CHAPTER-II

REVIEW OF LITERATURE

Introduction

Stress is an unavoidable characteristic of life and work. In any job, there are wide variety of potential causes of stress, some of which are common to both men and women, and others are specific to each group. Occupational stress describes physical, mental, emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Akinboye et al, 2002). An attempt is made to critically review the literature of the past research work relevance to the present study.

2.1: Stress:

The relationships between stress and psychological distress were investigated by Chaplain (2008) among a cohort of trainee secondary school teachers in England. Specifically, the study examined the structure of a Teacher Stress Scale and its relationship to mental health as measured by the 12-item General Health Questionnaire. Three factors were identified: behaviour management, workload, and lack of support. Differences were identified between men and women in respect of stressors and psychological distress. Stress attributed to pupils' disruptive behaviour and stress attributed to perceived occupational stress was found to be significant predictors of psychological distress. In another study by Hart and Cress (2008) on male and female faculty indicated that significant gender differences, emphasized by rich description from faculty, are reported in teaching, service, and research responsibilities that contribute to increased levels of stress for women.
Occupational Differences in Job Strain and Physiological Stress studied by Brown et al. (2006), among Female Nurses and School Teachers in Hawaii. The two objectives are to test the hypothesis that women in a profession with low decision latitude will have greater catecholamine excretion and higher blood pressure than women in a profession with greater decision latitude, and to assess the influence of ethnicity on the occupational comparison. The women also filled out the Job Content Questionnaire (JCQ) results indicate that the nurses had significantly lower scores on the "decision latitude" subscale of the JCQ. After controlling for the effects of ethnicity, age, body mass index, JCQ subscale scores, smoking habits, and menopausal status in regression analyses. These results suggest that among professional women, physiological stress responses are significantly greater when occupation-related decision latitude is low (nurses) than when it is high (teachers). The physiological response to stress is carried over into the home and overnight settings when occupation-related decision latitude is low (nurses). Individual scores on the JCQ were not significantly related to physiological measures in this study. Inclusion of contrasting occupations may be necessary to properly evaluate the relationships between individually reported job strain and heightened physiological stress responses in studies of working women.

In the context of social support and coping stress verified by Schonfeld (2001), among newly appointed women teachers. The effects of adverse work environments were examined in the context of other risk/protective factors in this extension of a short-term longitudinal study involving 184 newly appointed women teachers. Regression analyses revealed that, adjusting for pre-employment levels of the outcomes and negative affectivity, social support and adversity in the fall work environment were among the factors that affected spring depressive symptoms, self-
esteem, job satisfaction, and motivation to teach. Support from non work sources was directly related to future improved symptom levels and self-esteem; supervisor and colleague support were directly related to future job satisfaction. Effects of occupational coping, professional efficacy, locus of control, and school factors (e.g., special vs. regular education) were largely non significant. Structural equation analyses indicated that adverse working conditions began to seriously affect the women soon after they started teaching.

The perceptions of social work lecturers in Britain by Collins and Parry-Jones (2000), examined job satisfaction, felt pressure, and stress amongst social work lecturers (aged 36–55 yrs) in the UK. It looks at demands, supports and constraints, psychological well-being, the impact of the department and the institution, and changes that might alleviate stress. A 60-item postal questionnaire was sent to all social work lecturers in the United Kingdom; 322 responses were received. The social work lecturers experienced high levels of job satisfaction and stress scores were similar to those of the general UK population. But a significant proportion—one quarter—of social work lecturers were suffering from borderline levels of anxiety and depression. Overall, social work lecturers' responses were more favorable than the responses of other academics and social workers. In common with other research on stress, this study suggests that pressure and stress should not be seen primarily as individual problems, but as a product of interactions at team, department and institutional levels, and at the home/work interface.

Job stress and satisfaction among special education teachers investigated by Eichinger (2000). Examined the effects of gender and social role orientation on job stress and satisfaction in 89 female and 43 male special education teachers (aged 23–
Social role orientation was determined for each of the Ss both on and off the job using the Bem Sex Role Inventory, and then analyzed in relation to 6 indices of work-related stress and satisfaction. The results indicate that, for female special educators, a balanced social role orientation is associated with higher levels of satisfaction and lower levels of stress, while an undifferentiated orientation is associated with lower levels of satisfaction and higher levels of stress.

The sources of vocational stress among teachers in Kuwait and their relation to psychosomatic disorders were investigated by Al-Mashaan (2000). The study was aimed at assessing the relationship between the sources of vocational stress and psychosomatic disorders in light of gender, nationality, and academic specialization in intermediate school teachers. The three measures employed were a scale for vocational stress, a scale for role ambiguity and conflict, and a scale for assessing psychosomatic disorders. On all three scales, results revealed significant differences between males and females, and between literary subject teachers and scientific subject teachers. Female teachers and Kuwaiti teachers scored significantly higher for vocational stress and psychosomatic disorders. While there were no significant differences between literary and science teachers on the above three scales, science teachers scored higher on vocational burdens while literary subject teachers scored higher on role ambiguity and conflict. Results also indicated a significant and positive correlation between vocational stress and psychosomatic disorders.

Job satisfaction and stress investigated by Hawe et al. (2000), among New Zealand primary teachers. A sample of 353 full-time classroom teachers in 30 primary schools completed scales assessing overall occupational stress, sources of occupational stress, and job satisfaction. The teachers reported moderate levels of
stress and job satisfaction. They rated disruptive students, inadequate remuneration and task overload as sources of moderate stress, lack of respect for teachers and teaching as sources of mild to moderate stress, and inadequate resources and administrative support as sources of mild stress. The actual numbers of pupils in a class with serious learning difficulties and behaviour disorders correlated positively with job stress and negatively with job satisfaction. Teachers attributed a high proportion of personal stress in their lives to their jobs. Beginning and experienced teachers reported similar levels of job satisfaction, but female teachers reported significantly higher levels of satisfaction with teaching than their male counterparts. The teachers were able to be clustered into two groups: one consisting of teachers experiencing moderate levels of stress and job satisfaction, the other consisting of teachers experiencing very high level of stress and little job satisfaction.

Work-related stress and adaptation pattern investigated by Gaur and Dhawan (2000), among women professionals. Examined the relationship between work-related stressors (WRS) and adaptation pattern among women. A sample of 120, 25–55 yr old women professionals (teachers, doctors, bank officers, and bureaucrats) participated in this study. The women in all the 4 professions reported moderate WRS, but differed on 2 dimensions: (1) career development, and (2) stressors specific to working women. Subjects showed a configuration of adaptation pattern of active coping stance, painfulness and initiative, moderate trust, and internality. Taken together the measures of adaptation pattern emerged as good predictors of WRS. Professional stress in teachers: Level of intensity and symptoms investigated Tucholska, (1999). Studied the level and the symptoms of stress in 611 female and 136 male elementary school teachers (aged 21–58 yrs) in Poland. Subjects were administered the Stress Source Questionnaire and the Scale of Symptoms of Teacher Stress. Teaching was
found to be very stressful for 23% of Subjects, moderately stressful for 64% of Subjects, and non stressful for 13% of Subjects. Little relationship was shown between a teacher's demographic factors (age, sex, education, and length and place of work) and self-estimates of stress. The most frequently reported symptoms of stress were hoarseness, dry mouth, nervousness, exhaustion, general tension, anxiety, aggressiveness, frustration, and helplessness. Female teachers suffered significantly more than male teachers from headaches, poor concentration, memory problems, tendency to cry, lack of self-confidence, and expressive disturbances.

