CHAPTER - 3
REVIEW OF RELATED LITERATURE

3.1 Introduction
3.2 Review of Research Papers
3.3 Review of Books / Manual/ Doctoral Research Thesis
CHAPTER - 3
REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION:
Review of related literature is very important in research. Researcher should know the previous researches done in particular subject. In this chapter, the findings by other researchers in related field have been presented.

There are many factors which are associated with mental stress. The Personal characteristics also affects occupational stress. Personal characteristics includes person’s liking, disliking, ability to do something, attitude, willingness to do something, perception towards something etc.…Under certain situation one person may feel stress while another may not. For example a person who does not like to interact more with people may feel a job of marketing more stressful than a person who likes to interact with people. Some characteristics of job may also play a role in occurrence of excessive level of occupational stress. Some jobs of monotonous nature, jobs needing too much concentration, jobs containing high risk, jobs containing high role on grievance or problem solution, jobs having a less scope for flexibility etc…. may cause excessive stress among the persons who do them.

Considering its intensity, stress can be classified into three levels named Moderate level, Excessive level, Lower level. Person encounters with excessive stress when person feels lack of ability or/and comfort to do something. In many studies, difference between the stress levels among the people is found on demographic variables like age, gender, educational level, marital status, geographical area they belong etc…. The work environment and terms and conditions of employment also causes higher stress among the employees. For example if person is not having proper seating arrangement or is forced to do night shift may cause higher level of occupational stress to him.

Some of the reviews from literature are presented as follow.
3.2 REVIEW OF RESEARCH PAPERS:

Leemamol Mathew (2005) carried one empirical research paper ‘Exploratory study on occupational stress and coping strategies of special educators in South India’ aimed at examining the sources, effects, and the coping strategies of occupational stress among special educators of two districts, Calicut and Malappuram, of the state of Kerala, South India. The results of the study revealed the following.

- School structure and climate, Home-work interface, Relationship with people, Intrinsic job factors were found as the sources of stress among the special educators in South India.
- The results revealed social support, task strategies, and home/school relationship as the most commonly used coping strategy among the special educators in South India. (Mathew, 2005)

N. Barkhuizen and S. Rothmann (2008) in their research paper ‘Occupational Stress of Academic Staff in South African Higher Education Institutions’ depicted the following findings from their study.

- The academics reported higher levels of stress relating to pay and benefits, overload and work-life balance, amongst which two stressors, namely, overload and work-life balance contributed significantly to ill health of academics.
- 19.2. It was found that; overload, job control, resources and communication, and job characteristics contributed significantly to the commitment of academics to their institutions. (N. Barkhuizen, 2008)

Joshua P. Viljoen and Sebastiaan Rothmann (2009) studied on occupational stress, ill health and organisational commitment of staff of a university of technology in their research paper ‘Occupational Stress, Ill Health and Organisational Commitment of Employees at a University of Technology’. The results showed that job security and control (lack of autonomy) were the most significant stressors. (Viljoen, 2009)
In their research paper ‘Occupational Stress, Ill Health and Organisational Commitment of Employees at a University of Technology’, Joshua P. Viljoen and Sebastiaan Rothmann (2009) have depicted some findings of other researchers also as follow. The financial predicaments for institutions and increased demands for access accompanied with growing student numbers, insecurity about job and rapid changes in various spheres of the institutions were creating emotional turmoil and stress for academic and support staff (Clarke & Koonce, 1995; Hellriegel et al., 2001; Mestry, 1999; Tennant, 2001). (Viljoen, 2009)

Sandhya Mehta and Sandeep Kaur (2009) carried a research paper ‘Comparative Study of Organizational Role Stress among Technical and Non-Technical Teachers’ to understand the difference in ORS (Organizational Role Stress) experience by teachers in technical and non-technical institutes in Ludhiana district. In addition to the comparison in the whole sample, a comparative analysis was done among teachers of technical and non-technical institutes having age above 30 and below 30. A sample of 200 teachers was taken under the study. The following conclusion was made in the study:

- The technical teachers did not differ from non-technical teachers in terms of their Inter-Role Distance, Role Stagnation, Role Expectation Conflict, Role Erosion, Role Overload, Role Isolation, Personal Inadequacy, Self – Role distance and Role Ambiguity in the whole sample and in the age group below 30 years. Resource Inadequacy was stronger for technical teachers in the whole sample and in the age group below 30 years.
- For the age group above 30 years, technical teachers did not differ from non-technical teachers in terms of their Inter-Role Distance, Role Stagnation, Role Expectation Conflict, Role Erosion, Role Overload, Role Isolation, Self – Role distance and Resource Inadequacy. Personal Inadequacy and Role Ambiguity were stronger for technical teachers in the age group above 30 years. (Sandhya Mehta, 2009)

of 100 teachers (50 science teachers and 50 physical education teachers) was randomly selected. The results showed the following.

