

An Empirical Investigation of Work Stress amid Engineering College Teachers in AU-Madurai Region (Tamil Nadu)

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ABSTRACT

Stresses on the job affect the efficacy and efficiency of a person. Hence, if one is not satisfied with his/her job the excellence of living is adversely affected. This paper focal point is verdict out the professed level of work-related stress (WRS) amid self-supporting college teachers for engineering in Anna University-Madurai Region (AU-MR). The descriptive research design and stratified random sampling is used to conduct the research, So the researcher has prepared a questionnaire to measure WRS amid teachers. To carry out this investigation, from 3015 teachers, 620 samples are composed. Using statistical package for the social science (SPSS) 15.0 version, the analysis of variance (ANOVA) or F-Test and T-Test has been analyzed by collected data. From this present study, few demographic characteristics have collision on WRS index (WRSI) of teachers. So as to raise work satisfaction and to improve the excellence of learning, the organization ought to take essential steps to diminish WRS in the midst of teachers.

1. Introduction

Stress is defined as a normal occurrence in viable surroundings, a physiological reply to some vary, which can be moreover superior or dreadful. According to Jit, S. Chandan, (1995), it is a condition of intelligence which reproduces convinced 'bio-chemical' response in the person corpse and is predictable by a intelligence of nervousness, worry and despair and is reasoned by such insists by the ecological powers or interior issues so as to cannot be met by the possessions obtainable to the individual. Srivastava, A.K. (1997), reports that the harshness of strain and its poor effects are every time influences the populace in each saunter of existence in contemporary societies and powerful psycho-communal stress and experimentally recognized in elevated work stress.

The work-related stress is a cerebral and bodily stipulation, which influences a personality's efficiency, success, individual physical condition and excellence of occupation. It can fatalities the knowledge with poorer quality of work existence and act. The work-related stress can be described as, in exacting, is the incapability to manage with forces in a job, since of a deprived in shape among somebody's aptitudes and his/her work obligations and conditions. It is cerebral and corporeal states which influence a person's output, success, individual fitness and superiority of employment Comish R., Swindle B. (1994).

Kyriacou, C. (2001), defines; the occurrence of work-related stress is flattering progressively more worldwide and influences every nations and every one of occupations. The investigations on job-related stress, in universal, spot out so as to one of the significant line of works anywhere the workers are exaggerated by job related strain at single occasion or an additional is 'teaching'. Teacher stress has been sighted as an inter-relative procedure which happens among teachers and their teaching atmosphere which directs to extreme insists

being located on them and resultant in 'physiological and psychological distresses'. Teaching linked stress, usually named 'teacher stress' is clear as a teacher's knowledge of "disagreeable, unenthusiastic sentiments, such as annoyance, anxiety, nervousness, aggravation, or despair, ensuing from a few feature of their job as a teacher".

2. Review of Literature

According to Winefield Anthony, H. et al. (2002); a numeral of considerable alters in the higher education sector encompass considerably distorted the circumstances beneath which the university teachers execute their jobs. Iqbal Adnan, Kokash Husam, (2011), presented a pale quantity of assessment amid stressful life of teaching profession. Nema, G., Dhanashree Nagar, Y. (2010). explained the study of the causes of work related stress among the college teachers.

Kavitha, P. (2012). conducted a study on "Organisational role stress among college faculties: An empirical study", In India, the faculty members are predictable to engage in recreation a lot of positions other than as teachers. This creates the faculty members to perform additional secretarial labor apart from teaching. It influences their recital and also guides to a stressful life. This study proposes that the organization ought to connect educational psychoanalysts who would assist the teachers to recognize the reasons of their troubles and resolve them. Organization must improve job recital by providing job safety, sufficient pay, contribution in verdict-making, and a high-quality managerial environment.

Nayak, (2008). explored a study on "Factors influencing stress and coping strategies among the degree college teachers of Dharwad City, Karnataka", suggests keeping ready well ahead, taking rest, avoiding tiring bearing, captivating equilibrium diet, on foot, using snoozing capsules and boiling

wet treatment are accomplished by bulk of the teachers whilst they are bodily stressed.

Bakshi Poonam., Kochhar Veeran. (2012). explored a study on "A Study and evaluation of stress role on faculty: An analysis of professional institutions in Haryana". In this paper, faculty illustrates ahead bodily, poignant and academic possessions so as to be effectual in the classroom. Similar to every additional expert, faculty are too besieged by manifold and multifaceted confronts. They insulate at the back their complements in kindred to the occasion for personality growth and expert improvement. In numerous fractions of the globe, faculty is hardly ever give with the possessions they require to get together the elevated anxiety and prospect located on them.