The relationship between stress and illness investigated by Trau (1999), among community college faculty. This study proposed and evaluated a model which attempted to explain the relationship between life stress and physical illness, by including coping style, attributional style, identity style, and gender as moderating variables. The model makes eight predictions: (1) individuals experiencing more stress will have greater incidence of physical illness, (2) individuals' identity style will affect their incidence of physical illness, (3) individuals' attributional style will moderate the relationship between their level of life stress and their incidence of illness, (4) individuals' coping style will moderate the relationship between their level of life stress and their incidence of illness (5) individuals' identity style interacts with their coping style to affect their incidence of physical illness, (6) individuals' attributional style interacts with their coping style to affect their incidence of physical illness, (7) individuals' identity style interacts with their attributional style to affect their incidence of physical illness, and (8) males and females will have different coping styles. Sixty-five full-time community college faculty members completed a survey packet which included a demographics sheet, the Life Experiences Survey, the Seriousness of Illness Rating Scale, the Coping Inventory for Stressful Situations, the
Expanded Attributional Style Questionnaire-Short Form, and the Identity Style Inventory. Analyses revealed support for individual components of the model; however, the model as a whole did not seem to explain accurately the relationships between the variables. Life stress, internal attributional style, and task-oriented and avoidance-oriented coping style affected illness ratings. Attributional style interacted with life stress and with coping style. Identity style did not affect physical illness. Males and females did not appear to differ on coping style.

Excessive self-demands as stress factor by Tacke (1999), in the teacher profession. Discusses the theme of professional burdens (objective and subjective), and tendencies to make excessive and unrealistic self-demands, endemic among the teaching profession in Germany, especially among its younger female members. After almost 50 interviews, conducted by the author from an Adlerian psychology perspective, it became clear how heavily subjective professional burdens weighed on female teachers' minds. Objective burdens are the ones imposed by societal and cultural conditions, environment (school) conditions, e.g., foreign students, class sizes, diminished students' motivations, changed teaching functions (authority and professional identity problems). Subjective burdens are teachers' perceptions of objective burdens and the anxieties they generate. Excessive self-demands, eternally doomed to failure, and a spirit of unrealistic perfectionism, affect differently younger and older (over 45 yrs of age) female teachers and male teachers, the latter 2 categories being the least prone to these problems. In Adlerian psychology terms, excessive self-demands and unrealistic perfectionism are associated with the Adlerian inferiority complex syndrome.
Stories of three women teachers under stress investigated by Vanderhoef (1996). The purpose of this study was to tell the stories of three women teachers, on the secondary level who were experiencing stress. Story is the primary form by which human experience is made meaningful. We can create descriptions for ourselves and for others about past actions, and develop storied accounts that give sense to the behavior of others. Teachers can learn from one another. In this study the writer provides an avenue of support for those women experiencing similar stressful situations by constructing the stories as he interviewed the three women teachers. The purpose was to look at, not to look for, so that the writer and the reader could construct personal meaning from these stories.

Effects of work stress, social support, and self-doubts on burnout and its consequences investigated by Burke et.al (1996). Examines the relative importance of predictors of burnout over time. 362 elementary, junior high, and secondary school teachers and administrators (178 females, 184 males) completed the Maslach Burnout Inventory twice over the course of 1 year. Data show that predictors of burnout depend primarily on Ss’ social roles including the occupational role which is often confounded with gender. Among male Ss, scores were higher on depersonalization and emotional exhaustion than for female Ss. In addition, teachers had higher levels of burnout than school administrators with the exception of the personal accomplishment component. Overall, the strongest predictors of burnout were red tape (for administrators) and disruptive students (for teachers). Results indicate more teachers are female than male and more administrators are male than female. Therefore, female Ss are more prone to disruptive students and male Ss are more prone to red tape predictors of burnout.
Stress and job satisfaction investigated by Chaplain (1995), among English primary school teachers in England. Teachers rated the frequency and intensity of 18 items on a self-report stress questionnaire. A principal components analysis was carried out, and 3 factors were identified: professional concerns, student behavior and attitudes, and professional tasks. The strongest correlations were found between professional concerns and occupational stress. Men reported more stress than women on professional tasks and pupil behavior and attitudes. Women scored higher than men on professional concerns. 37% of the Subjects were satisfied with their job. Teachers were most satisfied with their professional performance and least satisfied with teaching resources. Stress and job satisfaction were found to be negatively correlated. Reports of high occupational stress were related to low levels of job satisfaction.

A study of role stress, behaviour patterns and gender investigated by Dang and Gupta (1994), among teachers. Examined the effect of work environment, behavior patterns and gender on various role stressors in 160 lecturers from a medical college or university. Ss were equally divided in terms of Type A or Type B behavior and gender, and completed the Jenkins Activity Survey and Organizational Role Stress Scale. The medical work environment was found to be more stressful than university work, particularly on role overload, role ambiguity and personal inadequacy role stressors. Type A Subjects perceived greater stress in general, except on role stagnation, which was perceived more stressful by Type B Subjects. Role erosion was higher in men, and role overload was higher in women.

The effect of student teaching on teacher efficacy and teacher stress was assessed by Paese and Zinkgraf (1991), among 15 female and 20 male PE majors the
level of stress and efficacy at the entry and exit of a traditional student-teaching (STT) experience in PE. Significant positive changes during STT were illustrated on these stress variables: role ambiguity, role overload, role preparedness, and illness symptoms. No significant changes were made in personal teacher efficacy and general teacher efficacy during the course of the study. No significant relationships were found between the other independent variables (gender, teaching level, prior field experiences) and stress/efficacy scores.

Gender-role differences, work stress and depersonalization investigated by Ogus et al. (1990), and they compared burnout in 227 female and 243 male teachers. The Maslach Burnout Inventory was used to measure burnout. Two outcome measures of overall lifestyle and medication use were used, and coping strategies were assessed. Men scored significantly higher than women on depersonalization. A 2nd finding showed that men's quality of daily life was lower than that of females. At the same time, men experienced greater work stress. Women tended to put more energy into their friendships and to value them more. In women only, existential coping and internal control were associated with lower depersonalization.

The relationship between teacher stress and perceived coping effectiveness investigated by Long and Gessaroli (1989), among female and male elementary school teachers in Canada to examine the relationship between work-related stress and types and effectiveness of coping strategies. Males felt more stressed than females. Unmarried Ss felt more role stress and life dissatisfaction compared with married Ss. Males felt that avoidance coping was more effective, and females felt that problem solving was more effective. Relationships between stress and coping
differed depending on whether males were married. Absenteeism was related to stress but not to coping factors.

A gender-role perspective on role conflict, work stress and social support investigated by Greenglass et. al (1988), assessed sex differences in role conflict in 229 female and 326 male teachers using the 6 role-conflict scales that measure role conflict between professional and familial roles. Results indicate that role conflict was higher in women than in men. Significant correlations between role conflict and work stress and social support in women suggested a greater interdependence between work and family spheres.