- Non co-operation from the colleagues, hastiness to finish the work, unable to perform duty smoothly, unclear instructions, insufficient facilities, unclear expectations of higher authority, more work load in less time were the significant factors causing occupational stress among the teachers. The monotonous nature of work, ignorance of higher authority and violation of administrative processes and policies were also factors contributing towards occupational stress among teachers.

- It was found that better cooperation from the colleagues, clear instructions and sufficient facilities from higher authority would help to reduce occupational stress among the teachers. (Singh, 2009)

Archibong, Ijeoma Aniedi, Bassey, Akpo Offiong, Effiom, and David Otu (2010), in their research paper ‘Occupational Stress Sources among University Academic Staff’, identified occupational stress sources among university academic staff with regards to four occupation-related areas- interpersonal relationships, research, teaching and career development. The sample group was of 279 (168 males and 111 females) academic staff. Findings of the study revealed that students were the greatest source of stress to academic staff with respect to interpersonal relationships, while 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 was the greatest source of stress to academic staff. (Archibong, 2010)

In their research paper ‘Occupational Stress Sources among University Academic Staff’, Archibong, Ijeoma Aniedi, Bassey, Akpo Offiong Effiom and David Otu (2010) have depicted some findings of other researchers also which are as follow.
• Goldenberg and Waddell (1990) insisted that heavy workload, role ambiguity, conflicting job demands, frequent interruption and publication efforts were causes of stress on academic staff.

• Arguing, Blix, Cruise, Mitchell and Blix (1994) posited that limited resources, shortage of time, slow progress in career advancement, poor faculty communication, professional disillusionment and inadequate salaries were directly related to pressure experienced by academic staff.

• As per the study by Abouserie (1996) and Ofoegbu and Nwadiani (2006), level of stress was found not to be different among male and female academic staff.

• In his study of stress on academic staff, Abouserie (1996) found workload and conduction of research as factors of stress.

• Lam and Punch (2001) and Boyd and Wylie (1994) identified working conditions, poor motivation, external factors and low status as causes of stress.

• The studies by Rutter, Hezberg and Paice (2002) showed high self-expectation, securing financial support for research, insufficient development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long meetings as causes of stress among academic staff.

• Alexandros-Stamatios, Matilyn and Cary (2003) identified management role expectations and home-work interface as stress factors.

• Findings by Ofoegbu and Nwadiani (2006) revealed some significant factors influencing stress level among academic staff, the factors found were strike and school interruption, delay and irregular payment of salary, lack of instructional facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, office accommodation, lack of research facilities, lack of annual leave/holiday and underfunding of education.

• Listing the most related stressors on academic staff, Ahmandy, Changiz, Masiello and Bromnels (2007) included workload, conflict, demands from colleagues and supervisors, incompatible demands from different personal and organization roles, inadequate resources for appropriate performance, insufficient competency to the
demands of their role, inadequate autonomy to make decision on different tasks and feeling of underutilization.

- Ahsan, Abdullah, Fie and Alam (2009) identified work overload, home-work interface, role ambiguity and performance pressure as stress factors among academic staff.

- Liu and Zhu (2009) found that female academic staffs experienced less stress than their male counterparts. (Archibong, 2010)

Samuel O. Salami (2011) in his research paper ‘Job Stress and Burnout among Lecturers: Personality and Social Support as Moderators’ has depicted the finding of some other researchers as follow. Researchers have consistently reported that research and publication demands (Blix, Cruise, Mitchell & Blix, 1994), high self-expectations (Smith, Anderson & Lovrich, 1995), and time pressure (Barnes, Agago & Combs, 1998), were significant sources of job stress. (Salami, 2011)

Afia Saleem and Attaullah Shah (2011), in their research paper ‘Self-efficacy as a stress-coping Mechanism among Teachers: A Critical Literature Review’ have depicted some findings of other researchers also which are as follow.

- Zingle and Anderson (1990) investigated the hypothesized relationship between irrational beliefs and stress. The hypothesis was based on assumption that teachers experiencing more stress would be holding irrational beliefs about teaching. The result of the study confirmed the hypothesis that level of stress experienced by teachers was linked to their possession of irrational beliefs.

- Punch and Tuettemann (1990) and Colangelo (2004) argued that lack of self-belief or self-efficacy can be a potential source of stress.

