

A STUDY ON THE IMPACT OF OCCUPATIONAL STRESS ON THE PERFORMANCE OF COLLEGE TEACHERS IN SOUTH INDIA

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Abstract

Being a teacher is difficult. There are numerous causes, but there are also ways to help the teacher deal with them. One of the primary factors driving many teachers out of the profession is teacher stress. While teaching has always been stressful, it has become exacerbated by the difficulties that many educators have faced as a result of Covid-19. A whopping 60% of teachers reported being stressed. Due to stress, many educators are considering leaving for the first time or have already left the profession. The purpose of this study is to investigate the factors that bring in stress. A convenient sampling technique was used in this study. A total of 220 teachers were included in the study who belonged to Chennai, Bangalore and Kerala states. A previously validated questionnaire named Brief Job Stress Questionnaire which was adopted for the study. The results of the study reveal that out of the five constructs – time spent outside of work, self-assessment ability, relationships between teachers, social interaction outside teaching and duties outside teaching, the stress is impacted by duties outside teaching and induces them to feel unproductive. This research examined the impact of various dimensions on the stress level of teachers. Confirmatory factor analysis extracted five factors: “Time spent outside of work,” “Self-assessment of one’s ability as a teacher,” “Relationship with other teachers,” “Social interactions outside of teaching,” and “Duties outside of teaching.”

Originality/value – This study helps to understand the level of stress encountered by teachers in colleges and to take corrective measures to mitigate the level of stress thereby enhancing the standards of working environment.

Keywords: Stress, strategy, intervention.

INTRODUCTION

Compared to other professions, teachers experience higher than average levels of stress and psychosomatic disorders. The health outcomes, motivation of the students, and economy are all significantly impacted by teacher stress. In this modern and intense competitive era, organizations are pushing employees to the limits to get their maximum contribution in the journey to become profitable and more sustainable. Also, employees are putting in their efforts to get access to lucrative incentives and salaries. In this process of getting maximum output and rewards, the human body is facing the brunt of excessive work and exertion as there are professions that contain human interaction and require rapid decision-making skills. In addition, the most stressful professions are the ones in which these decisions have a serious impact. [1] Work-related stress has been identified at international and national levels as a concern for both employers and workers. Occupational stress is known as stress at work. It occurs when there is a discrepancy between the demands of the workplace and that of an individual. Such individuals under occupational stress, experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors. [2]. Job exhaustion is a chronic state of physical and psychological depletion that is mostly influenced by excessive job demands (Caldwell et al., 2019); [3] Stein and Cutler 2002 define stress as a total response to one’s environmental demands and pressures and theorize that stress is an unavoidable part of life that everyone has to deal with. Dean 2000 in their study found that more than 40% of the teachers have experienced serious symptoms of stress due to the pressure of excessive workload and abusive parents [4]. Also, Teaching was found by Barnabe and Burns to be one of the most stressful professions, 9 with 42% of the teachers’ sample in their study reporting high occupational stress and 36% of them reporting that they feel stressed most of the time. 3. Occupational stress forms a huge burden, not only on people’s health and well-being, but on the economy of each country as well. Therefore, the reduction of work-related stress and of the psychosocial risks to which it is

linked is dictated not only by the moral responsibility toward employees, but also by the need to ensure orderliness in the workplace and reduce the cost of lost working days and hours.[5]Undoubtedly, teachers are among the professions reporting the highest level of work-related stress. The increasing workload on teachers, the role overload, the increased class size per teacher an increasing number of pupils behaving in an unacceptable way are some of the trends identified in several countries as leading to a rise in stress-related illnesses.[6] We understand occupational stress as the physical and emotional response that occurs due to the perception of mismatch between the conditions and requirements of the job and the abilities, resources, or needs of the individual. As numerous studies have shown, the teaching profession is a field that seems to be significantly affected by occupational stress, with teachers being exposed to conditions resulting in highly intense stress and pressure. In many contexts Teacher stress has been defined within the literature as a negative affective experience that is related to one's ability to cope with job-related stressors (Kyriacou, 2001) [7].

