. Examining the historical origins of the word is important to discover when it became a scientific term, but also to find out if stress is a disease of our times.

During the last century, a number of observational and clinical problems have highlighted the importance of invoking the term **stress**, not only as a convenient euphemism but as an explanation of a scientific principle as well. The term was applied when people were faced with situations characterized by both strong emergency or long term reactions, which clearly provoked vegetative reactions and hormonal problems when it was noted that certain organs emit answers, sometimes to the pointof failure. The term has also joined numerous scientific disciplines serving as a binder for more themes from the history of science. The rapid spread of the concept from the biological sciences, the natural environment and ecological health science in the social and economic sciences is reflected in its ability to inspire holistic and interdisciplinary research.

The most important and relevant theory about stress is the biological one. According to it, stress response can be both beneficial and harmful to the body. The global response to the physiological, neural, hormonal and behavioral level is highly complex, the clinical trials and laboratory results being eloquent in this respect. There are complex factors that affect whether the body's response to stress leads to adaptation and resilience or to erroneous adaptation and dysfunction.

The stress history debates have been focused on the questions: "how do we measure and how do we cherish stress results", aiming the nature of this phenomenon in order to clarify the subjective-objective report. Richard Lazarus talks about stress as a phenomenon consisting of many variables and processes, an organizational concept, saying that it is particularly important to understand the confusion and the controversy of the past research papers.

Thesis structure

The first chapter of this research paper includes a historiographical of stress research, bringing into everybody's attention the research and the contributions to the field by notable biologists and physiologists. At the same time, it highlights the theories that have tried to explain, since the nineteenth century, some aspects of the relationship that people have with their environment and have discussed the idea of the wearing concept, of the concepts of life rhythm balance and impact on human being themselves.

Throughout the twentieth century, among the scholars, it has become increasingly common the idea that many human pathological manifestations are due to the lack of capacity to adapt to the environment (or due to a faulty adjustment).

The stress research began to regroup in the second half of the twentieth century, different and multiple non-physical circumstances being discussed in order to explain the emergence of diseases.

In addition to this, these circumstances/causes have been proven to be inextricably linked to the relationship that people have with their own environment. The individual perceptions or the meaning of different individual responses facing the environmental conditions had been marginalized for a long period of time also due to the fact that the methods of investigation were quite limited.

The modern times, and its concomitant (but unnatural) processes, such as the rapid growth of the population, the industrialization, the urbanization and the continuous increase in the technology complexity have steadily/continuously threatened the natural environment balance. That is why stress has perhaps become the most widely used concept, not only as an expression of personal identity, of the surrounding/external environment, but also of the complexity of the competitive capitalist economy, defining the fundamental paradox of the modernity: the efficient and rational

body answer seen as a machine or a system, that gives us power and the ability to respond to shocks and diseases that can destroy the person themselves.

The second chapter of this paper conceptually defines the organizational stress, emphasising its implications for both employees and managers. In the same time, the brief history of the research papers done and of the theories developed in the organisational stress domain have not merely been seeking a retrospective end/goal: without acknowledging them, the present research would have been of a disproportionate importance. The present findings would not have been possible without the past debates of the past, the history providing a way to satisfy the curiosity and to avoid the past mistakes. Some of the present ideas belong to a large number of those brilliant minds of the past. In addition, practice has shown that understanding the process of organizational stress requires a methodological pluralism, not a replacement of one method to another. In the scientific discourse, the organisational stress has a relatively short history, being a research field crystallized in the early 1960s, in order to investigate the working conditions and their consequences on the workers' performance and health. The concept of organizational stress or of work stress, has been defined in the stress literature by using a variety of approaches, starting with the existence of a huge array of problems in the interaction between individuals and their work environment. But in order to understand the complex forces that influence the human behaviour within organisations, we must ascertain the nature of the organization itself. An organization should work ideally, so as to serve the interests of all, but the reality reveals us a number of conflicts and tensions, which demonstrates the complexity of the organisational life.

Currently, the workforce training for the profoundly altered socio-economic environment involves placing the fore skills, the abstract reasoning in the foreground, emphasizing the importance of knowledge-based work, solving problems faster, new ways of communication and collaboration. The complexity of these pressures is potentially associated with varying degrees of stress and with negative impact on the employee's performance. But concepts of challenge, pressure and stress are often used interchangeably in organizations, thus being a common excuse for poor management practices in many organizations. The organizational stress can be considered an inevitable consequence of the demands and expectations of the contemporary work environment.