Psychosocial stress, symptoms, and anxiety are investigated by Georgas and Giakoumaki (1984), of male and female teachers in Greece. It was found that psychosocial stress was related to number of symptoms and to level of manifest anxiety only with women. Although no sex differences were found in average psychosocial ratings, males and females reported different stressful life events. Males tended to report financial difficulties as the most stressful events, while females tended to report interpersonal problems as most stressful. Females reported more symptoms than males and had higher manifest anxiety. Females showed a significant relationship between magnitude of psychosocial stress and frequency of symptoms, while males did not.

What bothers teachers was investigated by Milstein et.al (1984). Administered a 2-part Likert scale to 130 urban preschool, kindergarten, and elementary school teachers from 4 schools to identify organizationally based stressors that can lead to manifestations of stress. Results show that females were more stressed than males about the belief that their students were not doing as well as they could because they
were not trying hard enough; preschool and kindergarten teachers were less stressed about student effort than Ss as any other grade level, while 3rd- and 4th-grade teachers were most stressed about this issue. As a group, Subjects were more stressed about factors relating to their core function (i.e., the delivery of instructional services to children) than about organizationally focused issues. Performance in the classroom was the issue most important to Subjects. Subjects reported only moderately high levels of stress for other potential organizationally based stress categories. It is postulated that teachers who are exposed to a stressful environment for extended periods of time become more capable of coping or become "numbed" to their environments.

Comparison of perceived occupational stress between teachers who are contented and discontented in their career choices was done by Moracco et.al (1983). Investigated whether teachers who regret their career choice differed on perceived occupational stress (OS) from those who were content with their choice and examined the variables that were influential in perceptions of occupational stress for teachers who stated that they would not have become teachers if they could begin again. 691 teachers from a large metropolitan school system responded to a 99-item teacher-stress survey. Findings indicate that approximately 52% of Ss would not have become teachers if they had to choose a career over again and that occupational stress was a factor in teacher absences. Factors that influenced occupational stress, although not significantly, for subjects who were unhappy with their careers were- sex, years of teaching, and school enrollment. The role of counselors in reducing teacher occupational stress is discussed.
Working conditions, burnout and stress symptoms were studied among university professors by Navarro et al. (2010). The instruments used to evaluate were a socio-demographic and work-related data questionnaire, The Maslach Burnout Inventory (M.B.I.), The Labour Scale of Stress and the Magallanes Stress Scale. The model of strategy implementation and LISREL 8.71 were used. The estimated model was adjusted satisfactorily, ascertaining the mediating effect of perceived competence in the effect exerted by the work conditions studied on the depersonalization and personal fulfillment, as well as in the appearance of stress symptoms. The effect on the emotional exhaustion dimension was not confirmed. The latter also acted on the estimated model as a mediating variable, facilitating the negative impact of stressors on emotional exhaustion, depersonalization and personal accomplishment.

The relationship between academic life conditions and perceived sources of faculty stress over time was investigated by Hendel and Horn (2008). Their study compared the dimensions and correlates of faculty stress using national survey data collected in 1989 and 2001. A factor analysis of 16 stressor items was conducted to construct five stress scales, comprising work overload, role conflict, faculty interaction, academic advancement, and aging considerations. Multiple regression, using four blocks of variables (i.e., demographics, faculty status, work life, and cohort), explained between 6 and 21 percent of the variance in the stress scales selected. Results indicated that sources of stress have remained relatively stable between 1989 and 2001.

Examination of the pattern of teachers' work stressors in relation to job satisfaction was investigated by Slivar (2008). Stress is affecting teachers in their daily work and is related to low job satisfaction, low work motivation, low affiliation
to organization etc. The study explored not only the relationship between teacher stress and job satisfaction but also the structure of patterns between various teacher’s work stressors and particular elements of job satisfaction. In order to develop better understanding of the nature of the stressor experience, a study was undertaken to explore the stressor-job satisfaction relationship using sequential tree analysis. The study included 442 primary school teachers and 191 gymnasium school teachers. Results showed that different stressor patterns were associated with different levels of satisfaction and that there are differences in structure and in patterns of stressors among teachers from different types of schools.

High school teachers' perceptions of their working environment in Newfoundland was investigated by Young husband (2007). Teacher stress has been of considerable concern for several decades. Researchers have reported that the primary health problem of teachers is stress and that the causes are multiple and complex. Workplace stress has also been found to diminish teachers' enthusiasm and distance them emotionally from their students, there by lessening the teacher-student interaction. School reorganization and consolidation in Newfoundland and Labrador has caused the incremental downloading of additional duties for teachers and, in their perception, unreasonable demands. The high stress levels of teachers in this province are worrisome and the causes and results of their stress must be identified and reduced. Interviews were conducted with 16 high school teachers, from 24 to 55 years of age, in rural and urban Newfoundland in 2002. The constant comparative method of analysis was used to generate three theoretical constructs: the struggle to balance multiple demands (feeling burdened by work pressures and demands, barriers to teacher effectiveness), the importance of supportive work environments (feeling unsupported by administration, value of a collegial community, importance of having
adequate resources), and the realities of stress (participants' understanding of stress, self-concept, the taboo of stress, feeling consumed by the job: interference with personal life). A picture presented of a profession that demanded constant attention often to the detriment of participants' health and well-being. In particular, the emotional repercussions of stress seemed difficult for these participants. Findings suggest that they were concerned not just for themselves but for their colleagues and their students as well. The stigma associated with stress had prevented these teachers from speaking out until they were interviewed. This study emphasized the importance of administrative and collegial support, the importance of effective communication, the necessity of adequate resources and professional development, and the need to recognize the excessive workload and the associated stress that teachers are feeling. The results of this study provide new insights into the serious problem of teacher stress in this province and the repercussions on their personal and professional lives.

Job stress and satisfaction investigated by Miller and Travers (2005) of minority ethnic teachers in the UK. This paper presents the findings of a nationwide investigation into the mental well-being and job satisfaction of minority ethnic teachers in the UK. Data were collected via a questionnaire containing both open and closed questions. The sample, totaling 208 participants was derived from the National Union of Teachers (NUT) database of minority ethnic teachers and an advertisement in the NUT's Teacher magazine. Univariate analysis of the results revealed that these groups of teachers, as compared with other groups were experiencing poorer mental health and lower job satisfaction. Multivariate analysis revealed four reliable factors regarding the 'sources of stress' these minority ethnic teachers perceived they were experiencing. They are the 'hierarchy and culture of the school', workload', 'cultural barriers', and the 'lack of status and promotion'. Some minority ethnic teachers
reported that ethnic discrimination on a daily basis or at least several times per week was a contributory factor in their experience of stress. Many of the teachers believed they worked within an institutionally racist environment. Multiple regression analysis discovered that 'total stress', 'total self-esteem', 'working conditions job satisfaction' and 'total discrimination' were the major predictors of mental ill-health in the minority ethnic teachers. Job dissatisfaction was predicted by 'total discrimination', 'workload', 'total general health', 'resolution strategy', and the 'lack of status and promotion'.

