

**A STUDY ON OCCUPATIONAL STRESS AND
STRESS MANAGEMENT AMONG THE
UNDERGRADUATE COLLEGE
TEACHERS OF SONITPUR
DISTRICT OF ASSAM**

A THESIS SUBMITTED TO GAUHATI UNIVERSITY
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATION IN THE FACULTY OF ARTS



**SUBMITTED BY
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CERTIFICATE

This is to certify that the thesis entitled “**A Study on Occupational Stress and Stress Management Among the Undergraduate College Teachers of Sonitpur District of Assam**”, submitted by Santi Devi, Research Scholar, Department of Education, Gauhati University for the degree of Doctor of Philosophy in Education embodies bonafied records of research work carried out under my personal supervision and guidance. The collection of data from primary and secondary sources has been done by Santi Devi herself. The present thesis or any part thereof has not been submitted to any other university/institution for award of any other degree or diploma.

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DECLARATION

I hereby declare that I have accomplished this research work entitled **“A Study on Occupational Stress and Stress Management among the Undergraduate College Teachers of Sonitpur District of Assam”**, under the guidance and supervision of Dr. Polee Saikia, Associate Professor, Department of Education, Gauhati University for submitting to Gauhati University for the award of Doctor of Philosophy in Education.

The thesis is the result of my own investigation, analysis and observation. Further, I declare that the whole or any part of this thesis has not been submitted to any other institution for any other degree or diploma.

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CHAPTER I

INTRODUCTION

1.1 Introduction

The phenomenon of work or occupational stress has received increased global attention and concern in recent years. Work or occupation is a central part of the life of human beings. It is the expression of the primary need to accomplish, to create, to feel satisfied and to feel meaningful. Rewarding work is an important and positive part of our lives. In the modern technological world of today, where uncertainty looms over professional and personal spaces, life style disorders are stemming up. Most of our life style disorders are stress related [Dhawan, R; 2014, University News, 52(24),p.11]. In the fast changing technological world of today, no individual is free from stress and no profession is stress free. Stress is an inevitable component of modern society. Now-a-days every person talks about stress. Not only just high pressure executives are the key victims of stress, but it also includes labourers, slum-dwellers, workingwomen, businessmen, professionals and even children. Stress is an unavoidable element of life due to increasing complexities and competitiveness in the modern lifestyle. So every individual experiences stress whether it is within the family, business, organization, study, work or any other social or economical activity. Thus in modern time stress in general and occupational stress in particular has become a part of the life and has gained considerable attention in recent years.

1.2 Concept of Stress

The word 'stress' is familiar to both layman and professional alike. Yet it is elusive because it has been poorly defined. There is no single agreed definition in existence. The term stress was first introduced in life sciences by Hans Selye in 1936. It has been derived from the latin word 'stringere'; which means to 'draw tight'. The term was used to mean the experience of physical hardship, starvation, torture and pain.

Hans Selye (1956) stated stress as the rate of wear and tear in the body. According to Selye (1979) stress is the non-specific response of the body to any demand placed upon it for readjustment or adaptation. By 'non-specific' he means that the same patterns of responses could be produced by any number of different stressful stimuli or stressor and if anybody fails to adjust or adapt to the environment, the situation would cause stress, depending upon the perception of the individual or how he/she perceives the situation or environment. Further, Selye (1974) argued that any kind of normal activity can produce considerable stress without causing any harmful effects. Hans Selye is considered as a pioneer of research on stress. Lazarus and Folkman (1984) defined stress as the result of a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being. Therefore stress is viewed as residing neither exclusively in the individual nor in the environment but in the transaction between these two. So, stress occurs when the demands on an individual are perceived as challenging or exceeding the person's adjusting capacity.

In the words of Mc Grath (1976) stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it.

Stephen Robbins (1999) defined stress as a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Newton (1989) has defined stress as an epidemic plaguing modernity.

In the words of Winfield, Bishop and Poster (2004) stress is essentially a psychological condition induced by external conditions that release or restrict certain chemicals in the brain; this in turn can lead to change in the individual resulting in change of behaviour. It is associated with the psychological perception of an individual of the pressure of contingencies. Mallot and Whaley (1983) defined stress as a condition that causes tissue damage far beyond the daily wear and tear of living organisms.

There are various types of stress which are as follows:-

Eu-stress :- It is defined as a pleasant or curative stress. Very often, it is controlled stress that gives competitive edge in performance related activities such as athletics, giving a speech etc. The term eu-stress was first used by endocrinologist Hans Selye 1983, when he published a model dividing stress into two major groups: eustress and distress. In his article, Selye concluded that stress involves enhances function (physical or mental such as through strength training or challenging work) and it is considered eustress. They are able to exercise a healthy effect on people. It gives a person a feeling of fulfilment or contentment and also makes one excited about life. According to Fisher (1994) and Keiper and Buselle (1996) eustress which they termed as positive or good stress, can act as a motivating agent for achievement. Unfortunately, it is a type of stress that only occurs for a short period of time.

Distress:- Distress is the most commonly referred type of stress, which has negative implications. Distress is negative or destructive stress, as it results in serious ailments or discomforts (Keiper & Buselle, 1996). It affects negatively on the organization and the individual's physical and mental system. Distress could result in reduced performance, absenteeism, errors, job losses, accidents, unethical behaviour, dissatisfaction and illness (Schermerhorn et al., 2000). It is a stress disorder that is the result of adverse events and it often influences a person's ability to cope. Some events causing distress in a person may be death of a loved one, financial problem, heavy work responsibility or workload, strained relationship, chronic illness etc. Distress is further classified as acute stress and chronic stress. Acute stress is the most commonly observable type of stress. It arises from demands and pressures of the recent past and the anticipated demands and pressures of near future. Acute stress is thrilling and exciting in small quantities but too much is exhausting. Short term stress can lead to psychological distress, tension, headaches, upset stomach and other symptoms. Acute stress symptoms are identified by most people. The most common symptoms of acute stress are emotional distress – some combinations of anger or irritability, anxiety and depression etc. Acute stress can crop up in any person's life and is highly treatable and manageable. While acute stress is thrilling and exciting, chronic stress is not. Acute stress is the grinding

stress that wears people away day after day, year after year. Chronic stress destroys bodies, minds and lives. It causes havoc through long term attrition. Burnout is the extreme case of chronic stress. Chronic stress is the stress of poverty of dysfunctional families of being trapped in an unhappy marriage or in a despised job or career. Chronic stress occurs when a person never sees a way out of a miserable situation. It is the stress of unremitting demands and pressures for apparently everlasting periods of time. The worst side of chronic stress is that people get used to it. They generally forget it is there. People immediately become conscious of acute stress because it is new; they ignore chronic stress because it is old, familiar and sometimes almost comfortable. Chronic stress often kills through suicide, violence, heart attack, stroke and perhaps even cancer. People wear down to a final and fatal breakdown. Because physical and mental resources are depleted through long- term attrition, the symptom of chronic stress are often difficult to treat and may require extended medical as well as behavioural treatment and stress management.

Hyper-stress:- When an individual is pushed beyond what he or she can handle, they are supposed to be experiencing hyper-stress situation. Hyper-stress results from being overloaded with work. It is like being stressed out. When a person is hyper-stressed, even little things can trigger strong emotional response. People who are most likely to be the victim of hyper-stress may be working mothers who have a multi-task juggling between work and family constraints or may be people under constant financial strains or people working in fast pace environment etc.

Hypo-stress:- Hypo-stress is direct opposite to hyper-stress. This is because hypo stress is one of those types of stress experienced by an individual who is constantly bored. Someone in an unchallenging job, like a factory worker performing the same task over and over will often experience hypo-stress.

Hans Selye (1976) has stated stress as a reaction of the organism which can be psychological, physiological or behavioural. According to him there are three stages of stress, which are as follows:-

i.Alarm Stage- This alarm reaction is the immediate psycho-physiological response. At this stage defence mechanisms are activated forming the emergency reaction known as ‘fight or flight’ response (Cannon,1935). Both electrical and hormonal signals are involved in mobilizing the energy required for an emergency. Increased sympathetic activity gets the body physiologically ready for action: e.g. heart rate and blood pressure increases, the spleen contracts, blood supplies are redirected to brain and skeletal muscles. Other symptoms include restlessness, fear, anxiety and depression.

ii.Resistance Stage- At the resistance stage of adaptation to stress, the signs of the alarm reaction are diminished and they become non-existent. However, resistance cannot continue indefinitely and if the alarm reaction is elicited too intensely or too frequently over an extended period of time, the energy needed for adaptation becomes depleted. Symptoms of this stage include: denial feelings, emotional isolation and narrowing of interest.

iii.Exhaustion Stage- If the stressful situations or response are not diminished, the stage of resistance is followed by a stage of exhaustion. At this stage, the exposure to a stressor has almost depleted the organism’s adaptive energy. The symptoms of the initial alarm reaction re-appear but they do not abate. Resistance to stress is decreased and illness or death may follow. Symptoms of this stage include: loss of self confidence, poor sleep habits, unusual or erratic behaviour and physiological problems, like, hypertension, peptic ulcer, depression, increased cholesterol level, nervous ties etc.

1.3 Occupational Stress

We are living in an era of growing complexities and pressures where human constitution and capacities are being taxed rigorously. Occupational stress has become a common and costly problem, leaving few employees untouched. Therefore modern times have rightly been called as the age of anxiety and stress.

Despite advancement in science and technology, remarkable growths of economy, and sources of luxury, majority of people all over the world, seem to be experiencing moderate to high degree of stress in various spheres of their lives. Consistently increasing rates of psychosomatic, psychological disorders and feeling of frustration and dissatisfaction with life in general reflect the high level of stress being experienced by people in the present day world (Srivastava,1999).

Due to the minute difference in the phenomenon of job stress, work stress, occupational stress and organizational stress, experts use these terms interchangeably. Organizational stress arises out of the organizational climate and structure. Job stress is the result of physical working conditions while work stress is experienced during the work performance of the employee. On the other hand, occupational stress is used in a broader sense, which refers to the intrinsic aspects of job, organizational structure and climate as well as the role facets in the organization. Literature on occupational stress revealed that there are a number of factors related to job that affect the behaviour of employees.

Therefore, it is extremely difficult to define occupational stress. It is stress on the occupation, but it occurs in a person. Various experts have defined occupational stress in different ways. Margolis, Kores,& Quinn. (1974) have defined occupational stress as a condition at work interacting with worker's characteristics to disrupt his psychological or physiological homeostasis. According to United States National Institute of Occupational Safety and Health, Cincinnati, (1999) work stress can be defined as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury." Caplain, Cobb and French (1975) have defined occupational stress as any characteristics of job environment that pose a threat to individual. Beehr and Newman (1978) defined occupational stress as a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning. "Occupational Stress is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work" (Comish and Swindle,1994, National Public Accountant, p.26). Rees

(1997) stated, occupational Stress, in particular, is the inability to cope with the pressures in a job. According to the current World Health Organization's (WHO) definition occupational or work related stress is the response people may have been when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Allen, Hitt and Grean (1982) have defined occupational stress as disruption in individual's psychological and physiological homeostasis that forces them to deviate from natural functioning interaction with their jobs and work environment.

Not all individuals experience stress with same intensity. Some people overact to stressors and get highly stressed. Some others have stamina, endurance and composure to cope with any stressors. How an individual experiences stress depends on (i) The person's perception of the situation, (ii) The person's past experience, (iii) The presence or absence of social support, and (iv) Individual differences with regard to stress reactions Don Hellriegel, et. al. (1998). This is the reason why all the individuals differ on stress scale when placed in an occupational setting. Occupational stress is the individual's perception of a wide gap between environmental demands of the job and individual's own capacities to fulfil those increased demands (Topper, 2007). It is the inability to cope with the job pressures, because of a poor fit between an individual's abilities and his or her job requirements and conditions (Holmlund-Ryttonen & Strandvik, 2005).

Occupational or job stress has become one of the most serious health issues in modern world(Lu.et.al,2003) as it occurs in any job and is even more present than decades ago. An individual's attitude and expectations lead to stress. If he fails to fulfil the expected demands, he suffers from stress. This kind of stress is self induced by the individual himself. Stress is intangible. It breeds in the minds of the people and manifests through their actions. Occupational stress can affect health when the stressors of the workplace exceed the employee's ability to have some control over their situation.

The nature of severity of occupational stress may be more adequate and conveniently understood by observing physical and psychological symptoms which

occur in the employees under the condition of job stress. Beehr and Newman (1978) have outlined three categories of these symptoms:-

Psychological Symptoms:- Psychological symptoms of occupational stress include job dissatisfaction, disliking for the job, depression, anxiety, boredom, frustration, isolation, and resentment. Having these problems, the employee is less able to cope with job problems in ways that would improve his work conditions and enhance his mental outlook.

In their study (Singh and Singh 1992) found that stress gets its reflection in the form of anxiety, depression, helplessness, hopelessness and anger. In his study (Dua 1994) has reported that the employees suffering from occupational or job stress generally tend to have low psychological commitment to the organization. (Revicki and May 1985) have reported that occupational stress exerted a direct effect on the depression of the employees. In his intensive study, (Jagadish 1984) found that occupational stress generated from various inadequacies and constraints of job life negatively correlated with psychological well-being of the employees.

Physical symptoms:- Though it is difficult to know how much these physical symptoms have been caused by a particular job stress versus other aspect of an employees' life, it has been established that consistent job stress links with certain physical symptoms and diseases. Among the common physical symptoms of occupational stress are cardiovascular diseases, gastrointestinal problems, allergies and skin diseases, headaches and respiratory diseases. (Brown 1977) reported that a number of physical complaints like ulcer, headaches, chest pains, constipation, bronchial asthma etc. are outcomes of occupational stress at organizations.

Behavioural Symptoms:- The behavioural symptoms of job stress can be classified into two categories. The first category of the symptoms belongs to the focal employees while the other belongs to the organization. The employee-centred symptoms are avoidance of work, increased intake of alcohol or drugs, overeating or under-eating, aggression towards co-workers or family members, and interpersonal problems in general. The organization related symptoms of job stress include absenteeism, leaving the job, accident proneness and decrease in work efficiency.

Empirical research on social psychological factors in stress has been somewhat inconclusive. Nevertheless, McGrath (1976) has adduced following six general themes or propositions about job stress from the available research literature:

1. Subjectively experienced stress is contingent upon the person's perception of the situation. The subjectively experienced stress is greatly influenced by the person's interpretation of the "objective" or external stress situation.
2. Past experience can operate to affect the level of subjectively experienced stress from a given situation, or to modify reactions to that stress.
3. Positive and negative reinforcements can operate to reduce or enhance the level of subjectively experienced stress from a given situation.
4. There is a non-linear, perhaps inverted U- shaped, relationship between degree of stress and level or quality of performance.
5. The nature of task in which a person is involved, and the relationship of those task activities to the stress condition, influence the direction and shape of relationship between experienced stress and performance.
6. The presence or absence of, and the activities of, other persons in the situation influence both the subjectively experienced stress and behaviour in response to stress.

Although each and every person reacts in unique way to stress, there are some other commonly observed physical, behavioural and emotional indicators of increased stress, which are mentioned below:-

Physical Indicators

- Elevated blood pressure
- Increased muscle tension (neck, shoulder, back)
- Elevated pulse or increased respiration
- Sweaty palms
- Cold hands and feet
- Slumped posture
- Tension headaches
- Upset stomach

- High pitched voice
- Change in appetite
- Fatigue
- Urinary frequency
- Eating disorders
- Restlessness
- Difficulty in falling asleep or waking up
- Dry mouth and throat

Behavioural Indicators

- Decreased productivity and quality of job performance
- Tendency to make mistakes, poor judgement
- Forgetfulness and blocking
- Diminished attention to details
- Preoccupation, day dreaming
- Inability to concentrate on tasks
- Reduced creativity
- Increased use of alcohol or drugs
- Increased smoking
- Increased absenteeism and illness
- Lethargy
- Loss of interest
- Accident proneness

Emotional Indicators

- Emotional outbursts and crying
- Irritability
- Depression
- Withdrawal
- Hostile and assaultive behavior
- Tendency to blame others

- Anxiousness
- Feeling of worthlessness
- Suspiciousness.

1.4 Sources of Occupational Stress

Though occupational stress initially arises from constituent factors of job and its psycho-physical environment, these factors are not inherently stressors. In fact, personal characteristics of the employee and his cognitive appraisal of the job factors in the framework of his capacity and resources determine the extent of stress he would experience from a job factor or situation. This is the reason we can only hypothetically predict the potency of the job factors or situations for causing stress, but we cannot categorize or generalize any work-setting variable as a universal stressor. However, some factors like job insecurity, work overload, demotion, loss of job, extreme heat or cold etc are likely to cause stress to the majority of the workers. (Srivastava, A.K. 1999, Management of Occupational Stress.) Thus, the sources of occupational stress can be explained in the following manner:

• **Job Role:-** Job Role is a major source of satisfaction as well as frustration for the employees. Certain characteristics or inadequacies of job role have been noted as prominent source of occupational stress. (Ivancevich and Matteson 1980) indicated that role pressure occurs when an employee's expectations and demands conflict with the expectations and demands of the organization, the employee experiences role pressure. (Kahn et al. 1964) after extensive investigation found that role ambiguity, role conflict, role overload and role under load are important occupational stressors.

Pareek (1981) has identified the following ten situations of role stress :-

Inter-Role Distance:- Individual occupies more than one role at a time. His occupational role may come into conflict with family or social roles. These conflict among different roles represent inter-role distance.

Role Stagnation:- This kind of stress is the result of gap between demand outgrow of previous role to occupy new roles effectively.

Role Expectation Conflict:- This type of stress arises when two or more members of one's role set impose opposing expectations on the role occupant and he is ambivalent as to whom to please.

Role Erosion:- This type of role stress is the function of role occupant's feeling that some functions which should properly be the part of his role are transferred to or being performed by some other. This can also happen when the functions are performed by the role occupant but the credit goes to someone else.

Role Overload:- When the role occupant feels that there are too many expectations from the significant members in his role set, he experiences role overload. There are two aspects of this stress: quantitative and qualitative. The former refers to having 'too much to do' while the latter refers to 'too difficult to do'.

Role Isolation:- This situation of role stress arises from psychological distance between the occupant's role and other roles in the same role set. The main criterion of role isolation is frequency of interaction with other roles in the role set. In the absence of strong linkage, the stress of role isolation may be high.

Personal Inadequacy:- Role stress also arises when the role occupant feels that he does not have the necessary skills and training for effectively performing the function expected from his role.

Self-Role Distance:- When the expectations from one's role goes against his self-concept, he feels this kind of stress. This is essentially a conflict arising out of incongruence between personal attributes of an employee and the requirement of his job role.

Role Ambiguity:- Role ambiguity arises when the individual is not clear about various expectations people have from his role. Role ambiguity may also be due to lack of information regarding role and its enactment to the role occupant.

Resource Inadequacy:- This type of role stress is evident when the role occupant feels that he is not provided with adequate resources for smoothly performing the functions expected from his role.

• **Job Characteristics and Attributes**

Characteristics of the job are very common source of employees' satisfaction, frustration and stress. Task complexity and difficulty, quantitative and qualitative demands of the job and employees' controllability over task are the frequent sources of occupational stress. The pace at which an employee is required to do work is one of the characteristics of the job causing stress to the employee. Work pace may be controlled either by machine or human being. If there is machine pacing, the employee has to become a machine, which causes stress to the employee. The pressure of repetitive work in machine pacing system gradually becomes a continuous source of stress to the worker. Another important characteristic of the job is its attributes. If the job provides little opportunity to satisfy the various needs of the employees, such as autonomy, social interaction, power, use of knowledge and abilities etc, it becomes stressful to their incumbents.

• **Physical work conditions and the technology**

Another set of factors in the work setting which cause stress are related to qualities of physical work environment and technology. Inadequate, taxing, or hazardous physical conditions at work such as insufficient or excessive lighting, continued loud noise, extreme cold or heat, fluctuation in temperature, crowded workplace etc. These physical qualities of work environment cause direct sensory stress and indirect psychological stress through their potentiality for causing negative health consequences. Technical limitations, rapid change in technology, inadequate technical management, incongruence among task, technology and organizational structure, inadequate man-machine system, and mechanization of man are the potential sources of stress prevailing in work setting.

• **Performance feedback and reward system**

Performance feedback is another important factor which enhances employees' motivation and performance, but causes dissatisfaction and stress if it is inadequate or absent. If feedback is not given at appropriate time or it is less frequent, it is likely to cause stress to the concerned worker. Rewards or incentives which workers receive for their work also play an important role in enhancing employees' motivation and performance. But if it is not adequate, it is likely to cause frustration and stress to the worker. The rewards for better or exceptional job performance include monetary compensation or benefits, recognition, appreciation, privilege and promotion. These non-financial rewards are usually more effective in improving employee's motivation and performance level. If the workers feel that they are not being adequately, proportionately or timely rewarded for their better performance they are likely to encounter stress.

• **Interpersonal relations at work**

The quality of interpersonal relationship at work has been consistently linked to job stress (Payne 1980). (Kets de Vries 1984) reported that at least three types of interpersonal relationships have been studied, viz., relationship with co-workers, relationship within work groups and relationship with superiors. The poor or strained interpersonal relationships at work is associated with the feeling of threat for the employees. Poor co-worker relationships are associated with low trust, supportiveness and interest or willingness to listen (French and Coplan, 1973). When employees have poor relationship with co-workers, they blame the job stress they experience on their co-workers. Conversely, those workers who report a greater amount of group cohesion are more able to cope with stress on the job. Relationship with superiors are equally important in determining the amount of job stress.

• **Organization structure and climate**

Apart from the job role and job characteristics, certain features of the structure, climate and culture of the organization also cause severe psychological stress to its employees. The extent to which the employees are involved in direction and

decision making in their organization leads to two kinds of organizational structures: centralized and decentralized. It is usually observed that the structure which allows its employees more decision making power produces less stress. (Ivancevich and Donnelly 1975) reported that employees in decentralized organizations experience less stress and more job satisfaction.

Climate and culture of the organization has also been found to be the source of satisfaction and stress. Culture of the organization refers to the beliefs and expectations shared by its members. An important stress that results from organizational culture is the existence of competition among the employees. Many employees feel stress due to power struggles or office politics prevailing in the organization. In a study Srivastava (1990) found that inadequate organizational climate was positively correlated with the symptoms of mental ill-health among its employees.