- Tatrow (1998), Latack and Havlovic (1992), and Betoret and Artiga (2010) argued that a teacher’s self-efficacy can be used as a tool to inhibit intensification of burnout because it helps the teacher to adopt positive stress coping and stress-preventive strategies.
• Schafer (2000) stated that people carry irrational beliefs, and they are their personal doorways to stress. They can give rise to problems in themselves, and when problems assault from other sources, these beliefs can magnify their effects.

• Schwarzer and Schmitz (2004) designed a scale to gauge teachers’ self-efficacy in a longitudinal field study. They found that teachers, who were self-efficacious, were motivated to spend more leisure time for the students, than those teachers who were low on the self-efficacy scale. Moreover, they established that job burnout is well related with an individual’s self-efficacy over an extended time period. (Afia Saleem, 2011)

Nakpodia, E.D (2011) carried a research with the title ‘Human Resources Rating of Stress Factors in Delta State Secondary Schools, Nigeria’. The population consisted 170 school personnel principals and 2633 teachers in the area. A sample of 24% representing 40 principals and 10.6% representing 280 teachers was selected. The findings of the study showed the following.

• The level of stress and human resources rates of male and female did not differ significantly in terms of the variables of the study such as inadequate funding, community relations and workload.

• The level of stress and human resources rates of principals and teachers did not differ significantly in terms of the variables of the study such as inadequate funding, community relations and workload.

• The findings showed that principals and teachers experienced on the average a moderate level of stress and their ratings of stress factors of human resources in the schools. (Nakpodia, 2011)

In his research with the title ‘Human Resources Rating of Stress Factors in Delta State Secondary Schools, Nigeria’, Nakpodia, E.D (2011) has depicted some findings of other researchers also which are as follow.
Levi (1990) identified some stress symptoms like worries, feeling guilty, anxiety and some psychological responses like sweating palms, high pulse rate, raised blood pressure and increased tension in the muscles.

Stress symptoms identified in the study carried out by Druham (1992) were anger, depression, feeling hopeless about the future, anxiety, loss of sexual interest or pleasure, pounding of the heart, being scared suddenly for no reason; trembling, nervousness – inside worries, carelessness, feeling annoyed or irritated; and difficulty in decision-making, headache, feeling weak in all parts of the body.

In his study of the perception of school administrators’ occupational stressfulness, Rosch (1998) observed that the highest stress perceived by class teachers to be bothersome was related to the management of school activities and time management by the principals. Complying with rules and policies were perceived constantly by the teachers as a high stress among all categories or levels of school administrators and also a majority of the teachers.

The study carried out by Archibong, Ijeoma Aniedi, Bassey, Akpo Offiong, Effiom, and David Otu (2010) indicated that male and female academic staff differed in perceived stress level in teaching. (Nakpodia, 2011)

Vijit Chaturvedi (2011) carried a research paper ‘A Study on Gender Differences with relation to Occupational Stress among Faculties in Management Colleges of Private and Government Institutes –A Study with reference to Management Colleges in NCR’ to investigate the difference in occupational role stress among employees (both male and female) working in private and government management colleges. The total sample was of 180 and was divided on the basis of gender. In the study, it was found that women employees were more stressed than male counterparts. (Chaturvedi, 2011)

GholamReza Jandaghi, Sayed Mojtaba Hosseini Fard, Mohammad Saadatmand, Ismaeil Chezani Sharahi and Mahtab Rajabi (2011) in their research paper ‘Investigation the Relationship between Job Traits and Job Stress (Case study: Shahed University Staff and Professors)’ studied the relationship between job’s major aspects and job stress in which Job traits included skill diversity, job nature, job importance, independence and feedback.
The Research findings indicated that there was a significant relationship between job major aspects and job stress among professors (At Confidence Interval of 90%) \( (R = 0.254) \) while there was no significant relationship between other employees. (GholamReza Jandaghi, 2011)

In their research paper ‘Investigation the Relationship between Job Traits and Job Stress (Case study: Shahed University Staff and Professors)’, GholamReza Jandaghi, Sayed Mojtaba Hosseini Fard, Mohammad Saadatmand, Ismaeil Chezani Sharahi and Mahtab Rajabi (2011) have depicted some findings of other researchers also which are as follow.

- Job traits refer to various operations, functions, assignments and aspects of jobs. Some jobs are routine since their activities are modest; others are unusual; some jobs need different skills and some jobs have a limited arena; some jobs make the employees frustrated due to enforcing them to follow working trends and other jobs give more freedom to their staff. Some jobs have the highest success when are performed by a group of employees collectively and other jobs are successful when performed individually (Keshtidar, 2002).