REVIEW OF LITERATURE

According to Abrol (1990), "Every person wants more and more for the attainment of pleasure, as a result of this competition is increased in every field of life and this competition generates stress among people." While competition is necessary, we must not ignore its consequences in recent years, as more and more people are coming to take on many jobs.[8]Kurian, Joseph Pulavelil(2020) revealed that stress has a negative impact on teacher performance The study, in the opinion of the researchers, will aid the relevant authorities in better understanding the working conditions, expectations, and preferences of the teachers as well as the various factors that contribute to their occupational stress and the effects of that stress on their performance.[9]

R. Hodson and L. J. Chamberlain (2003) Worker and organizational problems are brought on by job stress. It undermines the fulfilment and joy of work, has detrimental effects on health, and lowers organizational effectiveness. However, it has been challenging to comprehend the whole spectrum of factors that influence job stress since it is challenging to find comprehensive information on both jobs and organizations.[10]

Nayak (2008) explored into that Professional stress is the kind of stress that arises at work or during routine operations; it is a physiological and psychological response to specific stimuli. Professional stress elements include the actions of superiors, coworkers, performance activity, and environmental conditions.[11]

Teachers must be valued in order to get off to a strong start by asking for assistance from others, according to Brent & Felder (2000). It comes from those jobs where no specific training is required but college teaching requires some level of ability.[12]

According to Kyriacou (2001), a person's particular level of stress is frequently influenced by the nature and requirements of the environment in which they live. Therefore, people in different professions—such as teachers, engineers, doctors, managers, and others—experience various types of stress to varying degrees. Because professionals assist society, their jobs are very demanding. Although teacher stress has attracted professional attention, there haven't been many extensive research on the subject. The experiencing of unpleasant negative emotions by a teacher, such as anger, frustration, anxiety, melancholy, and anxiousness, as a result of some part of their employment, is known as teacher stress[13].

According to Shernoff, Mehta, Atkins et al(2011) study of 14 urban US teachers, there are nine key causes of stress, such as excessive workload, diverse student body, lack of resources and support, school-level chaos, and accountability rules.[14]

Based on social cognition theory, Tschannen-Moran and Woolfolk Hoy (2001) defined teacher self-efficacy as a teacher's "assessment of his or her capacities to bring about desirable outcomes of student engagement and learning, even among those pupils who may be challenging or uninspired.[15]

In addition, Leung and Lee (2006) discovered that the tiredness dimension of burnout predicted teachers' intentions to leave the industry in a survey of educators in Hong Kong. Emotional stress was supposed to be a strong predictor of emotional tiredness. Additionally, we anticipated that emotional weariness would be a positive predictor of motivation to leave the teaching profession and a negative predictor of participation.[16]

Newstrom and Davis (1985) found out that Stress is a condition that puts pressure on one's emotions, thoughts, and physical health. The phrase "stress" is a general term used to describe the stresses people experience in life. When it is excessive, it might endanger one's capacity to cope with the environment. Because of these demands, workers experience a variety of stress-

related symptoms that might impair their ability to execute their jobs. Stressed individuals may become tense and worry constantly. They are unable to unwind and are easily angered. They might not cooperate or overindulge in alcohol or drugs. Although they can have other origins, these disorders are frequently signs of stress.[17]

In his study, Robbins (2005) found that the majority of us are aware that employee stress is a growing issue in organisations. Friends report feeling stressed out as a result of increased responsibilities and longer hours due to their company's downsizing. Parents lament the absence of job security in today's society and recall a period when working for a huge corporation meant having a career for life. We read reports where workers lament the stress brought on by juggling job and family obligations. We'll examine the causes and effects of stress in this part before considering what people and organisations may do to lessen it.[18]

METHODOLOGY

Table 1: Research Description

Research type	Descriptive Research
sample size	220
Sampling type	Non-probability convenience sampling
Cities included	Chennai, Bangalore and Kerela
Data collection techniques	Structured questionnaire survey
Data Interpretation tools	Microsoft Excel and SPSS 28.0

Sampling Method The study collected data from 220 samples using a pre validated questionnaire. Non-probability convenience sampling method was deployed to collect from respondents working in selected colleges in the above three cities. The data then collected was analyzed and tabulated using SPSS 28.0 & MS Excel 2013. Descriptive statistics, Inter correlation, Factor analysis & Multipleregression analysis.