The present times bring different working conditions compared to the previous periods, changing the complexity of jobs especially concerning the functions and the structures, the roles introduced by the evolution of the technology, of the information and of the job content. The cognitive demands are features of many current jobs and the opportunities for development and learning are considered resources that many workers are seeking for during their present jobs. But in recent years, the increase in the physical and mental demands on workers has led to new risks associated with their jobs, the stress factor being prioritarily taken into consideration .

Being considered a psychosocial risk factor, the work determined stress has drawn not only the researchers' attention but the decision makers' interest in psychological risks and in the associated risks regarding everybody's work health and safety .

The economic crisis has certainly not been isolated from the social and working environment, the organizational stress representing, in the current period, the result of a huge array of stress factors originating both from the macro and micro-economic levels. The cumulative result of the action of stress factors consists of the confusion, the uncertainty and a variety of stresses and constraints on individuals, whose health and welfare costs can not be estimated. The economic, social and organizational stressors of the XXI century, represent the realities of our times, and the specialty literature has failed to fully address them - that is why this study mainly highlights and focuses upon them . In order to formulate a model of organizational stress relevant to the XXI century, the paper examines a number of new stressors that preceded the period of recession. The research shows new predictors of stress at work involving high physical and psychological requirements while reducing or lacking awards and resources, autonomy, social and managerial support, feedback on employee's performance, to name a few causes. The recent researches have tried to demonstrate what models are applicable to various occupations, what other combinations of work requirements and resources may be responsible for the stress in organizations. All the stressors at those three levels: individual, organizational and social, have a major effect on the employee's behaviour, physical, psychological and general welfare.

In the stress literature, many authors have discussed the meaning of the term *work-life balance*. Some authors prefer to use the traditional terminology of *work-family* as a recognition of the fact that, for many people, the work place and the family needs the most amount of time, attention and energy and those are the fields that may conflict with each other. The binomial terminology *work-families* simplifies the people's lives because it fails to encompass the diversity of individuals' work and life circumstances.

The organizations must promote structures that align the employee's work and personal lives, that balance the demands of the workplace with personal preferences and needs, due to the fact that the balance between work and life can mean different things to different people. The so-called "culture of the overtime" has created some problems for both employees and the bondage within their families, more work hours shortening the time needed for family responsibilities. A vicious circle which has led to the so-called presentism at work. This presentism is a term used to describe a work connected phenomenon through illness and injury, and more analytically is a concept used to "describe the phenomenon of workers who despite their health problems, continue to come to their jobs ". The presentism is likely to lead to a decrease in

productivity at the organizational level, due to rising costs, these costs being estimated to be four or five times higher than the costs of absenteeism.

These problems will continue to occur as long as the economic picture remains bleak, and the organizations and the people are willing to allow the situation to continue. The accumulation of the organizational factors of stress is very likely to worsen in the next period as well. This is why there is a higher possibility that the workers' psychosomatic health to diminish, the excessive labor costs causing repercussions on personal and family life.

Stress is often attributed to the organizational management style adopted within an organization, to hierarchical bureaucratic structures that can lead to a lack of workers' participation in decision-making processes and a lack of satisfaction regarding the organizational work. The conditions created by the global economic crisis and its impact on the world of work have affected the labor relations in organizations, too. All the employees have a greater volume of work, deadlines for completion that involves a faster pace of work so that they can not receive support from their fellow workers. An abusive management style and a more thorough assessment of individual performance, exacerbate tensions that constitute themselves into organizational stressors. The abusive management style seems to be the dominant leadership model type in times of recession and economic downturn, when the pressure builds both on managers and employees in order to meet performance levels and to keep work.

The economic downturn combined with an abusive and harmful style of leadership leads to a detract in the level of employee's involvement, to a decrease in their job satisfaction and sense of responsibility. The extreme and abusive management styles and the thorough evaluations of individual performance can lead to the psychological distress, with a significant impact on employees' health. In conclusion, "we now have a much more abusive, bureaucratic and autocratic management style, as a result of this recession."

The ability to effectively manage an organization with increasingly limited resources is one of the biggest challenges facing the managers today. The managers should have the skills, the knowledge and the ability to effectively manage the workforce in order for the financial problems effects to be felt as little within the organization.