- Hackman and Oldham job traits model consists of three parts: (1) job major aspects including skill diversity, job nature, task importance, independence and job feedback; (2) mental conditions including the feeling of having an important job, accountability, being informed of job results; and (3) working and individual ramifications including promoting inner motivation on job qualitative performance improvement, job satisfaction promotion and mitigating job relinquish (Alvani, 2009: 167 – 168). (GholamReza Jandaghi, 2011)

Abdul Qayyum Chaudhry (2012) in his research paper ‘The Relationship between Occupational Stress and Job Satisfaction: The Case of Pakistani Universities’ studied the Relationship between Occupational Stress and Job Satisfaction among the faculty members of Pakistani universities based on age, gender, nature of job, cadre, work experience, and sector of university, the paper aimed to find out the relationship between occupational stress and job satisfaction. The study showed the following findings.
No significant relationship between job satisfaction and overall occupational stress was found.

Inverse relationship between the occupational stress and overall job satisfaction in faculty members of private universities was found.

No relationship between the occupational stress and overall job satisfaction in faculty members of public universities was found.

No relationship between the occupational stress and overall job satisfaction in case of both male and female faculty members of universities was found.

Young age university teachers were found more sensitive to the occupational stress and job satisfaction.

No significant relationship was found between the occupational stress and overall job satisfaction in faculty members of universities across the nature of job; visiting, contract and permanent. (Chaudhry, 2012)

In his research paper ‘The Relationship between Occupational Stress and Job Satisfaction: The Case of Pakistani Universities’, Abdul Qayyum Chaudhry (2012) has depicted the findings of some other researchers also which are as follow.

- Williams and Wiatrek (1986) conducted study in order to know the job satisfaction level of faculty members both full time and part-time, no significant relationship was reported between both; part-time and full-time faculty members.
- Sattar and Jamil (2004) conducted a research study to find out the effects of stress on job satisfaction of head teachers at elementary level. Sample of the study were thirty heads (fifteen male and fifteen female) of elementary schools of Lahore city. The results of the study revealed that most of the head teachers at elementary level were in stress and it was negatively affecting their job satisfaction. (Chaudhry, 2012)

Shahin Vaezi and Nasser Fallah (2012) in their research paper ‘Sense of Humor and Emotional Intelligence as Predictors of Stress among EFL Teachers’, found the following sources of teacher’s stress; The fear of not being liked or respected by students, The
vulnerability that comes with awareness of how students, administrators, and cooperating teachers routinely judge one’s performance, The anxiety that comes due to lack of understanding on subject the teacher has. (Shahin Vaezi, 2012)

In their research paper ‘Sense of Humor and Emotional Intelligence as Predictors of Stress among EFL Teachers’, Shahin Vaezi and Nasser Fallah (2012) have depicted some findings of other researchers also which are as follow.

- Kyriacou and Sutcliffe (1978a) pointed out that stress reactions would vary among individuals, even when the objective external conditions are the same.
- The amount and degree of stress a teacher experiences may be related to his negative self-perception, negative life experiences, low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989).
- In identifying the most common sources of teacher’s stress, different investigators in different settings came up with a diversity of stressors that included: Student’s misbehaviors and discipline problems, Student’s poor motivation for work, Heavy workload, Time pressure, Role conflict, Role ambiguity, Conflicting staff relationships, Pressure and criticisms from parents and the wider community (Dunham, 1992; Travers & Cooper, 1996).
- Morton et al (1997) conducted a study of 1000 teachers. The results revealed that classroom management was their second greatest sources of anxiety.
- In one study carried out by Pithers and Soden (1998) on 322 Australian and Scottish vocational lecturers, role overload was found as the major cause behind the high level of stress.
- Lewis (1999) examined teacher’s estimations of stress arising from being unable to discipline pupils in the way they would prefer.
- According to Pennicuik (2003), the less stressful a person is at work, the more likely he or she will be present and the more likely the production and performance will increase.
- Jepson and Forrest (2006) suggested that teacher’s stress level differs as per teaching experience. (Shahin Vaezi, 2012)
Suparna Sharma, Jyoti Sharma and Arti Devi (2012) in their research paper ‘Role Stress among Banking Sector Employees: A Logit Approach’ have depicted some findings of other researchers as follow.

