

Research Paper

A Qualitative Study of Psychosocial Safety Experiences Among Early-Career Academicians in India

Vartika Singh^{1*}, Prof. (Dr.) Eric Soreng²

ABSTRACT

Academia has traditionally been viewed as one of the most well-balanced fields, offering lower work-related stress. However, in recent times, this perception has shifted dramatically due to increased workload arising from heightened demands for research, PhD supervision, and an ongoing battle against various forms of technical, mental, and emotional strain, particularly in the private sector. The focus of the study is to understand the experiences of academicians working in the Private sector. The study included a sample of 12 academicians (5 males and 7 females) aged between 21-32 years. Data was collected through short, semi-structured interviews with the help of open-ended questions. The study aimed to analyse participants' experiences of psychosocial safety in universities. Ten global themes emerged in thematic analysis, which included experiences of being in an unhealthy and hostile work environment exploitative and unfair work policies and practises, ignorance of psychosocial needs, micro aggressive behaviours and discriminatory practises, longing for work life amalgamation, presence of culture of isolation and emotional neglect, organisational apathy in action towards a dresser of mental health yearning for appreciation recognition and rewards, self-censorship of psychological issues Need for inclusive supportive practises. The study has implications for psychosocial safety challenges faced by early-career academics.

Keywords: *Psychosocial safety, Academia, Faculty, Psychological health, stress, burnout*

The social indicators of employees' psychological health seem to be consistent with inadequate working conditions and resultant stressors and hazards at the workplace. (Dollard et al., 2019). In the past few years occupational stress in Academia in India has developed more rapidly in comparison to the other stressors especially with increasing demands of the job, availability due to technological advancements like Artificial intelligence, easier reachability via video calls of zoom, google meet and also post pandemic, with surge of research projects with limited funding and lesser time with teaching workload has led to severe physical and psychological exhaustion. It has also contributed to the blurring of boundaries between work and life, leading to isolation and loneliness in academicians. This has also led to jobs becoming physically, emotionally, and cognitively more draining as the high demands are met with fewer resources and limited energy, with ever-increasing demands.

¹PhD Scholar, Department of Psychology, North Campus, University of Delhi, Delhi

²Professor, Department of Psychology, North Campus, University of Delhi, Delhi

*Corresponding Author

Received: September 26, 2025; Revision Received: October 08, 2025; Accepted: October 11, 2025

Research was done in which a systematic review was conducted, which found that faculty face a comparable risk of getting collapsed, especially with getting exhausted emotionally, to that seen in 'highly pressured' workers, including health care professionals. (Watts & Robertson, 2011). The primary contributor to emotional fatigue and stress stems from the demands of teaching, involvement in service activities, and the process of seeking research funding. This indicates that educators face various stressors that lead to the emergence of symptoms similar to burnout, affecting their work and overall performance (Unterbrink et al., 2012).

In contemporary times, there is a competition amongst the different universities in terms of their NIRF rankings, which has also pressured the university staff to give into the Job demands that come with achieving that status in universities. It is essential to explore and investigate the academic aspects when evaluating psychosocial safety for academicians, as it significantly affects their experiences, achievements, and the holistic achievements credited to them. (Gillespie et al., 2001). Thus, it becomes even more crucial to research these aspects. This research endeavour targets to fill the void in the existing studies on PSC in Indian academia.

The exploration of psychosocial risks highlights various stressors faced by academic staff. These include expectations from work, such as working hours that stretch longer, cumbersome loads of work, speedy work, clerical duties, presenting quality-oriented work, and the excessive need to get money for research and publishing, all of which are considered particularly stressful. (Hammoudi Halat et al., 2023)

The combination of excessive workload and a strong commitment to the job often leads to a blurred distinction between work and life, which heightens the likelihood of conflict and negatively impacts well-being (Kinman & Jones, 2008). The studies on stress in academia are limited in India as compared to the rest of the world. This calls for a study that focuses on adding to the void in the research.