Working conditions, stress and job satisfaction investigated by Karsten et.al (2005), in Dutch primary schools. The study investigated whether factors of influence on stress and job satisfaction can be seen as school characteristics and whether these school characteristics have an influence on the individual teacher. The study shows that there are significant differences in working conditions between schools, but these differences have no independent effect on the level of stress and job satisfaction of individual teachers.

A Study on Teachers' Occupational Stress and Burnout investigated by Fu-ming, Xu.(2003), among primary and secondary school teachers.. Questionnaires about occupational stress and burnout were administered (1) Teachers currently encountered more occupational stress and were under fairly great occupational stress. (2) Correlation analysis showed significantly positive correlation between emotional exhaustion and examination stress, workload stress, stress of social obligations and role, employment stress, stress of occupational development, stress of interpersonal relationship; and positive correlation between stress of interpersonal relationship and a reduced sense of personal accomplishment, and depersonalization. (3) Stress of interpersonal relationship and employment stress positively predicted emotional
exhaustion; stress of interpersonal relationship positively predicted a reduced sense of personal accomplishment; stress of interpersonal relationship positively predicted depersonalization and stress of occupational prestige negatively predicted depersonalization. Conclusion: Teachers' occupational stress is correlated with burnout. Different occupational stressors predict different components of burnout.

UK teachers under stress investigated by Griva and Joekes (2003). The current study aims to investigate the relationship between the components of the Karasek model and burnout, somatic complaints and job satisfaction in teachers. Regression analyses show that of the Karasek components, job demands was the most consistent predictor for the study outcomes, whereas control and social support appeared to have less predictive power. The inclusion of other job aspects (e.g., physical exertion, environmental risks, and job meaningfulness) significantly added varying degrees to the explained variance of the outcomes. The addition of coping strategies marginally adds to overall explained variances of the burnout components. The UK teachers were considerably worse off than their European colleagues on all outcome measures, and the majority of the predictor variables. They appear to use different coping strategies, work under worse conditions and report lower levels of psychological and physical well-being.

Role Stress in the Professional Life investigated by Scheib (2003), among the School Music Teachers. The present study is an examination of six role stressors: role conflict, role ambiguity, role overload, underutilization of skills, resource inadequacy, and nonparticipation. Data were collected as field notes from observations, transcripts from, interviews, and document analysis. While role ambiguity and nonparticipation issues were not of great concern among the participants, issues related to role
conflicts, role overloads, underutilization of skills, and resource inadequacy were substantial. The burden of tedious administrative responsibilities (underutilization of skills), the constant need for music education advocacy (role overload), conflicts between personal and professional roles (role conflict), and tension created by scheduling conflicts due to the increasingly busy schedules of students (resource inadequacy) were among the most significant stressors.

Job stress and satisfaction investigated by Miller and Travers (2005) of minority ethnic teachers in the UK. This paper presents the findings of a nationwide investigation into the mental well-being and job satisfaction of minority ethnic teachers in the UK. Data were collected via a questionnaire containing both open and closed questions. The sample, totaling 208 participants was derived from the National Union of Teachers (NUT) database of minority ethnic teachers and an advertisement in the NUT's Teacher magazine. Univariate analysis of the results revealed that this group of teachers, as compared with other groups were experiencing poorer mental health and lower job satisfaction. Multivariate analysis revealed four reliable factors regarding the 'sources of stress' these minority ethnic teachers perceived they were experiencing. They are the 'hierarchy and culture of the school', workload', 'cultural barriers', and the 'lack of status and promotion'. Some minority ethnic teachers reported that ethnic discrimination on a daily basis or at least several times per week was a contributory factor in their experience of stress. Many of the teachers believed they worked within an institutionally racist environment. Multiple regression analysis discovered that 'total stress', 'total self-esteem', 'working conditions job satisfaction' and 'total discrimination' were the major predictors of mental ill-health in the minority ethnic teachers. Job dissatisfaction was predicted by 'total discrimination', 'workload', 'total general health', 'resolution strategy', and the 'lack of status and promotion'.

47
Working conditions, stress and job satisfaction investigated by Karsten *et al* (2005), in Dutch primary schools. The study investigated whether factors of influence on stress and job satisfaction can be seen as school characteristics and whether these school characteristics have an influence on the individual teacher. The study shows that there are significant differences in working conditions between schools, but these differences have no independent effect on the level of stress and job satisfaction of individual teachers.

UK teachers under stress investigated by Griva and Joekes (2003), where the study aims to investigate the relationship between the components of the Karasek model and burnout, somatic complaints and job satisfaction in teachers. Regression analyses show that of the Karasek components, job demands was the most consistent predictor for the study outcomes, whereas control and social support appeared to have less predictive power. The inclusion of other job aspects (e.g., physical exertion, environmental risks, and job meaningfulness) significantly added varying degrees to the explained variance of the outcomes. The addition of coping strategies marginally adds to overall explained variances of the burnout components. The UK teachers were considerably worse off than their European colleagues on all outcome measures, and the majority of the predictor variables. They appear to use different coping strategies, work under worse conditions and report lower levels of psychological and physical well-being.

Managing stress and feelings of mastery investigated by Jacobsson *et al* (2001), among Swedish comprehensive school teachers. Data were collected via a questionnaire distributed to 928 teachers in 27 schools. The response rate was 89%. Multiple regressions were conducted on colleague support, cooperation, coordination
problems, goal clarity, learning orientation, manager support, negative feedback, positive feedback, pupil misbehavior, teacher age, work control and perceived work demands, all as independent variables. Perceived work demands was treated as a dependent variable in an additional regression analysis. Teacher stress reactions were best predicted by perceived work demands, pupil misbehavior and negative feedback. Feelings of mastery were best predicted by learning orientation, positive feedback and goal clarity. In the additional analysis perceived work demands was best predicted by pupil misbehavior, coordination problems and (low) work control.

Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress investigated by Gillespie et.al (2001). In recent years, the Australian university sector has undergone large-scale organizational change, including restructuring, downsizing, and government funding cuts. Research also reports an alarming increase in the occupational stress experienced by university staff. This article reports on the 1st phase of a longitudinal investigation of occupational stress. 22 focus groups were conducted with a representative sample of 178 Academic Staff (AS) and General Staff (GS) from 15 Australian universities. The groups focused on understanding staff's experience of occupational stress and perceptions of the sources, consequences, and moderators of occupational stress. Both GS and AS reported a dramatic increase in occupational stress during the previous 5 years. AS reported higher levels of occupational stress than did GS. Five major sources of occupational stress were identified: insufficient funding and resources, work overload, poor management practices, job insecurity, and insufficient recognition and reward. The majority of groups reported that occupational stress was having a deleterious impact on their professional work and personal welfare. Aspects
of the work environment and personal coping strategies were reported to help staff cope with stress.

### 2.2 Stress and age

Gender and age differences in occupational stress and professional burnout by Antoniou *et al.* (2006), among primary and high-school teachers in Greece. A cross-sectional design was used. Two self-report measures were administered to a sample of 493 primary and secondary school teachers, a self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory (education version). Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they receive from the government.