- Janice (1996) identified higher levels of work stress among a sample of teachers from U.K. and specified that it was irrespective of the length of teaching experience.
- Pestonjee and Azeem (2001) pointed out that lecturers have reported higher level of role stress as compared to other two senior counterparts namely, readers and professors.
- Chandriah et al. (2003) found negative relationship between age and occupational stress.
- Sulaiman et al. (2009) found significant differences in the level of stress for gender. (Suparna Sharma, 2012)

Ramesh Kumar Miryala and Nagapriya Chiluka (2012) in their research paper ‘Work-Life Balance amongst Teachers’ studied on Work-Life balance amongst teachers of schools, colleges, universities and professional courses. It was suggested in conclusion that the policy of 5-day-work a week can be very helpful to the teaching community to manage work and personal life effectively. (Ramesh Kumar Miryala, 2012)

Ahlam B. El Shikieri and Hassan A. Musa (2012) carried a research paper ‘Factors Associated with Occupational Stress and Their Effects on Organizational Performance in a Sudanese University’ with the aim to determine the factors associated with occupational stress and their relationship with organizational performance in one of the private universities in Sudan, a total of 150 male and female employees were selected randomly from different departments and with various educational levels. The results of the study indicated the following.
• On average the employees experienced high degree of job stress. Job stressors affected the general physical health of employees, their job satisfaction and performance as well as their commitment negatively.

• Job stress affected employees’ physical health and that was shown by the large percent of employees (86%) reporting that they “suffered more than two times from illness during last six months (e.g. muscle tension, nausea, vomiting, increased heart rate etc.)” and were “absent more than two days from work due to medical problem in the last six month”. There was an overall negative association between role conflict and ambiguity and the employees’ physical health. Moreover in the same study the influence of job stress on job performance and satisfaction was reported by most of the employees (91.1%). (Ahlam B. El Shikieri, Factors Associated with Occupational Stress and Their Effects on Organizational Performance in a Sudanese University, 2012)

In their research paper ‘Factors Associated with Occupational Stress and Their Effects on Organizational Performance in a Sudanese University’, Ahlam B. El Shikieri and Hassan A. Musa (2012) have depicted some findings of other researchers also which are as follow.

• As per Dua, 1994; Fairbrother & Warn, 2003 the negative effects of stress included reduced efficiency, decreased capacity to perform, dampened initiative and reduced interest in working, increased rigidity of thought, a lack of concern for the organization and colleagues, and a loss of responsibility.

• In various studies undertaken by Dua, (1994); Johnson et al., (2005); Stress, (2008), lack of family friendly policies, poor social environment and lack of support or help from co-workers and supervisors as well as at home were considered as job stressors.

• As per Ben-Bakr et al., (1995); Brown & Ue- hara, (2008), stress was found associated with reduction in output, product quality, service or morale.

• In a study conducted by Sharpley and co-workers (1997) on university staff, the most commonly reported sources of job stress were: “lack of regular feedback about how well I am doing my job”; “lack of promotion opportunities”; “uncertainty about how...
amalgamations will influence me”; “overwork”; “being expected to do too much in too little time”; “lack of necessary equipment and/or infrastructure support”.

- In various studies undertaken by Smith, 2000; Fairbrother & Warn, 2003; Manshor et al., 2003; Reskin, 2008, Unpleasant or dangerous physical conditions such as crowding, noise, air pollution, or ergonomic problems were considered as stressors.

- Several studies had revealed that both role conflict and role ambiguity were associated with low satisfaction, absenteeism, low involvement, low expectancies and task characteristics with a low motivating potential and tension, which all affect the productivity and efficiency at the organization (Conley & Woosley, 2000; Koustelios et al., 2004; Nwadiani, 2006; Chang and Lu, 2007). (Ahlam B. El Shikieri, Factors Associated with Occupational Stress and Their Effects on Organizational Performance in a Sudanese University, 2012)

Maninderjit Singh Pabla (2012) in his research paper ‘Occupational Stress Amongst Teachers of Professional Colleges in Punjab’, he studied on the occupational stress amongst teachers of professional colleges in Punjab affiliated to Punjab Technical University, Jalandhar. A sample of two hundred teachers was selected randomly from professional colleges. The study revealed the following results.

- There was no significant difference between male and female teachers with respect to occupational stress level.
- There was a significant difference between teachers teaching in the professional colleges located in rural and urban areas.
- There was a significant difference between teachers employed on Ad-hoc and Permanent basis in the professional colleges. (Pabla, 2012)

T. Mariammal, A. Amutha Jaisheeba and R. Sornaraj (2012) carried out a research paper ‘Work Influenced Occupational Stress and Cardiovascular Risk among Teachers and Office Workers’. In their study, responses from 300 teachers and 300 office workers of both sexes were received. The study showed that school teachers were facing more stress than office workers. (T. Mariammal, 2012)
Nur Aqilah M. Y. and Juliana J. (2012), in their research paper ‘Association between Occupational Stress and Respiratory Symptoms among Lecturers in Universiti Putra Malaysia’ have depicted some findings of the study undertaken by Stansfeld et al., (2004). That cross-sectional study was conducted among 580 secondary school teachers in Kota Bharu District in which it was reported that educators were at the highest rate of feeling that their jobs were “very stressful” or “extremely stressful”. (Nur Aqilah M. Y., 2012)

Meng Bo and Guo Liying (2012) carried a study in the title ‘Research on the Influencing Factors of Job Stress of University Teachers’. The following results were found in the study.