The third chapter of the thesis analyses the factors that have lately conditioned the accelerating changes in the structure of the higher education level in both the European Union and Romania.

The analysis of the forces that shape the higher education today, in a digitized globalized and multicultural world, of the way they have already begun to change some traditional notions in order to be adapted to new emerging social needs is in a constant debate in the educational field. In the "imaginary space" of "the knowledge society" today, the knowledge is based on intellectual

assumptions in a very general and intangible way, but in a world of finite resources, the knowledge is infinite. The knowledge today is increasingly regarded the solution to the individual and collective economic and social problems, a new global religion that is. However, this new "religion" is now facing the inevitable deliberations and debates on knowledge imperialism but also with a new marginalization approach. The relational approach of knowledge means that change can not be done for people, but it must be continuously negotiated with them.

Reforms initiated globally since the 1980s have spurred the introduction of the "New Public Management", a trend focusing on marketing, corporatization and privatization of several fields of public sector industries. New ways of working based on corporate practices have imposed the principles of performance management, of standardization and productivity measurement in the higher education curricula, but they have become worrying practices for this system. In the last three decades the higher education reforms and the changing of the legislative framework were based on this new paradigm of organizational teleological shifting. The higher education thus becomes a factory of knowledge and the consequence of implementing The syntagma "the user pays" has generated a continuous search for financial resources and an increased attention to the market competition. This has required a „top-down" management approach, budget designed on principles of fiscal efficiency and explicit performance based on key performance indicators. We have thus to improve the efficiency through greater achievements at a lower cost.

Traditionally located in the non-profit field, the universities have begun to operate as organizations in search of profit. Students have been redefined as customers, the professional and business communities have been redefined as strategic financial partners, the university diplomas have been reformed as products, having there been a growing interest in measuring satisfaction and dissatisfaction. The academic achievements are monitored both physically real and in the virtual presence in the global almighty virtual environment.

The universities central mandate since their inception, has been the generating, the transmission and the application of knowledge for the wider benefit of social, educational and economic society. But today the production and management of knowledge has been reduced to what matters to the world market. The higher education reforms, the contextual changes that have introduced new models, structures, policies and institutional practices have not necessarily resulted in new and better ways of working. The higher education system reforming has imposed new measures to promote and to market the research results, to use the technological innovations for the benefit of the market economy and of the labor and to increased scientific publication of the research results. It is not enough investigated the changes effect on the knowledge production and especially on those working in the field of knowledge-the knowledge producers.

The European policies to reform the higher education system have been focused on demonstrating the relevance and importance of this area for the society by increasing the interaction between the universities and the industry and by the initiatives designed to promote research excellence and to foster competitiveness. The educational reforms of the recent decades have included the gradual decline in the government funding, an increased attention to top universities as an implicit/default marker of the world market quality, the emergence of new forms of governance and management and an increased pressure to comply with the regimes liability and supervision

In the European political circles it has been argued that the Europe of knowledge requires adequate investment in the research infrastructure that leverage the capacity for economic innovation and growth throughout the region. But the relatively modest standard of European universities in rankings of world universities is explained today by using the word "crisis" that has come later in the European political debates.

The evaluation of the higher education system in its striving for excellence worldwide has been imposed to determine the status, the quality and the performance of the individual institutions and their positioning in top universities. But the universities can only prosper when the material resources are available and the, as well as the financial situation and the number of students are conditions limit considered for the actor's behavior. "

In the process of the institutional change in the higher education system, several factors have been involved: the reforms of the higher education system and the strategies of the organizing, often dictated by political ambitions, the intentionality of the leadership in rationally defining internal objectives and the incorporation into the academic traditions of the new cultures and identities. The organizational strategies have but become new instruments in the hands of academic leadership in order to form a specific profile of the university.

Redesigning the regulatory framework of the university management has meant the implementation of a dense system of procedures, rules and methodologies. In the process of change, the academic traditions have been blended with reforms and strategies, required by the new rules and values come into play, giving rise to a burden of teachers in dealing with a superstandardized system.