Gender, gender-role and age effects on teachers' job stress and job Satisfaction investigated by Ushasree *et al.* (1995), examines two sets of high school teachers: 40 males and 40 females (20–39 yrs old), and 40 males and 40 females (40–60 yrs old). Subjects were asked to rate their response to a question about teacher stress, to fill in a schedule regarding job satisfaction, and to fill in the Bem Sex-Role Inventory. Results indicate a significant effect of gender-role differences on job stress, but no gender or age differences on job stress were found. Higher amounts of stress were detected in the masculine and androgynous Ss. Job satisfaction was not influenced by any of the independent variables.
Relationships between four teacher efficacy belief patterns and selected teacher characteristics were investigated by Greenwood *et al* (1990). They examined relationships between 4 teacher efficacy belief patterns (EBPs) and teachers' feelings of stress, locus of control (LOC), gender, race/ethnic origin, education, age, grade level, and teaching experience. 321 teachers completed a composite 66-item instrument consisting of 3 measures: EBPs, Wilson Stress Profile for Teachers, and Teacher LOC Scale. 250 of the 321 Ss were classified into the 4 EBP groups. Results indicate that teachers who believe that they, and teachers in general, can motivate students to achieve give less evidence of stress and exhibit a more internal LOC than do teachers who believe that neither they nor other teachers can affect student performance. Further, these teachers were more likely to be female and teach at the elementary grade level. Gender and grade level differences were confounded in the results.

Teacher stress as related to locus of control, sex, and age investigated by Halpin *et al* (1985), tested the hypothesis that a feeling of being in control will make potentially stressful environmental events less so. 97 female and 33 male full-time teachers completed a teacher locus of control scale and a teacher occupational stress factor questionnaire. Multivariate and bivariate analyses of their responses showed that locus of control was related to teacher stress. As hypothesized, who felt that they were in control reported less stress in their world of work than did those who did not feel influential in their educational environment? Who had a high internal locus of control realized that they were influential in the classroom, accepted the responsibility for their actions, and worked hard to achieve educational goals? Who had a high external locus of control felt that they had little control over what happened; did not
seem to value planning, ability, or effort, but instead attributed educational outcomes to luck, fate, and chance. Neither sex nor age moderated this relationship.

Towards a better understanding of stress and early retirement investigated by Hansez et.al (2005). An increasing number of teachers decide to resign before legal retirement age, heading to significant shortages within the profession. A questionnaire was developed to try and identify the reasons why teachers resign, their motivations for staying in the job and their expectations in terms of career-end adjustments. The key concepts included in this tool were personal factors, job-related factors (i.e. working conditions, organizational and structural changes and job recognition) and employment-related factors. From the results, it was possible to conclude that stress is part of the reason why teachers resign and that personal factors are the most cited reason for taking early retirement. However, the uneasiness expressed obviously has its origin in a perceived depreciation of the job and lack of recognition. Whilst better working conditions are often presented as the solution, these do not seem to solve the problem completely. They offer insufficient motivation and do not diminish or eliminate stress. Since recognition appears to be the only motivating factor among teachers, the restoration of the image of the teaching profession seems to be essential. This survey has highlighted the importance of making a thorough diagnosis before deciding on specific actions. Career-end adjustments are very attractive and fairly easy to implement.

Stress and Resources for Burnout, investigated by Neuenschwander (2003), on Secondary School Teachers; Based on the school culture and the stress-resource balance approaches, a three-factor model of teacher burnout was hypothesized: (1) scholastic stress, (2) attitude towards the school, (3) extra-scholastic social resources
(social network). Ninety-five teachers from secondary and from vocational schools were interviewed using a standardized questionnaire. Burnout and attitude towards the school differed between the three school types, while no difference was found with respect to perceived scholastic stress. Variance in burnout could be explained by scholastic stress and attitude towards the school, but only minimally by extra-scholastic social resources and teacher's age. From the perspective of school culture it is important that the perception of school administrators and staff can negatively predict scholastic stress.

2.3 Stress and experience:

Occupational stress studied by Yagil (1998), among inexperienced teachers. Examined the sources of stress encountered by inexperienced compared to experienced teachers. 69 female teachers (aged 21–48 yrs) in elementary schools and kindergartens in Israel participated in the study. A questionnaire was administered measuring job-related stress factors, emotional involvement in the job and active coping with stress factors. The results show that inexperienced compared to experienced teachers stated that they experience an overall higher level of stress. The major sources of stress for inexperienced teachers are interaction with pupils' parents and workload. Inexperienced teachers are less involved emotionally in their work, especially in regard to incidents of unsatisfactory performance. However, they are similar to experienced teachers in both their emotional reactions to successful performance and in their actions in stressful situations.

Stress and burnout investigated by Horn et.al (1997), among teachers. Most studies lay emphasis on the role of biographical (age and gender) and work related (number of hours employed) factors in stress and burnout. With regard to age, number
of hours employed and working experience American studies report different findings than in the Netherlands. In America younger teachers and teachers with less working experience and number of hours employed experience more stress and burnout, whereas in the Netherlands stress and burnout levels tend to be higher among older teachers, who were more experienced and held full time positions. With regard to sex and school type, American and Dutch studies report similar findings. Male and female teachers differ in the way burnout symptoms occur. American and Dutch male teachers have more feelings of depersonalization and female teachers experience more emotional exhaustion. As for school type, both American and Dutch secondary school teachers are more burned out than their elementary colleagues.

Stressors and coping strategies studied by Steeno (1995), among special education resource teachers. Fifty female special education resource teachers from elementary and secondary settings were surveyed. The Pullis Inventory of Teacher Stress was used to determine the total level of anxiety for these teachers. Information pertaining to four factors contributing to stress was also gathered and analyzed. The study also examined the specific effects of stress for the resource teachers. Finally the study identified coping strategies used by the resource teachers and the effectiveness of the identified coping strategies. Demographic information including certifications held, years of teaching experience, and level of education was collected. Means, standard deviations, minimum scores, maximum scores, and ranges were computed for the total level of anxiety, the four factors contributing to stress, and the 18 effects of stress. A t test was used to determine whether there was difference between the means for the elementary teachers and the secondary teachers. The coping strategies that were chosen and the effectiveness of the strategies were analyzed with descriptive statistics. Findings indicated that no significant difference was found in the total level
of anxiety, in the four factors contributing to stress, and in the total effects of stress for the resource teachers. Findings further indicated that the workload factor contributed the most stress to both elementary and secondary resource teachers.

A longitudinal study of occupational stressors and depressive symptoms are investigated by Schonfeld (1992), in first-year female teachers. Administered the Center for Epidemiologic Studies, Depression Scale and episodic stressor and strain scales to 255 female newly appointed teachers. Job conditions were related to postemployment depressive symptoms independently of pre-employment symptoms and other risk factors. Subjects who worked in the most adverse school environments showed the most depressive symptoms; Subjects in schools with the best conditions tended to show the fewest symptoms. The effects of working conditions on symptoms were relatively immediate. There may be positive mental health effects, in relation to pre-employment levels, associated with teaching in benign school environments.