- In terms of the level of stress, the study revealed that 47 teachers accounted for 29.6% selected “Severe stress”, 84 teachers accounted for 52.8% selected “Moderate stress”, and the rest accounted for 17.6% selected ‘Mild stress'.

- The influences of length of Service on job stress was found as follows.
  - The greatest level of job stress was found among the teachers between 31-40 years because they were in a period of change in both career and family with heavy workload, complicated human relation and more challenges.
  - The greater level of job stress was found among the teachers between 41-50 years because they have reached a higher degree for their work in high education, but increasing responsibilities put greater stress on them.
  - The job stress among the young teachers between 21-30 years old found relatively less than that of the teachers between 41-50 years of age old since most of them just began to work in university for not long time and some of them work and study simultaneously. Their human relations were relatively simple, so their stress in this respect was the smallest. Arduous teaching task put stress on them.
  - The lowest level of job stress was found among the teachers above 51 years old because most of their work and living were well balanced, they had little
family stress and were used to their working environment since they had been teaching for decades. (Meng Bo, 2012)

C. Muthuvelayutham, H. Mohanasundaram (2012) in their research paper ‘A Study on the Impact of Occupational Stress among Teachers on Job Satisfaction and Job Involvement – An Empirical Study’ depicted the following findings.

- The variables of OSI namely receiving inadequate salary to meet financial needs, Lack of time to undertake research and Lack of information about what is going on were the dominant variables that increase the employees’ satisfaction on pay and benefits at present as well as in future.
- The variables of OSI namely I have lost sense of humour, Excessive paperwork, It is difficult to achieve my career goals in this organisation were the dominant variables that increase the employees’ satisfaction on encouraged to progress in career at present as well as in future.
- The variables of OSI namely Lack of information about what is going on, Excessive paperwork, Insufficient institutional recognition and support for research were the dominant variables that increase the employees’ satisfaction on appraisal and review system at present as well as in future.
- The variables of OSI namely as Lack of time to undertake research, Increased workload, It is difficult to achieve my career goals in this organization were the dominant variables that increase the employees’ satisfaction on pleasant working environment at present as well as in future.
- The variables of OSI namely as Excessive paperwork, Receiving inadequate salary to meet financial needs, It is difficult to achieve my career goals in this organization were the dominant variables that increase the employees’ satisfaction on My contributions are recognized by the management at present as well as in future.
- The variables of OSI namely receiving inadequate salary to meet financial needs is the dominant variables that increase the employees’ Job involvement on ready to take up of new or challenging tasks.
• The variables of OSI namely I often have headaches and migraines is the dominant variable that increase the employees’ Job involvement on interested to participate in work related activities outside regular working hours.

• The variables of OSI namely I often make complaints with colleagues about work related things, Frequent changes to timetable or courses, I work hard but accomplish little were the dominant variables that increase the employees’ Job involvement on I can get along well with others at work.

• The variables of OSI namely I usually suffer from the problems of sweating, palpitations, and trembling, it is difficult to achieve my career goals in this organization, receiving inadequate salary to meet financial needs were the dominant variables that increase the employees’ Job involvement on I involve myself to deal very effectively with the problems of my students.

• The variables of OSI namely frequent changes to timetable or courses, Lack of information about what is going on, I often suffer from Throat choking were the dominant variables that increase the employees’ Job involvement on I regularly spend time to keep abreast of current developments in my field.

• The variables of OSI namely I feel tired even when I wake after an adequate sleep, it is difficult to achieve my career goals in this organisation were the dominant variables that increase the employees’ Job involvement on Most of the schedules that I plan are effective.

• The considerable level of impact of stress on job satisfaction and job involvement among teachers was found. (C. Muthuvelayatham, 2012)

In their research paper ‘A Study on the Impact of Occupational Stress among Teachers on Job Satisfaction and Job Involvement – An Empirical Study’, C. Muthuvelayatham, H. Mohanasundaram (2012) have depicted some findings of other researchers also which are as follow.

• Researchers reported that the results of prolonged teacher stress contributed to job dissatisfaction, reduced teacher-student rapport, and decreased teacher effectiveness in meeting educational goals (Kyriacou & Sutcliffe, 1978a)
• Additional demands on faculty time for tutoring and advisement, along with conflicts of instructional changes had created a climate of increased stress and anxiety for many faculty members. (Alfred, 1986; Huber, 1998; Outcalt, 2002).

• Kahn and Cooper (1993) indicated that limited opportunities for advancement, insufficient performance feedback, performance assessment measures being inadequate and biased control systems and culture within the organization, may be perceived as potential stressors.