In the dynamic process of the European institutions and systems modernization, the universities now face an overgrowing pressure to demonstrate their (economic)relevance for the society, while they are competing for a scientific status of excellence worldwide. The role of higher education institutions (in society and economy), has thus come into conflict with the traditional concept of relevance and excellence of this sector. The effects of institutionalizing these measures in the universities daily life reflect the way they can balance the two dimensions, excellence and relevance.

The researchers in higher education are forced to invest in society, as producers of scientific knowledge. But in order to serve the present ideologies, which often confuse their role with that of experts or consultants, not through active participation in the research space .

A number of studies have been focused their interest on researching the environmental quality in universities and on its impact on the welfare of teachers. Many of these have analyzed the changes brought by the new form of academic organizing called neoliberalism to the academic environment. The concept of neoliberalism refers to the institutional transformation that has changed the university's mission of public good in entrepreneurial values-based and a profit-based institution. This change in the mission of education, had negative effects on academics and on the welfare of employees, including by increasing organizational stress.

In Romania, the macro-economic developments of the last two decades, characterized by short periods of stability followed by long periods of decreasing evolution and by the burden of a strong economic crisis have generated a continuum of budgetary austerity policies, with reverberations in all social fields. There have been occurred a huge array of negative and dangerous phenomena on the background of mainly downward economic developments as a result of an inadequate managerial training and of a lack of managerial competence necessary to operate in a competitive market.

The cost impact of economic reform and of the inconsistent behavior of some political parties and leaders has led to the disappointment and to the erosion of the political institutional credibility and the "thesis that the market economy and the civil society has solved all the social problems has proved to be an illusion, with disastrous effects" in Romania. What is the result of the changes brought by the reform, of these "special designs" on society? "The economic reform, the political reform, the education reform, the health care reform, etc." have brought changes at the social level but as a "result, not as the achievement of a clearly formulated objective to mobilize a collective effort".

How are the reforms and the objectives performance set counted today? The structural changes were unreliable. The forecasts inconclusive, the real wages and the investments have fallen, the unemployment ratio has gone up, the internal and external trade mark has decreased. the budget deficits have been increased the required external assistance has not resulted in an effective form and the health of the population has been depreciated as a result of "a complex combination of relevant factors at the individual and macro level."

A major source of discontent is caused by the institutional leadership: an unusually high number of teachers have expressed their dissatisfaction and doubts about the leadership quality provided by managers in their universities. While it is recognized that a certain degree of stress is normal as an inevitable part of everyday living, a significant proportion of the university staff face

maladaptive stress levels. They adversely affect these workers' physical and mental health, their interpersonal relationships at work, the quality of their work and morale in the workplace. These findings are consistent with the broader stress literature that suggests that workplace stress is increasing not only among academic employees, but in a variety of occupations as well.

It is as well obviously important for universities in Romania to protect their personnel in order to reduce stress levels, to provide a high level of their welfare, to provide both the organizational performance and the intellectual health of the nation. The research on stress among teachers is a major research topic in many countries, but the social, cultural, economic and educational differences between countries preclude the generalization of research conducted from one country to another, which is **why items tailored to the local circumstances have been taken into account when designing this course.**

This research work has aimed at institutions of public higher education in Romania and was based on a descriptive survey, held in cross-section, used in order to gather and analyze information on certain aspects and phenomena that currently exist in this organizational environment. This was aimed to review situations arising from factors associated with the working environment, based on demographic characteristics, some of them being behaviors and attitudes, and a self-assessment of teachers' health status. The descriptive study estimated the specific parameters of the analyzed population and describes the associations arising from there.

Chapter V lays the foundations of the opportunity of experiencing organizational stress audits in the audit work performed in public higher education institutions in Romania. This is based on the idea that encouraging managers in managing organizational stress involves the predictors and the sources of stress highlighting. Stress management refers to effective interventions related to both managers' skills and behaviour improvement, upgrading the existing policies and developing action plans, as a result of stress audits at work. The paper concludes that being able to provide evidence-based policies and interventions to improve the welfare of employees at work is of a paramount importance for all domains of activity. If the researchers do not understand these responsibilities the gap between scientific research and what is relevant to everyday life will be increased.

Methodological specific research

To explore the multitude of knowledge in the field of stress research work has been carried out a focused review of the scientific literature and relevant professional.

Tackling stress at work through the management standards developed by the Health & Safety Executive in the UK, it offers an opportunity to unify approaches currently used.