There is a lot to dive into when it comes struggles of university academic staff in India. Psychosocial risks and safety within India's academic environment have been increasingly jeopardized over recent years. Contrary to the previous belief that academia offers a low-pressure, low-stress, and less risky profession, characterized by stable income, manageable workloads, minimal stressors, flexibility, and various benefits such as funding for conferences, international trips, and favourable sabbatical options for pursuing advanced degrees and career opportunities, recent research findings indicate that university faculty members are among the most vulnerable to psychosocial risks and workplace stresses. Evidence from studies has highlighted that teachers in higher education institutions experience considerable levels of stress. This extensive transition in contemporary times and the entire lack of acknowledgement and discussions around universities' academic staff's lived experiences of psychosocial safety needs have to be researched and addressed. The current research is one such attempt to capture their concerns and the risk factors, and their safety lived experiences

METHOD

Objectives

1. To explore the psychosocial safety experiences of academicians in Indian Private Universities using qualitative thematic network analysis.

2. To explore the role of psychosocial safety climate in Academia.

Participants

For the current study, 12 academicians between the ages of 21 and 32 were selected. In this group of Private University Academicians, five males and seven females were there. They were working for more than two years in Academia after the completion of their doctorates. In this study, purposive sampling was utilised for easier accessibility of participants.

Data Collection

The information was accumulated by using short, semi-structured interviews with open-ended questions. The questions were selected with the understanding that participants' experiences of psychosocial safety and well-being in India can be studied elaborately. The participants were met, and they were informed about what the study was about, doubts were cleared, if any, about the process of interviews, and also what method of appointment for interview conduction would suit their needs. The interview aimed to gain a deeper insight into their feelings regarding the recent changes in academia, as well as how the rising job demands and decreasing resources have affected them both professionally and personally. This approach was intended to explore the risk and protective factors present in their current work environment.

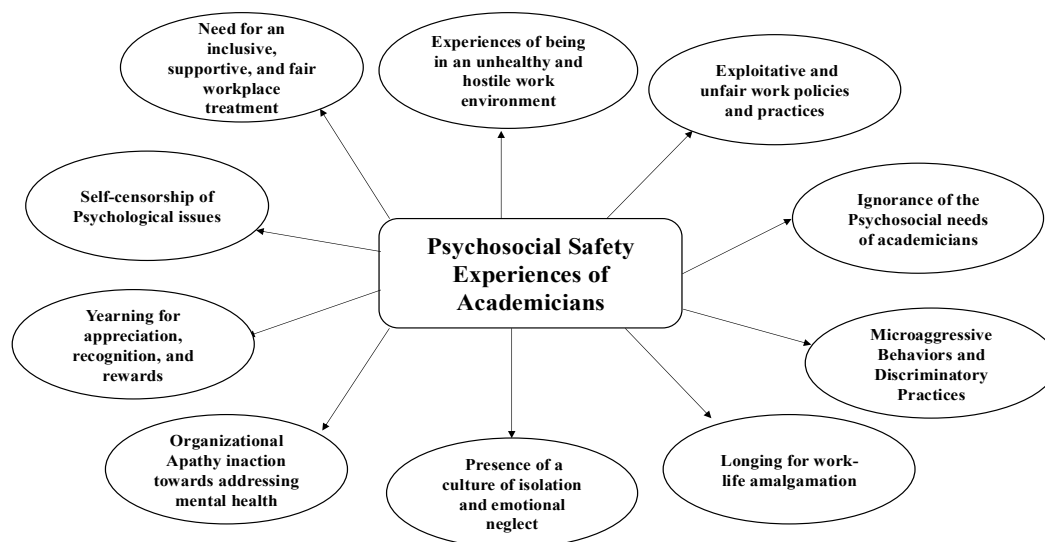
Procedure

The interview commenced with an effort to build rapport, after which participants were informed about the research's objectives and that consent had been secured. They were guaranteed that their information would remain confidential. This research utilized thematic analysis to process the data (Attride-Stirling, 2001), following the frameworks outlined by Attride-Stirling (2007) and Braun and Clarke (2006). The approach begins with coding the study's data. The initial coding was performed to align with the data closely. After the coding was completed, key basic, organized, and global themes were identified from the codes by organizing them systematically.