It has been established from the empirical study that the following are some of **the life events and situations** which cause stress:

- Death of a member in the family
- Sick member in the family
- Wedding
- Death of spouse
- Partition of property
- Physically/ Mentally handicapped child in the family
- Loss of job
- Change of job
- Shifting residence
- Noise pollution
- Major personal failure
- Loss in business
- Financial problem
- Major theft in the house
- Loneliness
- Leaving home for spiritual pursuits

There are a number of working conditions that a person comes across on a daily basis which contribute to making the work stressful. These working conditions are called stressors and include those things which have a negative effect on a workers physical or emotional well being.

McGrath (1976) suggested the following six sources of occupational stress- task-based stress (difficulty, ambiguity, load etc), role-based stress (conflict, ambiguity, load etc.), stress intrinsic to behaviour setting (e.g. effect of crowding and under manning, etc), stress arising from the physical environment itself (e.g., extreme hot/ cold, hostile forces, etc), stress arising from social environment in sense of interpersonal relations (e.g. interpersonal disagreement, privacy, isolation, etc.) stress within the person's system, which the focal person brings with him to the situation (e.g. anxiety, perceptual style, motivation, experience, etc).

(Landy and Trumbo 1976) have reported job insecurity, excessive competition, hazardous working conditions, task demands and large or unusual working hours as major sources of job stress. Factors intrinsic to the job, i.e., paced-repetitive work, lack of opportunities to use valued skills and abilities, and high costs and penalties for mistakes have been indicated as stressors in the work setting (Kornhauser 1965). Time constraint (Hall and Lawler 1971), heavy workload (Buck 1972), excessive and inconvenient work hours (Mott 1972) have also been reported as sources of job stress. (Quick and Quick 1979) have emphasized the role of interpersonal factors in creating stress at work. Cooper (1983; 1985) summarized and categorized six groups of organizational variables, outlined below, that may cause stress in the workplace. These are:

1. Factors intrinsic to the job (e.g. heat, noise, chemical fumes, shift work)
2. Relationships at work (e.g. conflict with co-workers or supervisors, lack of social support)
3. Role in the organization (e.g. role ambiguity)
4. Career development (e.g. lack of status, lack of prospects for promotion, lack of a career path, job insecurity)
5. Organizational structure and climate (e.g. lack of autonomy, lack of opportunity to participate in decision making, lack of control over the pace of work)

6. Home and work interface (e.g. conflict between domestic and work roles; lack of spousal support for remaining in the workforce)

When we consider work stress in particular, research indicates six major sources of pressures (Cartwright and Cooper, 1997). These are as follows:

- a) Factors intrinsic to the job- These are related to poor working conditions, shift work, long hours, travel, risk and danger, poor technology, work under load and overload.
- b) Role in the organization- When a person's role in the organization is clearly defined, stress can be kept to a minimum.
- c) Relationships at work- Good relationships between members of a group are considered as key factor in individual and organizational health. There are three critical interpersonal relationships at work, viz. relationships with one's boss, those with one's subordinates, and those with one's colleagues.
- d) Career development factor- It includes the degree of job security, fear of job loss, obsolescence of one's skills and capabilities and retirement. For many workers, career progression is of overriding importance. Performance appraisals (actual or even the fear of potential appraisal) can be an extremely stressful experience.
- e) Organizational structure and climate- Non-participation at work and a general lack of control in the organization are related to a variety of stress related symptoms.
- f) Non-work pressures- Non-work pressures include pressures on the home front due to job stress. Another commonly seen effect is that due to dual careers, especially for women. The dual career family model may be a source of stress for men as well. The amount of time they are able to devote to their jobs, the degree of mobility they have, the acceptance of transfers/change if the wife is also working.

All the occupational stressors identified by stress researchers have been summarized under two major categories, i.e., objectively defined and subjectively defined job stressors:-

Objective Job Stressors

- Physical hazards
- Pollution
- Noise
- Inadequate man-machine design
- Unusual/non standard working hours
- Technical limitations
- Change in shift pattern
- Deadlines
- Time pressure

Properties of Work and Work-Setting

- New work setting
- Machine pacing
- Work overload
- Lack of training
- Inadequate intrinsic rewards
- Inadequate extrinsic rewards
- Poor management-labour relations
- Job insecurity
- Territoriality (alienation, isolation)
- Organizational structure
- Poor organizational Climate and negative organizational attitude
- Inter group and intra group competitions
- Job complexity
- Autocratic leadership
- Discrimination in resources and demand

Changes in Job

- Loss of job/employment
- Qualitative changes in job

- Over-promotion
- Transfer of job locus
- Job/Career transition

Subjective Job Stressors Occupational Role

- Role ambiguity
- Role conflict
- Less control over work processes
- Responsibility for people
- Responsibility for things
- Low participation
- Feedback and communication problems
- Role stagnation
- Resource inadequacy
- Role erosion
- Role isolation

Miscellaneous

- Strained relationship with supervisor
- Inadequate support from supervisor
- Strained relationship with co-workers
- Conflict with subordinates
- Ambiguity about future
- Inequality of pay
- Building and maintaining career
- Lesser opportunity for advancement

Off-the Job Stressors

- Stressful life events
- Demands of husband and children
- Work-family conflicts
- Spillover effect of non-work stressors

1.5 Consequences of Occupational Stress

According to Kyriacou (2001), symptoms of stress in teachers are manifested in anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and at home. Statistics reveal that teachers hand in more medical insurance claims than persons in other professions, have a four year shorter life expectancy than the national average and often blame stress as a reason for sick leave from school (Van Wyk, 1998).

From an organizational point of view, the consequence of stress results in a significant loss of skilled and experienced teachers through resignation and /or premature retirement from all levels of the teaching workforce. The stressed teachers who remain within the profession, on the other hand, are likely to be less effective in key areas such as lesson organisation, student behaviour management, responsiveness to students and self confidence relationships with parents. In individual human terms, the cost of teacher stress can be huge and include impaired health, reduced self confidence and self esteem and damaged personal relationships. If early retirement or resignation is taken, often the consequence is dramatically reduced economic status (Warren & Toll, 1993).

Stress has been generally regarded as undesirable and a negative force causing disruption in psychological and physiological homeostasis of an individual. In a state of severe stress, human constitution and capacities are taxed severely and his overall effectiveness is distorted. Majority of stress researchers admitted that stress gives rise to negative emotional experiences causing noticeable deterioration in an individual's adjustment, behavioural effectiveness and health. After reviewing the researches on the consequences of occupational stress J.D. Hart (1982) classified its consequences as strains and illnesses.

Strains

Psychological Effects

- Job dissatisfaction
- Boredom, anxiety, fatigue, depression, irritation

- Low occupational and self-esteem
- Alienation from the organization
- Tension, experienced conflict, sexual maladjustment
- Low satisfaction with life

Behavioural and Social Effects

- Strikes
- Early retirement
- High rate of smoking and caffeine intake
- Use of drugs or alcohol on the job, burnout
- Absenteeism, accidents and errors
- Disrupted performance of social roles
- Distortion in interpersonal relations

Illness

Somatic-Physiological Effects

- Heart disease,
- hyper-tension
- Cerebral accident
- Peptic ulcer
- Arthritis
- Dermatitis and other skin afflictions
- Diabetes

Psychological

- Mental illness,
- Depression
- Neurotic symptoms
- Mass psychogenic illness
- Suicide
- Emotional outburst

Acute, or short-term, stress causes an immediate reaction in the body. If the threat or demand passes quickly, the body generally returns to normal. If exposure to stressors continues for sufficiently longer period of time, chronic health problems can develop, such as:-

Physical Problems

- High Blood Pressure
- Heart Disease
- Stroke
- Spastic Colon
- Immune System Dysfunction
- Diabetes
- Asthma
- Musculoskeletal Disorders

Psychological & Behavioural Problems

- Serious Depression
- Suicidal Behaviour
- Domestic Violence
- Alcohol Abuse
- Substance Abuse
- Burnout

1.6 Occupational Stress of Teachers

Occupational or job stress occurs where there is discrepancy between the demands of the workplace and a person's ability to carry out and complete those demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging everyday (Hepburn and Brown, 2001; Johnson et al 2005).

Teacher stress is a particular type of occupational or job stress. The construct of teacher stress is often distinguished in educational literature by a simple definition offered by (Kyriacou, C. 2001, Educational Review 53,1,p.28), “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher”. Teaching can be a stressful occupation. The daily interaction with students and co-workers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological and behavioural consequences may result (Derobbio and Iwanicki, 1996). Many teachers would agree, teaching is not only hard work, it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision-making, the burden of paperwork, and lack of resources has all been identified as factors that can cause stress among school staff (Hammond and Onikama, 1997). Excessive workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meagre salaries, indifferent students and parents behaviour, professional development, fatigue, frustration, stagnation, boredom, and loss of motivation or enthusiasm and unsupportive parents, etc. contribute towards teacher stress (Blase, 1986; Manthei & Solman, 1988; Kyriacou, 2001; Johnson et al., 2005; Meng & Liu, 2008; Shernoff et al., 2011).

Teaching has become a very stressful profession in the present time. Studies among teachers have indicated that stress has alarming negative effects on their psychological, physical and behavioural responses (Sutton, 1984; Kinman, 2001; Kyriacou, 2001; Sun et al, 2011). The negative effects include irritability, anger, fatigue, anxiety, depression, headaches, loss of concentration, sleep disturbances, persistent negative thoughts, low appetite, gastrointestinal problems, musculoskeletal problems, blood pressure, heart disease, stroke, cancer, suicide, etc. to highlight a few from the exhaustive list. Teacher stress not only affects his own

health but also negatively affects the students (Forlin et al., 1996) and even the organization (Hayward, 1993).

Stress up to a moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching is found to result in physiological and psychological ailments, which ultimately have deleterious effects on teacher's professional efficacy (Kyriacou & Pratt 1989). There is increasing evidence that work related stress can contribute to a variety of ailments; such as tension, headaches, backaches, high blood pressures, cardiovascular diseases and mental illness. It also leads to alcoholism and drug abuse, the problems that are reaching epidemic proportion in organization and society. Researchers engaged in analyzing the antecedents and consequences of job stress, reported different physical and psychological conditions at different type of work as potential occupational stressors. (Bogg & Cooper ,1995)

1.7 Stress Management

Stress cannot and should not be avoided; the secret lies in successful management of stress. When individuals experience stress or face demanding situation, they adopt ways of dealing with it, as they cannot stay in a continued state of tension. Stress management refers to those techniques or means used by a person to overcome stress. The selection of one's stress reduction techniques is mostly a matter of one's outlook, availability of resources and knowledge and ease in learning and implementing them. People indulge into unhealthy ways of dealing with stress like smoking, alcohol and drug abuse, using sleeping pills etc. Dealing with stress is important but indentifying healthy ways to do it is equally important.

1.8 Undergraduate College Teachers

Teachers occupy the central position in any system of education. They are the pillars of the society, responsible for educating and preparing the young generations of the nation for different occupations. It has rightly been said that the responsibility of

shaping the destiny of a nation rests on the shoulder of the teachers. They are the soul of the whole system of education. Those teachers who have been entrusted with the responsibility of teaching in the undergraduate level (i.e, the stage of education leading to the Bachelor's Degree) of a university are known as undergraduate college teachers. In many countries college teachers' job is generally considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in USA and Europe concerning the sources and symptoms of college teachers' professional stress. Studies in the field of teachers' stress show that the greater part of the stress is associated with the rapid pace of changes in education, particularly in the 1980's and 1990's. In rapidly growing and changing environment, the role of the undergraduate college teachers has become more complex. The teachers are being challenged with the task of increased teaching load, examination and evaluation duties, research responsibilities and continuous improvement in skill set. The performance demands have increased tremendously on teachers' part. Moreover increasing consciousness for education due to increasing competitions among the students for achieving their goals has lead to overwhelming pressures and stress on teachers.

1.9 Statement of the Problem

The present study has been designed to identify the sources and level of occupational stress and also the stress management of the undergraduate college teachers of Sonitpur District, Assam. Therefore, the study has been titled as **“A study on Occupational Stress and Stress Management among the Undergraduate College Teachers of Sonitpur District of Assam.”**

1.10 Operational Definitions of the Key Terms Used

(a) Stress

Stress refers to state of anxiety, conflict, heightened emotion and frustration. It also refers to any environmental, organizational and individual or internal demands,

which require the individual to readjust the usual behaviour pattern. It is the body's physiological response to the stress causing elements or factors.

(b) Occupational Stress

Occupational stress refers to the stress arising out of the work place or occupation where the individual has been employed or engaged.

(c) Stressor

A stressor is an event or set of conditions that causes a stress response.

(d) Stress Management

Stress Management refers to the proficiency of an individual in managing stress.

(e) Undergraduate Colleges

Undergraduate colleges refer to those colleges which conduct all academic programmes leading to the Bachelor's Degree (BA;BSc;Bcom)

(f) Undergraduate College Teachers

Undergraduate college teachers refer to those teachers who are directly involved in teaching at the undergraduate level of a college leading to the Bachelor's Degree.

(g) Regular Teachers

Regular teachers are those teachers who have been appointed against sanctioned posts and enjoying UGC's facilities.

1.11 A Brief Description of the Study Area

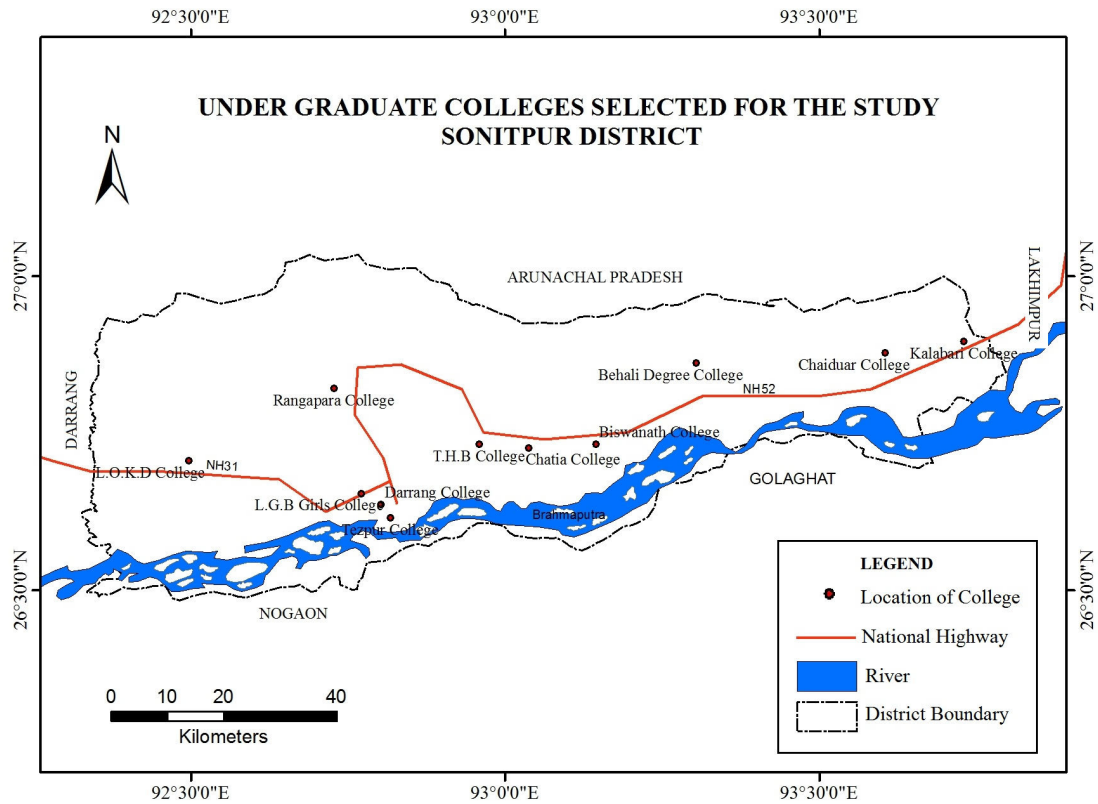
The present study has been conducted among the teachers of Govt. provincialized undergraduate colleges of Sonitpur District of Assam. Sonitpur, one of the 27 districts of Assam is located on the north bank of river Brahmaputra. The Sonitpur district was created in 1983 after the split from Darrang. Tezpur town is the Head Quarter of the district. Tezpur can be described as the cultural capital of Assam.

Every landscape of Tezpur reflects its rich cultural heritage since time immemorial. Tezpur was a cradle to three doyens of Assamese Culture: Rupkonwar Jyotiprasad Agarwala, Kalaguru Bishnu Prasad Rava, and Natasurya Phani Sarma.

Sonitpur district is spread on northern bank of the river Brahmaputra. It is bounded by the state of Arunachal Pradesh towards north, Morigaon, Nagaon, Jorhat and Golaghat districts of Assam towards south, Lakhimpur district in the east and Darrang district in the west. Sonitpur district is spread over an area of 5324 sq. kms. on north bank of Brahmaputra river. In terms of area Sonitpur is the second largest district of Assam after Karbi Anglong district. The District lies between 26° 30' N - 27° 01' N latitude and between 92° 16' E – 93° 43' E longitude. Located between mighty Brahmaputra River and Himalayan foothills of Arunachal Pradesh, the district is largely plain with some hills. Brahmaputra River forms the south boundary of the district.

According to the census report of 2011, the literacy rate of Sonitpur District is 69.96. The percentage of male and female literacy of the district is 76.98 and 62.53 respectively. As per the Statistical Handbook, Assam, 2012, Sonitpur District has 1,866 Primary Schools, 480 Middle Schools, 237 High Schools, 67 Higher Secondary Schools and Junior Colleges. There are 11 Undergraduate Colleges, two B.Ed. Colleges, one Central University, one ITI, one Normal School, one DIET in the Sonitpur District. Moreover Lokapriya Gopinath Bordoloi Regional Institute of Mental Health and Tezpur Medical College and Hospital are also situated here. Apart from these there are a good number of non-provincialised educational institutions in the district.

Figure- 1.1 Map of Sonitpur District (Assam)



1.12 Significance of the Study

The role of the teachers' of undergraduate colleges is demanding in the higher education sector of a country. The future of the college students depends on the efficiency and enthusiasm of the teachers. But under present condition, the considerable stress, has showed its potential to threaten college teachers' initiative and enthusiasm. Researchers hold that teacher's stress not only affects his own health but also negatively affects the students. Continuous exposure to stress situation creates in teachers a sense of self apathy, low self-esteem, deprives of motivation and will to teach, loss of confidence, irritability with colleagues, unwillingness to co-operate, frequent irrational conflicts at the place of work, withdrawal from supportive relationships, dealing ineffectively with the students

thus ultimately lowering the overall performance level. A stress free teacher is capable to teach effectively in the classroom and can provide better quality of environment to make educational institution a challenging and interesting centre for the students.

So far as the undergraduate college teachers of our state are concerned, the inclusion of the semester system at undergraduate level by the Gauhati University since 2011 without considering the infrastructural, manpower and other requirements of its affiliated undergraduate colleges has considerably increased the workload of the teachers. Therefore it is very important to know the extent of work stress among the undergraduate college teachers. The present study will reveal the various sources leading to stress among the teachers of undergraduate colleges in their work place. The study is likely to benefit the administrators of organizations to retrospect and rethink on their functions and efficiently deal with complex stressful situations of the work environment. This in turn, will not only contribute towards organizational advancement but also show the way to a better society in the long run.

Further the present study is significant because a very few studies have been conducted so far on the present topic specially in our state. A review of the available literature also revealed that no detailed study on the present topic has so far been done in our state Assam. Moreover, the present study will create new stock of knowledge.

1.13 Objectives of the Study

1. To study the sources of occupational stress among the undergraduate college teachers.
2. To study the level of occupational stress among the undergraduate college teachers.
3. To study the gender difference regarding occupational stress among the undergraduate college teachers.

4. To study the difference between the teachers of urban and rural undergraduate colleges regarding occupational stress.
5. To study the stress management level among the undergraduate college teachers .
6. To study the gender difference regarding the stress management.
7. To study the difference between the teachers of urban and rural undergraduate colleges regarding the stress management.
8. To study the relationship between Occupational Stress Level and Stress Management Level of the undergraduate college teachers.

1.14 Hypotheses

The following hypotheses have been formulated on the basis of the above objectives:-

H₀₁: There exists no significant difference between male and female undergraduate college teachers regarding occupational stress.

H₀₂: There exists no significant difference between the teachers of urban and rural undergraduate colleges regarding occupational stress.

H₀₃: There exists no significant difference between male and female teachers regarding stress management .

H₀₄: There exists no significant difference between the teachers of urban and rural undergraduate colleges regarding stress management.

H₀₅: There exists no significant relationship between Occupational Stress Level and Stress Management Level of the undergraduate college teachers.

1.15 Delimitations of the Study

The present study has been delimited as under:-

1. The study has been delimited to the Sonitpur District of Assam only.
2. The study has been delimited to the Govt. Provincialised undergraduate colleges of Sonitpur District of Assam, affiliated to Gauhati University only.
3. The study has been delimited to those teachers of undergraduate colleges who have been working only on regular basis.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is one of the most important steps in the planning of any research study. It implies locating, studying and evaluating the reports of past research. It is an account of what has already been established on a particular topic by different scholars and researchers. The main purpose of writing the literature review is to convey to the readers what knowledge and ideas have already been established on a topic. Moreover, this would help the researcher to fill the gaps by extending prior studies. It also helps to view a problem in a different perspective and provide a direction to proceed with the envisaged account.

This section examines and explores the theoretical premise of study. This section deals with the review of a number of research papers, journals, theses, and other publications directly or indirectly related to the occupational stress and stress management among the undergraduate college teachers in the international, national and regional level. A brief review of the searched literature related to the selected research topic has been presented below under three heads in an order from past to the present.

2.2 International Studies

Jamal, M; (1990) in his study examined the relationship of job stress, job stressors, and Type-A behaviour pattern with employees' job satisfaction, organizational commitment, psychosomatic health problems, and turnover motivation among full-time nurses (N = 215) working in a large Canadian hospital. Both job stress and stressors (role ambiguity, overload, conflict, and resource inadequacy) were significantly related to four outcome variables. Type-A behaviour was associated

with high job stress, high role ambiguity, conflict, resource inadequacy, and psychosomatic health problems. In addition, Type-A behaviour was found to be an important moderator of the stress-outcome relationship. Implications of the findings for management and for future research are highlighted.