SIGNIFICANCE OF THE STUDY

The relationship between a teacher's mental health, the effectiveness of their online instruction, and the mental health of their students has been decisively demonstrated by all current studies on teacher mental health during the COVID epidemic. It is now essential that schools carefully assess the steps they will take to ensure the mental welfare of its faculty members. Nowadays, stress is a necessary component of everyone's life. Life gets more interesting and demanding. An individual's degree of stress exceeds their capacity to handle it, but it nevertheless disrupts their lives. The demands of both work and personal life are what cause stress. Thus, it is evident that stress is a natural occurrence that, depending on how it is handled, may have either favorable or unfavorable effects. This study's objective is to examine at college professors' stress influencing factors

OBJECTIVES OF THE STUDY

The main objective of the study is to analyze the level of stress encountered by the college teachers in selected colleges in South India

To find out the factors that influences the stress level.

To give suggestions to mitigate the stress level.

DESCRIPTIVE STATISTICS

Table 4 Demographic analysis.

Factor	Particulars	Frequency	Percentage
Gender	Male	108	49.10
	Female	112	50.90
Age (in years)	24-35 years	78	35.50
	36-45 years	74	33.60
	46&above	68	30.90
Experience	1-5 years	52	23.60
	6-10 years	54	24.50
	11-20 years	61	27.70
	20 &above	53	24.40
Income	Below 15000	85	38.60
	15001 -25000	53	24.10
	25001-40000	48	21.80
	40001 &above	34	15.80

Source:Primarydata

TableNo.4classifies the respondents based on the demographic profile.female respondents were majority (50.90%). Around (35.50%) were in the age group 24-35 thus became the major category of the respondents influencing the outcome of the study. Majority (27.70%) taken up for the study had experience of 11-20 years.38.60% of the respondents were in the income range of below 15000.

TABLE 5: MEAN SCORE OF CONSTRUCTS

SI No	Constructs	Mean Value
1	Time spent outside of work	3.76
2	Self-assessment ability as a teacher	3.48
3	Relationship between teacher	3.94
4	Social interactions outside teaching	4.28
5	Duties outside teaching.	3.27

Table no. 5 which reveals that the mean value for all the 5 constructs in whichsocial interactions outside teaching dimensionwas rated the highest with the value of 4.28 which implies that the social interaction helps in mitigating the stress created during work hours. Relationship between colleagues helps in reducing the stress helps which induces to work as a team and to involve in team-based productivity. Time spent outside the stipulated work impacts the stress level and the more it is needed to work after the stringent time hours, the more it creates a sense of stress among teachers. The construct with least mean score is duties outside teaching is panicking teachers that they feel stressful to take up any additional responsibilities other than traditional teaching assignment.

TABLE 6: INTER CORRELATION ANALYSIS OF 5 CONSTRUCTS

	Time spent outside of work	Self-assessment ability as a teacher	Relationship between teacher	Social interactions outside teaching	Duties outside teaching.
Time spent outside of work	1				
Self-assessment ability as a teacher	.690**	1			
Relationship between teacher	.608**	.672**	1		
Social interactions outside teaching	.848**	.515**	.569**	1	
Duties outside teaching.	.650**	.729**	.705**	.515**	1

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

The values in the above table indicate that there exists a significant relationship among the various dimensions. It can be understood from the above result that all the 5 dimensions have strong relationship with each other. High significant relationship is seen between social interactions and self-assessment ability. Likewise social interaction and duties outside teaching has significant of low value with stress level.

FACTOR ANALYSIS

The purpose of Factor analysis is to reduce the number of factors to make it easier for the study, to make it meaningful, manageable before using the factors in multiple regressions. It is also helpful in making the study more meaningful by reducing the factors of same nature. Irrelevant questions can be avoided by employing the factor analysis.

Table 7.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.954
Bartlett's Test of Sphericity	Approx. Chi-Square	6168.457
	df	276
	Sig.	.000

For analyzing the factors which influences the overall satisfaction level KMO and Bartlett's Test is used. Sampling Adequacy was determined using KMO which stands at .954 which is higher than the acceptable value of 0.6 and Bartlett's Test of sphericity stands significant at .000 level.

Rotated component matrix explains the correlation among the factors. Five factors were formed. The whole factors were divided into five constructs.

Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.216	59.232	59.232	14.216	59.232	59.232	9.898	41.243	41.243
2	1.335	5.563	64.795	1.335	5.563	64.795	2.294	9.558	50.801
3	1.134	4.726	69.521	1.134	4.726	69.521	2.285	9.523	60.324
4	.893	3.719	73.240	.893	3.719	73.240	2.256	9.401	69.724
5	.782	3.257	76.497	.782	3.257	76.497	1.626	6.773	76.497
6	.737	3.073	79.570						
7	.644	2.684	82.255						
8	.586	2.443	84.698						
9	.553	2.303	87.001						
10	.457	1.905	88.906						
11	.397	1.656	90.561						
12	.376	1.568	92.129						
13	.354	1.477	93.605						
14	.307	1.278	94.883						
15	.233	.971	95.854						
16	.230	.959	96.813						
17	.183	.761	97.574						
18	.148	.618	98.192						
19	.133	.556	98.747						
20	.100	.416	99.163						
21	.089	.369	99.532						
22	.080	.333	99.866						
23	.030	.124	99.989						
24	.003	.011	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a					
	Component				
	Time spent outside of work	Self-assessment ability	Relationship among other teachers	Social interactions outside teaching	Duties outside teaching
Burden After Hour Work		.820			
Other Than instructing	.421		.580		
burden from work I take home				.816	
annoyed that my work as a teacher is complicated				.460	
annoyed that my work as a teacher is complicated			.665		
lack the ability to guide children/students			.727		
studying required to advance my skills	.423	.565			
lack the ability to interact					.848
achieving the results expected				.504	
lack ability when I fail in my work				.527	
cannot begin to approach the idea	.822				
difference in the workload between male and female	.795				
mental exhaustion from interacting with			.778		
difference in workload				.714	
mental exhaustion from my relationships with other teachers		.579			
no place to take a break	.802				
dissatisfied with my evaluation by my boss				.855	
exhaustion from interacting with parents			.752		
exhaustion from my involvement with community members		.838			
burden from after-hours duties that occur suddenly such as dealing with trouble					.652
mental fatigue from interactions with diverse children/students					.829
dissatisfied that duties for managing safety are included				.827	
dissatisfied that duties for taking care of the school environment are included					.715
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

MULTIPLE REGRESSION ANALYSIS

As a statistical tool multiple regressions predicts the linear relationship between a number of independent variables and a dependent variable. The influence of predictor variables on the criterion variable is identified with the help of beta. R value is a standard deviation measure that explains the beta. The correlation between the observed values is explained by R square value and the predicted value of the criterion variable.

Table 8:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.952 ^a	.906	.895	.413
a. Predictors: (Constant), dissatisfied that duties for taking care of the school environment are included, annoyed that my work as a teacher is complicated, lack the ability to interact, lack the ability to guide children/students, Burden After Hour Work, Other Than instructing , mental exhaustion from interacting with, burden from work I take home, studying required to advance my skills, mental exhaustion from my relationships with other teachers, annoyed that my work as a teacher is complicated, difference in workload, lack ability when I fail in my work, exhaustion from interacting with parents, burden from after-hours duties that occur suddenly such as dealing with trouble, achieving the results expected, difference in the workload between male and female, exhaustion from my involvement with community members, no place to take a break, dissatisfied with my evaluation by my boss, cannot begin to approach the idea, mental fatigue from interactions with diverse children/students, dissatisfied that duties for managing safety are included				

The analysis is proved to be statistically significant ($P < 0.001$) and with the five service quality determinants explaining about 90% ($R^2 = .906$) of stress level. The coefficient table shows that out of all the variables 23 variables are in significant with the stress level. Variables like burden after hour work, lack the ability to interact ,mental exhaustion interacting with students, burden after hour duties , managing safety and environment work impacting the stress level negatively.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	322.675	23	14.029	82.389	.000 ^b
	Residual	33.375	196	.170		
	Total	356.050	219			
a. Dependent Variable: Stress Level						
b. Predictors: (Constant), dissatisfied that duties for taking care of the school environment are included, annoyed that my work as a teacher is complicated, lack the ability to interact, lack the ability to guide children/students, Burden After Hour Work, Other Than instructing , mental exhaustion from interacting with, burden from work I take home, studying required to advance my skills, mental exhaustion from my relationships with other teachers, annoyed that my work as a teacher is complicated, difference in workload, lack ability when I fail in my work, exhaustion from interacting with parents, burden from after-hours duties that occur suddenly such as dealing with trouble, achieving the results expected, difference in the workload between male and female, exhaustion from my involvement with community members, no place to take a break, dissatisfied with my evaluation by my boss, cannot begin to approach the idea, mental fatigue from interactions with diverse children/students, dissatisfied that duties for managing safety are included						