RESULTS AND DISCUSSION

The present research study aimed at studying the lived experiences concerning Psychosocial safety for faculty members working in Indian academia in private Universities in India, as shown in Figure 1 below. As the current research is completely qualitative in its approach, it takes into account the subjectivities and biases from both the researchers and participants. In the Academic sector, the quantitative approach has been highly utilised to study the factors, but qualitative research seems necessary to also dive into experiences that often go unnoticed in numbers. So, to stay close to lived experiences, qualitative research was utilised. The in-depth exploration of the factors prevalent in Private Universities was done.

Figure 1: Global Themes of Experiences of Psychosocial Safety Experiences of Academicians



Note: Adapted from (Attride-Stirling, 2001) *Thematic networks: an analytic tool for qualitative research*. 1(3), 385–405, <https://doi.org/10.1177/146879410100100307>.

In an empirical investigation conducted by (Ravichandran & Rajendran, 2007) it was observed that stress has emerged as a significant concern among educators, attributable to the rapid transformations within the educational landscape from 1980 to 1990. Furthermore, even in instances where research has been conducted, it shows that few studies focus on the subjective lived experiences of university personnel; hence, the present study aims to elucidate the psychosocial risk factors encountered by faculty members at higher educational institutions in India. (Kang & Sidhu, 2015).

When we explore academia, then academicians become the centre for efforts in the educational world, because they hold a strong impact on everyone in general. While also addressing the need to develop competent and effective human capital that meets community engagement and employment requirements (Murkatik et al., 2020). This dedicated and skilled group of professionals is essential in shaping the minds of youth, conducting pioneering research, and advancing knowledge (Umbach & Wawrzynski, 2005); however, they may face an unrecognized struggle caused by heavy workloads, high expectations, excellence in teaching, and administrative duties. Consequently, the mental health of academics emerges as an urgent issue that necessitates scrutiny, as it may yield significant ramifications for both individuals and institutions (Martineau et al., 2017). The work experiences of academicians need to be examined and explored to develop more tailored interventions for them.

Experiences of being in an unhealthy and hostile work environment

In the current research, it came to light that Academia has also started breeding hostility in the work environment. This leads to distressing experiences. The impact of the workplace milieu on the well-being of faculty members is of paramount importance, given that the psychological aspects of the work environment are profoundly connected to the psychological health of individuals (Martin et al., 2016).

A Qualitative Study of Psychosocial Safety Experiences Among Early-Career Academicians in India

There are certain core experiences of difficulties with insufficient research infrastructure, rigid hierarchy, navigation of excessive workload, and work challenges due to a lack of a forum for grievance addressal. Participants opened up non-transparent communication, and also job roles and other unrealistic expectations. As mentioned by a participant, “There is a lack of dedicated research labs, equipment for conducting. There is pressure for multiple publications, but a complete lack of scholarly resources like Journals, databases, or other required software.” These difficulties for faculty result in a sense of devaluation, sadness, and decreased motivation. The absence of a well-defined framework regarding the professional profile associated with the position, coupled with an ambiguous articulation of expectations, is pronounced. Given the extensive array of responsibilities and the multitude of tasks, a compelling dynamic state emerges wherein mental health and overall well-being may be adversely impacted. (Murphy et al., 1995)

Exploitative and unfair work policies and practices

Another major source of psychosocial risk for faculty in private universities emerges from the existence of exploitative policies that are unfair. These policies may include extended working hours, the imposition of unmanageable teaching loads coupled with research obligations, and excessive pressure to produce publications in Scopus-indexed journals without the requisite financial support. Numerous participants articulated that these issues are not isolated; moreover, anonymous feedback from students often appears to be disrespectful and demotivating, as many students may utilize this mechanism as a means of targeting faculty who are already precariously employed and fearful of job insecurity. It becomes evident that such flawed feedback systems are predicated upon student preferences, enabling complaints to be lodged without just cause against faculty, who subsequently endure the repercussions, while no reciprocal mechanism exists to hold students accountable. Consequently, faculty members encounter profound ambiguity regarding the feedback they receive.