Borg M.G., Riding R.J. and Falzon J.M. (1991) conducted a study on “Stress in Teaching: A Study of Occupational Stress and its determinants, job satisfaction and career commitment among primary school teachers”. The study discussed about class management, reflecting the problems of having to spend the whole of the school day in almost uninterrupted contact with children.

A sample survey of 710 Maltese Primary school teachers revealed that the level of teacher stress, job satisfaction and career commitment were constituted differently in some of the teacher demographic sub-groups. A principal components analysis of the stress ratings of 20 items covering various aspects of the teachers' work environment yielded four factors described in terms of 'pupils misbehaviour', 'time/resource difficulties', 'professional recognition needs' and 'poor relationships'. Results of the study revealed that Teachers, who reported greater stress, were less satisfied with their jobs and less committed to choose a teaching career, were they to start life over again, the association between the general measure of job stress and the stress due to each of the four stress factors was strongest for 'pupil mis-behaviour' and 'time/resource difficulties,' and of the four factors 'professional recognition needs' had the strongest inverse relationship with job satisfaction and career commitment.

Okebukola, P. A. (1992) studied the concept of schools village and the incidence of stress among science teachers. The schools-village (SV) concept is built on the philosophy of maximum resource utilization and engendering of communal spirit. 69 female and 126 male Nigerian science teachers in rural and urban SV schools and 51 female and 122 male controls from non- schools-village schools completed a survey regarding teacher stress. Subject's interactions in schools-village schools had a significant depressing effect on stress level regarding curriculum, facilities,

student characteristics, administration, and professional growth and self satisfaction. Female Subjects were more stressed than male Subjects, and Subjects in urban schools were more stressed than Subjects in rural schools

Blix et.al. (1994) in their research on “Occupational stress among University Teachers” found out that two-third of University faculty reported that they perceived job stress at least half of the scheduled time. Faculty also expressed burnout, health problems caused by job stress, decreased work output, low capacity to manage the work stress and basis of job change. According to Blix et.al; over workload is one of the most frequently quoted reasons for considering job change. Female teachers reported more tendencies to consider job change due to work stress. Research related activities described to be more stressful than either teaching or service.

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, and teachers of different ages and length of teaching experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and pupil behaviour/ attitude. Female teachers scored higher than men on professional concerns. According to the author, just over one-third of all teachers were satisfied with their job. When specific facets of job satisfaction were examined, teachers were most satisfied with their professional performance and least satisfied with teaching resources. Teacher stress and job satisfaction were found to be negatively correlated, with high reports of occupational stress related to low levels of job satisfaction.

Chao, S. (1995) conducted a study on occupational stress among school teachers in Hong Kong. The purpose of his study was to investigate the relationship between work stress, symptoms of poor health, job satisfaction and social support. In the questionnaire designed by the same researcher, 18 items were used to measure sources of stress based on the four factors that were identified by Manso-

Pinto(1990b)-poor administrative support (six items), professional distress,(five items), inadequate financial security (three items), poor students' discipline (four items). Occupational health was measured in terms of physical ,psychological and behavioural symptoms of stress (12 items). Three items were used to measure job satisfaction and another three items were used to measure social support (assessing the availability of colleagues who provide tangible and intangible support in front of school related problems).

The questionnaire was then administered to a sample of 50 primary and 50 secondary school teachers from 10 schools, with a sex distribution of 35 males and 65 females. The results revealed that 34.9 percent of the respondents found teaching stressful and 10.6 percent extremely stressful. Poor administrative support, professional distress, inadequate financial security and poor students' discipline are potential stress factors for teachers. In particular, heavy workload (such as doing school work at home), students' discipline(such as spending much time on discipline) and students' unruly behaviour (such as motivating students to learn, and poor students' attitudes towards work) are major sources of stress. The study also revealed that teachers who reported a higher level of work stress had a higher incidence of poor health and lower job satisfaction. In addition, teachers who reported more social support from colleagues experienced less work stress.

Yue, X.D. (1995) presented the findings of his study on occupational stress among primary and secondary school guidance teachers in Hong Kong. Social support was found to be significantly and negatively correlated with all the occupational stress measures , and that job dissatisfaction was significantly and positively related to need deficiency, work ambiguity, work overload and work strain. It was also found that primary school guidance teachers confronted greater occupational stress than secondary school guidance teachers.

Hamdiah, Bt. O. (1996) conducted a study "Correlates of stress among secondary school teachers in Penang." to investigate the factors which cause degree or levels of

stress and the manifestations of stress among secondary school teachers in Georgetown, Penang. The sample was taken from nine secondary schools in Georgetown, Penang. Of the 249 respondents, 65 were males and 184 were females. About 55% of the respondents were below 40 years old and about 61 % of the respondents have been in the teaching profession for more than 10 years. The major findings of the study showed that stress among secondary school teachers was not related to demographic variables of age, gender and lengths of service. Further, it was found that there were no significant differences in stress level among teachers of various age groups and lengths of service. Stress level did not differ between male and female teachers.

Maybery and Reupert (1998) investigated on “Beginning teacher stressors and supports: Gender and location differences” to identify the stressors and social supports of 71 beginning teachers (aged 20–40 yrs) in their 1st yr of teaching in the Peninsula region of Queensland, Australia. 13 stressor variables were identified including 8 from within and 5 from outside the school environment. Six social supports were equally divided between work and non-work sectors. Four stressor variables were identified as having significant or trend differences in terms of location. Beginning teachers from urban locations had significantly lower scores than their rural and community counterparts for the stressor 'new community'. Three trend differences were also found: rural teachers scored more highly in relation to 'transfers'; urban teachers more highly for 'financial problems' and somewhat surprisingly, the global variable, 'in-school stress', showed that community teachers scored less total stressors emanating from the school environment, than either the urban or rural teacher groups. Two gender trend differences were found for the 'health' and 'curriculum' stressor variables with female teachers reporting higher scores than males on both variables. Consistent with past research, females reported using more social supports than did males.

Pitchers R.T and Soden R. (1998), in their study on “Scottish and Australian Teachers Stress and Strain” highlighted the role overload as a significant stressors. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish Vocational and Further Education Lecturers. The researchers concluded that strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.

Baba et al., (1999) in their work “Occupational Mental Health: A Study on Work-related Depression among Nurses in the Caribbean”, addressed the issues of occupational mental health among nurses in the Caribbean. The results indicated role conflict, role overload social support as predicted stress, which along with social support predicted burnout.

Gillespie et al, (2001) in their study “Occupational stress in universities: staff perceptions of the causes, consequences and moderators of stress”, found that support from co-workers and management, recognition and achievement, high morale, and flexible working conditions like being able to work from home one day a week, not having to ‘clock in and out’, working part time, and taking study leave helped them to cope with work-related stress. They also highlighted the value of drawing on support in the workplace as a way of dealing with stress. This included talking to co-workers about work and ‘having a whinge’ and a laugh together, sharing one’s workload with co-workers, being able to ask for help, being able to rely on support staff and support services. Attending conferences was also mentioned as a stress moderator and morale builder.

They also mentioned about the personal strategies adopted by faculty for coping with work related stress. This included practicing stress management techniques such as learning to recognize and understand stress, managing expectations, planning and prioritizing, taking regular breaks from the work station, regularly exercising, and seeking alternative therapies for stress relief (e.g. yoga, massage). Another personal stress coping strategy was maintaining a balance between work

and non-work included making a clear distinction between work and personal life (e.g. leaving work on time, not taking work home), switching off from work, and focusing on non-work-related interests (e.g. gardening and sport).

Burbeck et al.,(2002) in their work titled “Occupational Stress in Consultants in Accident and Emergency Medicine: A National Survey of Levels of Stress at Work”, observed that job stress was a recognized problem in healthcare workers and doctors were considered to be at particular risk of stress and stress related psychosocial problems.

Michailidis M, Georgiou Y.,(2005) examines the occupational stress of employees in the banking sector. A sample of 60 bank employees at different organizational levels and educational backgrounds was used. Data collection utilized the Occupational Stress Indicator (OSI). Results of data analysis provided evidences that employees' educational levels affect the degree of stress they experience in various ways. Bank employees cannot afford the time to relax and "wind down" when they are faced with work variety, discrimination, favouritism, delegation and conflicting tasks. The study also shows the degree to which some employees tend to bring work-related problems home (and take family problems to work) depends on their educational background, the strength of the employees' family support, and the amount of time available for them to relax. Finally, the drinking habits (alcohol) of the employees were found to play a significant role in determining the levels of occupational stress.

Antoniou, et.al. (2006) "Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece", to identify the specific sources of occupational stress and the professional burnout experienced by teachers working in Greek primary and secondary schools. A special emphasis was given to gender and age differences. A cross-sectional design was

used for the study. Two self-report measures were administered to a sample of 493 primary and secondary school teachers, a self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory (education version). The result indicated that the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with “difficult” behaviour. Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they received from the government.

Schulze and Steyn (2007) from their study identified stressors in the lives of South African Secondary School Educators. A questionnaire was filled by 987 educators from all racial groups and provinces in the country. The results revealed that uninvolved parents, poor learners' discipline, lack of learners' motivation, learners' negative attitude towards themselves, numerous changes inside and outside the school and lack of self-esteem contributed as major stressors for the teachers. Male and female teachers differed significantly in their perception of stressors. Teachers with 6 to 15 years of experience and those between 36 to 45 years differed significantly from others on stress.

Mapfumo et.al (2008), conducted an exploratory study of factors affecting stress levels among teachers in Zimbabwe. This study seeks to determine: (1) factors that affect stress levels of teachers in primary school as a whole, and how these stress levels are related to experience and gender of teachers; (2) coping strategies that are used by these teachers to resist or adapt to stress, and (3) possible school system changes that could be adopted to combat stress among teachers. The result shows that the most stressful factors for both male and female teachers are: working on unnecessary tasks; taking work home after hours; unreasonable demands for work

quality; unmanageable number of projects; more work than can be done in one day; and having no time for a break.

Archibong, et. al. (2010) conducted a study on “ Occupational Stress Sources Among University Academic Staff, Nigeria.” The study aimed to identify stress source among university academic staff with regards to occupation-related areas- interpersonal relationships, research, teaching and career development, and to determine if gender difference existed in stress level of academic in the study variables. The sample consists of 279 (168 males and 111 females) academic staff. Questionnaire was used for data gathering. Findings reveal that students were the greatest source of stress to academic staff with respect to interpersonal relationships, with respect to research, sourcing funds for research was the highest source of stress. With regards to teaching, it was collation of results, while sourcing funds for career development was the highest with respect to career development. Overall result showed that career development is the greatest source of stress to academic staff. The results also indicated that male and female academic differed in perceived stress level in teaching. Recommendation made include making more funds available to academic staff for research and career development purposes.

Eres, F. and Atanasoska, T. (2011) conducted a study on “ Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia”. The aim of the study was to determine the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. 416 Turkish teachers and 213 Macedonian teachers participated in the study. At the end of the study it was seen that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels. There was a meaningful difference in the stress level points of Turkish and Macedonian teachers. While comparing the stress levels of Turkish teachers alone, a meaningful difference was found between female and male teachers in Turkey in terms of total stress level score. The stress levels of male teachers were higher in Turkey compared to female teachers. Whereas, there was not a meaningful

difference between female and male teachers in Macedonia in terms of total stress level scores.

Mondal et al. (2011) conducted a study on “School teachers: Job Stress and Job Satisfaction, Kaski, Nepal.” From their study they found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers.

Iqbal and Kokash (2011) conducted a study on faculty in a private university in Saudi Arabia and found out the strategies used by faculty in coping with stress. Their findings revealed that faculty resorted to exercises such as indoor games, gym and aerobics, yoga spirituality, time management and spending time with family to cope up with stress.

Usman et. al. (2011) conducted a study on Work Stress Experienced by the Teaching Staff of University of the Punjab, Pakistan: Antecedents and Consequences. The study revealed that following were the stressors amongst academics: Role Conflict and Role Ambiguity. They found that both role conflict and role ambiguity were positively related to work stress experienced by teachers, work stress was negatively associated with both job satisfaction and organizational commitment of teachers.

Shikieri & Musa (2012) studied the factors associated with occupational stress and their effects on organizational performance in a Sudanese University. They attempted to determine the factors associated with occupational stress and their relationship with organizational performance at one of the private universities in Sudan. Their research study depicted that on average the teacher’s experienced high degree of job stress. Job stressors affected the general physical health, job satisfaction and work performance as well as commitment of the teachers

negatively. The study recommended that the university needs to elevate the situation and resolve all the factors affecting the employees as per situation.

Antoniou, A. S. et. al. (2013) conducted a study on “Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Strategies.” They investigated the levels of occupational stress and professional burnout of teachers who worked in public primary and secondary schools of the Capital of Greece. It also aimed to investigate the coping strategies that they adopt, and the relationship between them. The survey involved 388 teachers who teach in public schools in Attica. Three instruments were administrated to teachers: “Teachers’ Occupational Stress” (Antoniou, Polychroni, & Vlachakis, 2006), the Maslach Burnout Inventory (Maslach & Jackson, 1986) and the “Stress Coping Strategies Scale” (Cooper, Sloan, & Williams, 1988). The findings showed that teachers of Primary Education experience higher levels of stress compared to the teachers of Secondary Education. Female teachers experienced more stress and lower personal accomplishment than men. Rational coping behaviours are a resource which help teachers overcome work-related stressors and burnout and achieve their valued outcomes with students, while avoidance coping predicted high level of stress and burnout.

Chaudhry, A. Q., of Institute of Education and Research, University of Punjab,(2013) conducted a study on “Analysis of Occupational Stress of University Faculty to improve the quality of their work”. The purposes of the study were: to examine the influence of occupational stress on cadre of university teachers; to scrutinize the influence of occupational stress on nature of job of university teachers; and to inspect the levels of occupational stress on work experience of university teachers. The results of the study showed that in the category of teacher cadre, occupational stress is not considered a very crucial hurdle in their performance. “Stress is not a big problem” as stated by lecturers(63%), assistant professors (70.4%), associate professors(75.8%) and professors (75%). Stress is reported by very small number of teacher as a big problem, while remaining respondents of a

moderate level of stress are; 34% lecturers, 27% assistant professors, 24% associate professors and 21% professors. To test the hypothesis that there is a significant difference in the means score of faculty member having different job cadres regarding their stress levels, ANOVA was applied. There was a significant difference of lecturers with professors and associate professors regarding their level of stress. While no significant difference was found between lecturers and assistant professors and assistant professors and associate professors. Again there was no significant difference between assistant professors and professors and associate professors and professors in terms of occupational stress, they are facing. The stress is not a big problem reported by people having 0-3 years of experience 65% and above 21years experienced (75%), which indicate the decrease in stress with the increase of professional experiences. Up to 3 years experienced faculty got highest frequency in reporting moderated stress level, followed by decrease in stress with the increase of experience period. The inferential statistics are employed to test the significance of difference across the various age groups. The results show that there is insignificant difference in the mean scores of stress levels among faculty member having different years of experience. Regarding different nature of jobs the result reveals that with the change in nature of job from contract, permanent to visiting, level of stress is increased. The people serving on contract basis are 70% while visiting faculty are 40% which have reported stress as not big problem for them. The visiting faculty is comparatively more stressed as compared to permanent or contractual faculty. Moreover the results showed no significant difference between stress levels of faculty members having different nature of jobs.

Kalyva, E. (2013) conducted a study on “ Stress in Greek Primary Schoolteachers Working Under Conditions of Financial Crisis” The study aimed to explore the effect of gender, age, years of teaching experience, teaching students with special educational needs and burnout on teacher stress. The participants were 384 Greek primary schoolteachers, aged 25 to 59 years old (mean age = 41 years and 4 months), 146 males (38%) and 238 females (62%). They completed the Questionnaire on Teacher Stress and the Maslach Burnout Inventory – Educators Survey – MBI-ES It was found that Greek primary schoolteachers reported low

levels of stress and that their stress was predicted by burnout and teaching students with special educational needs. More specifically, teachers with higher levels of burnout and those who did not teach students with special educational needs reported higher levels of stress.

Tashi, K. (2014) conducted a study on "Occupational Stress among Bhutanese Teachers" The study examined the level of teacher stress and coping action among Bhutanese teachers. It further investigated if demographic variables (gender, experience, and school level) affected the level of stress on teachers. The population in this study consisted of 150 teachers from 42 schools, while t-test and Oneway ANOVA were used for statistical analysis. 24.5% of the teachers reported that being a teacher was either very or extremely stressful. Male teachers faced more stress than their counterparts. The study also found that stress is most prevalent among teachers with an experience of over 10 years followed by teachers with 6-10 years of experience in teaching. The coping actions adopted by teachers were mostly palliative strategies, such as, 'having a healthy home life', followed by 'reduce extra activities during school time'. Teachers reported that the most effective action that schools or the government could take to reduce teacher stress was to decrease teachers' workload.

Ghania, Ahmad & Ibrahim (2014) studies the stress among special education teachers in Malaysia. They investigated the factors that contribute stress and level of occupational stress among special education teachers who are teaching in special education classes in the state of Penang, Malaysia. The results from their study revealed that pupil misbehaviour as the main source of teacher stress among special education teachers, followed by workload, time and resources difficulties, recognition, and interpersonal relationship.

Tran, V.D. (2015) conducted a study on "Effects of Gender on Teachers' Perceptions of School Environment, Teaching Efficacy, Stress and Job Satisfaction"

to investigate teachers' perceptions of school environment factors, teaching efficacy, teacher stress and job satisfaction, and to determine whether gender was a differentiating factor. A total of 387 Vietnamese junior high school teachers completed one questionnaire for four sections about school-level environment, teaching efficacy, teacher stress, and job satisfaction. The results reveal that most of these teachers had high perceptions of school-level environment factors (principal leadership, mission consensus, professional interest, affiliation, student support, innovation, resource adequacy), teaching efficacy (classroom management, student engagement, and instructional strategies), job satisfaction, and teacher stress (classroom stress and workload stress). Results also show that statistically significant differences were found between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. Female teachers scored higher than male teachers on both stress while male teachers scored higher than female teachers on school-level environment factors, teaching efficacy and job satisfaction. Male teachers with less stress had higher perceptions of school-level environment factors, higher teaching efficacy and higher job satisfaction, whereas female teachers with greater stress had lower perceptions of school-level environment factors, lower teaching efficacy and lower job satisfaction.

Manabete, John, Makinde & Duwa (2016) conducted a research on job stress among school administrators and teachers in Nigerian secondary schools and technical colleges. They examined stress, job or workplace stress among teachers in Nigeria. Findings revealed that role ambiguity, poor relations with boss, work overload are the main sources of stress among teachers.

2.3 National Studies

Madhu, et al.,(1990) conducted a study on role stress: 'differential influences of some antecedent factors'. 173 managerial personnel's from steel organization and 76 from petroleum organization participated in the study. The present study attempted to compare the influence of the antecedent factors namely, personal, organizational,

job, superior, leadership styles and communication factors on role conflict and role ambiguity. It was found that role conflict and role ambiguity experienced by the employees were most significant in the petroleum organization.

Beena and Poduval (1992) conducted a study on sample of 80 executives in different organizations (40 male and 40 female) with the age range of 25-45 years , to know the gender differences in work stress. The result showed that female executives experienced higher rate of stress.

Ushashree (1993) from a sample comprised of 1,200 male and female teachers from the primary and secondary schools located in some urban and rural areas of Rayalaseema region of Andhra Pradesh, made an attempt at investigating sources, reactions and coping resources of school teachers to stress and found that; As regards the sources of stress, there were significant differences between men and women teachers, rural and urban teachers, primary and secondary school teachers and teachers of three job tenures.

Aditya and Sen (1993) concluded that women cope with stress better than their male counterparts. The reason attributed to it is women are more likely to seek emotional support from others in stressful situations, whereas men try either to change the stressor or use less effective coping strategy.

Mitra and Sen (1993) in their study found that male and female executives differed significantly on role ambiguity, role conflict, inter role distance, future prospects and human relation at work and femininity and masculinity dimensions. Male executives with masculine sex role orientation faced greater job stress and anxiety than females possessing an androgynous personality. Authors attributed this fact to a greater

reluctance to self disclose among men and different socialization patterns laid down for both men and women in Indian society.

Singh, A.K. and Sehgal, V. (1995) in their study on “Men and Women in Transition: Patterns of Stress, Strain and Social Relations” highlighted the patterns of stress and strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions. Difference in gender was however found in strains.

Sahu and Mishra (1995) made an attempt to explore gender differences in relationship between stresses experienced in various areas of life. The sample for the study was 120 men and 120 women teachers. The result revealed the significant positive relationship between work related stress and society related stress in males. On the other hand, in females, a significant positive relationship was observed between family stress and society related stress.

Ushashree *et al.* (1995) conducted a study on Gender role and age effects on teachers’ job stress and job satisfaction. In their study they considered 80 male and 80 female high school teachers in the age group of 25-40 year (adult) and 41-60 years (middle aged) to know the effect of gender on teachers’ experience of job stress and job satisfaction. Analysis of data indicated significant effect of gender on job stress.

Sindhe (1997) attempted to study the demographic and family variables related to teacher’s anxiety and perceived stress and to compare the relationship between anxiety and perceived stress. Sample comprised 1,560 elementary school teachers from various elementary schools of Mysore. The study concluded that; Female teachers had greater GPS (General Perceived Stress) than their male counterparts.

Upamanyu (1997) explored the stress management techniques used by the educated working women. The sleep and relaxation , exercise, time management, diet and yoga are the best way adopted to manage stress by working women.

Bhagawan (1997) studied on job stress among 53 males and 47 female teachers from 20 schools in Orissa. It was found from the results that male teachers experienced more stress compared to female teachers.

Barkat and Asma P. (1999) studied the effect of gender on organizational role stress. The sample consisted of 50 managers, 25 male and 25 female of SBI. The age range of the subjects was between 36-55 years. Results indicated that females showed lower degree of role stress than their male counterparts.

Upadhyay and Singh (1999) compared the occupational stress level experienced by the 20 college teachers and 20 executives. The teachers showed significant higher levels of stress than executives on intrinsic impoverishment and status factors. They experienced stress because their personal wishes and strong desire for better and prosperous career were felt to be blocked by others.

Aminabhavi and Triveni (2000) conducted a study on the nationalized and non nationalized bank employees. The sample consisted of 78 bank employees of which 39 nationalized and 39 non nationalized banks. The result revealed that male and female bank employees do not differ significantly in their occupational stress.