Chaudhry, A.Q., (2013). in their paper titled "Analysis of occupational stress of University faculty to improve the quality of their work". In the study gives, the educational experience in the direction of novel confronts has add to stage of stress on faculty, which finally give confidences the researchers of education organization to learn the association of employment stress with dissimilar changeable concerning university faculty members. Its implication lies in the information that job-related stress intimately connected with job pleasure, member of staff promise, member of staff revenue, institution presentation and efficiency.

Partap Singh, Sangeeta Rani., (2015). in the paper named "Work stress among college teachers In Self-Financing College : an explorative study". Education job is just the once observation as a 'small stress job' and desired for occupancy, light job-load and suppleness. To investigate the faculty observation towards job-related stress by means of standard survey, information collected and to locate out the stress makers, to study of distribution stress troubles, to locate away methods functional by the College teachers for organization stress.

Sukumar, A., Kanagarathinam, M. (2016). in their study titled "a study on occupational stress among college teachers in self financing college in Coimbatore district". This study recognized stress response as "fight or flight," involuntary responses so as to take place in an urgent situation situation in which and person have to also tackle or flee from an unsafe circumstances. Teaching professions is on one occasion observation as, "low stress occupation" and have been envied for occupancy, light workload, elasticity and other perquisites such as overseas journeys for learn and discussion.

Shannon V.Ryan, et al. (2017) conducted a study titled "Leaving the teaching profession: the role of teachers stress and educational accountability policies on turnover intent". This study examined the association amid test-based responsibility strategy at the condition stage, teacher examination pressure; teachers suffer exhaustion, and earnings purposes, as scheming intended for existence of teacher knowledge. This learning gives proof crosswise numerous conditions so as to analysis standard responsibility strategies might foresee superior teacher earnings intention, in addition to superior stages of teacher pressure.

Naresh Gandhi, (2018). explored a study on titled as "Comparative study of job stress of teachers working in Govt. aided colleges of Punjab and Rajasthan state". In this work, the profession strain of teachers functioning in govt. aided colleges of Punjab and Rajasthan State. This study, sample of 200 teachers is chosen arbitrarily from colleges of Punjab and Rajasthan state and disclosed that there is no momentous dissimilarity in the job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state.

De Simone, S. et al. (2016). in their paper titled "Occupational stress, job satisfaction and physical health in teachers". This study gives the association among job-related stress, job pleasure and bodily physical condition in Italian teachers. Data are collected from a model of 565 teachers effective in different higher secondary schools in Italy. The effects show so as to workload, awareness of employment surroundings, teacher's discernments of higher-ranking administration in addition to approach in the direction of modify is precise recognized job-related complexities of the Italian teachers and direct effects on physical symptoms, and circuitous results on corporeal indications from side to side job pleasure creates stress.

Vriti Sharma, et al. (2017). investigated on "The study of occupational stress and its influence on job satisfaction level in Indian teaching professionals". From of this study, the association amid job-related stress and job pleasure are in teaching faculty of community and classified educational organization in India. To gather information from 500 teachers and can establish designate important crash of association management on job-related stress and here no significant relationship between job-related stress and societal consciousness.

Harish K.A., JeyaPrabha B. (2018). conducted a study titled, "An empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in government & private sectors". This study highlights the factor that reasons strains amid the teachers and a proportional cram amid the private and the government teachers is as well approved out to examine the stage of work-related stress and job pleasure on a variety of stressors, with sample size is 300 within the teachers of Chennai.

Savita Gahlawat, (2017). in their paper titled, "Occupational stress and job satisfaction among college teachers of government and private colleges". This revise provides imminent to private powers that be to recognize the reasons at the back stress and displeasure to increase awake the intelligence of safety and pleasure amid private college teachers. Sample are selected randomly and taken 100 college teachers both private and government teachers. The result of the study gives enhanced job satisfaction in Government college teachers than private.