As one participant succinctly expressed this sentiment, “To talk about it, then I personally feel that I am never acknowledged, and feel no sense of accomplishment, as there is constant fault being taken out and being blamed unnecessarily. It's a detrimental work environment that renders your efforts seemingly inconsequential. Furthermore, the significant transformations encountered by higher education institutions, including shrinking of the world's reachability and accessibility, growing independence, change in policies of government and clerical frameworks, escalating demands for institutional outputs, shifts in recruitment practices favouring temporary contracts, and a rise in administrative responsibilities, have engendered detrimental effects on professional boundaries in academia, loss of liberty, and fear of job loss (Howells et al., 2014; Whitley & Gläser, 2014). Higher education institutions continually impose clerical, advisory, and other requirements, which frequently become submerged, thereby inflicting both biological and psychological burden, jeopardizing the safety of academic personnel (Jayman et al., 2022).

Ignorance of the Psychosocial needs of academicians

The rapid transformations in the past two decades in the academic industry have made academia a space acting as a marketplace for customers and sellers more than a place to learn and grow. This has also led to a complete ignorance of the psychosocial needs of academicians and their own growth. A systematic review conducted by research academics (Carvajal & Guedea Domínguez, 2021) revealed that 20% encountered distressing psychological factors such as a deficiency of control and emotional exhaustion attributable to excessive workloads, multitasking, rigorous feedback frameworks, the complexities

inherent in the tenure track, and insufficient acknowledgment. There are very limited career development opportunities as the scope of growth gets restricted with no space for their upskilling and growing, but just to cater to students' needs. There is also no space for their emotional or physical capacity of faculty, along with a complete lack of delegation and accountability from the management side. There is a dismissal of the identification of strengths, capacities, and their circumstances of employees, and not structuring the work according to them for more productivity. Participants opened up about how it makes them experience upsetness, crankiness, and irritability. One of them said, "I don't see that there are any designated pathways for progression in a career in Academia or private universities specifically". The ambiguity around the expectations from academicians and failure to provide for career growth and appraisal provoke the circumstances even more. (Lashuel, 2020).

Micro aggressive Behaviours and Discriminatory Practices

Contrary to the belief that academia is relatively free from aggressive behaviours and discriminatory practices, the reality on the ground tells a different story. Faculty members are often subjected to social exclusion for reasons unrelated to their professional abilities. They are treated differently based on personal preferences and circumstances, and discrimination becomes a routine part of their work, often severely affecting their mental health and causing psychological issues. There is no privacy in their personal lives; these are openly discussed and made fun of. Constant taunts and sarcasm are everyday forms of discrimination. Additionally, there is a culture of lobbying to boycott other faculty members without any substantial reasons, along with excessive favouritism. These behaviours came in the form of delaying the promotion or overloading with more classes. This sentiment was witnessed in a response of a participant, "Public humiliation, exclusion, being sidelined, and burdened with unrealistic work and favouritism towards others have become a part of my everyday routine." The analysis also showed academicians' experiences of going through stereotyping and discriminatory behaviours from their superiors, students, and the head of the department. It is shown in a statement by a participant, "so like, we used to go out and have maybe tea or maybe coffee or something like this, for a little bit break. So, all of us used to go, and those who are going used to invite, etc. So, once they formed this lobby, I noticed that somewhere or the other I was cornered. Okay, so, another major thing why I am being cornered in here is that the problem lies in the fact that I am quite open, openly speaking about the issues, about the concerns."

Longing for work-life amalgamation

An exploration of the mental health of faculty in India shows that many understandings revolve around feeling drained and exhausted from managing both home and work, indicating a failure to balance work, family, and other responsibilities. This includes neglecting time for family and rest, mainly due to porous work-life boundaries driven by fears of job loss or other repercussions. This theme also highlights the negative impact on personal and relational health, as the analysis of interviews reveals that a failure to maintain work-life balance causes harm. It often results in less quality time with friends and family, social withdrawal, and isolation, leading to emotional distress from extended workweeks and a decreased sense of accomplishment because personal and family needs are overlooked. This area of life is frequently overshadowed by the permeable boundary where work encroaches into personal life. As one participant quoted, "I have felt that I have zero energy left with me for spending any quality and bonding time with friends and family, causing an extreme sense of loneliness and frustration." Another expressed similar feelings

about work-life integration, saying, “I don't have much time to spend with them except for video calls. However, there are times when I cannot call them every day.”