Tyagi and Sen (2000) found that female managers were more stressed than male managers and supervisors were more stressed than executives irrespective of gender. Females were more likely to adopt positive coping strategies, they had lower overall job satisfaction scores and were more at risk of mental and physical ill-health.

Harshpinder and Aujla (2001) investigated the different physical stress management techniques utilized by women. Results revealed that working women were making more use of writing diary, standard furniture and high fibre diet as compared to non-working women. The two groups did not differ significantly in the use of other techniques.

Pradhan and Khattri (2001) studied the effect of gender on stress and burn out in doctors. They have considered experience of work and family stress as intra-psychic variables. The sample consisted of 50 employed doctor couples. Mean age was 40 years for males and 38 years for females. The result indicated no gender difference in the experience of burn out, but female doctors experience significantly more stress.

Upadhaya & Singh (2001) studied the occupational stress among school and college teachers. Their study revealed that the school teachers were under more occupational stress as compared to college teachers. They found that work overload, role conflict, higher expectations of students and their parents were found to cause more stress among the school teachers.

Triveni and Aminabhavi (2002) conducted a study to know the gender difference in occupational stress of professional and non-professionals. The sample consisted of 300 professionals (doctors, lawyers and teachers) and 100 non professionals. The result revealed that women professionals experience significantly higher occupational stress than men due to under participation.

Aujla *et al.* (2004) conducted a study to analyze the different stress management techniques used by 75 working women and 75 non working women of Ludhiana city. Results indicated that majority of the respondents in both the categories were using various stress management techniques *viz.* relaxation, music, prayer, recreation with family, planning *etc.* Planning and relaxation were most preferred techniques among both the groups.

Khan *et al.* (2005) conducted a study on coping strategies among male and female teachers with high and low job strain. The results of the study indicated that both male and female teachers used the same strategies to cope with job strain. Significant difference was not found to exist between male and female teachers on different types of coping strategies except use of humour. Teachers have adopted a range of coping strategies most tend to be functional or active and some are dysfunctional or passive (i.e. self-distraction

and use of humour). Male and female teachers did not give response on alcohol dimension of coping scale.

Mathews, A.Sr.(2005) studied the occupational stress of teachers. This study was conducted to find out the level of occupational stress of higher secondary school teachers of Kerala. A sample of 60 school teachers was taken from Idukki & Kottayam districts of Kerala. Results indicated that 48% of teachers of Kottayam district experienced low stress whereas 80% teachers of Idukki district showed low stress. In this study, it was found that there was no significant relationship between the levels of occupational stress of both the districts.

Bhattacharya and Guha (2006) conducted a study on stress and coping: “A study on lady criminal lawyers of Kolkata city”. A group of 34 lady criminal lawyers were selected for the study. The significant factors, which are generating stress, are busy schedule of work, odd duty hours, poor interaction, leading tendency of superiors, and poor interpersonal relationship among the colleagues in the work environment.

Kundu, U. (2007) from Department of Education, University of Kalyani West Bengal conducted a study on “A study on the nature of perceived Organizational Stress of College Teachers employed in recognized undergraduate colleges of West Bengal”. The study was conducted to discover the nature of perceived organizational stress of general undergraduate college teachers employed in West Bengal, to prove the gender effectiveness in perceived organizational stress of college teachers under study and to recognize the significant work stressors in the work life of the college teachers under study.

The findings revealed self- rating grades of the college teachers, studied here , about their own teaching performance under present employment bore no characteristic influence of gender difference, irrespective of gender difference of teachers of local undergraduate general degree colleges expressed differences in the nature of job satisfaction, measures of self confidence found to bore a positive relationship with those of job satisfaction measures, measures of role perception of both job satisfied and job dissatisfied teacher bore a positive relationship with those of self-

confidence, job satisfied and Job dissatisfied college teachers under the present employment held favourable and unfavourable views respectively about their respective administrative authorities, similar type of perceptual difference was found true in case of colleagues, job satisfied and job dissatisfied teachers under the present employment revealed differences in their perception of work environment.

Ravichandran and Rajendran (2007) measured perceived sources of stress among the Higher Secondary school teachers at Chennai, using Teacher's Stress Inventory developed by Rajendran. This tool measures eight different factors namely Personal stress, Teaching assignments, Personal expectation, Teaching evaluation, Lack of support from parents and others, Facilities available at school, Organizational Policy and Parental expectations. Higher level of stress was reported among female teachers on perceived Personal Stress. No sex differences were found on any other factor except Teaching Assignment. Teachers' qualification was also found to significantly associated with these two factors only. Age differences were found on factors Personal Stress, Teaching Evaluation, Facilities available at school and Organizational Policy Experience only. Differences based upon type of school were found on Facilities Available at School, Facilities Available at School, Organizational Policy Experience and Parental Expectations.

Nayak, J. (2008) from the Department of Family Resource Management College of Rural Home Science, University of Agricultural Sciences, Dharwad, Karnataka conducted a study on "Factors Influencing Stress and Coping Strategies Among the Degree College Teachers of Dharwad City, Karnataka". The objectives of the study were- to study the factors influencing stress and the stressors among the degree college teachers, to analyse the level of stress among the degree college teachers, to study the coping strategies adopted by the degree college teachers and to know whether gender difference exists with regards to stress and coping strategies.

Results of the study indicated that, the factors that caused stress always were mainly due to the interference of the employment organizational responsibilities with their

family organizational role, lack of their involvement in decision making that reduced their responsibilities and the participatory model in their organizational setup which enhanced their responsibilities to the point of exhaustion. Majority of the teachers revealed that stress was basically due to their laziness and also they were happy with fewer responsibilities. The overall results of stress level revealed that higher percentage of teachers were in low stress category.

Gender-wise significant difference was observed in case of personal development stressors and inter-personal relation stressors, while it was non-significant in case of work, role and organizational climate stressors. Age was the influencing factor on total stressors which were statistically highly significant. Keeping ready well ahead, taking rest, avoiding strenuous posture, taking balanced diet, walking, using sleeping pills and hot water therapy were practiced by the teachers when they were physically stressed. Offering prayer, positive thinking, working in-group, avoiding painful reminders, delegating the tasks and listening songs were practiced when they were mentally stressed. There was no significant gender difference found with respect to physical stress management where as it was significant in case of mental stress management strategies.

Goswami, A.N.(2009) conducted a study on “Occupational Stress, Job Satisfaction and Job Involvement of Employees in Stock Broking Firms: Case of Marwadi Shares and Finance Limited”. The objectives of the study were to study the correlation among occupational stress, job satisfaction and job involvement and location and gender-wise difference regarding occupational stress, job satisfaction and job involvement. The findings revealed that there was no significant location-wise difference for occupational stress. On the contrary, significant difference was found between male and female employees for occupational stress.

Kalyani et al; (2009) investigated the effect of stress on teachers’ work performance. 207 male and 93 female teachers from South India constituted the sample of the study and they completed a structured questionnaire. The hypotheses

were that occupational stress would explain the performance of the teachers and gender would affect occupational stress. It was found that there was a significant influence of occupational stress on work performance of the teachers. Male and female teachers didn't show any significant differences in the level of occupational stress.

Rajesh, A.G.(2010) investigated on “A Study of Occupational Stress Experienced by Higher Secondary School Teachers of Thanjavur.” The sample consisted of 260 Higher Secondary School Teachers, (Male=124 and Female 136) from Government, Government-Aided and Private Schools in the town of Thanjavur. The researcher carried out an elaborate study on the various factors that were causative to occupational stress among teachers. The researcher after his elaborate study came to the conclusion that moderate levels of occupational stress was prevailing among the respondents.

Singh, G. (2010) conducted a study on “ Prediction Efficiency of Motivation, Job involvement, Occupational Stress and Coping Strategies in Respect of Information Source of Senior Secondary Teachers in Jammu City”, by using incidental sampling technique. 153 male and female teachers from Arts, Science and Commerce streams from 16 Senior Secondary Schools were included in the study. Occupation stress index by Srivastava and Singh was used to know the occupational stress of the teachers. Under Participation was found to be the main stressor for teachers. No significant difference was found between the occupational stress of male and female teachers.

Bakshi & Kochhar (2011) conducted a research entitled, “A Study of Stress Role on Faculty: An Analysis of Professional Institutions.” During their research they tried to find out the factors which are responsible for stress in faculty members of professional institutions. The findings of their study revealed that the factors of their stress caused by due to the interference of the employment organizational responsibilities with their family organizational role, lack of their involvement in

decision making that reduced their responsibilities and the participatory model in their organizational set up which enhanced their responsibilities to the point of exhaustion and also revealed that majority of the faculty members revealed that stress was basically due to their laziness.

Khatal (2011) in his investigation on “A study of relationship between Occupational stress and family adjustment of primary teacher,” studied the effect of occupational stress on family adjustment of male and female primary teachers. 25 male teacher and 25 female teachers were selected as a sample from primary teachers in Akola Taluka. Occupational stress index by Srivastava & Singh was used. The result of the study showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.

Kurkure,P.N.and Bharambe,I.T.(2011) conducted a study to compare Job Stress and Job Stressors of male and female secondary school teachers. The survey was conducted on a sample of 150 secondary school teachers which included 75 male and 75 female from secondary school of Dhule district of Maharashtra State. The results of the study revealed that all job stressors affect males and females equally. Male teachers and female teachers have equal job stress.

Mohanasundaram, H. and Muthuvelayutham, C. (2012) conducted a study focusing on finding out the impact of occupational stress among teachers on job satisfaction and job involvement in selective engineering colleges affiliated to Anna University Trichy. The researchers used descriptive research design. For conducting the study 422 samples were collected out of 2065 teachers . The researchers used stratified random sampling method to collect the samples from the universe .The researchers found that there is a considerable level of impact of stress on job satisfaction and job involvement among teachers.

Ritu , R. and Singh, A.(2012) investigated on “A Study Of Occupational Stress In Relation To Demographic Variables.” A sample of 100 primary school teachers of Panipat District of Haryana was selected for the study. The objectives of the study were to study level of occupational stress among primary school teachers, to

compare the level of occupational stress between male and female primary school teachers. to compare the level of occupational stress of the teachers working in Government and Private school. The Occupational Stress Index (OSI) by A.K.Srivastva was used for collecting data. The response rate was 80%. Data was analyzed by using statistical techniques like mean, SD and t-value. It was found that the teachers have moderate level of occupational stress. Male and female teachers did not differ in their levels of occupational stress. The teachers working in Govt. and Private schools were not found to differ in their level of occupational stress.

Reddy, G.L. and Anuradha, V. (2013) conducted a study on “Occupational Stress of Higher Secondary Teachers working in Vellore District, Tamil Nadu to develop a tool to assess the level of occupational stress of higher secondary teachers, to find out the significant difference , if any, in the occupational stress of teachers working at higher secondary level due to variations in their gender, age, community, marital status, educational qualification , nature of the subjects the teachers are handling, salary received, type of school (govt/private), location of the school(rural/urban) and years of experience, to study how far and to what extent the independent variables such as gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling , salary they receive, type of school they are working in, location of the school the teachers are working in and years of experience influence the occupational stress.

From the study it was found that out of 327 higher secondary teachers 249(76.1%) are experiencing moderate level of stress , followed by 42(12.8%) teachers with high stress and 36(11.0%) teachers with low stress. Occupational stress of higher secondary teachers with respect to the variable gender is significant at 0.01 level which indicates that men and women teachers significantly differ in their occupational stress. The mean occupational stress scores of men (153.56) and women (134.10) teachers also reveal that men teachers are experiencing more stress than the women teachers. In case of the type of school the teachers are working in there exists a significant difference between govt. and private higher secondary teachers. The mean scores show that the govt school teachers (147.06) are more

stressed than the private school teachers (137.93). Further the F-value (3.87), which is significant at 0.01 level for the variable nature of subjects the teachers teaching implies that there exists a significant difference in the occupational stress of teachers handling different subjects. The teachers also significantly differ in their stress due to variation in the salary they receive. Contrary to this, the variable marital status of teachers is not influencing the occupational stress of teachers. Further the variation in the educational qualification of higher secondary teachers is not showing any influence on their occupational stress. The occupational stress of teachers due to variations in the location of the school doesn't differ significantly. With respect to years of experience, the t-value(0.09) indicates its non influence on occupational stress of higher secondary teachers.

The variable age is also not influencing the occupational stress of higher secondary teachers. With respect to the community the F-value(1.98) is not significant at 0.05 level which means that there exists no significant difference among the teachers due to variation in their community. Regarding the third or the last objective of the study the results of multiple regression analysis reveal that, for the variables gender, type of the school the teachers are working in and years of experience, the remaining independent variables considered in the study such as age, community, marital status, educational qualification, nature of the subjects the teachers are teaching, salary received by the teachers and the location of the school are significantly predicting the occupational stress of higher secondary teachers.

Jeyaraj, S.S. (2013) conducted a study on “ Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu.” to determine the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations. 185 Aided school teachers and 120 Government teachers have participated in the study. At the end of the study it was seen that Aided school teachers had more occupational stress levels than Government school teachers. There was a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers. Results also showed that teachers who reported

greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Nagra, V. and Arora, S. (2013) conducted a study on “Occupational Stress and Health among Teacher Educators”. The study aimed at finding out the level of occupational stress and its relationship to health among the teacher educators in relation to their gender and marital status. The study was conducted on a random sample of 206 teacher educators.

The results revealed that teacher educators experienced moderate level of occupational stress. Significant differences were indicated regarding occupational stress among teacher educators in relation to gender and marital status. The correlation analysis revealed that occupational stress does have significant and positive impact upon the health of teacher educators.

Kumar et.al. (2013) conducted a study on “Occupational Stress among Male and Female Elementary School Teachers of District Pulwama” The objectives have been formulated for the study as to assess the occupational stress level among male elementary school teachers of district Pulwama, to assess the occupational stress level among female elementary school teachers of district Pulwama, to compare male and female elementary school teachers of district Pulwama on occupational stress level. Findings of the study revealed that the male and female elementary school teachers do not differ significantly on sub-scales: Role overload, Responsibility for persons, strenuous working conditions and Unprofitability. The male and female elementary school teachers differ significantly on sub-scales: Role ambiguity, Role Conflict, Unreasonable group and political pressure, Under participation, Powerlessness, Poor peer relationships, Intrinsic impoverishment and Low Status. The male and female elementary school teachers differ significantly on

overall occupational stress level. Female elementary school teachers have more stress level than male elementary school teachers.

Kousar and Sohail (2014) conducted the research on occupational role stress (ORS) and health related quality of life among secondary school teachers (SST). They attempted to find out the role stressors among secondary school teachers and the relationship of occupational role stress to the health related quality of life of the teachers. They concluded that men Secondary School Teachers experienced more Role Stress than women Secondary School Teachers and also revealed that men Secondary School Teachers had poor physical health as compared to women Secondary School Teachers.

Dr. Sindhu, K.P. (2014) conducted a study on “A Study on Stressors among College Teachers”. The study was carried out on a random sample of 200 (100 each of male and female) degree college teachers of Kerala State. The objective of the study was to find out the stressors or sources of stress among college teachers. Employment Organization Sources of Stressors Scale developed by Telaprolu and George (2005) was used to collect primary data. The result indicated that work stressor was the main source of stress for college teachers.

Tandon et.al. (2014) conducted a study on “Effect of Age and Gender on Occupational Stress: A Study on Teaching Fraternity”. The study aimed at finding the effect of age and gender on occupational stress among teachers. The sample included 120 teachers teaching in professional colleges situated on NH-2 Agra-Mathura highway. Data analysis is done through mean, SD and t-ratio. The result reveals that male teachers experience higher occupational stress than females. The males in the age group 41-50 experience highest stress among all age groups.

Hasan A. (2014). conducted a study on Occupational Stress of Primary School Teachers of Tehsil Laksar, District- Haridwar, Uttar Pradesh, to know the level of occupational stress among primary school teachers, to compare the occupational stress of government and private primary school teachers, to compare the occupational stress of male and female primary school teachers, to compare the occupational stress of male and female teachers of government primary schools, to compare the occupational stress of male and female teachers of private primary schools, to compare the occupational stress of government and private primary school male teachers and to compare the occupational stress of government and private primary school female teachers.

On the basis of the study, the level of occupational stress of the primary school teachers as a whole is found to be high, significant difference was evident in the level of occupational stress of government and private primary school teachers. The private primary school teachers were found to have significantly more stresses than their government primary school teacher counterparts. No significant difference was found in the level of occupational stress of male and female primary school teachers. There was no significant difference in the level of occupational stress of government male and government female primary school teachers. Further, the study revealed no significant difference in the level of occupational stress of male and female teachers of private primary schools. Significant difference was found in the level of occupational stress of government and private primary school male teachers. The private school male teachers have found to be significantly more stressed than their government school male teacher counterparts. Again, significant difference was found in the level of occupational stress of government and private primary school female teachers. Here also, as in the case of private school male teachers, the private school female teachers were found to be highly stressed than their government school female counterparts.

Aftab, M. and Khatoon, T. (2014) conducted a study on “Demographic Differences and Occupational Stress of Secondary School Teachers.” They examined the relationships of a set of independent variables (gender, qualification,

teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. The population in this study consists of 608 teachers from 42 schools of Uttar Pradesh (India). The Teachers Occupational Stress Scale was used for data collection, while t-test and F-test are used for statistical analysis. According to the results of the analysis, nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Findings also reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Noor Mubasheer. C.A (2014) conducted a Study on Occupational Stress and Family Environment of Women Teachers (With Reference to Under-Graduate Colleges In Mysore City) for assessing the occupational stress and family environment of the women college teachers. To study the level of occupational stress experienced by women college teachers and to study the family environment of women teachers. A total of 264 women teachers working in government, aided and unaided Under-Graduate colleges, belonging to different age groups were selected from the city of Mysore. They were administered by occupational stress scale and family environment scale. Data were subjected to descriptive statistics, Independent samples-‘t’ test, One way ANOVA. Results revealed that Under-graduate Women teachers experienced moderate level of occupational stress in all the subscales of occupational stress index.

Singh, P. And Rani, S. (2015) conducted a study on “Work Stress among College Teachers in Self-financing College: An Explorative Study”. A total of 120 questionnaires were distributed among 120 teachers of different self -financing colleges in Panipat district of Haryana. The objectives of the study were-to know the causes of work stress that affect a teacher in the college atmosphere, to analyze

impact of stress on individual's efficiency & Effectiveness, to workout techniques used by the College teachers to manage work stress. The result indicated that the key factors of stress were- Job Insecurity, Poor students' behaviour and their negative attitude, Ineffective leadership at Department Level/ Management Politics, Lack of Motivation, Negative Attitude of Colleagues, Excessive Additional duty, Involvement in non-teaching duty, Lack of Research & Personal Growth Opportunities, and Work-home conflicts. The key stress management techniques like Believe in actions rather than fruits, Yoga and exercise, Reading Motivational Books, Positive Attitude, Interaction with positive Colleagues, Playing with children, Rest were used by the teachers.

Sharma, N. (2015) conducted a study on “Occupational Stress of college teachers : A comparative study” in Kangra District of Himachal Pradesh. The study was conducted with 150 college teachers. The objectives of the study were to study the level of occupational stress of college teachers, to compare the level of occupational stress of government and private college teachers, to compare the level of occupational stress of regular and ad-hoc teachers, to compare the level of occupational stress of male and female college teachers and to compare the level of occupational stress of rural and urban college teachers.

The result of the study indicated that 77% of the college teachers were found to have extremely high, 10% moderate and 13% low level of occupational stress; significant difference was found between the level of occupational stress of government and private college teachers; significant difference was evident in the level of occupational stress of regular and adhoc college teachers. The study also revealed significant difference in the level of occupational stress of male and female college teachers and there was significant difference in the level of occupational stress of rural and urban college teachers.

Nirmala, & Babu (2015) carried out a study on job stress among health care professionals in selected hospitals with special reference to age and gender. They

investigated the levels of stress among various health care professionals (doctors, nurses and supporting staff) to identify the difference according to the age groups, gender and marital status. The findings suggested that health care professional's age 41 years feels significantly higher level of job stress when compared to other age groups. Male health care professionals feel significantly high stress when compared to females. According to the marital status, the married health care professionals feel significantly higher level of job stress when compared to unmarried professionals.

2.4 Regional Studies

Goswami, P.B. (2004) conducted a study on "Stress in Punjabi and Assamese Women in relation to Marital Status and Employment Status". 240 subjects were taken as samples out of which 120 women were taken from Assam (Guwahati) and 120 from Punjab (Chandigarh). The objective of the study was to find out the differences in the level of stress between the women of the two states, i.e. Assam & Punjab, in relation to their marital and employment status. A total of six scales were used to collect data in the study, i.e. Scale of Existential Stress, Self-Concept Stress, Physical Stress, Social Stress, Role Stress and Family Stress. Results indicated no significant difference between employed and unemployed women in all the six scales. However, significant difference was found between married and unmarried women in all the six scales. Married women had higher stress than unmarried women.

Sharma, A. (2012) conducted a study on "Occupational stress among managers: A comparative study between Public and Private sector Enterprises," to study the various factors which lead to occupational stress in public and private sector enterprises, to identify different stress levels between male and female employees. In order to conduct the study 320 managers, 160 male and 160 female within Guwahati City of Assam were selected as sample. The results indicated significant difference between stress level of employees in public sector and private sector organizations. Public sector employees have expressed and experienced higher level of stress in comparison to private sector employees. No significant difference has been found

between the level of stress of male and female employees of public and private sector organization. Male and female employees are more or less equally stressed out and there is no statistical difference registered.

Saikia L.R. and Devi, M. (2012) conducted a study to identify the sources of occupational stress and the extent of experienced stress of secondary school teachers of Lower Assam on a purposive sample of 655 secondary school teachers. Occupational Stress and Burnout Questionnaire (OSBQ) was used to know the occupational stress score and sources of occupational stress. From the study they concluded that the sources of occupational stress are different. Family conflict is the strong source of occupational stress. All teachers experience stress but some are significantly affected by it.

Bordoloi, M.(2013) conducted a study on “Effectiveness of yoga in the management of stress among working women.” The sample consisted 300 working women, out of which 150 working women who practiced yoga and 150 who did not practice yoga under Kamrup (Metro) District, to study the different types of strategies adopted by working women in stress management. The study revealed that yoga and meditation have an effect in stress management of working women.