3. Research Methodology

To find out focal point is verdict out the professed level of work-related stress (WRS) amid self-supporting college teachers for engineering in Anna University-Madurai Region (AU-MR). The descriptive research design is used, in this study;

thirty six colleges having crossed four years are chosen from the population of 48 colleges. Out of which teachers who have served for two and more years in their present institution are taken as sample for data collection. 3015 teachers having crossed two and more years are working during 2017-18. Out of which 620 samples are collected. Stratified random sampling is used, to collect the samples, used questionnaire having 28 WRS index (WRSI) and demographic characteristics include like age, sex, etc. The measuring the WRSI of the faculty members, a five point's Likert type scale (5-strongly disagree, 4-disagree, 3-neutral, 2-agree, 1-strongly agree) is used to measure the superficial point of WRS amid teachers.

4. Data Analysis and Interpretations

The analysis of the WRSI which are compared with the each of the demographic characteristics are given below. The age, sex, highest education qualification (HEQ), department, designation, teaching experience (TE), Salary, lecture hours (LH) versus WRSI of college teachers is given in Table 1 - Table 8.

H_0 : There is no significant difference between the demographic Characteristics with that of WRSI of teachers

H_1 : There is a significant difference between the demographic Characteristics with that of WRSI of teachers

Demographic Characteristics versus WRSI of teachers

From the Table 1 shows, the one-way analysis of variance (ANOVA) of F-test, the whole dissimilarity is divided in to two elements. "Between groups" signifies difference of the group denotes in the order of the on the whole mean and "within groups" signifies difference of the entity gains in the order of their respective collection means. It represents F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the age and with that of WRSI of teachers. From the Table 2 shows, the T-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the sex and with that of WRSI of teachers.

From the Table 3 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the HEQ and with that of WRSI of teachers. From the Table 4 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the department and with that of WRSI of teachers.

From the Table 5 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a

significant dissimilarity observed between the designation and with that of WRSI of teachers. From the Table 6 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the TE and with that of WRSI of teachers.

From the Table 7 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the Salary and with that of WRSI of teachers. From the Table 8 shows, F-test significance point. This value point less than 0.05, having group difference. Consequently, the null hypothesis is discarded and alternate hypothesis is acknowledged by deducing that there is a significant dissimilarity observed between the LH and with that of WRSI of teachers.

5. Findings

Age versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , I strive laboriously but I accomplish task little bit and I receive insufficient institutional recognition and support for research. There is a significant dissimilarity viewed between age and above WRSI. Remaining all WRSI has been no significant dissimilarity.

Sex versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , I am fed up with tire some when I get up from the bed and I have lost the humour sense. There is a significant dissimilarity viewed between sex and above WRSI. Remaining all WRSI has been no significant dissimilarity.

HEQ versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , Increased workload is assigned to me, Inadequate facilities (office, Library, labs) is available in the department/institute and I receive insufficient institutional recognition and support for research. There is a significant dissimilarity viewed between HEQ and above WRSI. Remaining all WRSI has been no significant dissimilarity.

Department versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , I am not given enough time for classroom teaching preparation, Assignments are given repeatedly and some duties are assigned to me without consultation. There is a significant dissimilarity viewed between department and above WRSI. Remaining all WRSI has been no significant dissimilarity.

Designation versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , I strive laboriously but I accomplish task little bit and I receive insufficient institutional recognition and support for research. There is a significant dissimilarity viewed between designation and above WRSI. Remaining all WRSI has been no significant dissimilarity.

TE versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , Task of teaching large classes/ more students is assigned to me, I receive insufficient institutional recognition and support for research and there is a frequent changes in management policies. There is a significant dissimilarity viewed between TE and above WRSI. Remaining all WRSI has been no significant dissimilarity.

Salary versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , I strive laboriously but I accomplish task little bit, I get lack of information about what is going on in the institute, Inadequate facilities (office, Library, labs) is available in the

department/institute, I find lot of behavioural problems (students) in classrooms and I receive insufficient institutional recognition and support for research. There is a significant dissimilarity viewed between salary and above WRSI. Remaining all WRSI has been no significant dissimilarity.

LH versus WRSI of teachers

It is deduced that the significance point is observed ≤ 0.05 , Lack of time is available/given to undertake research works, I find lot of behavioural problems (students) in classrooms and I receive insufficient institutional recognition and support for research. There is a significant dissimilarity viewed between salary and above WRSI. Remaining all WRSI has been no significant dissimilarity.