Presence of a culture of isolation and emotional neglect

The Academia requires renovation in the form of recognizing, analysing, and moderating the work-stressors that perniciously impact the academicians by implementing comprehensive and research methods that accommodate career aspirations. This method is essential for constructing a baseline for the long-term viability of academics as a profession. Private educational organisations must recognize that the benefit of students, psychological health, and overall growth of their students are highly reliant on those of their faculty, guides, and coaches. (Lashuel, 2020).

The staff often face significant delays or failures in receiving their salaries and entitlements, which forces them to work excessively long hours without proper breaks or rest. There is a persistent denial of legally required leave (such as sick leave and annual leave), and teachers are expected to handle their own class substitutions without assistance, leading to increased stress whenever they consider taking time off, as the process has become more complicated. The irregular timing of wage payments and compensation disrupts daily life and creates a reliance on spouses and parents for financial security. Obtaining even emergency or sick leave is a lengthy process, and many requests are denied, including those for medical and non-medical emergencies, leaving faculty members feeling anxious and disheartened, ultimately contributing to psychosocial risks.

Organisational Apathy inaction towards addressing mental health

The in-depth understanding of participants' experience pointed out that they were subjected to negligence towards their mental health without creating a framework in the policies and initiatives. It also reflected the lack of a system and forum for addressing the mental health of academicians. They were also fearful and scared of critical repercussions if they were to open up and talk about their mental health concerns to higher authorities or colleagues. They often found zero organisational support from them. They faced ostracism for their psychological issues and needs. There was a complete adjournment of policies catering to one's psychological conditions. That left participants with the feelings of being overlooked, neglected, and de-prioritized by the organisation. Some of the participants reported the lack of effective support in the form of a platform. Not just that, some of them also said that they started to have thoughts of leaving/quitting, and this lack contributed to an increase in anxiety, depression, and thoughts of suicide. One of the participants mentioned that “I feel they kind of turn a blind eye to that. It's very negligent about it. It's in denial. I believe that it isn't considered to be a part. I mean, on paper, yes, because my organization would have a counselling cell, they run a psychology department, everything is there, but it's just on paper, because when it comes to work being done, then that's the primary focus, is to show off that we do understand mental health.”

The environment of an organisation influences the well-being of its employees, even for academicians. This holds excessive importance if it is about the psychological conditions in an organisation. Hence, universities can promote flourishing, and a nurturing work atmosphere is tied to feeling more engaged, less exhausted emotionally, and less depressed. Previous studies have shown that interventions for psychological stressors initiated at the organisational level can result in a huge impact on the reduction of exhaustion, removal of unnecessary anxiety, and stress release. In higher educational institutes, initiatives aimed at addressing faculty psychological needs should begin with an overall exploration and

understanding of the contemporary situation, carefully examining factors related to faculty stress and burnout. After identifying and recognizing these factors, there should be a strong commitment to addressing faculty mental health needs. (Hammoudi Halat et al., 2023)

Yearning for appreciation, recognition, and rewards

This theme sheds light on basic expectations people hold of their organisation. There is a strong sense of desire for acknowledgement and validation for their hard work and contribution. Absence of it often results in annoyance, disappointment, and a strong sense of devaluation in faculty members who invest a good amount of time working with regards to the university and literally juggle through so many multi-tasks assigned to them. There is a constant yearning for recognition, appreciation, and rewards. Being appreciated and rewarded by management and HOD boosts the morale of the employee, but also leaves the feelings of belonging and warmth, leading to intrinsic motivation in them to go above and beyond for their university.

Self-censorship of psychological issues

Primarily, the societal stigma tied to psychological health issues causes individuals to hide their struggles and hesitate in pursuing professional help (Lannin et al., 2016; Zweifel, 2021). In one of the endeavours to explore this, Smith and colleagues, in their thorough qualitative research on the obstacles faculty face when they need assistance for their psychological well-being, highlighted that factors such as culture in academics, leadership influence, subjective experiences with mental health, interpersonal relationships, stereotypes, and competition can all hinder faculty from obtaining help of any kind. (Smith et al., 2022)

The interview revealed that university faculty hesitate to talk about their psychological health challenges, mainly due to fear of judgment and scrutiny from others, rather than sensitivity. One participant said, “I feel that if people know these issues, they often question your capabilities and sanity. So, I don’t want it; better not open up. “Another one said something highlighting the similar concerns, “There are a lot of biases and stigma with mental health concerns being talked in academia, you are not recruited at all or at risk of job loss.” This concealment of psychological struggles emanates from fear of consequences like job loss, promotion, appraisal, or important funding and grants. It gets accompanied by a range of biases and judgments, and one is to protect oneself from scrutiny.