Relevant theories of stress in work in conjunction with the results of several studies led to the development of the standards for managing stress at work, called "Stress Management Standards." A series of theoretical and epidemiological arguments suggest that the use of management standards is relevant to the management of common health problems in the workplace. Imposing management standards can have a positive impact on reducing workplace stress, absenteeism and presenteeism, management and other key indicators in achieving organizational performance. They offer the opportunity to unify approaches (conceptual and practical) currently used to manage health problems at work, for a potential increase in the overall cost efficiency. Using standards organization aims to work rather than an individual approach so that a greater number of employees to benefit from actions taken.

Employers have obligations to their employees and are responsible for carrying out risk assessments appropriate and sufficient to alleviate any potential stress-related effects on employee health and safety. Stress approach based on standards development in health and safety in Great Britain, it was based on the need for employers to understand what is expected of them. They allow employers to monitor performance in managing stress at work through a real partnership between employers and employees to improve specific areas of activity described in the Standards having a positive effect on employee well-being. This approach gives managers the information, procedures, and tools to achieve this. This toolkit was followed by other studies, which describe management skills managers and other interventions needed to reduce a number of health problems became common among employees.

Research objectives

The aim of the research work was to evaluate the perceptions of teachers in Romania in relation to aspects of the working environment may generate stress, based on conventional research methods and literature.

The ultimate goal of the research is refining a tool standardization and monitoring framework by which managers can track and manage organizational stress effectively and thus contribute to increasing the welfare of employees.

Topics of interest for the research was carefully planned and clearly reflected in the questions. They considered issues related to working conditions, excessive work load, with tasks, additional roles amid continuing and multiple social change while reducing resource control took on the work, labor relations. Tested various sources of discontent aspects of business management and other

organizational factors which may show an increase in the stress at work, management support and low social balance work - family, as well as aspects that moderate stress at for work.

The author's original contribution of this study is to highlight, realistically, genuine organizational stress factors, currently existing higher education institutions in Romania. At the same time, prioritize work campaigning for the introduction on the political agenda in Romania, prevention measures of organizational stress, improve organizational productivity and employee well-being.

Research hypotheses

Design research aimed to examine the level, extent and history of stress at work, experience of staff and the consequences arising therefrom.

The general objectives of the research refers to:

- ✓ Examine the level of stress at work experienced by academic staff of public institutions in Romania.
- ✓ Determine if staff face different categories with different levels of stress or similar professional
- ✓ Identify organizational factors that contribute to stress at work.
- ✓ Examine the impact of organizational stress on individual health teacher
- ✓ Identify strategies used by individual staff to cope with stress in the workplace and organizational (eg, organizational support), that moderate stress at work.
- ✓ The paper seeks meeting benchmarks set out in the scientific approach, to determine:
- ✓ predictors of stress among teachers in public institutions;
- ✓ The existence of an association between predictors and perceived stress, according to some demographic characteristics (gender, age) and professional (position and function);
- ✓ stress on the health repercussions of teachers;

In this regard it was proposed to be demonstrated following hypotheses linking variables discussed by the questionnaire:

Hypothesis 1. Requirements academics work increases their stress level;

Hypothesis 2. The lack of predictability and low control over their activities, increase stress academics;

Hypothesis 3. Support reduced from university management, contributes to teacher stress

Limits of research

Collection of information materialized in design (design and refining), followed by online transmission to a questionnaire containing a total of 34 questions aimed at assessing the organizational stress, perceived by teachers in public higher education in Romania .

Analysis tool designed in this research paper provides a clear picture of the content and context of employment of teachers in higher education institutions in Romania, the situation is described for each of the six areas described Standards Health and Safety Executive in the UK Kingdom.

Conclusions

Establishment of structural and fundamental systemic changes is extremely difficult as it involves social and structural changes due to conflicts often become intractable. Institutions and social relations that oppress identity, social recognition, autonomy or any precondition for human development, creates an environment of conflict. Some conflict situations can be prevented by a redistribution of resources and provision of jobs rewarding opportunities for individual development and social cohesion.

The way people live and act is determined largely by social structures which are characterized by still operating, political exclusion and unequal access to resources. These social structures often creates a system of winners and losers where people are trapped in a certain situation and the social conflicts arising from unmet human needs can be mitigated by the existing system, but is unlikely to be resolved.

For all these require serious reform of the public system and education in particular.