2.5 Resume of the Review of Related Literature

In the present study a total of 82 previous studies published in different forms have been reviewed. Out of these studies, 30 have been undertaken in international level, 48 in national level and 04 in regional level. Such a large body of available literature covered the topics like; factors of occupational stress, occupational stress and job satisfaction, occupational stress and professional burnout, occupational stress and family adjustment, patterns of stress, strain and social relations, techniques of stress management or coping strategies etc. among the teachers of different levels of education, bank employees, health care professionals, lawyers and so on. Most of the studies attempted to explore occupational stress in relation to certain

demographic variables such as; gender, age, location, years of service, nature of the appointment, marital status etc. The researchers have conducted their study by using different research designs, different tools, different sample size from very small to large and different sampling techniques. Following conclusions may be drawn on the basis of the review of these studies-

1. Most of the studies attempted to find out the sources of occupational stress or stressors among the teachers of primary, secondary, higher secondary levels. Only a few studies have been carried out regarding occupational stress of undergraduate or degree college teachers.
2. Moreover, those few studies which have been conducted on occupational stress of college teachers are foreign based and other state based rather than Assam.
3. No study has been found which attempted to explore the stress management level of the employees.
4. While there is a growing research on occupational stress among the employees of different occupations, no authoritative and comprehensive study has so far been conducted on occupational stress and stress management among the teachers of undergraduate college teachers of Sonitpur District of Assam.

Hence, the present study **“A Study on Occupational Stress and Stress Management among the Undergraduate College Teachers of Sonitpur District of Assam”** has been undertaken to bridge these research gaps.

CHAPTER III

METHODOLOGY

3.1 Introduction

Methodology is the third and most important section of any research study. This chapter focuses on the methodology of the present study. “Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his/her research problem along with the logic behind them” (Kothari, C.R; 2004, Research Methodology: Methods and Techniques. p.8). Selection of appropriate methodology makes sure the objectivity of findings and to draw valid conclusions of the study. This chapter consists of the research method, design of the study, population, sample, sampling procedure, description of the research tools used for data collection, sources of data, procedure for data collection and scoring technique, statistical treatments applied for analysis of the data and the area chosen for the study. The planning of strategies used for smooth completion of the present research work has been discussed in detail in this chapter.

3.2 Research Method

Research methods are of utmost importance in a research process (Koul, L. 1997, Methodology of Educational Research, p.77). All those methods which are used by the researcher during the course of studying his/her research problem are termed as research methods (Kothari,C.R; 2004, Research Methodology: Methods and Techniques. p.8). “Actually, all educational researches involve the elements of observation, description and analysis and explanation of what happens under certain conditions or situations”.(Koul, L. 1997, Methodology of Educational Research,

p.78). Practically all studies fall under one or a combination, of the following three methods: (Best, J.W; and Kahn, J.B.1992, Research in Education p.24).

- i) Historical method
- ii) Descriptive method
- iii) Experimental method

3.3 Research Consideration for the Present Study

In the present study the Descriptive Survey Method of Research has been considered as appropriate to achieve the objectives of the study and hence, for the present study the investigator has used the Descriptive Survey Method. The main purpose of descriptive research is to establish the current status of the phenomenon under investigation. This is one of the most popular and widely and commonly used research method in education. “It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. It investigates into the conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. It is an organized attempt to analyse, interpret and report the present status of a social institution, group or area.”(Sidhu, K.S.1991,Methodology of Research in Education, P.107).

Generally, descriptive studies collect and provide three types of information:

- i) of what exists with respect to variables or conditions in a situation.
- ii) of what we want by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable.
- iii) of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

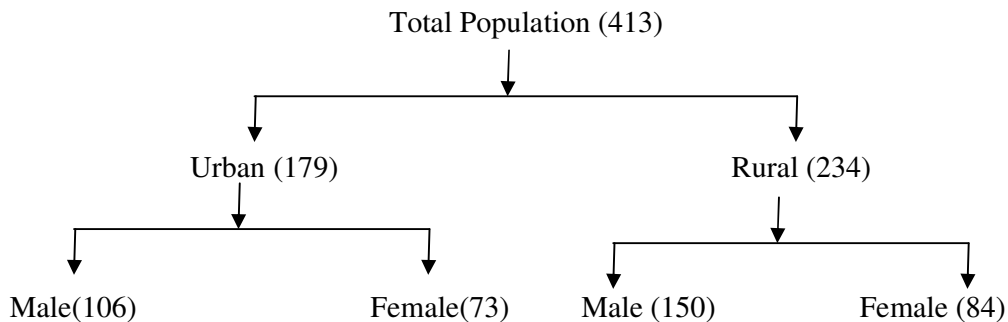
Because of the apparent ease and directness of this method, any researcher can gain information in terms of individual’s opinion about some issue by using a questionnaire. (Koul, L. 1997, Methodology of Educational Research, P.105.)

3.4 Population of the Study

A population is any group of people that have one or more characteristics in common that the researcher wants to study within the context of his/her research problem. “It means all those people who are proposed to be covered under the scheme of study and about whom inferences are to be made in a sampling study.” Sidhu, K.S. 1991, Methodology of Research in Education, P.253.

The population of the present study comprised of all the regular teachers working in the Undergraduate Colleges of Sonitpur District of Assam under Gauhati University. There are 11 undergraduate colleges in the Sonitpur District of Assam affiliated to Gauhati University, where 413 teachers are working on regular/permanent basis. Among these 413 regular teachers, 179 teachers belong to urban undergraduate colleges (106 Male and 73 Female) and 234 teachers belong to rural undergraduate colleges (150 Male and 84 Female).

Figure 3.1 Distribution of the Population of the Study



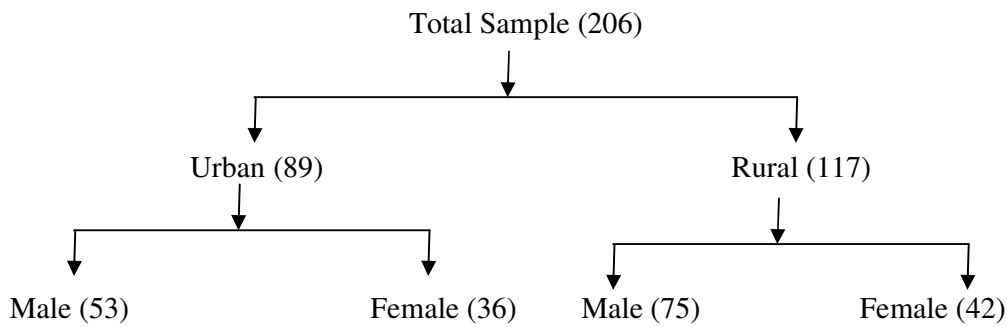
3.5 Sample of the Study and Sampling Procedure

After defining the population, the researcher has to select a truly representative sample out of the population to be covered by the study. A sample is a small fraction of a population selected for observation. For studying any problem, it is difficult to study the whole population. Studying the entire population is not viable from the

point of view of time, cost, energy etc. Therefore, it is more convenient to pick up a sample out of the population proposed to be covered by the study.

The process or the way of selecting a sample from the population is called sampling. The total universe of the present study consists of 413 teachers working in 11 undergraduate colleges of Sonitpur District on regular basis, out of which 179 are from urban(106 Male and 73 Female) and 234 teachers are from rural (150 Male and 84 Female) undergraduate colleges. From the total population, 50% i.e. 206 teachers have been selected as sample for the present study.

Figure 3.2 Distribution of the Sample of the Study



Out of these 206 teachers, 89 teachers have been selected from urban undergraduate colleges representing 50% of the urban population (53 Male & 36 Female), and 117 teachers have been selected from rural undergraduate colleges representing 50% of the rural population (75 Male & 42 Female). Keeping the differences in the number of urban, rural and male, female teachers in mind and from the point of view of practical feasibility, proportionate stratified random sampling technique has been used for the present study.

3.6 Variables Used for the Study

In the present study two types of variables have been used i.e. independent variables and dependent variables.

3.6.1 Independent Variables

- i. Location: Urban and Rural
- ii. Gender: Male and Female

3.6.2 Dependent Variables

1. Occupational Stress
2. Stress Management

3.7 Research Tools Used for Data Collection

Selection of research tools to be used for data collection plays an important role in any of research. There are a number tools and techniques for data collection in research which may differ in their complexity, design, administration and interpretation. Each tool and technique is unique for collecting certain type of data. Therefore, the researcher should be careful while selecting the tools for data collection. Only those tools should be selected which will provide appropriate data for the testing of the hypotheses.

For the present study the following tools have been used for collecting primary data depending upon the objectives of the study:-

1. Employment Organization Sources of Stressors Scale developed by Telaprolu and George in 2005.
2. Stress Management Scale developed by Dr. V. Kaushik and N.A. Charpe.

3.8 Description of the Tools

3.8.1 Employment Organization Sources of Stressors (EOSS) Scale:- The Employment Organization Sources of Stressors (EOSS) Scale developed by Telaprolu and George in 2005, has been adopted in the present study to measure the

level of stress and sources of occupational stress among the teachers of undergraduate colleges. This scale was used by (J. Nayak 2008) in her study “Factors Influencing Stress and Coping Strategies among the Degree College Teachers of Dharwad City, Karnataka.” This scale has also been used by (Dr. Sindhu, K.P.2014) to study stressors among degree college teachers of Kerala. The scale consists of 80 statements or items in all and it is a five-point scale such as-“ Always”, “Frequently”, “Sometimes”, “Rarely” and “Never”. The total score ranges from 0 to 320. Based on the total scores the level of stress has been quantified in the following ways:

<u>Level of Stress</u>	<u>Range of scores</u>
Very Low Stress	0 to 80
Low Stress	81 to 160
Moderate Stress	161 to 240
High Stress	241 to 320

The Employment Organization Sources of Stressors (EOSS) scale has 80 items in all which have been divided into five components depending upon the nature of the stressors. Each component has 16 items which have been shown in Table 3.1 below.

Table 3.1

Component –wise item nos. in EOSS Scale

Sl. No.	Components of EOSS Scale	Item Nos.	Total
1	Work Stressors	1 to 16	16
2	Role Stressors	17 to 32	16
3	Personal Development Stressors	33 to 48	16
4	Interpersonal Relation Stressors	49 to 64	16
5	Organizational Climate Stressors	65 to 80	16
	Total		80

Out of these total 80 statements some are positive and some are negative. Each item/statement has five alternatives, such as- “Always”, “Frequently”, “Sometimes”, “Rarely” and “Never” and the respondents have to choose one alternative for each statement or item based on their assessment. Positive and negative statements or items for five components of Employment Organization Sources of Stressors Scale have been shown in table 3.2 below:-

Table 3.2
Positive and negative statements/items in five components of EOSS Scale

Five Components of EOSS scale	Positive Statements	Negative Statements
Work Stressors Perception	Sl.Nos.1,3,5,7,9,10,13,16.	Sl.Nos.2,4,6,8,11,12,14,15.
Role Stressors Perception	Sl.Nos.17, 18, 20, 21, 23, 24, 27, 30.	Sl.Nos.19, 22, 25, 26, 28, 29, 31, 32.
Personal development stressors perception	Sl. Nos. 33 ,39, 42, 43, 44, 45, 46, 48.	Sl.Nos. 34, 35, 36, 37, 38, 40, 41, 47.
Interpersonal relations Stressors perception	Sl.Nos. 49, 50, 53, 54, 57, 61, 63, 64.	Sl.Nos. 51, 52, 55, 56, 58, 59, 60, 62.
Organizational climate Stressors perception	Sl.Nos. 66, 67, 69, 72, 73, 75, 78, 80	Sl.Nos. 65, 68, 70, 71, 74, 76, 77, 79

Scoring and Interpretation

While scoring, scores 4 to 0 are assigned to the responses “Always”, “Frequently”, “Sometimes”, “Rarely” and “Never”, respectively to the statements or items which

reflect the sources of stressors. The scoring pattern is reverse in case of negative statements, which reflect no sources of stressors. The scores are interpreted in such a way that higher the score, the greater is the perception of stressor from each of five sources as well as in the overall organization.

Table 3.3

Scoring Pattern of EOSS Scale

Response	Always	Frequently	Sometimes	Rarely	Never
Positive	4	3	2	1	0
Negative	0	1	2	3	4

Reliability of the EOSS Scale

A pilot study was conducted on 40 teachers from the undergraduate colleges of Sonitpur District of Assam. The collected data were subjected to test the reliability by split-half method. The co-efficient of correlation which was computed by using Karl Pearson's Product moment formula served as a measure of reliability. The correlation value of total stressors was found as 0.825 which was significant. The reliability of the whole scale was estimated by using Spearman-Brown Prophecy formula and the value was 0.9041.

3.8.2 Stress Management Scale:

The Stress Management Scale was prepared by Dr. Vandana Kaushik and Dr. Namrata Arora Charpe. It was developed on the lines of the Likert summated rating scale in order to identify the common strategies adopted by individuals to overcome stress. The Stress Management Scale has 36 items in all. The pattern was so developed as to be comprehensible. Items were kept short, limited to one idea and consist of terms that are simple and understandable within a wide range of understanding ability. Personal and individual pronouns were used in the statements. The items were created primarily from an in-depth study of subject matter and later

on through brainstorming with number of experts and sample population. The tool of items was given to a group of 100 experts in the field of psychology and management to rate the items at 6 levels of **Zero (strongly disagree)** to **5 (strongly agree)**. Based on the ratings of the experts, the item correlation and item differences were computed for item analysis. With the suggestions of the experts, a set of 36 items was finally selected. These statements had item correlation value higher than 0.9 and also high item discrimination (with 't' values ranging between 2.10 to 10.39).

Scoring

The final version of 36 items scale on Stress Management Techniques has half of the items randomly identified and worded as negative statements and the rest worded as positive. The item responses are to be elicited on a Likert Scale that range from Zero (strongly disagree) to 5 (strongly agree). While scoring ,the positively worded items will get higher scores for agreement and lower for disagreement; whereas the scoring pattern for negatively worded items will be reversed i.e; disagreement with a negatively worded items will earn a respondent more score.

Table 3.4

Scoring Pattern of Stress Management Scale

Response	Strongly Disagree	Disagree (high)	Disagree (low)	Agree (low)	Agree (high)	Strongly Agree
Positive	0	1	2	3	4	5
Negative	5	4	3	2	1	0

Table3.5**Positively and Negatively Worded Items.**

Items	ITEM NO.	Total
Positive	1,2,4,6,7,9,11,13,17,18,20,22,24,26,28,30,31,33	18
• Negative	3,5,8,10,12,14,15,16,19,21,23,25,27,29,32,34,35,36	18
	Total Number of Items	36

Agreement to the positively worded items will earn the respondent more score indicating higher proficiency in managing stress and agreement to the negatively worded items will earn the respondent lesser scores, indicating lower proficiency in managing stress.

Reliability of the scale

After item- analysis the scale was subjected to test of reliability to find out the consistency in providing results after repeated use. The reliability was found by calculating the correlation co-efficient of scores by Test-Retest and Split- Half methods.

Table 3.6**Reliability scores of Stress Management Scale**

Sl. No.	Method	Reliability
1	Test-Retest	0.87
2	Split-Half	0.91

Validity of the scale

The Stress Management Scale was validated to ensure its dependability in recognizing the stress management techniques. A number of measures were adopted to establish the content and construct validity viz. Creation of items after thorough literature, scanning and brainstorming with a panel of 100 experts. The panel was

requested to comment on favourability and unfavourability of the items to the concept that help in suitably modifying the scale without affecting the meaning of desired aspects to be enquired in the item. The reliability estimates and validity indicate that the scale was highly reliable and valid for the purpose it was developed.

3.9 Sources of Data

There are mainly two sources of collecting data for research purposes, i.e. primary sources and secondary sources.

For the present study data have been collected from both the sources.

- a. Primary Sources:- Primary data have been collected from the following sources—
 - i. Office of the Director of Higher Education, Kahilipara, Guwahati, Assam.
 - ii. Office of the Principals' of all the Undergraduate Colleges of Sonitpur District.
 - iii. Sampled teachers of all the Undergraduate Colleges of Sonitpur District.
- b. Secondary Sources:- Secondary data for the present study have been collecting from the following sources---
 - i. K.K.Handique Library , Gauhati University, Ghy.
 - ii. Shodhganga infliibnet.
 - iii. Journals.
 - iv. Books
 - v. Internet etc.

3.10 Data Collection Procedure

Since the area of the present study is the Sonitpur District of Assam; hence the sample are scattered all over the Sonitpur District. The present study has been based on both primary and secondary data. In order to collect the required data for the

present study, the investigator visited the office of the Directorate of Higher Education at Kahilipara, Guwahati and collected the list of Undergraduate Colleges of the Sonitpur District affiliated to Gauhati University. After locating the different Undergraduate Colleges of Sonitpur District, the investigator personally visited the sample colleges for data collection. Employment Organization Sources of Stressors Scale and Stress Management Scale were used to collect primary data from the respondents.

As mentioned above, two questionnaires i.e; The Employment Organization Sources of Stressors Scale and the Stress Management Scale and an Information Schedule were administered to the selected samples (teachers) for collecting primary data. Before administering these two questionnaires, the written permission from the principals of the concerned colleges was sought for meeting the respondents personally. Then a good rapport was established between the investigator and the respondents. The objectives of collecting data were explained to the respondents and they were also taken into confidence that their responses to the items will be kept strictly confidential. After that the questionnaires were distributed among them by giving a specified time for collection. Later on the investigator herself collected the questionnaires from the respondents. The period for data collection ranged from August 2014 to December 2015.

3.11 Statistical Techniques Used

In the present study data have been analysed quantitatively using the following methods:-

- i) Frequency and Percentage calculation
- ii) Mean and standard deviation
- iii) Graphical representation
- iv) 't'- test.
- v) Co- efficient of correlation.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter consists of analysis and interpretation of data, collected during the course of the study with the help of selected research tools. Analysis and interpretation of data has been regarded as the most important part in a research study. After collecting the required data, the investigator attempted to analyze them quantitatively by using statistical techniques. The data, after collection, have to be processed and analyzed in accordance with the objectives as well as hypotheses formulated at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparison and analysis. The term ‘analysis’ refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. Here, the primary data have been analyzed and interpreted below on the basis of the objectives and hypotheses of the study.

4.2 Sources of Occupational Stress

In general, stress among college teachers arises from the working conditions/environment of a system. Many factors cause stress among teachers. College teachers face high amounts of stress during teaching and handling students; classrooms in our state remain overcrowded and teachers face intensive verbal communications, prolonged standing and high volume of work load. Apart from regular teaching work, teachers are also overburdened with non-teaching works such as election duties, duty in census; population counting etc. Intensive researches have been carried out in national and international level concerning the sources of college teachers’ professional stress. Different researchers have studied the sources of occupational stress by using different research tools. Here the investigator tried to study the sources of occupational stress among the undergraduate college teachers by using Employment Organization Sources of Occupational Stress (EOSS) Scale. This scale reveals five main sources of occupational stress such as- Work Stressors,

Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors. These five sources of occupational stress have been identified by Pestonjee(1992) and later on, used by Telaprolu and George in 2005 to develop Employment Organization Sources of Stressors (EOSS) scale.

Objective 1: To study the sources of occupational stress among the undergraduate college teachers.

To study the sources of occupational stress among the undergraduate college teachers, the Employment Organization Sources of Stressors [EOSS] Scale has been used. The scale has five components which indicate the presence of five sources of occupational stress among the undergraduate college teachers. The obtained raw scores are interpreted in such a way that higher the score, the greater is the perception of stressor from each of five sources as well as in the overall organization. In Table 4.1.(a) component-wise mean and standard deviation of urban male-female teachers and in Table 4.1.(b) component-wise mean and standard deviation of rural male-female teachers have been calculated separately on the basis of their obtained raw scores in each component of the EOSS Scale.

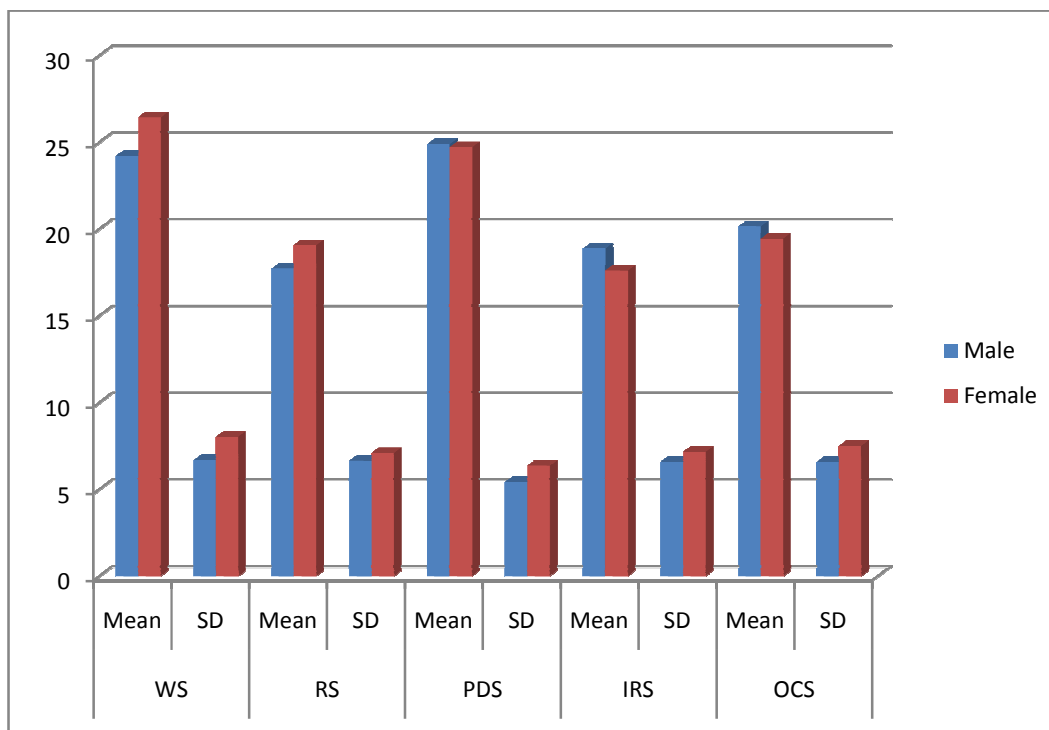
Table 4.1(a)

**Component-wise Mean and Standard Deviation of raw scores of
Urban (Male-Female) Teachers.**

Sl. No.	Different components of EOSS scale	Urban			
		Male		Female	
		Mean	SD	Mean	SD
1	Work Stressors [WS]	24.21	6.678	26.44	8.023
2	Role Stressors [RS]	17.72	6.649	19.06	7.091
3	Personal development Stressors [PDS]	24.89	5.416	24.72	6.359
4	Interpersonal Relation Stressors [IRS]	18.87	6.593	17.61	7.157
5	Organizational Climate Stressors [OCS]	20.15	6.562	19.44	7.496

Figure 4.1

Bar Projection of Component-wise comparison of Mean and Standard Deviation of raw scores of Urban (Male-Female) Teachers.