• Various studies had highlighted that time pressure with regards to administrative demands and excessive paper work were found as the major sources of stress for teachers. (Dinham, 1993; Kyriacou, 2001; Pithers & Soden, 1999; Punch & Tuetteman, 1996).

• Krause, in Carter (1994) found that lack of resources, lack of time, excessive meetings, large class sizes, lack of assistance, lack of support, and hostile parents were the potential stressors.

• Organizational policies, the structure and the climate of the organization, physical conditions and process were found as the basic factors of stress in the organization. (Luthans,1994)

• Research conducted in the United Kingdom (UK), United States of America (USA), Australia and New Zealand had identified several key stressors commonly associated with stress among academic staff, those included work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, inadequate recognition, inadequate salary, changing job role, inadequate management and/or participation in management, inadequate resources and funding and student interactions (Blix, Cruise, Mitchel, & Blix, 1994; Boyd & Wylie, 1994; Cross & Carroll, 1990; Daniels & Guppy, 1994; Doyle & Hind, 1998; Kinman, 1998).

• As per Bonfiglio, 2005 Kim-wan, 1991 social support was an important resource that enabled an individual to cope with stress and burnout. (C. Muthuvelayatham, 2012)
Nisha Chanana and Naresh Kumar (2014) in their research paper ‘Organizational Role Stress among Management Teachers: A Comparative Study’ mentioned the following results.

- There was a difference between Management teachers of State Universities and Private Universities on the dimension of Role expectation conflict.
- The management teachers of the State Universities and Private/Deemed Universities perceived moderate level of stress about stagnation in their roles.
- Low level of stress on role erosion dimension in State Universities as well as Private/Deemed Universities teachers was found.
- State Universities’ teachers were having moderate level of stress on Role Overload whereas Private/Deemed Universities teachers were having high level of role overload.
- State Universities’ teachers were having low level of role isolation and Private/Deemed Universities management teachers perceived moderate level of role isolation.
- State Universities and Private/Deemed Universities management teachers perceived moderate level of personal inadequacy.
- State universities teachers were having low level of self-role distance, whereas, Private/Deemed Universities teachers perceived moderate level of self-role distance.
- Moderate level of role ambiguity was found in State Universities and high level in Private/Deemed Universities management teachers.
- State Universities and Private/Deemed Universities management teachers were facing moderate level of resource inadequacy.
- The study showed that Private/Deemed Universities management teachers perceived more stress on almost all the organizational role stress dimensions as compared to State Universities’ management teachers.
- The study revealed that there was difference in the level of role stress perceived by the management teachers working in State Universities and Private/Deemed Universities on most of the dimensions of role stress. However, on some of the dimensions they perceived almost same level of role stress. (Nisha Chanana, 2014)
3.3 REVIEW OF BOOKS / MANUAL / DOCTORAL RESEARCH

THESIS:

Jack Dunham (1984) in his book ‘Stress in Teaching’ has depicted the Simple 9 point plan to beat stress given by Masidlover (1981) which contains the following points to be considered to manage stress.

- Take the time to relax.
- Talk out your problems.
- Plan your tasks so you can easily handle them.
- Deal with your anger.
- Get away for a while.
- Be realistic in your goals.
- Avoid self-medication.
- Learn to accept what you can’t change.
- Look after your body.

(Dunham, 1984)

A. K. Srivastava and A. P. Singh (1984) have introduced ‘Manual of Occupational Stress Index’ and in that manual they have mentioned the following causes of occupational stress.

- Role overload
- Role ambiguity
- Role conflict
D.M. Pestonjee (1999) in his book ‘Stress and coping: The Indian Experience’ has depicted that one finds stress everywhere, whether it be within the family, business organization or any other social or economic activities. The popularity of this concept has dwindled in the physiological field where it was first introduced but the use of stress terminology continues to flourish in psychological and social sciences. (Pestonjee D., 1999)

D.M. Pestonjee (1999) in his book ‘Stress and coping: The Indian Experience’ has depicted some findings of other researchers as follow.

- Vadra and Sultan Akhtar (1989) conducted a study on university teachers (N=120) to determine the stressors emanating from home and family situations. The result showed that male teachers experienced more social and family role
stress as compared to female teachers and the married experienced more stress than the unmarried teachers.

- Fernandes and Murthy (1989) carried out a study on job related stress and burnout in middle and secondary school teachers. The study was undertaken to explore the prevalence of stress and burnout in teachers teaching in Bangalore city school. A sample of 50 female teachers was taken for the study. The study revealed that ‘Pupils’ misbehavior’ was found to be the most stressful, followed by ‘time pressures’, ‘poor working conditions’ and ‘poor school ethos.