Need for an inclusive, supportive, and fair workplace treatment

The psychological health of academicians should not be viewed as solely a subjective issue; it is the shared responsibility of all key elements within the career in academics that maintain various obligations regarding policies, practices, and behavioural standards that impact well-being (Johnson & Lester, 2022). Therefore, a systematic and proactive strategy that engages academicians, institutions, and cultural aspects is urgently required to bring about a significant transformation that emphasizes the importance of academics' welfare. (Hammoudi Halat et al., 2023)

If one needs to have a complete sense of psychosocial safety and freedom from the psychosocial risks and hazards, then it becomes imperative that we build a place that is inclusive of all people, supportive, and sensitization-oriented policies. This was reflected in the interview analysis of participants, where one constant experience of the academicians was the lack of inclusivity in the work environment. The participants highlighted the requirement for gender neutral policies, accessibility for differently abled, with the

diversification of recruitment from all cultures, gender, and other factors. It also highlighted the accommodation of differences based on caste, creed, and ethnicities of people.

Limitations and directions for future directions

Academicians can be broadly categorised into different categories depending on the different phases of their career they are in. It includes the early, mid-career, and late-career academicians. This study only caters to the early career academician experiences of psychosocial safety, so a broader qualitative study exploring the mid-career and late-career academician is important to give an overall view of academia. The lived experiences of faculty are multifaceted, and a single qualitative study cannot accommodate the entirety of them. It has also been conducted on an Indian Private University, so the study is limited in its scope to address the psychosocial safety experiences of Indian government universities. The participants were from urban areas and well-versed in English; therefore, it has limitations for its application to other populations and other university settings. Future studies should be conducted incorporating the category of the government universities, and the rural and other parts of the country, for generalizability.

CONCLUSION

The current research highlights one of the most hidden psychosocial safety challenges faced by early-career academics. It reveals that they endure a persistent covert struggle characterized by an overwhelming workload, unrealistic expectations across various job aspects, insufficient acknowledgment and appreciation of their efforts and contributions, emotional neglect, and a flawed mental health support system within university environments. The findings also indicate that anxiety, depression, social isolation, social withdrawal, a total absence of inclusive practices, and discriminatory behaviours contribute to a toxic atmosphere, all of which are common experiences for those pursuing a career in academia today, particularly in private universities in India. Furthermore, this study paves the way for developing more interventions and policies aimed at preventing the exploitation of academics who dedicate themselves wholly to both academia and their students, ultimately promoting better educational quality for students alongside improved mental well-being for academics.

REFERENCES

- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*(3), 385–405. <https://doi.org/10.1177/146879410100100307>
- Carvajal, F. R., & Guedea Domínguez, T. M. (2021). Stress in university research professors: A systematic review. *Salud Mental, 44*(5), 249–256. <https://doi.org/10.17711/SM.0185-3325.2021.032>
- Dollard, M. F., Dormann, C., & Awang Idris, M. (Eds.). (2019). *Psychosocial Safety Climate: A New Work Stress Theory*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-20319-1>
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., & Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work & Stress, 15*(1), 53–72. <https://doi.org/10.1080/02678370110062449>
- Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and Fostering Mental Health and Well-Being among University Faculty: A Narrative Review. *Journal of Clinical Medicine, 12*(13), 4425. <https://doi.org/10.3390/jcm12134425>

A Qualitative Study of Psychosocial Safety Experiences Among Early-Career Academicians in India