Relationships between four teacher efficacy belief patterns and selected teacher characteristics investigated by Greenwood et.al (1990). Examined relationships between 4 teacher efficacy belief patterns (EBPs) and teachers' feelings of stress, locus of control (LOC), gender, race/ethnic origin, education, age, grade level, and teaching experience. 321 teachers completed a composite 66-item instrument consisting of 3 measures: EBPs, Wilson Stress Profile for Teachers, and Teacher LOC Scale. 250 of the 321 Ss were classified into the 4 EBP groups. Results indicate that teachers who believe that they and teachers in general, can motivate students to achieve give less evidence of stress and exhibit a more internal LOC than do teachers who believe that neither they nor other teachers can affect student performance. Further, these teachers were more likely to be female and teach at the
elementary grade level. Gender and grade level differences were confounded in the results.

Determinants of occupational stress studied by Okebukola and Jegede (1989), among teachers in Nigeria. Administered a self-report questionnaire to 1,024 teachers in Nigeria to investigate the circumstances perceived to be stressful and the influence of demographic variables on the perception of stress. Poor attitudes of students to work was the greatest stress factor, and delays in promotion produced stress in some subjects. Student characteristics and conditions of service were highly stressful, particularly to those subjects with educational degrees but no teaching qualifications. In general, inexperienced, single, and female subjects and subjects without a degree in education and with heavy teaching loads perceived the most stress.

Sources of occupational stress for teachers of students with emotional and behavioral disorders investigated by Nelson et.al (2001). Examined factors related to occupational stress levels of teachers of students with emotional and behavioral disorders (EBD). Results show that all working condition variables (principal–teacher relationship, capacity to contribute to decisions, and working relationships), as well as years of professional experience and ability to work with externalizing children, had a significant effect on occupational stress. Additionally, within-inventory analyses pointed to ability to contribute to decisions as more influential than positive relationships with principals or colleagues. It is concluded that additional training on how to work with students who exhibit externalizing and thought-disordered behaviors may be necessary for teachers of students with EBD.
A comparison of role/task/environment stress experienced investigated by Kerlin (2001), by beginning academic and career-technical teachers in Southwestern Ohio career-technical schools. Both academic and career-technical teachers who participated in the study have less than four years teaching experience. The teachers completed the 67 item Teacher Stress Measure (TSM) developed. The TSM is a self-reporting instrument, with Likert scale scoring indicating degree of agreement/disagreement with statements related to the following stress issues: role ambiguity, role overload, role conflict, non-participation, role preparation, task stress, and environment stress. Two groups of 10 teachers from the 74 surveyed participated in group conversations with the researcher to discuss role, task, and environment stress. Follow-up phone conversations with 10% of the participants were conducted at the completion of the data collection to clarify issues surrounding stress. Research findings indicate career-technical teachers reported higher levels of role and task stress than academic teachers. Academic teachers reported higher levels of environment stress. Of the three stress variables, role and task stress was found to be statistically significant. The primary conclusions of the study are that career-technical teachers perceive greater role and task stress and academic teachers perceive greater environment stress while teaching in a career center.

2.4 Stress and health:

Gender differences in cardiovascular variables in response to laboratory stressors have been described by Serrano et.al (2008), in real situations, although occupational stress is considered one of the major causes of cardiovascular diseases, there are few studies that follow a psycho physiological approach, such as in a work context. In these settings, excessive environmental demands might produce non
adaptive emotional responses, depending on the way people perceive their work settings. Concretely, there are few published studies that take into account the changes of perceived stress (PS) and/or heart rate (HR) considering the ecological moment. Thus, our interest was to study the changes of both variables during two working days (WDs). Moreover, we considered the effect of gender as a modulator of these variables. For this purpose, 35 full-time school teachers participated in the research. Perceived stress was measured by means of a self-report and heart rate was continuously recorded during the working days at the beginning and end of an academic year. Results showed changes in heart rate during the working days and higher perceived stress levels when teachers were with students on both working days. Furthermore, there were increases in both variables at the end of the academic year. In spite of the similar responses in both variables studied, Heart rate and Perceived stress did not correlate significantly. We conclude that our data, taken from a real work setting, show that Heart rate and Perceived stress responses to a working days in teachers seems to be different, showing some gender differences.

Work stress and health in the teaching profession: A differential analysis of the function of gender and teaching type by Matud Aznar et.al (2002). Examined the relationship between job-related stressful events, job dissatisfaction and health among male vs. female and elementary vs. middle school 20-64 yr old teachers. The results of several measures indicate that job dissatisfaction and uncontrollable, negative changes in work pressure correlated with depression and with somatic, anxiety and insomnia symptoms. There were negative correlations with social support, although the correlation coefficients were low. Middle school teachers were more dissatisfied with their jobs and experienced, during the previous 2 yrs, more negative and uncontrollable changes in work pressure than elementary school teachers. Middle
school teachers were practicing physical exercise more hours per week and also drank more alcoholic beverages than elementary teachers, but these differences were significant only among men. There were no gender differences in job stress and job dissatisfaction, although women had more somatic symptoms and fewer allergic symptoms than men, while men had fewer "non-toxic" Type-A behavior patterns and more emotional inhibition than women. There were no significant differences in symptoms or personality variables between elementary and middle school teachers.

The relationship between stress and illness investigated by Trau (1999), among community college faculty. This study proposed and evaluated a model which attempted to explain the relationship between life stress and physical illness, by including coping style, attributional style, identity style, and gender as moderating variables. The model makes eight predictions: (1) individuals experiencing more stress will have greater incidence of physical illness, (2) individuals' identity style will affect their incidence of physical illness, (3) individuals' attributional style will moderate the relationship between their level of life stress and their incidence of illness, (4) individuals' coping style will moderate the relationship between their level of life stress and their incidence of illness (5) individuals' identity style interacts with their coping style to affect their incidence of physical illness, (6) individuals' attributional style interacts with their coping style to affect their incidence of physical illness, (7) individuals' identity style interacts with their attributional style to affect their incidence of physical illness, and (8) males and females will have different coping styles. Sixty-five full-time community college faculty members completed a survey packet which included a demographics sheet, the Life Experiences Survey, the Seriousness of Illness Rating Scale, the Coping Inventory for Stressful Situations, the Expanded Attributional Style Questionnaire-Short Form, and the Identity Style
Inventory. Analyses revealed support for individual components of the model; however, the model as a whole did not seem to explain accurately the relationships between the variables. Life stress, internal attributional style, and task-oriented and avoidance-oriented coping style affected illness ratings. Attributional style interacted with life stress and with coping style. Identity style did not affect physical illness. Males and females did not appear to differ on coping style.