Increased interest to reform public concerns for increased system efficiency and the development of social programs. The current global financial crisis has reinstated the role of the public issue not only in social development, but also in supporting and stimulating the economy.

Working conditions should take into account the individual differences on resilience and vulnerability. There is convincing evidence on that work contributes to the advancement of the individual and vice versa, if these conditions were ignored or underestimated the effects manifested by stress, with major consequences in depreciation individual welfare and often work organizational. It is obvious that certain occupations are inherently stressful. Moreover, evidence suggests that certain working conditions are stressful for most people, and this can not be avoided.

National Education Law no. 1/2011 did not obtain the expected results for the Romanian education system. The complex problems of this system is due to the fact that environmental functions both as a trainer and as a medium format, sometimes secluded. Reform should not only target objectives to be achieved and the means of achieving it. Violation of rules of social, managerial, ethical,

deontological causes tensions that are reflected not only on employees but also on these institutions, the students and the social system as a whole.

New changes have structural provided for education in the National Reform Programme 2014, which mentions "Accelerating reform of the education system, including by strengthening administrative capacity at central and local level and impact assessment reforms; accelerating reforms in vocational education and training; ... ". To assess the impact of reforms falls and paper, because any reform could mean progress or regress, depending mostly on how it is experienced by subjects on which apply since there must be support reforms to achieve with any price targets, neglecting man both as actor and as a beneficiary of the reform.

In order to achieve the objectives of the Lisbon strategy for more jobs and better question is flexibility and increased their security, both at individual and organizational levels. In this issue there was a new challenge, that of occupation safety, complementing existing policies relating to workplace safety. All organizations have to support the workforce to adapt to changing economic conditions, taking care of the development of personal interests of employees, to better respond to their needs, because they are more productive and adaptable will thus ensure greater competitiveness and innovation .

The process of change must have as many winners.

Personal contributions

Author contributions derived from underlying social implications of managerial and organizational stress. Highlighting the need to explore permanent employee perceptions, conclusions related attitudes, behaviors and experiences of teachers from academia, may be of importance in the formulation of future legislative initiatives in the Romanian education.

The contribution of the author's personal research is refining a tool of organizational stress monitoring framework by which managers can manage stress effectively and implicitly employees to contribute to increased employee well-being. Encouraging managers' awareness and stress management at work involves highlighting factors or sources of stress at work. Stress management refers to effective interventions related to both the improvement of skills and behavior manager, update existing policies and developing action plans from audits of stress at work.

The key message is that stress management should be seen as part of normal management behaviors and relevant means to assess whether or not these behaviors are part of the current repertoire managers.

Now that there is a reasonable consensus among researchers on sources or stressors in the work, evaluation questionnaires among employees and organizational issues targeted specific employees labor and possible implications for their mental and physical health. Such research seeks to highlight the skills and behaviors required of managers in managing stress at work and their possible integration between existing management skills.

The contributions of this research paper highlights the socio-cultural workplace stress concepts examined in the study are relevant for the current and future legislative initiatives of the Romanian education. Following the results of research must be translated into practical and affordable solutions to workplace stress research focusing on the transfer and translation of scientific knowledge into practice in the workplace and in finding affordable solutions for intervention. There is an urgent need for studies to assess the feasibility, cost-effectiveness and benefits of interventions in the workplace and in public policy level.

Thesis utility

The research conducted in public schools in Romania, causing rhetorical perceptions of stress, conveying the message makers introducing coherent strategy for improving the welfare of teachers in higher education.

The paper analyzed the perceptions of teachers and established organizational stress causality in public higher education institutions in Romania. The research undertaken and disseminating the results, teachers can get a personal reactions awareness and organizational stress-related symptoms. The utility doctoral thesis relates primarily to providing informed contributions on a subject of academic research in management less discussed. Moreover, exploring organizational stress of higher education institutions, develop existing knowledge in the field by addressing and highlighting new factors of stress.

Thesis novelty

Organizational Stress is a term used more as an idiom, even "taboo" in Romania. But organizational stress is a topical issue, to be considered urgently in scientific research. Managers do not take into account or who avoid it because of several factors, explore during the research undertaken. Moreover, the general character of the study showed a congruence between the analyzed factors and perception of teachers in relation to the introduction of measures stress management in academia, pointing out the objectivity and impartiality of respondents.

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