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.219	.145		1.509	.133
	Burden After Hour Work	-.012	.032	.021	.688	.002
	Other Than instructing	.134	.030	-.033	-1.168	.244
	Burden from work I take home	.057	.035	-.025	-.776	.439
	Annoyed that my work as a teacher is complicated	.231	.034	-.031	-.971	.333
	Lack the ability to guide children/students	.118	.028	.018	.666	.506
	Studying required to advance my skills	.212	.030	.002	.056	.955
	Lack the ability to interact	-.216	.029	-.016	-.568	.571
	Achieving the results expected	.026	.045	-.006	-.134	.894
	Lack ability when I fail in my work	.231	.040	-.028	-.682	.496
	Cannot begin to approach the idea	.173	.076	-.175	-2.261	.025
	Difference in the workload between male and female	.134	.056	.016	.289	.773
	Mental exhaustion from interacting with students	-.045	.035	.045	1.283	.201
	Difference in workload	.217	.037	-.007	-.178	.859
	Mental exhaustion from my relationships with other teachers	.016	.036	.016	.461	.646
	No place to take a break	.051	.055	-.051	-.940	.349
	Dissatisfied with my evaluation by my boss	-.072	.060	-.073	-1.197	.003
	Exhaustion from interacting with parents	.148	.042	.251	5.955	.000
	Exhaustion from my involvement with community members	.017	.052	-.017	-.337	.737
	Burden from after-hours duties that occur suddenly such as dealing with trouble	-.072	.044	.001	.019	.015
	Mental fatigue from interactions with diverse children/students	-.180	.310	.279	.903	.367
	Dissatisfied that duties for managing safety are included	-.108	.313	.808	2.578	.011
	Dissatisfied that duties for taking care of the school environment are included	-.056	.068	-.056	-.827	.002

a. Dependent Variable: Stress Level

DISCUSSIONS AND MANAGERIAL IMPLICATIONS

The purpose of this study is to find out various factors that creates stress among college teachers in the selected cities for the study. Various statistical tools were used to test the constructs framework between various stress creating factors. The obtained results confirmed that the five dimensions –time spent outside work, self-assessment ability, relationship between teachers, social interaction outside teaching and duties outside teaching– are in distinct and if properly administered tends to reduce the overall stressful environment. It was also identified that the construct duties outside teaching made negative impact on the stress level of employees.

All the constructs impact the stress level of teachers in a positive manner other than the construct duties outside the teaching and based on the mean score it is understood that social interaction outside teaching (mean value = 4.28) is the dimension that reduces the stress felt by the teachers taken for the study, followed by relationships among co teachers (mean Value = 3.94)

and the least influencing dimension here in this study is duties outside teaching (mean value = 3.27). Table 3 indicates that ranking of various dimensions and importance of these 5 dimensions were ranked according to the teachers' opinion taken for the study.

It is understood that the mean value of duties outside the teaching is the lowest among the other constructs which clearly reveals that the factors attributed to responsibilities outside the teaching norms had negatively impacted the stress level of teachers. Factors like after work burden (-0.12), managing safety needs (-.108) and managing college environment(-0.56) did negatively impacted the stress level of the college teachers.

The study that indicates that the college management should look into the best way to reduce the workload outside the work hours and should incorporate good practices to boost the employee morale and satisfaction. Since many teachers feel that working after hours is a burden and also they feel reluctant to take up additional responsibilities other than focusing on teaching, college managements should look into various alternatives to reduce the work load which are irrelevant to the job description of teachers. The work stress experienced by college teachers should be a serious concern for everyone. Teachers' effectiveness is weakened by workplace stress. There is little question that stress in the classroom has a significant impact on the overall educational system. On the basis of the study's findings, several helpful recommendations are given. The youth of today will be the leaders of future if the aforementioned recommendations are implemented by the appropriate authorities. College professors, as well as the organisation that employs them, struggle with work stress. Employee stress issues change along with the organisation and the workplace environment. It's crucial that stress-related issues at work are regularly observed. Furthermore, it's critical to promote healthy work and minimise detrimental components of the workplace in addition to recognising and treating stress-related issues. As long as it occurs in a setting that is safe, supportive of growth, and healthy, work itself can be a self-promoting activity. Successful managers and employers offer guidance in overcoming the difficulty of workplace stress.

LIMITATIONS AND FURTHER RESEARCH

The findings offer helpful data that may be used to create activities that support teacher wellbeing. Future research should think about utilizing a more varied sample and pay attention to socioeconomic and structural disparities, work-family conflicts, and other factors that may have an impact on teachers' mental health and performance

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