Stress, social support and cardiovascular activity over the working day investigated by Steptoe (2000) among school teachers. The influence of stress on ambulatory BP monitored over the working day, and the potential buffering effect of social support, was assessed in 104 school teachers (37 men and 67 women). BP and heart rate were measured every 20 min and energy expenditure was assessed using accelerometers. Participants rated the degree of stress they were experiencing at the time of each measurement on a 7-point scale. Episodes of both high and low stress during the working day were reported by 62 participants. They were divided by median split into high and low social support groups on the Interpersonal Support Evaluation List. After controlling for body mass and concomitant energy expenditure, high stress was associated with increased systolic BP, diastolic BP, and heart rate. However, the impact of stress was buffered by social support, with no significant increase in pressure and heart BP or heart rate with stress in the high support group. The accelerometers were also shown effectively to discriminate between BP readings taken in the seated and standing positions in terms of energy expenditure. The results corroborate laboratory studies, in showing that social support buffers the impact of episodic stress on cardiovascular activity under naturalistic conditions during the working day.
2.5 Stress and work place:

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

The concept of schools village and the incidence of stress studied by Okebukola, P. A. (1992) among science teachers. The schools-village (SV) concept is built on the philosophy of maximum resource utilization and engendering of communal spirit. 69 female and 126 male Nigerian science teachers in rural and urban SV schools and 51 female and 122 male controls from non-schools-village schools completed a survey regarding teacher stress. Subject’s interactions in schools-village
schools had a significant depressing effect on stress level regarding curriculum, facilities, student characteristics, administration, and professional growth and self-satisfaction. Female Subjects were more stressed than male Subjects, and Subjects in urban schools were more stressed than Subjects in rural schools.

2.6 Stress and institution:

Characteristics of stress and burnout experienced by developmental education faculty members in centralized and decentralized organizational structures investigated by Alexander-Lofton (1997). The faculty members, from private and public two and four year institutions, were administered the Faculty Stress Index (FSI), Maslach Burnout Inventory (MBI), and a demographic data inventory. The FSI and MBI characteristic scores were grouped and examined for stress and burnout factors within and between each organizational structure. The results of the study indicated the following findings relative to this study: (1) The FSI factors professional identity and student interaction produced significantly different stress levels between faculty members who teach in centralized and decentralized developmental education organizational structures. Student interaction was the greatest contributor of stress among faculty in centralized organizational settings. Professional identity was the greatest contributor of stress for faculty in decentralized organizational settings. (2) There was a statistically significant difference found between faculty members of different age levels on the scores of the MBI across centralized and decentralized organizational settings. Furthermore, emotional exhaustion is the dimension on which the age groups were found to differ.
2.7 Stress and Marital Status:

Patterns of stress investigated by Shearin (1997) among classroom teachers in Orange County, North Carolina because only through analysis can stress be understood and reduced. Analysis of the data on job stress was expected to reveal that teaching is more stressful for secondary teachers, male teachers, teachers with fewer years of experience, teachers with more advanced levels of education, and single teachers. Also the principal-teacher relationship may cause stress, especially on the high school level. The findings revealed that elementary teachers had the lowest stress level, middle school teachers had higher levels, and high school teachers the highest levels. Also, female teachers' stress levels were lower than male teachers'. Teaching experience, however, did not influence stress among the three groups (those with 1-10 years, those with 11-20 years, and those with 21 and more years). Furthermore, married teachers have less job stress than single ones, those with a bachelor's degree have less stress than those with a master's (or higher) degree, and in regard to the principal/teacher relationship, high school teachers experienced the worst relationship with their principal. There was not a significant difference between elementary and a middle school teacher as far as principal/teacher relationship was concerned. However, this poor relationship with their principal corresponds to their high stress level. These findings may help school districts institute plans to reduce stress levels for their teachers.

2.8 Stress and Family:

Life stress and coping styles investigated by Sahu and Misra (1995) in teachers. Explored gender differences in the relationship between stress experienced in various areas of life and coping styles of college teachers. Data were collected with
semi structured questionnaire on life stress and a coping checklist from 120 men and 120 women teachers in India. Men experienced more stress in the areas of work and society, while women experienced more family-related stress. Work-related stress was negatively related to problem-focused coping in males only. In females, a significant positive relationship was observed between family stress and acceptance and between society-related stress and self-blame. Overall, males used problem-focused coping and emotion-focused coping in dealing with stress, while females used primarily emotion-focused coping.

An exploratory study of factors affecting stress levels investigated by Mapfumo et.al (2008), among teachers in Zimbabwe. This study seeks to determine: (1) factors that affect stress levels of teachers in primary school as a whole, and how these stress levels are related to experience and gender of teachers; (2) coping strategies that are used by these teachers to resist or adapt to stress, and (3) possible school system changes that could be adopted to combat stress among teachers. The result shows that the most stressful factors for both male and female teachers are: working on unnecessary tasks; taking work home after hours; unreasonable demands for work quality; unmanageable number of projects; more work than can be done in one day; and having no time for a break.

The role of job stressors, job involvement, and recovery-related self-efficacy was investigated by Sonnentag and Kruel (2006), among school teachers. Psychological detachment was assessed by self-reports and by ratings provided by family members. Multiple regression analysis showed that workload, job involvement, and recovery-related self-efficacy were significant predictors of both self-rated and family-rated psychological detachment.
Drawing on a large national survey of postsecondary faculty conducted in 1998, the authors examine the length of the workweek by analyzing its relationship to faculty dissatisfaction with their workload. The authors find evidence that many professors are dissatisfied with their workload. Moreover, dissatisfaction increases among those working the longest hours. The data also indicate that very long hours on the job greatly contribute to research productivity. The very long hours demanded by faculty jobs thus pose a dilemma for parents who want to spend time with their children and their families (Jacobs & Winslow, 2004).

Work-family conflict among female teachers in Israeli investigated by Cinamon and Rich (2005). Work-family conflict was investigated among 187 Israeli women teachers to better understand relationships between teachers’ professional and family lives. The research examined perceived importance of work and family roles and effects of stress and support variables on W→F and F→W conflict. Additionally, effects of teachers' years of experience and school level (primary, junior and senior high) on work-family conflict were examined. Cluster analysis revealed that many teachers attributed high importance to both roles and had higher W→F than F→W conflict. Relations between teacher stress and support variables and work-family conflict diverged from patterns found in other occupations. School level and teacher experience contributed to explaining the conflict.

Work/Family Stress as Influenced by Gender and Tenure Status investigated by O'Laughlin and Bischoff (2005) among academicians. Internet to a 36-item questionnaire assessing experiences and perceptions regarding work and family demands. Results revealed group differences based on gender but no differences based on tenure status alone and no significant interactions between gender and tenure
status. Women reported greater academic and family stress and perceptions of less institutional support for balance of work and family as compared to men. Results are discussed in terms of the rational and role demand models of work/family stress.

A study of female teachers' adjustment with job in relation to their self-estimation investigated by Kumari (1990). Investigated the job adjustment of 150 female teachers with regard to their self-estimation. Subjects rated themselves in comparison with others in 10 areas, including level of education, perception of family life, family size, family's socioeconomic status (SES), and Subjects occupation. Chi square values were significant regarding education, occupation, income, family life, and one's job being appreciated. Subjects with high job adjustment gave significantly higher ratings in the assessment of their families.

Work and family precursors of burnout in teachers: Sex differences investigated by Greenglass and Burke (1988). Examined factors contributing to burnout in 229 female and 327 male teachers and school administrators, using the Maslach Burnout Inventory (MBI). Results indicate that men scored significantly higher than women on the MBI Depersonalization scale. Women experienced significantly more depression, headaches, and role conflict than males. Multiple regression analysis indicated that 47% of the variation in burnout in women was accounted for by a model of burnout that included role conflict, marital satisfaction, work sources of stress, and social support. In men, the main contributor to burnout was stress, including doubts about competence and problems with students.