Interpretation of Table 4.1(a) and Figure 4.1

Table 4.1(a) and Figure 4.1 reveal component-wise Mean and Standard Deviation of Urban male and female teachers separately. From the Table it has been observed that in case of Urban male teachers , Mean score for **Work Stressors** has been found to be 24.21 and Standard Deviation is 6.678., for **Role Stressors** Mean score is 17.72 and Standard Deviation is 6.649., for **Personal Development Stressors** the Mean score is 24.89 and Standard Deviation is 5.416., for **Interpersonal Relation Stressors** Mean score is 18.87 and Standard Deviation is 6.593 and for **Organizational Climate Stressors** the Mean score has been found to be 20.15 and Standard Deviation has been found as 6.562.

Similarly, in case of Urban female teachers the Mean score for **Work Stressors** has been found to be 26.44 and Standard Deviation is 8.023; for **Role Stressors** Mean score is 19.06 and Standard Deviation is 7.091; for **Personal Development Stressors** Mean score is 24.72 and Standard Deviation is 6.359; for **Interpersonal Relation Stressors** the Mean Score is 17.61 and Standard Deviation is 7.157 and for **Organizational Climate Stressors** the Mean score has been found to be 19.44 and Standard Deviation is 7.496.

From the above discussion it has been observed that almost all the five components have been found as sources of stress for urban male and female teachers. But out of the five sources the mean scores of Work Stressors and Personal Development Stressors have been found to be more in comparison to other three sources for urban male and female teachers. Hence, the perception of Work Stressors and Personal Development Stressors have been found to be more in case of urban male-female teachers.

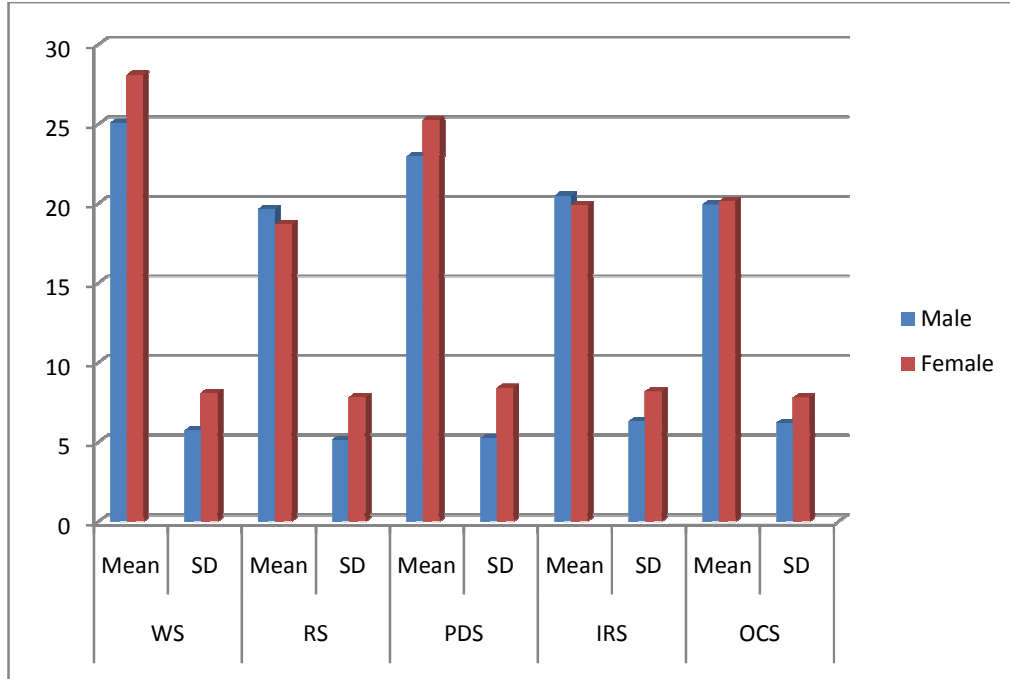
Table 4.1(b)

Component-wise Mean and Standard Deviation of raw scores of Rural
(Male-Female) Teachers

SL. No.	Different components of EOSS scale	Rural			
		Male		Female	
		Mean	SD	Mean	SD
1	Work Stressors[WS]	25.08	5.713	28.10	8.075
2	Role Stressors[RS]	19.65	5.140	18.69	7.820
3	Personal Development Stressors[PDS]	22.95	5.235	25.26	8.413
4	Interpersonal Relation Stressors[IRS]	20.49	6.291	19.90	8.171
5	Organizational Climate Stressors[OCS]	19.93	6.202	20.14	7.792

Figure 4.2

Component-wise comparison of Mean and Standard Deviation of raw scores of Rural (Male-Female) Teachers.



Interpretation of Table 4.1(b) and Figure 4.2

Table 4.1(b) and Figure 4.2 reveal Mean and Standard Deviation of the five components of EOSS scale of Rural male and female teachers separately. It has been found from the table that in case of rural male teachers, Mean score for **Work Stressors** has been found to be 25.08 and Standard Deviation is 5.713; for **Role Stressors** the Mean score is 19.65 and Standard Deviation is 5.140; for **Personal Development Stressors** Mean score is 22.95 and Standard Deviation is 5.235; for **Interpersonal Relation Stressors** Mean score is 20.49 and Standard Deviation is 6.291 and for **Organizational Climate Stressors** the Mean score has been found to be 19.93 and Standard Deviation is 6.202.

Similarly, in case of Rural female teachers, for **Work Stressors** the Mean score has been found to be 28.10 and Standard Deviation is 8.075; for **Role Stressors** Mean

score is 18.69 and Standard Deviation is 7.820; for **Personal Development Stressors** Mean score is 25.26 and Standard Deviation is 8.413; for **Interpersonal Relation Stressors** Mean score is 19.90 and Standard Deviation is 8.171 and for **Organizational Climate Stressors** the Mean score has been found to be 20.14 and Standard Deviation has been found to be 7.792.

The above interpretation brings to light that here also, more or less all the five components have been found to cause stress among rural male and female teachers. Again, the mean scores of Work Stressors and Personal Development Stressors for rural male and female teachers have been found to be more in comparison to other three sources. For rural male-female teachers also, the perception of Work Stressors and Personal Development Stressors have been found to be more in comparison to other stressors.

4.3 Level of Occupational Stress

Occupational stress has become a common and costly problem in the present day world, leaving few employees untouched. Many researchers have found teaching profession as one of the stressful profession or occupation. Now-a-days the college teachers are supposed to be challenged with the task of increased teaching load, research responsibilities and continuous improvement in skill set. Under the semester system, the performance demands have increased tremendously on teachers' part and all these cause stress which is a major hurdle in college teachers' occupation. Here the investigator studied the level of occupational stress of undergraduate college teachers on the basis of their total scores obtained from Employment Organization Sources of Stressors Scale.

Objective 2: To study the level of occupational stress among the undergraduate college teachers.

In order to study the level of occupational stress among the undergraduate college teachers, the total score of Employment Organization Sources of Stressors (EOSS) Scale was used. The total score of each respondent on the scale indicates the level of his/her stress i.e; Very Low, Low, Moderate and High. In Table 4.2 the frequency and the percentage of teachers in each stress level have been calculated. The

percentage of teachers in each level has been shown through bar projection in Figure 4.3 and pie diagram in Figure 4.4

Table 4.2

Distribution of Respondents according to their level of Occupational Stress.

Sl. No.	Range of Raw Scores	Level of Occupational Stress	Teachers	
			Frequency	Percentage
1	0-80	Very Low	30	14.6%
2	81-160	Low	157	76.2%
3	161-240	Moderate	19	9.2%
4	241-320	High	00	00%
Total			206	100%

Figure 4.3

Bar Projection of Percentage of Teachers according to their Level of Occupational Stress.

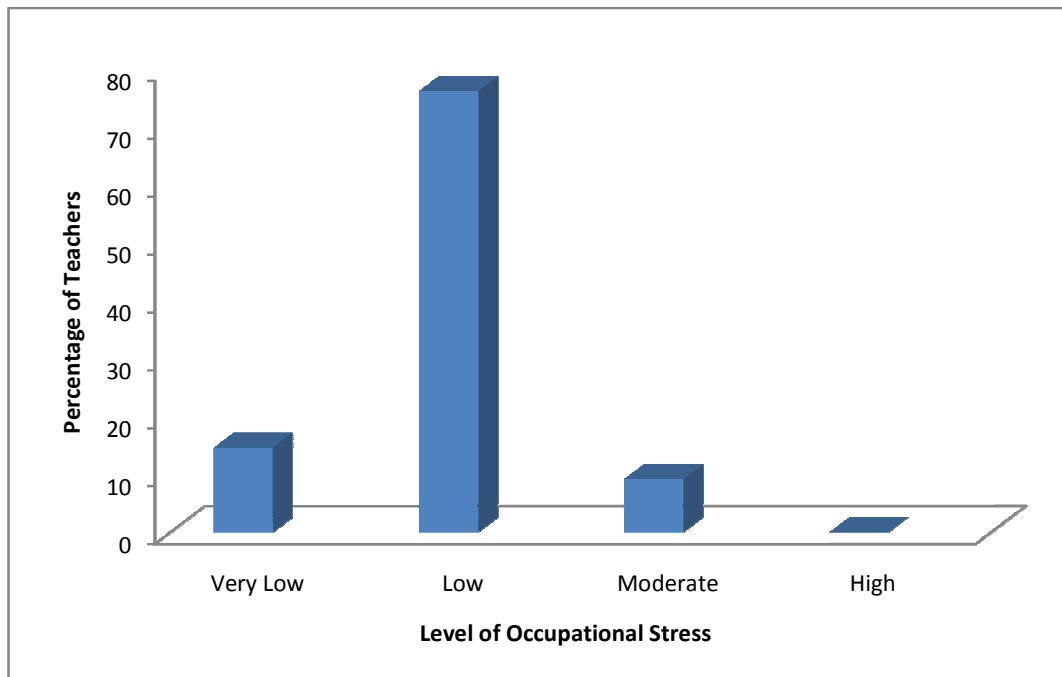
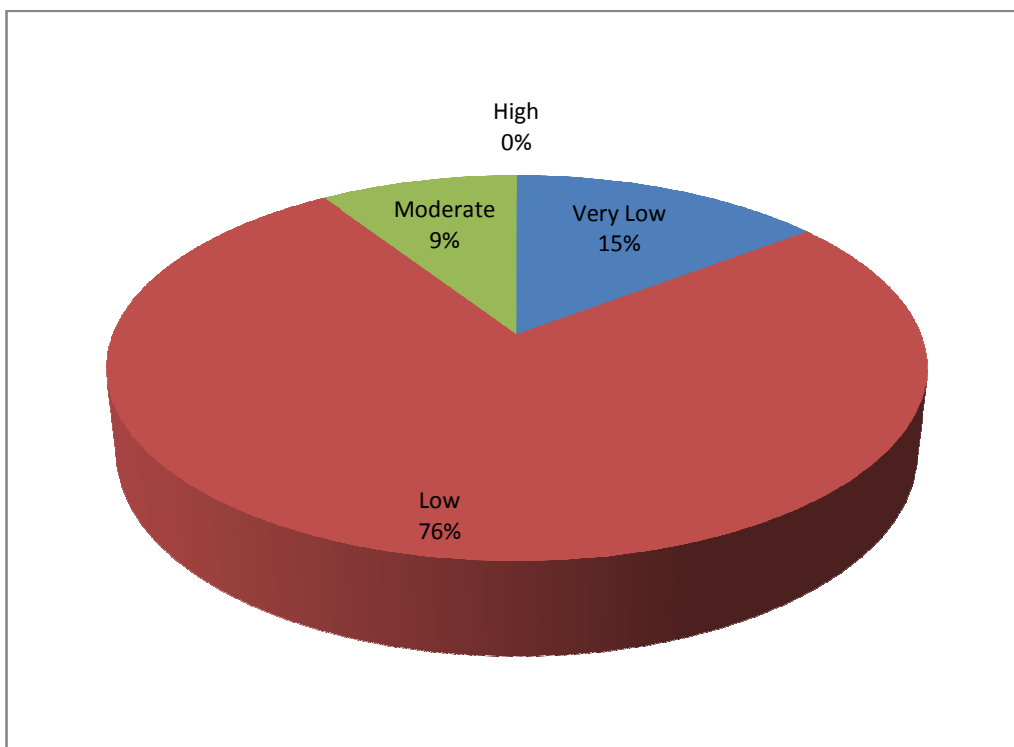


Figure 4.4

Pie Diagram showing Percentage of Teachers according to their Level of Occupational Stress.



Interpretation of Table 4.2, Figure 4.3 and Figure 4.4

From the Table 4.2 , it has been observed that 14.6% of the teachers have been found to be in the very low level of occupational stress category, 76.2% of the teachers have been found to be in the low level of occupational stress category and 9.2% of the teachers have been found to have moderate level of occupational stress. However, no teacher has been found to be in the high level of occupational stress.

It has been found that the level of occupational stress of undergraduate college teachers ranges from very low to moderate. Among them majority of the teachers i.e; 76.2% have been found to have low level of occupational stress.

The Bar Projection in **figure 4.3** and Pie diagram in **figure 4.4** have clearly depicted the percentage of teachers in each category of the level of occupational stress.

4.4 Gender and Occupational Stress

Research suggests that gender may be an important demographic characteristic to be considered in the experience of stress. In this part, the investigator studied the differences between male and female undergraduate college teachers in case of their occupational stress.

Objective 3: To study the gender difference regarding occupational stress among the undergraduate college teachers.

Ho₁: There exists no significant difference between male and female teachers regarding occupational stress.

In order to compare the occupational stress between male and female undergraduate college teachers; the Employment Organization Sources of Stressors (EOSS) Scale has been used. Accordingly, Mean, Standard Deviation and t-value have been calculated on the basis of their total scores on EOSS scale in Table 4.3.

Again in Table 4.4 Mean, Standard Deviation and t-value have been calculated to compare the differences of male and female teachers on different components of EOSS scale on the basis of their total scores on each component.

Table 4.3

Comparative Analysis of Occupational Stress between Male and Female teachers

Gender	N	Mean	SD	t	df	Remarks
Male	128	107.12	22.664	-.716	204	Not significant at 0.05 level.
Female	78	109.97	34.407			

Interpretation of Table 4.3

Table 4.3 reveals that the Mean and Standard Deviation for male teachers have been found to be 107.12 and 22.664 respectively. On the other hand, the Mean and Standard Deviation for female teachers have been found to be 109.97 and 34.407 respectively. The calculated t-value -.716 is much less than the table value or critical value i.e; 1.97 at 0.05 level of significance. So, it is not significant at 0.05 level and the null hypothesis has been accepted. Hence, it has been found that there really exists no significant difference between male and female undergraduate college teachers regarding their occupational stress.

Table 4.4

Component-wise comparative analysis of Occupational Stress between Male and Female Teachers

Different Components of EOSS Scale	Gender	N	Mean	SD	t	df	Remarks
Work Stressors	Male	128	24.72	6.121	-2.635	204	Significant
	Female	78	27.33	8.042			
Role Stressors	Male	128	18.85	5.866	-.008	204	Not Significant
	Female	78	18.86	7.446			
Personal Development Stressors	Male	128	23.75	5.376	-1.404	204	Not Significant
	Female	78	25.01	7.493			
Interpersonal Relation Stressors	Male	128	19.82	6.442	.973	204	Not Significant
	Female	78	18.85	7.756			
Organizational Climate Stressors	Male	128	20.02	6.329	.206	204	Not Significant
	Female	78	19.82	7.615			

Interpretation of Table 4.4

In the Table 4.4 it has been observed that for Work Stressors the Mean and Standard Deviation of male teachers have been found to be 24.72 and 6.121., and in case of female teachers the Mean and Standard Deviation have been found to be 27.33 and 8.042 respectively. The calculated t-value -2.635 has been found significant at 0.05 level of significance. It indicates significant difference between male and female teachers on the component of Work Stressors. It has been found that female teachers are more stressed than their male counterparts in case of work stressors.

For the second component i.e; Role Stressors , the Mean and Standard Deviation for male teachers have been found to be 18.85 and 5.866., and in case of female teachers the Mean and Standard Deviation have been recorded as 18.86 and 7.446 respectively. The computed t-value -.008 is not significant at 0.05 level of significance. It indicates no significant difference between male and female teachers on the component of Role Stressors.

In case of the third component i.e; Personal Development Stressors, the Mean and Standard Deviation for male teachers have been found as 23.75 and 5.376; and for female teachers the Mean and Standard Deviation have been found as 25.01 and 7.493 respectively. The calculated t-value -1.404 is not significant at 0.05 level. It again shows no significant difference between male and female teachers on the component of Personal Development Stressors.

For the fourth component i.e; Interpersonal Relation Stressors, the Mean and Standard Deviation for male teachers have been found to be 19.82 and 6.442 and in case of female teachers the Mean and Standard Deviation have been found to be 18.85 and 7.756 respectively. The obtained t-value .973 is insignificant at 0.05 level of significance. It has also been proved that there is no significant difference between the male and female teachers in case of Interpersonal Relation Stressors.

In case of the fifth and last component i.e; Organizational Climate Stressors , the Mean and Standard Deviation for male teachers are 20.02 and 6.329 and in case of female teachers the Mean and Standard Deviation are 19.82 and 7.615 respectively. The obtained t-value .206 is not significant at 0.05 level. It implies no significant

difference between male and female teachers on the component of Organizational Climate Stressors.

From the above interpretation it has been observed that there exists significant difference between male and female teachers on one of the components of EOSS scale i.e; Work Stressors. On the other hand, no significant difference has been found for remaining four components of EOSS Scale i.e; Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors.

4.5 Area and Occupational Stress

Area (Urban –Rural) may be an important factor in the experience of occupational stress. There are a few researches where attempts have been made to find out Urban-Rural differences regarding perceived level of occupational stress. Hence, the investigator tried to find out the differences between the teachers of Urban and Rural areas regarding occupational stress.

Objective 4: To study the difference between the teachers of urban and rural undergraduate colleges regarding occupational stress.

Ho₂: There exists no significant difference between the teachers of urban and rural undergraduate colleges regarding occupational stress.

To study the area-wise difference among the undergraduate college teachers regarding occupational stress the Mean, Standard Deviation and t-value have been computed in **Table 4.5** on the basis of their raw scores on EOSS scale.

In **Table 4.6** the Mean, Standard Deviation and t-value have been calculated to compare the scores of Urban and Rural undergraduate college teachers on each of the five components of EOSS scale.

Table 4.5

Comparative analysis of occupational stress between Urban and Rural teachers

Area	N	Mean	Std. Deviation	t	df	Remarks
Urban	89	106.38	27.314	-.824	204	Not significant at 0.05 level
Rural	117	109.59	27.949			

Interpretation of Table 4.5

In order to observe if there is any significant difference between the teachers of Urban and Rural undergraduate colleges, t-test has been applied. In the table 4.5 above, the Mean and Standard Deviation for Urban teachers have been found to be 106.38 and 27.314 respectively. In case of Rural teachers the Mean and Standard Deviation have been found to be 109.59 and 27.949 respectively. The obtained t-value is -.824. With 204 degrees of freedom the critical or table value of 't' at 0.05 level of significance is 1.97. As the obtained value of 't' is much lower than the table value, the difference cannot be taken as significant at 0.05 level. Therefore it has been found that there exists no significant difference between the teachers of Urban and Rural undergraduate colleges regarding occupational stress. Therefore the null hypothesis has been accepted.

Table 4.6

Component-wise comparative analysis of Occupational Stress between
Urban and Rural Teachers

Different Components of EOSS Scale	Area	N	Mean	SD	t	df	Remarks
Work Stressors	Urban	89	25.11	7.292	-1.066	204	Not Significant
	Rural	117	26.16	6.781			
Role Stressors	Urban	89	18.26	6.823	-1.150	204	Not Significant
	Rural	117	19.31	6.219			
Personal Development Stressors	Urban	89	24.82	5.781	1.182	204	Not Significant
	Rural	117	23.78	6.614			
Interpersonal Relation Stressors	Urban	89	18.36	6.815	-1.976	204	Significant
	Rural	117	20.28	6.995			
Organizational Climate Stressors	Urban	89	19.87	6.922	-.149	204	Not Significant
	Rural	117	20.01	6.783			

Interpretation of Table 4.6

In table 4.6 above, in case of the first component of the EOSS scale i.e. Work Stressors, the Mean and Standard Deviation for Urban teachers have been found to be 25.11 and 7.292 respectively and for Rural teachers the Mean and Standard Deviation have been found to be 26.16 and 6.781 respectively. The calculated t-value is -1.066. With 204 degrees of freedom the table or critical value of 't' is 1.97 at 0.05 level. Since, the calculated value of 't' is less than the critical value, it is insignificant at 0.05 level. It indicates that no significant difference has been found between the Urban and Rural teachers on the component Work Stressors.

For the second component i.e; Role Stressors , the Mean and Standard Deviation for Urban teachers have been found to be 18.26 and 6.823 respectively and in case of Rural teachers the Mean and Standard Deviation have been recorded as 19.31 and 6.219 respectively. The computed t-value -1.150 is insignificant at 0.05 level of significance. It again indicates that there exists no significant difference between the teachers of Urban and Rural undergraduate colleges on the component of Role Stressors.

In case of the third component i.e; Personal Development Stressors, the Mean and Standard Deviation for Urban teachers have been found as 24.82 and 5.781 respectively and for Rural teachers the Mean and Standard Deviation have been found as 23.78 and 6.614 respectively. The calculated t-value 1.182 is not significant at 0.05 level. It shows no significant difference between Urban and Rural teachers on the component of Personal Development Stressors.