- Ushasree and Jamuna (1990) conducted a study to examine role conflict and job stress among special and general school teachers. The sample comprised 40 special school teachers (20 men and 20 women) of Tirumala Tirupati Devasthanam’s (TTD) school for the deaf and dumb, and a random sample of 60 teachers (30 men and 30 women) from TTD’s high schools. The analyses of data did not reveal any sex differences among teachers from special schools on role conflict and job stress. However, women teachers in general schools were found to experience greater role conflict and had poor attitudes towards their students and were less satisfied with their careers as compared to their male counterparts in general schools. Teachers from special schools, both men and women, were found to experience significantly greater role conflict and job stress compared to their counterparts in general schools.

- Jamuna and Ushasree (1990) carried out another study to examine burnout among teachers working in private and public schools. The sample consisted of 120 women teachers of private (N= 60) and public (N= 60) schools of Tirupati, 30 each in the age group of 30-40 and 40-50 years. The results indicated that women in the lower age group exhibited a higher degree of burnout. Also a significant difference was observed between private and public schools teachers in the three sub-scales of TBS- career satisfaction, perceived administrative supports and coping with job related stress.

- In one study, Sultana (1995) investigated the level of organizational role stress among male and female teachers of professional and non-professional courses. A group of 50 teachers from professional courses and a group of 50 teachers from
non-professional courses were compared on role stress. The main findings of the study were as follows:

- Significant differences were observed between professional male and female teachers on the dimensions of inter-role distance, role stagnation, role expectation conflict, role erosion, role overload and role ambiguity.
- Significant differences were also observed between non-professional male and female teachers on the dimensions of role expectation conflict, role isolation, personal inadequacy self-role distance and role ambiguity.
- There were significant differences between professional and non-professional male teachers on the dimensions of role stagnation, role expectation conflict and role isolation.
- There were also significant differences between professional and non-professional female teachers on the dimensions of inter-role distance, role stagnation and role-overload.

- P.C. Mishra (1995) conducted a study to explore the relationship between job-related stress and depressed mood at work among male teachers of higher educational institutions. In this study a sample of 70 male teachers employed in higher educational institutions in Lucknow. Results showed a highly significant and positive relationship of overall job-related stress and its four dimensions, i.e., role based stress, task based stress, boundary mediating stress and conflict mediating stress with depressed mood at work among male teachers of higher educational institutions.

- P.K. Mishra (1996) conducted a study to compare a level of occupational stress and job satisfaction among male and female teachers of higher educational institutions. The study was conducted on a sample of 80 degree college teachers comprising 40 males and 40 females. The following conclusions were obtained in the study.

  - Significant differences were observed between male and female teachers in the area of private life, work overload, underload, role conflict and
interpersonal stress. Female teachers experienced more stress in these areas as compare to male teachers.

- No significant differences were observed between the two groups in environmental, structure of institution and personal areas.
- Significant differences were also observed between male and female teachers on overall stress and overall job satisfaction scores.
- Stress was found to be correlated negatively and significantly with job satisfaction in both the groups.
- Male teachers obtained maximum scores on underload areas whereas female teachers obtained maximum scores on over-load area. (Pestonjee D., 1999)

Stephen Palmer and Cary Cooper (2007) in their book ‘How to Deal With Stress’ have depicted that research has shown that there is a difference between pressure and stress. People experiencing stress have higher levels of the various stress hormones in their bloodstream than people who feel merely challenged. At the right amount of pressure we work at our optimum. One person’s pressure is another person’s stress. Too much pressure can lead to anxiety and burnout. Too little pressure can lead to boredom. (Stephen Palmer, 2007)

H. R. Appannaiah, M. Muninarayanappa and Dinkar (2010) in their book ‘Management and Behavioural Process’ have depicted that mental stress is caused by tension, irritability, inability to concentrate; feeling excessively tired and disturbed sleeping. This symptoms and expressions exhibit mental stress. Physical stress is caused by variations in human body and is expressed in different ways symptoms are, dry mouth, pounding heart, difficulty in breathing, stomach upset etc. (H. R. Appannaiah, 2010)

Rajesh, G. Alex (2010), in his Doctoral research Thesis ‘A Study of Occupational Stress Experienced by Higher Secondary School Teachers of Thanjavur’ has depicted the following.

- Challenge is an important ingredient for healthy and productive work. Occupational stress is that which derives specifically from conditions in the work
place. These may either cause stress initially or aggravate the stress already present from other sources. In today’s typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about Occupational performance.

- The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically. Challenge motivates us to learn new skills and master our Occupations. When a challenge is met, we feel relaxed and satisfied (NIOSH, 1999). (Rajesh, 2010)