Table-1
F-Test outcome for the age Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I frequently feel to have headache and back pain	Between groups	9.495	3	3.165	1.815	.143
	Within Groups	1074.440	616	1.744		
	Total	1083.935	619			
I am suffered from the problems of sweating, palpitation and trembling	Between groups	14.148	3	4.716	2.154	.092
	Within Groups	1348.644	616	2.189		
	Total	1362.792	619			
I strive laboriously but I accomplish task little bit	Between groups	31.350	3	10.450	5.886	.001
	Within Groups	1093.700	616	1.775		
	Total	1125.050	619			
I have increased caffeine intake (coffee, tea, etc..)	Between groups	11.617	3	3.872	1.772	.151
	Within Groups	1346.280	616	2.186		
	Total	1357.897	619			
Some duties are assigned to me without consultation	Between groups	9.479	3	3.160	1.690	.168
	Within Groups	1151.869	616	1.870		
	Total	1161.348	619			
I find lot of behavioural problems (students) in classrooms	Between groups	9.069	3	3.023	1.979	.116
	Within Groups	941.066	616	1.528		
	Total	950.135	619			
I receive insufficient institutional recognition and support for research	Between groups	16.420	3	5.473	3.856	.009
	Within Groups	874.316	616	1.419		
	Total	890.735	619			

Source: primary data

Table-2
T-test outcome for the sex Vs WRSI-teachers

WRSI	Sex	N	Mean	S.D	D.F	T	Sig.
I am fed up with tire some when I get up from the bed	Male	321	2.37	1.236	618	-2.349	.007
	Female	299	2.62	1.324			
I have lost the humour sense	Male	321	2.04	1.359	618	-.626	.046
	Female	299	2.11	1.431			
I get lack of information about what is going on in the institute	Male	321	2.98	1.346	618	.715	.071
	Female	299	2.90	1.397			
Frequent changes in the timetable of courses are informed	Male	321	2.95	1.342	618	-.282	.077
	Female	299	2.98	1.260			
I find lot of behavioural problems (students) in	Male	321	2.29	1.196	618	-1.220	.121

classrooms	Female	299	2.41	1.283			
I receive insufficient institutional recognition and support for research	Male	321	2.13	1.165	618	-2.469	.131
	Female	299	2.37	1.225			
There is a frequent changes in management policies	Male	321	2.09	1.304	618	-1.111	.073
	Female	299	2.21	1.392			

Source: primary data

Table-3
F-Test outcome for the HEQ Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I suffer from throat choking of tenly	Between groups	11.136	3	3.712	1.776	.150
	Within Groups	1287.419	616	2.090		
	Total	1298.555	619			
I am not given enough time for classroom teaching preparation	Between groups	16.843	3	5.614	2.286	.078
	Within Groups	1512.576	616	2.455		
	Total	1529.419	619			
Task of teaching large classes/ more students is assigned to me	Between groups	9.256	3	3.085	1.842	.138
	Within Groups	1031.613	616	1.675		
	Total	1040.869	619			
Increased workload is assigned to me	Between groups	7.611	3	2.537	3.418	.017
	Within Groups	457.259	616	.742		
	Total	464.869	619			
Inadequate facilities (office, Library, labs) is available in the department/institute	Between groups	18.367	3	6.122	2.565	.054
	Within Groups	1470.182	616	2.387		
	Total	1488.548	619			
I receive insufficient institutional recognition and support for research	Between groups	23.307	3	7.769	5.517	.001
	Within Groups	867.428	616	1.408		
	Total	890.735	619			

Source: primary data

Table-4
F-Test outcome for the department Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I am not given enough time for classroom teaching preparation	Between groups	25.396	3	8.465	3.467	.016
	Within Groups	1504.024	616	2.442		
	Total	1529.419	619			
I feel that my salary is insufficient to meet out the financial needs	Between groups	8.353	3	2.784	1.958	.119
	Within Groups	875.866	616	1.422		
	Total	884.219	619			
Assignments are given repeatedly	Between groups	17.835	3	5.945	3.505	.015
	Within Groups	1044.712	616	1.696		
	Total	1062.547	619			
Excessive paperwork is given to me	Between groups	7.288	3	2.429	2.157	.092
	Within Groups	693.904	616	1.126		
	Total	701.192	619			
Some duties are assigned to me without consultation	Between groups	22.861	3	7.620	4.123	.007
	Within Groups	1138.487	616	1.848		
	Total	1161.348	619			
Unreasonable expectation from colleagues, students or	Between groups	12.855	3	4.285	2.027	.109

head of department are increasing day by day	Within Groups	1302.233	616	2.114		
	Total	1315.089	619			