For the fourth component i.e; Interpersonal Relation Stressors, the Mean and Standard Deviation for Urban teachers have been found to be 18.36 and 6.815 respectively and in case of Rural teachers the Mean and Standard Deviation have been found to be 20.28 and 6.995 respectively. The obtained t-value -1.976 is significant at 0.05 level of significance. It has been found that there is significant difference between the teachers of Urban and Rural undergraduate colleges in case of Interpersonal Relation Stressors. Rural teachers have been found to be more stressed than the urban teachers in case of Interpersonal Relation Stressors.

In case of the fifth and last component i.e; Organizational Climate Stressors , the Mean and Standard Deviation for Urban teachers are 19.87 and 6.922 respectively and in case of Rural teachers the Mean and Standard Deviation are 20.01 and 6.783 respectively. The obtained t-value -.149 is not significant at 0.05 level. It implies no significant difference has been found between Urban and Rural teachers on the component of Organizational Climate Stressors.

From the above interpretation it has been found that there exists significant between the teachers of Urban and Rural undergraduate colleges on the component of Interpersonal Relation Stressors. Rural teachers have been found to be more stressed

than their urban counterparts in case of Interpersonal Relation Stressors. But no significant difference has been found between the teachers of urban and rural undergraduate colleges in case of other four components i.e; Work Stressors, Role Stressors, Personal Development Stressors and Organizational Climate Stressors.

4.6 Stress Management Level of Teachers

Stress is inevitable aspect of the modern society. Everyone experiences stress whether it is within the family, business, work or any other social or economical activity. Since, stress cannot and should not be avoided; the secret lies in successful management of stress. Stress management level reveals the extent or degree to which a person is proficient in managing his/her stress. Here, the investigator has attempted to explore the stress management level or proficiency in managing stress among the undergraduate college teachers.

Objective 5: To study the stress management level among the undergraduate college teachers.

In order to study the stress management level of undergraduate college teachers, their total scores on Stress Management Scale have been used. The scores have been interpreted in such a way that greater the obtained score, higher the proficiency of teachers in managing their stress. For the purpose of measuring the stress management level, the respondents have been classified into seven categories according to their raw scores obtained on Stress Management Scale. The seven categories of stress management level are- A which implies Excellent (146& above), B implies Very Good(134-145), C implies Good(121-133), D implies Moderate (105-120), E implies Poor(92-104), F implies Very Poor(80-91) and G implies Extremely Poor(79& below) stress management level. Table 4.7 reveals the frequency and percentage of respondents according to their stress management level.

Table 4.7

Distribution of Respondents according to their Stress Management Level

SL. No.	Range of Scores	Grade	Stress Management Level	Teachers	
				Frequency	Percentage
1	146 and above	A	Excellent	41	19.90%
2	134 – 145	B	Very Good	57	27.67%
3	121 – 133	C	Good	34	16.50%
4	105 – 120	D	Moderate	55	26.70%
5	92 - 104	E	Poor	16	7.77%
6	80 - 91	F	Very Poor	03	1.46%
7	79 and below	G	Extremely Poor	00	00%
			Total	206	100%

Figure 4.5

Bar Projection of Percentage of teachers according to their Stress Management Level



Interpretation of Table 4.7 and Figure 4.5

From Table 4.7 and Figure 4.4 above , it has been found that 19.90% of the teachers have Excellent, 27.67% have Very Good, 16.50% have Good, 26.70% have Moderate, 7.77% have Poor and 1.46% have Very Poor stress management level. However, no teacher has been found to have Extremely Poor stress management level.

It has been found that the undergraduate college teachers have very good stress management level.

4.7 Gender and Stress Management

While reviewing the related literature it has been observed that in some studies gender has been found to have significant effect on stress management. So, in this part , the investigator has also tried to study the gender difference regarding stress management among the undergraduate college teachers by using stress management scale.

Objective 6: To study the gender difference regarding stress management.

H₀₃: There exists no significant difference between male and female teachers regarding stress management.

In order to compare the difference between male and female undergraduate college teachers regarding stress management; the total score of teachers on stress management scale has been used. Mean, Standard Deviation and t-value have been computed in Table 4.8 on basis of their obtained raw scores on stress management scale.

Table 4.8

Comparative analysis of Stress Management between Male and Female Teachers.

Gender	N	Mean	Standard Deviation	't'	df	Remarks
Male	128	129.34	18.122	.325	204	Not significant at 0.05 level
Female	78	128.49	18.295			

Interpretation of Table 4.8

In order to see if there exists any significant difference between male and female teachers regarding stress management, the t-test. Table 4.8 reveals that the mean and

standard deviation for male teachers have been found to be 129.34 and 18.122 respectively. In case of female teachers, the mean and standard deviation have been found to be 128.49 and 18.295 respectively. The obtained t-value is .325. With 204 degrees of freedom the critical or table value of 't' is 1.97 at 0.05 level of significance. As the obtained t-value is much less than the table value, therefore it is not significant at 0.05 level and the null hypothesis has been accepted. Hence, it has been found that there really exists no significant difference between male and female undergraduate college teachers regarding their stress management.

4.8 Area and Stress Management

Objective 7: To study the difference between the teachers of urban and rural undergraduate colleges regarding stress management.

Ho₄: There exists no significant difference between the teachers of urban and rural undergraduate colleges regarding stress management.

In order to study the area-wise (urban-rural) difference among the undergraduate college teachers regarding stress management; mean, standard deviation and t-value have been calculated in table 4.9 on basis of their raw scores on stress management scale.

Table 4.9

Comparative analysis of Stress Management between Urban and Rural Teachers

Area	N	Mean	Standard Deviation	't'	df	Remarks
Urban	89	128.91	18.947	-.072	204	Not significant at 0.05 level.
Rural	117	129.09	17.598			

Interpretation of Table 4.9

In order to see if there exists any significant difference between urban and rural teachers regarding stress management, the t-test has been employed. Table 4.9 reveals that the mean and standard deviation for urban teachers have been found to be 128.91 and 18.947 respectively. In case of rural teachers, the mean and standard deviation have been found to be 129.09 and 17.598 respectively. The obtained t-value is -.072. With 204 degrees of freedom the critical or table value of 't' is 1.97 at 0.05 level of significance. As the obtained t-value is much less than the table value, therefore it is not significant at 0.05 level and the null hypothesis has been accepted. Hence, it has been found that there really exists no significant difference between the teachers of urban and rural undergraduate colleges regarding their stress management.

4.9 Relationship between Occupational Stress Level and Stress Management Level

Objective 8: To study the relationship between Occupational Stress Level and Stress Management Level of the undergraduate college teachers.

H₀₅: There exists no significant relationship between Occupational Stress Level and Stress Management Level of the undergraduate college teachers.

In order to study the relationship between Occupational Stress Level and Stress Management Level of Undergraduate College teachers, the total scores obtained by the teachers on Employment Organization Sources of Stressors [EOSS] Scale and Stress Management Scale [SMS] have been used. Accordingly, in Table 4.10 Pearson's Product Moment Correlation has been calculated on the basis of raw scores for two dependent variables.

Table 4.10

Co-efficient of Correlation between Occupational Stress Level and Stress Management Level of Teachers

Variables	N	Mean	S.D	r	df	Significance(2-Tailed)
Occupational Stress	206	108.20	27.655	-.550	204	Significant at 0.05 level
Stress Management		129.01	18.148			

Interpretation of Table 4.10

From the above Table, the mean and standard deviation of occupational stress level have been found to be 108.20 and 27.655 respectively. Again, for stress management level the mean and standard deviation have been found to be 129.01 and 18.148 respectively. The co-efficient of correlation between these two variables has been found to be moderate and negative i.e; -.550. With 204 df the critical/table value of Pearson's 'r' is .113 at 0.05 (2-Tailed) level, which is much lower than the calculated value. Therefore, significant negative correlation has been found between two dependent variables at 0.05 level. It has been concluded that there exists significant, moderate negative relationship between occupational stress level and stress management level of Undergraduate College teachers. The null hypothesis that there exists no significant relationship between occupational stress level and stress management level of the undergraduate college teachers has been rejected at 0.05 level.

From the above interpretation it has been found that occupational stress level and stress management level of the undergraduate college teachers have been found to be significantly, moderately and negatively correlated, with higher levels of occupational stress related to lower levels of stress management and vice-versa.

CHAPTER V

FINDINGS, DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter includes findings and discussion of the present study. The findings of this investigation have been presented on the basis of the analysis and interpretation of the data in previous chapter. The findings of the present study have also been discussed in relation to the findings of other researchers. The educational implications of the present study and a few suggestions for further research have also been pointed out.

At present, occupational stress of teachers has been considered as an important area of research. Researchers are of the opinion that in many countries college teachers' job is generally considered as one of the most stressful profession. It has been established that occupational stress can create health problems when the stressors exceed the employees' ability to have some control over their situation. In this study, the investigator tried to find out the sources as well as level of occupational stress and stress management among the undergraduate college teachers of Sonitpur District of Assam. An attempt has also been made to observe the effect of gender and location (urban-rural) on the occupational stress and stress management of the teachers. For this purpose, the primary data have been collected by using two separate research tools. Descriptive and inferential statistics have been used for data analysis. On the basis of the statistical analysis, some inferences have been drawn. The findings of this investigation have been presented on the basis of its objectives in the following manner:-

5.2 Findings of the Study

The findings of the present study have been presented according to the objectives of the study in the following manner:-

5.2.1 Findings Related to the Sources of Occupational Stress

1. From the present study it has been found that more or less all the five components of EOSS Scale i.e; Work Stressors, Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors have been found as sources of stress for both urban and rural, male as well as female undergraduate college teachers in varying degrees.
2. Out of the above five sources, the mean scores of work stressors and personal development stressors have been found to be more in comparison to other three sources for both urban-rural and male-female teachers. Hence, work stressors and personal development stressors have been found as major sources of stress for undergraduate college teachers.

5.2.2 Findings Related to the Level of Occupational Stress

1. Undergraduate College Teachers as a whole have been found to have different levels of occupational stress ranging from Very Low to Moderate. The study reveals that 14.6% of the teachers have Very Low , 76.2% of the teachers have Low and 9.2% of the teachers have Moderate Level of occupational stress. However, no teacher has been found to have High Level of occupational stress.
2. It has been found that the majority of the teachers i.e; 76.2% have been found to have Low level of occupational stress.

5.2.3 Findings Related to Gender and Occupational Stress

1. From the study, no significant difference has been found between the male and the female undergraduate college teachers regarding occupational stress. But the mean score of female teachers on the Employment Organization Sources of Stressors scale has been found to be slightly higher than the mean score of male teachers.
2. The study has revealed significant difference between the male and the female teachers on the component of Work Stressors. Female teachers have

been found to be more stressed than their male counterparts in case of work stressors.

3. But no significant difference has been found between male and female teachers in case of other four components of Employment Organization Sources of Stressors Scale i.e; Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors.

5.2.4 Findings Related to Area and Occupational Stress

1. The study has revealed that there exists no significant difference between the teachers working in urban and rural undergraduate colleges regarding occupational stress. But the mean score for rural undergraduate college teachers has been found to be higher than the teachers of urban undergraduate colleges.
2. From the study, component-wise significant difference has been found between the teachers of urban and rural undergraduate colleges in case of Interpersonal Relation Stressors. Teachers of rural undergraduate colleges have been found to be more stressed than their urban counterparts on Interpersonal Relation Stressors.
3. But no significant difference has been found between the teachers of urban and rural undergraduate colleges in other four components i.e, Work Stressors, Role Stressors, Personal Development Stressors and Organizational Climate Stressors.

5.2.5 Findings Related to Stress Management Level

1. From the present study, the undergraduate college teachers have been found to have different stress management levels ranging from excellent to very poor . 19.90% of teachers have excellent stress management level, highest percentage of teachers 27.67% have been found in the range of Very Good, 16.50% of the teachers are in the range of Good, 26.70% of the teachers in the Moderate , 7.77% of the teachers in the Poor and only 1.46% of the teachers have been found to be have Very Poor stress management level.

However, no teacher has been found to have Extremely Poor stress management level.

2. Since majority of teachers (27.67%) have been found to be very good in managing their stress, therefore it can be concluded that the undergraduate college teachers as a whole have very good stress management level or they are very proficient in managing their stress arising out of their work place.

5.2.6 Finding Related to Gender and Stress Management

No significant difference has been found between the male and female teachers of undergraduate colleges regarding stress management.

5.2.7 Finding Related to Area and Stress Management

The study reveals no significant difference in stress management between the teachers of urban and rural undergraduate colleges.

5.2.8 Finding Related to the Relationship between Occupational Stress Level and Stress Management Level

From the present study it has been found that occupational stress level and stress management level of the undergraduate college teachers have been found to be significantly, moderately and negatively correlated, with higher levels of occupational stress related to lower levels of stress management and vice-versa.

5.3 Major Findings of the Study

On the basis of the above findings, the major findings of the study have been pointed out in the following ways:-

1. From the present study it has been found that more or less all the five components of EOSS Scale i.e; Work Stressors, Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors have been found as sources of stress for both urban and rural, male as well as female undergraduate college teachers in varying degrees.

2. Out of the above five sources, work stressors and personal development stressors have been found as the main sources of stress for undergraduate college teachers both urban-rural and male-female.
3. Higher percentage of the Undergraduate College Teachers showed Low level of occupational stress.
4. From the study, no significant difference has been found between the male and the female undergraduate college teachers regarding occupational stress as a whole.
5. Component-wise, the study has revealed significant difference between the male and the female teachers on the component of Work Stressors. Female teachers have been found to be more stressed than their male counterparts in case of Work Stressors.
6. No significant difference has been found between the teachers working in urban and rural undergraduate colleges regarding occupational stress as a whole.
7. From the study, component-wise significant difference has been found between the teachers of urban and rural undergraduate colleges in case of Interpersonal Relation Stressors. Teachers of rural undergraduate colleges have been found to be more stressed than their urban counterparts in case of Interpersonal Relation Stressors.
8. But no significant difference has been found between the teachers of urban and rural undergraduate colleges in other four components i.e, Work Stressors, Role Stressors, Personal Development Stressors and Organizational Climate Stressors.
9. The study revealed that the undergraduate college teachers as a whole have Very Good stress management level.
10. No significant difference has been found between the male and female teachers of undergraduate colleges regarding stress management.
11. The study has revealed no significant difference in stress management between the teachers of urban and rural undergraduate colleges.
12. The study has revealed that occupational stress level and stress management level of the undergraduate college teachers have been found to be

significantly, moderately and negatively correlated, with higher levels of occupational stress related to lower levels of stress management and vice-versa.

5.4 Discussion on the Findings

- From the present study, work stressors and personal development stressors have been found as the main sources of stress for undergraduate college teachers. This finding has partially supported the observations made by the following researchers:-

Archibong, et. al. (2010) conducted a study on “ Occupational Stress Sources Among University Academic Staff, Nigeria.” The sample consisted of 279 (168 males and 111 females) academic staff. Questionnaire was used for data gathering. Overall result showed that career development is the greatest source of stress to academic staff.

Sindhu,K.P.(2014) who conducted a study on stressors among college teachers and found that college teachers are especially affected by work stressors.

Ghania, Ahmed and Ibrahim (2014) conducted a study on stress among special education teachers in Malaysia. Their result indicated workload as one of the main sources of stress for special education teachers.

Again, **Singh,P.and Rani, S. (2015)** from their study on work stress among college teachers in self-financing colleges found lack of personal growth opportunities as one of the main sources of stress for college teachers.

Manabete,John, Makinde and Duwa (2016) from their study on Nigerian secondary school and technical college teachers reported the work overload as one of the main sources of stress among teachers.

- The next important finding of the present study is that higher percentage of the undergraduate college teachers showed low level of occupational stress. This result supports the observations made by the following investigators:-

Mathews (2005) who conducted a study among the higher secondary school teachers of Idukki and Kottayam district of kerala to find out their level of occupational stress. Results of the study indicated that 48% teachers of Kottayam district and 80% teachers of Idukki district showed low stress.

Nayak,J. (2008) from her study also reported that higher percentage of degree college teachers of Dharwad City, Karnataka were in low stress category.

Kalyva, E. (2013) who carried out a study on stress in Greek primary school teachers working under conditions of financial crisis and found that Greek primary school teachers reported low levels of stress.

Aftab,M. and Khatoon, T. (2014) from their study on occupational stress of secondary school teachers reported that nearly half of the secondary school teachers experienced less stress towards their job.

However, these observations have been found contrary to the views established by the following researchers:-

Shikieri and Musa (2012) from their study among the teachers of Sudanese University depicted that on average the teachers experienced high degree of job stress.

Hasan, A.(2014) from his study reported that the level of occupational stress of the primary school teachers as a whole was found to be high.

Sharma, N. (2015) also reported from her study that 77% of the college teachers were found to have extremely high level of occupational stress.

- Another finding of this study is that as a whole, no significance difference has been found between male and female undergraduate college teachers regarding occupational stress. This finding supports the observations of the following investigators:-

Singh, A.K. and Sehgal, V. (1995) in their study on Men and Women in Transition: Patterns of Stress, Strain and Social Relations highlighted the patterns of stress and

strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions.

Hamdiah, Bt. O.(1996) who conducted a study on correlates of stress among secondary school teachers of Georgetown, Penang found that stress among secondary school teachers was not related to the demographic variable i.e;gender. Stress level didn't differ between male and female teachers.

Aminabhavi and Triveni (2000) conducted a study on the nationalized and non nationalized bank employees. The result revealed that male and female bank employees didn't differ significantly in their occupational stress.

Kalyani et.al;(2009) from their study found that male and female teachers didn't show any differences in the level of occupational stress.

Singh (2010) from his study reported that no significant difference was found between the occupational stress of male and female teachers.

Eres, F. and Atanasoska, T. (2011) from their study on Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia found that there was not a meaningful difference between male and female teachers in Macedonia in terms of total stress level scores.

Khatal (2011) from his investigation on relationship between Occupational stress and family adjustment of primary teacher, showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.

Kurkure,P.N.and Bharambe,I.T.(2011) conducted a study to compare Job Stress and Job Stressors of male and female secondary school teachers of Dhule district of Maharashtra State. The results of the study revealed that all job stressors affect males and females equally. Male teachers and female teachers have equal job stress.

Ritu , R. and Singh, A.(2012) investigated on Occupational Stress In Relation To Demographic Variables among primary school teachers of Panipat District of

Haryana. The result indicated that male and female teachers did not differ in their levels of occupational stress. The teachers working in Govt. and Private schools were not found to differ in their level of occupational stress.

Sharma, A. (2012) from her study on occupational stress among managers: A comparative study between Public and Private sector Enterprises reported that no significant difference had been found between the level of stress of male and female employees of public and private sector organization. Male and female employees were more or less equally stressed out and there was no statistical difference registered.

Hasan, A.(2014) from his study on occupational stress of primary school teachers found that there was no significant difference in the level of occupational stress of government male and government female primary school teachers.

On the other hand, this observation is contrary to the views established by the following investigators:-

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, male teachers reported more stress than their female counterparts.

Ushashree *et al.* (1995) conducted a study on Gender, role and age effects on teachers' job stress and job satisfaction. Analysis of data indicated significant effect of gender on job stress.

Schulze and Steyn (2007) from their study identified stressors in the lives of South African Secondary School Educators. Male and female teachers differed significantly in their perception of stressors.

Goswami, A.N.(2009) from the study on "Occupational Stress, Job Satisfaction and Job Involvement of Employees in Stock Broking Firms: Case of Marwadi Shares and Finance Limited", reported that significant difference was found between male and female employees for occupational stress.

Eres, F. and Atanasoska, T. (2011) from their study on occupational stress of teachers between Turkey and Macedonia reported that a meaningful difference was found between female and male teachers in Turkey in terms of total stress level scores.

Kumar,et.al;(2013) investigated on occupational stress among male and female elementary school teachers. They found that the male and female elementary school teachers differ significantly on overall occupational stress level.

Nagra,V, and Arora, S. (2013) on the basis of their study about occupational stress and health among teacher educators reported significant differences regarding occupational stress among teacher educators in relation to gender.

Reddy, G.L. and Anuradha, V. (2013) from their study on occupational stress of higher secondary teachers found that men and women teachers significantly differed in their occupational stress.

Sharma, N.(2015) conducted a study on occupational stress of college teachers in Kangra District of Himachal Pradesh with 150 college teachers. The study revealed significant difference in the level of occupational stress of male and female college teachers.

- The present study revealed no significant difference between the teachers working in urban and rural undergraduate colleges regarding occupational stress.

This finding supports the observation of **Goswami, A.N.(2009)** who reported no significant location-wise (urban-rural) difference regarding occupational stress between the employees in Stock Broking Firms. On the same note **Reddy, G.L.and Anuradha, V.(2013)** who carried out a study on occupational stress of higher secondary teachers also concluded that the occupational stress of higher secondary teachers due to variations in the location (urban-rural) of the school didn't differ significantly.

However, this finding is contrary to the observations of the following researchers:-

Okebukola,P.A.(1992) studied the concept of schools village and the incidence of stress among science teachers. The result indicated that teachers of urban schools were more stressed than the teachers in rural schools.

Ushashree(1993) from her study on stress among primary and secondary school teachers of Rayalaseema region of Andhra Pradesh, found that there was significant difference between the rural and urban teachers.

Sharma, N. (2015) conducted a study on occupational stress of college teachers and found that there was significant difference in the level of occupational stress of urban and rural college teachers.

- No significant difference has been found between the male and female teachers regarding stress management.

This observation supports the result of **Nayak, J. (2008)** who from her study reported that there was no significant gender difference found with respect to physical stress management. But contrary to this, **Aditya and Sen (1993)** from their study concluded that female cope with stress better than their male counterparts

5.5 Educational Implications of the Study

From the present study it has been found that all the undergraduate college teachers under study experience stress related to work, role, personal development, interpersonal relation and organizational climate of their workplace in varying degrees. However, work stressors and personal development stressors have been found as the main sources of stress for them. Since, it is impossible to make any work environment completely stress free therefore, the following positive steps on the part of the concerned authorities will help in minimizing the perception of stress among the undergraduate college teachers in their workplace.

- ❖ The teachers' stress can be minimized by discussing with them about the stressors which are responsible for causing stress.
- ❖ The workload of the teachers should be in line with their capabilities and resources.

- ❖ Works to be performed under the pressure of deadlines should be changed or minimized.
- ❖ The teachers' roles and responsibilities should be adequately planned and clearly defined.
- ❖ Opportunities should be provided to work for their personal or career development.
- ❖ Teachers should be allowed to participate in making decisions for those actions affecting their interests.
- ❖ Any kind of extra work or performance of the teachers should properly be recognized.
- ❖ A healthy and cordial atmosphere should be ensured for better interpersonal relationships among the teachers.
- ❖ Freedom should be given to the teachers to plan their work in the workplace.