- Howells, J. R. L., Karata -Ozkan, M., Yavuz, C., & Atiq, M. (2014). University management and organisational change: A dynamic institutional perspective. *Cambridge Journal of Regions, Economy and Society*, 7(2), 251–270. <https://doi.org/10.1093/cjres/rsu005>
- Jayman, M., Glazzard, J., & Rose, A. (2022). Tipping point: The staff wellbeing crisis in higher education. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.929335>
- Johnson, A. P., & Lester, R. J. (2022). Mental health in academia: Hacks for cultivating and sustaining wellbeing. *American Journal of Human Biology: The Official Journal of the Human Biology Council*, 34 Suppl 1, e23664. <https://doi.org/10.1002/ajhb.23664>
- Kang, L. S., & Sidhu, H. (2015). Identification of Stressors at Work: A Study of University Teachers in India. *Global Business Review*, 16(2), 303–320. <https://doi.org/10.1177/0972150914564421>
- Kinman, G., & Jones, F. (2008). A Life Beyond Work? Job Demands, Work-Life Balance, and Wellbeing in UK Academics. *Journal of Human Behavior in the Social Environment*, 17(1–2), 41–60. <https://doi.org/10.1080/10911350802165478>
- Lannin, D. G., Vogel, D. L., Brenner, R. E., Abraham, W. T., & Heath, P. J. (2016). Does self-stigma reduce the probability of seeking mental health information? *Journal of Counseling Psychology*, 63(3), 351–358. <https://doi.org/10.1037/cou0000108>
- Lashuel, H. A. (2020). The busy lives of academics have hidden costs—And universities must take better care of their faculty members. *Nature*. <https://doi.org/10.1038/d41586-020-00661-w>
- Martin, A., Karanika-Murray, M., Biron, C., & Sanderson, K. (2016). The Psychosocial Work Environment, Employee Mental Health and Organizational Interventions: Improving Research and Practice by Taking a Multilevel Approach. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 32(3), 201–215. <https://doi.org/10.1002/smi.2593>
- Martineau, M., Beauchamp, G., & Marcotte, D. (2017). [Efficacy of mental health prevention and promotion strategies in higher education]. *Sante Mentale Au Quebec*, 42(1), 165–182.
- Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Professional and Pedagogic Competence on Teacher's Performance. *Journal of Social Work and Science Education*, 1(1), 58–69. <https://doi.org/10.52690/jswse.v1i1.10>
- Murphy, L. R., Hurrell, J. J., Sauter, S. L., & Keita, G. P. (Eds.). (1995). *Job stress interventions*. American Psychological Association. <https://doi.org/10.1037/10183-000>
- Ravichandran, R., & Rajendran, R. (2007). *Perceived Sources of Stress among the Teachers*. 33(1).
- Smith, J. M., Smith, J., McLuckie, A., Szeto, A. C. H., Choate, P., Birks, L. K., Burns, V. F., & Bright, K. S. (2022). Exploring Mental Health and Well-Being Among University Faculty Members: A Qualitative Study. *Journal of Psychosocial Nursing and Mental Health Services*, 60(11), 17–25. <https://doi.org/10.3928/02793695-20220523-01>
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do Matter: The Role of College Faculty in Student Learning and Engagement. *Research in Higher Education*, 46(2), 153–184. <https://doi.org/10.1007/s11162-004-1598-1>
- Unterbrink, T., Pfeifer, R., Krippeit, L., Zimmermann, L., Rose, U., Joos, A., Hartmann, A., Wirsching, M., & Bauer, J. (2012). Burnout and effort-reward imbalance improvement for teachers by a manual-based group program. *International Archives of Occupational and Environmental Health*, 85(6), 667–674. <https://doi.org/10.1007/s00420-011-0712-x>

A Qualitative Study of Psychosocial Safety Experiences Among Early-Career Academicians in India

- Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, 53(1), 33–50. <https://doi.org/10.1080/00131881.2011.552235>
- Whitley, R., & Gläser, J. (2014). The Impact of Institutional Reforms on the Nature of Universities as Organisations. In R. Whitley & J. Gläser (Eds.), *Research in the Sociology of Organizations* (Vol. 42, pp. 19–49). Emerald Group Publishing Limited. <https://doi.org/10.1108/S0733-558X20140000042000>
- Zweifel, P. (2021). Mental health: The burden of social stigma. *The International Journal of Health Planning and Management*, 36(3), 813–825. <https://doi.org/10.1002/hpm.3122>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Singh, V. & Soreng, E. (2025). A Qualitative Study of Psychosocial Safety Experiences Among Early-Career Academicians in India. *International Journal of Indian Psychology*, 13(4), 060-070. DIP:18.01.007.20251304, DOI:10.25215/1304.007