Source: primary data

Table-5
F-Test outcome for the designation Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I strive laboriously but I accomplish task little bit	Between groups	16.648	4	4.162	2.309	.057
	Within Groups	1108.402	615	1.802		
	Total	1125.050	619			
I receive insufficient institutional recognition and support for research	Between groups	19.202	4	4.801	3.388	.009
	Within Groups	871.533	615	1.417		
	Total	890.735	619			
There is a frequent changes in management policies	Between groups	12.322	4	3.081	1.704	.148
	Within Groups	1112.026	615	1.808		
	Total	1124.348	619			

Source: primary data

Table-6
F-Test outcome for the TE Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I strive laboriously but I accomplish task little bit	Between groups	14.850	4	3.712	2.057	.085
	Within Groups	1110.200	615	1.805		
	Total	1125.050	619			
I feel toughness in competing my colleagues due to mental pressure	Between groups	19.379	4	4.845	2.115	.077
	Within Groups	1408.639	615	2.290		
	Total	1428.018	619			
Task of teaching large classes/ more students is assigned to me	Between groups	19.654	4	4.913	2.959	.019
	Within Groups	1021.216	615	1.661		
	Total	1040.869	619			
I receive insufficient institutional recognition and support for research	Between groups	19.756	4	4.939	3.487	.008
	Within Groups	870.979	615	1.416		
	Total	890.735	619			
There is a frequent changes in management policies	Between groups	17.335	4	4.334	2.408	.048
	Within Groups	1107.014	615	1.800		
	Total	1124.348	619			

Source: primary data

Table-7
F-Test outcome for the salary Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
I strive laboriously but I accomplish task little bit	Between groups	30.943	5	6.189	3.473	.004
	Within Groups	1094.107	614	1.782		
	Total	1125.050	619			
It is herculean task to reach my career goal in this organization	Between groups	17.472	5	3.494	1.945	.085
	Within Groups	1103.115	614	1.797		
	Total	1120.587	619			
I get lack of information about what is going on in the institute	Between groups	22.164	5	4.433	2.387	.037
	Within Groups	1140.383	614	1.857		
	Total	1162.547	619			
Inadequate facilities (office, Library, labs) is available in	Between groups	27.110	5	5.422	2.278	.046

the department/institute	Within Groups	1461.438	614	2.380		
	Total	1488.548	619			
I find lot of behavioural problems (students) in classrooms	Between groups	17.202	5	3.440	2.264	.047
	Within Groups	932.934	614	1.519		
	Total	950.135	619			
I receive insufficient institutional recognition and support for research	Between groups	22.094	5	4.419	3.123	.009
	Within Groups	868.641	614	1.415		
	Total	890.735	619			

Source: primary data

Table-8
F-Test outcome for the LH Vs WRSI-teachers

WRSI		Sum of Squares	D.F	Mean Square	F	Sig.
Frequent changes in the timetable of courses are informed	Between groups	8.327	2	4.163	2.468	.086
	Within Groups	1040.744	617	1.687		
	Total	1049.071	619			
Unreasonable expectation from colleagues, students or head of department are increasing day by day	Between groups	9.225	2	4.613	2.179	.114
	Within Groups	1305.864	617	2.116		
	Total	1315.089	619			
Lack of time is available/given to undertake research works	Between groups	9.578	2	4.789	3.127	.045
	Within Groups	944.932	617	1.531		
	Total	954.510	619			
I find lot of behavioural problems (students) in classrooms	Between groups	12.939	2	6.470	4.259	.015
	Within Groups	937.196	617	1.519		
	Total	950.135	619			
I receive insufficient institutional recognition and support for research	Between groups	11.726	2	5.863	4.115	.017
	Within Groups	879.010	617	1.425		
	Total	890.735	619			
I have to do the work for another employee too	Between groups	7.059	2	3.530	2.621	.074
	Within Groups	830.933	617	1.347		
	Total	837.992	619			

Source: primary data

6. Conclusions

This study results recommend facilitating works dissatisfaction or sensation harassed is related with inferior happiness and superior symptoms of depression. From this teacher's population, it is an exigent work and elevated levels of psychological healthiness troubles are found in this learn. This investigation reveals that, a few demographic characteristics have a break down on WRSI. So as to raise work satisfaction

and to improve the excellence of learning, the organization ought to take essential steps to diminish WRS in the midst of teachers. Finally the management the faculty the student's community will benefit when the WRS amid teachers are reduced and arrange yoga camp, meditation camp, aerobics, entertaining programs etc. for the alleviation of the job stress among faculty.

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