At the individual level, the following positive steps may be helpful in minimizing work-place stress:-

- Success with stress starts with inner listening. One should listen to one's stress, not to block it. Learning to recognize and understand stress help in minimizing stress. Talking with friends about one's troubles makes one feel light. Whenever necessary professional counseling should be sought.
- SWOT analysis (knowing one's strengths, weaknesses, opportunities and threats) also helps to take right decisions of action and reduces stress.
- Improving the skills of goal setting, time management and prioritizing also help to reduce stress.
- Taking regular breaks from the work station also prove beneficial in minimizing stress.
- Proper time management, identifying priorities, using checklists to check pending work, trying to be realistic, trying to be friendly with

others, understanding tasks and responsibilities to the fullest, taking regular rest, indulging in hobbies, trying meditation, exercising muscles regularly and taking proper sleep prove helpful in managing stress.

5.6 Summary

In the present study the investigator has attempted to study the occupational stress and stress management among the undergraduate college teachers. The whole study has been presented in five chapters. Each chapter deals with a specific area of investigation and in depth study.

In the introduction part of chapter one, the problem under investigation has been introduced suitably. The concept and various aspects of stress, occupational stress and stress management have been discussed in detail. A brief description of undergraduate college teachers has been given. After that the problem selected for the study has been clearly stated. The key terms of research like stress, occupational stress, stressor, stress management, undergraduate colleges, undergraduate college teachers, regular teachers etc. have been operationally defined. The field or area of the study has been briefly described along with the map showing the location of selected undergraduate colleges. The significance, objectives and hypotheses of the study have also been stated. The objectives on the basis of which the whole study has been carried out are as follows:-

1. To study the sources of occupational stress among the undergraduate college teachers.
2. To study the level of occupational stress among the undergraduate college teachers.
3. To study the gender difference regarding occupational stress among the undergraduate college teachers.
4. To study the difference between the teachers of urban and rural undergraduate colleges regarding occupational stress.
5. To study the stress management level among the undergraduate college teachers .

6. To study the gender difference regarding the stress management .
7. To study the difference between the teachers of urban and rural undergraduate colleges regarding the stress management .
8. To study the relationship between Occupational Stress Level and Stress Management Level of the undergraduate college teachers.

Hypotheses have also been formulated according to the requirement of the objectives of the study. Keeping in view the time constraints, the present study has been delimited to all the regular teachers of Government provincialised undergraduate colleges of Sonitpur District (Assam) under Gauhati University only.

Chapter two of this thesis, deals with the review of related literature which has been found from various sources. Here the reviewed studies have been presented in three heads, such as; International studies, National studies and Regional studies. In this chapter an attempt has been made to review those studies which are related to the occupational stress and stress management of teachers or employees of other professions in general and occupational stress and stress management of college teachers in particular. The investigator has reviewed a total of 82 previous studies conducted in international, national and regional level during the period 1990-2016.

In chapter three of this thesis the methodology of the study has been described. The present study has been conducted through the descriptive method of research. The purpose of descriptive research is to establish the current status of the phenomenon under investigation. The population and the sample of the study have been clearly defined. For the study a sample of 206 regular undergraduate college teachers have been selected from a total population of 413 regular undergraduate college teachers through proportionate stratified random sampling technique. Out of these 206 teachers 89 teachers have been selected from urban (male-53 and female-36) undergraduate colleges and 117 from rural (male-75 and female-42) undergraduate colleges. Variables (independent and dependent) of the study have also been defined. Primary data have been collected by using two tools i.e; Employment Organization Sources of Stressors (EOSS) scale and Stress Management Scale. The administration, scoring and interpretation of these two scales have been discussed in detail. Secondary data have been collected from different offices, reports, libraries,

internet etc. The descriptive and inferential statistics which have been used to analyse the data such as- frequency, graphs, percentage, Mean, Standard Deviation, 't'-test and co-efficient of correlation have also been clearly mentioned in this chapter.

Analysis and interpretation of the data have been presented in chapter four of this thesis. Primary data become meaningless if they are not shown statistically. Here the data have been analysed statistically and interpreted on the basis of the objectives and hypotheses of the study one by one. Keeping in view the objectives of the study, the investigator has tried to find out the sources and level of occupational stress, gender as well as urban-rural differences regarding occupational stress, stress management level and gender difference along with the urban-rural differences regarding stress management among the undergraduate college teachers. In order to measure the sources of occupational stress, the mean and standard deviation of the scores obtained on the different components of Employment Organization Sources of Stressors scale for urban (male-female) and rural (male-female) teachers have been calculated. To measure the level of stress, the teachers have been classified into four groups on the basis of their total scores on Employment Organization Sources of Stressors scale and the frequency and percentage of each group have been calculated. 'T'- test has been employed to examine the gender and urban-rural differences among the teachers regarding occupational stress. To reveal the stress management level, the subjects have been classified into seven groups on basis of their total scores on stress management scale and the frequency and percentage of each group have been calculated. Here also, 't'-test has been employed to examine the significance of gender and urban-rural differences among the teachers regarding stress management. Pearson's Product-Moment correlation has been calculated to study the relationship between two dependent variables i.e; occupational stress and stress management.

Chapter five of this thesis covers findings, discussion and conclusion of the present study. The major findings of the study have been reported in accordance with the objectives and hypotheses of the study which are as follows:-

1. From the present study it has been found that more or less all the five components of EOSS Scale i.e; Work Stressors, Role Stressors, Personal Development Stressors, Interpersonal Relation Stressors and Organizational Climate Stressors have been found as sources of stress for both urban and rural, male as well as female undergraduate college teachers in varying degrees.
2. Out of the above five sources, work stressors and personal development stressors have been found as the main sources of stress for undergraduate college teachers both urban-rural and male-female.
3. Higher percentage of the Undergraduate College Teachers showed Low level of occupational stress.
4. From the study, no significant difference has been found between the male and the female undergraduate college teachers regarding occupational stress as a whole.
5. Component-wise, the study has revealed significant difference between the male and the female teachers on the component of Work Stressors. Female teachers have been found to be more stressed than their male counterparts in case of Work Stressors.
6. No significant difference has been found between the teachers working in urban and rural undergraduate colleges regarding occupational stress as a whole.
7. From the study, component-wise significant difference has been found between the teachers of urban and rural undergraduate colleges in case of Interpersonal Relation Stressors. Teachers of rural undergraduate colleges have been found to be more stressed than their urban counterparts in case of Interpersonal Relation Stressors.
8. But no significant difference has been found between the teachers of urban and rural undergraduate colleges in other four components i.e, Work Stressors, Role Stressors, Personal Development Stressors and Organizational Climate Stressors.
9. The study revealed that the undergraduate college teachers as a whole have Very Good stress management level.

10. No significant difference has been found between the male and female teachers of undergraduate colleges regarding stress management.
11. The study has revealed no significant difference in stress management between the teachers of urban and rural undergraduate colleges.
12. The study has revealed that occupational stress level and stress management level of the undergraduate college teachers have been found to be significantly, moderately and negatively correlated, with higher levels of occupational stress related to lower levels of stress management and vice-versa.

The findings of the present study have also been discussed in view of the findings of other researchers. This chapter also covers a few lines about educational implications of the study. This study will help the concerned authorities to prepare a plan of action to deal with the stress experienced by the undergraduate college teachers. It is also hoped that the present study will increase an awareness among the undergraduate college teachers about their job stress. At the end, the investigator has put forth few suggestions for further research.

5.7 Suggestions for Further Research

On the basis of the results of the present study the investigator has put forth the following suggestions for further research:-

1. The present study has been confined to the undergraduate college teachers only. Similar studies can be undertaken in case of primary, secondary, higher secondary/junior college and university teachers also, which will be helpful for comparing the stress among the teachers of different levels of education.
2. The geographical area of the present study has been limited to the Sonitpur District of Assam only. The same type of study may be extended to other districts also, which will provide a basis for the comparison of the present findings.
3. The present study has been carried out among the undergraduate college teachers under Gauhati University only. Further studies may be carried out

among the undergraduate college teachers under Dibrugarh University also, which will facilitate the comparison of occupational stress among the undergraduate college teachers under two universities.

4. Only regular or permanent teachers of undergraduate colleges have been considered in the present study. Further research may be carried out to explore the occupational stress among the ad-hoc teachers also.
5. The effect of only two demographic variables i.e; gender and location on occupational stress and stress management of undergraduate college teachers have been examined in the present study. Further studies may be undertaken to examine the effect of other demographic variables such as age, marital status, educational qualification, year of service, salary received, designation etc. on occupational stress and stress management of the teachers.
6. The present study has been limited to the employees of teaching faculty only. Further research may be suggested for the employees of other professions like bank, post office, railway, LIC, medical etc.
7. Further, in depth study may be conducted on the stressors and level of occupational stress for female teachers in comparison with the females of other professions.

5.8 Conclusion

Stress is a universal element and persons from nearly every walk of life are likely to face stress. Stress in teaching is well recognized phenomenon. Occupational stress occurs from an individual's unique perception and interpretation of his/her situation and it is very much personal in nature. That is why subjects differ on stress scale when placed in an occupational setting. It has been established by the stress researchers that occupational stress can have negative impacts on both the employee and the organization.

The researcher in her study entitled "A study on Occupational Stress and Stress Management among the Undergraduate College Teachers of Sonitpur District of Assam", has attempted to find out the stressors, level of occupational stress and

stress management among the undergraduate college teachers considering the gender and area (urban-rural). Five stressors have been found to cause stress more or less among the teachers in their work place. This result can be utilised by the policy and decision makers of the higher levels of education for enhancing the effectiveness of the college teachers. Teachers have different levels of occupational stress ranging from very low to moderate. But higher percentage of the teachers showed low level of occupational stress. The reason may be attributed to their proficiency in managing stress; as majority of the teachers have been found to have very good stress management level. No significant gender and location differences have been found regarding occupational stress and stress management. As a whole, both male and female, urban and rural teachers have been found to experience almost similar type of stress. This may be due to the fact that irrespective of gender and location the undergraduate college teachers have to follow the same rules and regulations in their work place. However, component-wise significant difference has been found between male and female teachers in case of work stressors. Female teachers have been found to be more stressed than their male counterparts in case of work stressors. This may be due to the fact that females have more household responsibilities along with their institutional duties than males. Significant, moderate negative correlation has been found between occupational stress level and stress management level of the teachers. Teachers who reported higher levels of occupational stress have been found to be less proficient in managing their occupational stress and vice-versa.

At the end, R. Lakshminarayanan (2006) may be rightly quoted as every person has a working life-time/period of about 35 years, normally between 25 to 60 years of age. Given the Indian scenario of competitive market, over population and scarcity of good jobs, runs on the theory of “Survival of the Fittest” and hence no profession is stress-free. The degree and depth may vary from one another. Both employer and employee must understand that work should be valued and not excessive. Work should not compromise on health and family life; rather offer happiness, peace of mind, certainty, variety and flexibility.

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APPENDIX A

Information Schedule

Respected teachers, the purpose of this study is to find out the stressors, level of Occupational Stress and Stress Management among the Undergraduate College Teachers. Kindly provide information to Part I and II. Your information will be kept under strict confidence.

Part I

- | | | |
|--------------------------------|---|---------------------------|
| 1. Name of the Respondent | : | |
| 2. Age | : | |
| 3. Sex | : | Male/Female |
| 4. Name of the Institution | : | |
| 5. Name of the Department | : | |
| 6. Nature of the Post | : | Sanctioned/Non-sanctioned |
| 7. Location of the Institution | : | Urban/Rural |

Research Scholar

Santi Devi

APPENDIX B

Part II

Employment Organization Sources of Stressors Scale

Instruction

In this measure, you will find 80 statements about the various stressors in the Employment Organization. Here some statements are related to your experience. Depending on your experience, you will have to indicate experienced stress by selecting any one of the alternative responses, which more or less represents the degree of stress experienced by you. Alternatives are:- ‘Always’, ‘Frequently’, ‘Sometimes’, ‘Rarely’ and ‘Never’.

Sl. No	Statements	Responses					Score
		Always	Frequently	Sometimes	Rarely	Never	
1	I am fed up to follow the same routine day in and day out						
2	Working conditions are satisfactory in my organization from the point of view of workers’ welfare and convenience.						
3.	I am unable to carry out my work to my satisfaction on account of deadlines drawn.						
4	I manage to cope up well with the demands from my work.						
5	My job lacks opportunities to utilise my skills and abilities.						
6	The time passes without my notice each day at my work.						
7	I find it difficult to concentrate on my work because of the noise, I am exposed to.						
8	I set deadlines and work at my own pace peacefully.						

Sl no	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
9	I am waiting for the day to come, when I can relax.						
10	The norms and expectations put a curb on my enthusiasm.						
11	I look forward to face another day in my work life.						
12	I enjoy working long hours at my task.						
13	I am fed up by keeping myself busy all the times to meet deadlines.						
14	I love when my hands are full which keeps me busy at my work.						
15	The complex nature of my work does not baffle me.						
16	Most of the time I have to force myself to start work						
17	I need to sacrifice my values in meeting my role obligations						
18	Segregation by role is visible in my organization to the extent of comfort						
19	My role in the organization is adequately planned						
20	I get baffled with the contradictory instructions given by different members in the organization regarding my work						
21	I feel concerned due to poor information inflow which restricts my output						
22	I am able to use my training and expertise in my role						

Sl No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
23	Repeated incidents where my contributions are taken very lightly put me off						
24	My employment organizational responsibilities interfere with my family organizational roles						
25	People in the organization can understand my priorities						
26	Sufficient mutual co-operation and team spirit exist among the members in the organization						
27	It is not clear as, to what type of work and behaviour my higher authority and colleagues expect from me						
28	I know what the people with whom I work, expect from me						
29	I am exposed to opportunities, to enhance my efficiency						
30	I am constrained in my role fulfilment, due to lack of knowledge and skill						
31	My presence is felt in the organization						
32	I enjoy fulfilling my responsibilities in employment organization and in family organization						

SI No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
33	I end up seeking suggestions from my colleagues due to my in-experience						
34	I am basically a lazy person, so I am happy with fewer responsibilities						
35	My roles that I fulfil give scope for exposure to the latest technologies						
36	Stability in my job makes me take-up challenging tasks enthusiastically as failures aren't dealt with drastically						
37	My wish to achieve the top position gives me extra energy to work in the organization						
38	My work in the organization goes as per my plan						
39	My inability, to cope up with the level of excellence set up in my organization leaves me with nightmares						
40	The feeling that, success and gender bear no association with each other in my organization is an encouraging notion to me as a member of the same						
41	I rise to any occasion, by building competence through my initiative; this earns me respect from my colleagues						

SI No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
42	My college peers with same qualifications are in better positions than me						
43	I have aspirations and qualifications, but the system doesn't have better positions for me						
44	My inability to take up challenging tasks due to nature of my appointment puts me off at work						
45	It is hard for me when I need to sacrifice my professional ambitions in favour of my familial ambitions						
46	My conscience pricks me at the loss of interest; I exhibit to initiate work due to internal politics in the organization						
47	The goodwill and cooperation, I earn from my fellow beings in the organization make me strive forward to achieve greater things						
48	Extra efforts I need to take, to prove myself in my role puts pressure on me						
49	My relations with my superiors cause me a great deal of anxiety						
50	Advice with colleagues when faced with a problem is a rarity in my life						
51	The relations with my subordinates make my life worth while						

SI No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
52	The faith bestowed on me by my superiors is encouraging						
53	Affectionate behaviour from my colleagues is unimaginable to me						
54	The kind of support I get from my sub-ordinates causes me a great deal of stress						
55	I have freedom to express my ideas in front of my superiors						
56	My colleagues can be relied on when things get tougher for me at work						
57	Extracting work from my subordinates is an ordeal for me						
58	I have cordial relations with my superiors						
59	My colleagues go out of their way to make my life easier						
60	My sub-ordinates feel free to discuss their personal problems with me						
61	I lack the freedom to ask for any sort of help when I need from my superiors						
62	My colleagues are approachable						
63	The wall that exists between me and my subordinates leads to a sense of loss						
64	My relations with my colleagues cause me a great deal of anxiety						

SI No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
65	Freedom is given to me to plan my work in my organization						
66	Considerable environment tolerance, that persists in my organization make me irritated						
67	My point of view is ignored in the organization						
68	I feel, I am a part of my organization						
69	The expectations of my organization to do certain works, which are not to my likings, are unbearable						
70	Sympathetic approach of my organization towards its members gives me relaxed work environment						
71	I am sought after in my organization in times of emergencies						
72	The sub-ordination I am subjected to in my role in the organization gives me unpleasant feelings						
73	I find it suffocating to function within my organizational system where there is no place for questioning approach.						
74	My superiors understand my personal problems with sympathy.						
75	Secrecy maintained by my superiors in decision making is disgusting						

SI No	Statements	Response					Score
		Always	Frequently	Sometimes	Rarely	Never	
76	I get motivated to work hard, since I am made to feel responsible for the organization						
77	Lack of my involvement in decision making in my organization reduces responsibilities on my shoulders						
78	Decisions made by superiors keeping in view the good of the organization rather the individual members are un-palatable						
79	I enjoy executing decision in my organization, as I am also a part to it at one level or the other.						
80	The participatory model followed in my organizational setup enhances my responsibilities to the point of exhaustion.						

APPENDIX C

INSTRUCTIONS

Kindly read each item given below carefully and then decide your response on each of the six response points, viz, Strongly Agree, Agree(High), Agree(low), Disagree(low), Disagree(High), and Strongly Disagree and put a tick mark in the appropriate box . Please respond to each statement and be assured, your responses will be kept confidential.

SL No	STATEMENTS	RESPONSE						SCORE
		Strongly Agree	Agree (High)	Agree (Low)	Disagree (low)	Disagree (High)	Strongly Disagree	
1.	I find my stressors.	☐	☐	☐	☐	☐	☐	☐
2.	I recognize my reaction to the stressors.	☐	☐	☐	☐	☐	☐	☐
3.	I do not try to identify reactions I like to change.	☐	☐	☐	☐	☐	☐	☐
4.	I try to reduce the intensity of my emotional reaction.	☐	☐	☐	☐	☐	☐	☐
5.	I do not control physical reaction to the stressors.	☐	☐	☐	☐	☐	☐	☐
6.	I try to keep smiling.	☐	☐	☐	☐	☐	☐	☐
7.	I take regular rest.	☐	☐	☐	☐	☐	☐	☐
8.	I do not manage my time properly.	☐	☐	☐	☐	☐	☐	☐
9.	I do my work so that I feel proud of it.	☐	☐	☐	☐	☐	☐	☐
10.	I do not take full control of my task performance.	☐	☐	☐	☐	☐	☐	☐

SL No	STATEMENTS	RESPONSE						SCORE
		Strongly Agree	Agree (High)	Agree (Low)	Disagree (low)	Disagree (High)	Strongly Disagree	

11. I try to be friendly with others.	☐	☐	☐	☐	☐	☐	☐	☐
12. I do not try to create the environment which would keep me calm.	☐	☐	☐	☐	☐	☐	☐	☐
13. I try meditation.	☐	☐	☐	☐	☐	☐	☐	☐
14. I do not analyze my deeds.	☐	☐	☐	☐	☐	☐	☐	☐
15. I do not schedule time to relax.	☐	☐	☐	☐	☐	☐	☐	☐
16. I do not log my activities.	☐	☐	☐	☐	☐	☐	☐	☐
17. I try to clear out the obligations.	☐	☐	☐	☐	☐	☐	☐	☐
18. I try to meet the deadlines.	☐	☐	☐	☐	☐	☐	☐	☐
19. I do not try to organize my goals.	☐	☐	☐	☐	☐	☐	☐	☐
20. I try to delegate work.	☐	☐	☐	☐	☐	☐	☐	☐
21. I do not try to identify my priorities.	☐	☐	☐	☐	☐	☐	☐	☐
22. I use checklists to check the pending work.	☐	☐	☐	☐	☐	☐	☐	☐

SL No	STATEMENTS	RESPONSE						SCORE
		Strongly Agree	Agree (High)	Agree (Low)	Disagree (low)	Disagree (High)	Strongly Disagree	

23. I do not focus on the goal at a time.	☐	☐	☐	☐	☐	☐	☐	☐
24. I try to be realistic.	☐	☐	☐	☐	☐	☐	☐	☐
25. I do not plan for the unpredictable.	☐	☐	☐	☐	☐	☐	☐	☐
26. I try to motivate myself.	☐	☐	☐	☐	☐	☐	☐	☐
27. I do not utilize my capabilities.	☐	☐	☐	☐	☐	☐	☐	☐
28. I use my biological rhythms.	☐	☐	☐	☐	☐	☐	☐	☐
29. I do not plan my leisure time.	☐	☐	☐	☐	☐	☐	☐	☐
30. I understand my tasks and responsibilities to the fullest.	☐	☐	☐	☐	☐	☐	☐	☐
31. I stay updated for changes in the work environment.	☐	☐	☐	☐	☐	☐	☐	☐
32. I do not go for massages.	☐	☐	☐	☐	☐	☐	☐	☐
33. I exercise my muscles regularly.	☐	☐	☐	☐	☐	☐	☐	☐
34. I do not indulge in hobbies.	☐	☐	☐	☐	☐	☐	☐	☐

SL No	STATEMENTS	RESPONSE						SCORE
		Strongly Agree	Agree (High)	Agree (Low)	Disagree (low)	Disagree (High)	Strongly Disagree	

35. I do not take measures to relieve stress. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

36. I do not take proper sleep. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

THANKS!

List of Sample Undergraduate Colleges Selected for the Study

Name of the Sample Colleges	Place	Location
Behali Degree College	Behali.	Rural
Biswanath College	Biswanath Chariali.	Rural
Chaiduar College	Chaiduar.	Urban
Chatia College	Chatia.	Rural
Darrang College	Tezpur.	Urban
Kalabari College	Kalabari.	Rural
Lokapriya Gopinath Bordoloi Girls' College	Mission Chariali, Tezpur.	Rural
Lokanayak Omeo Kumar Das College	Dhekiajuli.	Rural
Rangapara College	Rangapara.	Rural
Tezpur College	Tezpur.	Urban
Tyagbir Hem Barua College	Jamuguri.	Rural