Role salience, social support, and work–family conflict investigated by Cinamon (2009) among Jewish and Arab female teachers in Israel. Conceptualizing career development in a cultural and contextual framework, this study examined
within-gender differences in role salience and work–family conflict (WFC) among 101 Jewish and 99 Arab female teachers (aged 23-64 years) from central Israel. The contribution of social support to women’s conflict was also examined. Results highlighted various differences: in contrast to expectations, Jewish teacher’s demonstrated higher spouse and parent values than Arab teachers, who demonstrated higher work values and work commitment. As expected, Jewish women reported higher levels of WFC compared to their Arab colleagues. Support systems in Jewish culture were related to lower WFC but not in Arab culture. Theoretical and practical implications emphasize the need for culture-sensitive models of work–family relations and for career counseling interventions.

Work-family management investigated by Weigt and Solomon (2008) among low-wage service workers and assistant professors in the USA. Our analysis relies on two points on a continuum of class experiences provided by two groups of predominately white female workers: low-wage service workers and assistant professors. Drawing on in-depth interviews with each group, we examine the similarities and differences in their experiences of negotiating their work worlds as they tried to meet family demands. We focus on the ways in which class and gender interacted to shape these women's everyday lives in different ways. While we found that women privileged by class were privileged in their abilities to manage work and family demands, we also found that class shaped the gendered experiences of these women differently. Our data suggest that, in the realm of work-family management, class mutes gendered experiences for assistant professors while it exacerbates gendered experiences for women working in the low-wage service sector.
Balancing faculty careers and family work investigated by Schultz (2007) among Tenure-track women faculty members. This study investigates approximately 200 women tenure-track faculty members' experiences with and perceptions of issues surrounding work and family issues in higher education at public comprehensive institutions in the Midwest. The findings illustrate how women’s experiences with balancing work and family in higher education relate to elements of job satisfaction. Specifically, the less comfortable women faculty caretakers are with family talk at work in general, the less satisfied they are with their role as faculty member overall, the less satisfied they are institutional support to balance work and family, and the less satisfied they are with job security and potential for promotion. Each of the six hypotheses related to social norms theory revealed that women faculty believe their experiences with balancing work and family in higher education represent the minority of women faculty experiences, when in reality, their experiences are actually representative of the majority of self-reported women's experiences with balancing work and family.

The relationship between women's multiple role self-efficacy beliefs and career commitment using a stage analysis of career and family development investigated by Orput (1999). This research focuses on the relationship between women's multiple role self-efficacy beliefs and career commitment. In the present study, a sample of female, academic professors (N = 307) at various stage combinations of career and family development were compared with respect to their levels of multiple role self-efficacy and career commitment beliefs. Results indicated that particular stage combinations of career and family development moderate the relationship between multiple role self-efficacy beliefs and career commitment. In particular, level of multiple role self-efficacy beliefs was significantly predictive of
level of career commitment amongst professors in higher, compared to lower, demand stages of career and family development.

Influence of work-family conflict on teachers’ job attitudes investigated by Xu, Chang-jiang; et.al (2010). 270 teachers in primary and secondary school were assessed by Work-Family Conflict Scale, Job Satisfaction Scale, Organizational Commitment Scale and Turnover Intention Scale. Work-to-family conflict had a significantly negative correlation with job satisfaction, and significantly positive correlation with turnover intention. Family-to-work conflict had a significantly negative correlation with organization commitment, and significantly positive correlation with turnover intention. Conclusion: Work-to-family conflict (WFC) has a greater correlation with teachers' job satisfaction than Family-to-work conflict (FWC). FWC more strongly influenced organizational commitment than WFC. Both teachers' WFC and FWC could significantly predict turnover intention.

A diary study on the work-family relationship investigated by Lin et.al (2008) of university teachers.. The Hierarchical Linear Model was used to manage and process the data. The results were as follows: 1) The work-to-family conflict (WFC) and the work-to-family facilitation (WFF), characterized by a dynamic variation, were affected by within-subject factors. 2) There was a rather weak negative relation between WFC and WFF. 3) Job demands were positively related to WFC, while job controls were negatively related and positively related to WFF. 4) Gender could moderate the relation between job demands and WFC. For male teachers, job demands had a weaker effect on WFC.
Using our understanding of families to strengthen family involvement investigated by Knopf, and Swick (2008). The purpose of this article is to help teachers become more responsive to the changing needs and contexts of families in their efforts to establish relationships and encourage family participation. Through this article, the authors describe the changing landscape of parenting and the stressors experienced by contemporary families. The authors then provide a review of research that describes strategies that have been successfully employed by teachers of young children to foster increased communication and family involvement.

Coaching and family: The beneficial effects of multiple role membership investigated by Ryan, (2008) among college coaches. An examination of the intersection between work and family for small was conducted via an online questionnaire to explore variables that affect coaches’ work-family fit. Specifically, the work variables of autonomy, supervisor support, and working hours were hypothesized to be related to all or some of the work family variables of work-family conflict, family-work conflict, work-family enrichment, and family-work enrichment. Likewise, family variables such as spousal support, spousal working hours, and spouse job-type, number of children, child sport involvement, and child sport attendance were hypothesized to be related to all or some of the same work-family variables. Ecological theory was used to explain and predict the expected relationships between work and family factors with the work-family interface variables. Confirmatory factor analysis results suggested that the fit for coaches and their work-family interface is best explained by four work-family dimensions-two directional conflict dimensions and two directional enrichment dimensions. Structural equation modeling was used to explore the effects of three work factors on the four work-family variables: supervisory support, autonomy, and hours worked. Multiple
regressions were used to examine the effect of family variables on the work-family constructs. Additionally, gender differences within spousal job hours and type were explored. Results suggest that supervisory support correlates with lower conflict and greater enrichment. Additionally, coaches reported that an autonomous workplace correlated with lower conflict and greater work enrichment with family. No hypothesis was supported with hours worked. In the family domain, spousal sport support, like supervisory support, was correlated with lower conflict and greater enrichment. No other family variables were significantly related to the work-family variables within the multiple regression analysis. Two hypotheses involving spouses of coaches, however, were supported as coaching mothers had spouses/partners who were more likely to work longer hours than fathers. Additionally, coaching mothers were more likely to have spouses/partners who were more likely to work in a career-type job. Besides theoretical and practical applications, an exploration contrasting male and female coaches was done. Additionally, in aligning with ecological theory, coaches' work-family fit needs to be considered when hiring and retaining parents who coach.

Teachers' beliefs about parent and family involvement investigated by Souto-Manning and Swick (2006). This article seeks to provide insights into the role of teacher beliefs about parent and family involvement in supporting or inhibiting parent and family participation in partnerships related to the well being of child and family. The authors aim to offer positive beliefs and strategies for developing nurturing relations between families and schools.

Work and Family: Can You Have It All? Was investigated by Lee and Phillips (2006). Using archival data of 270 faculty members, this study sought to
illuminate the influence of occupying multiple roles (paid worker, spouse-partner, and parent) and role quality (stress from household responsibilities and satisfaction with job autonomy and independence) on stress from work demands (teaching load, research-publishing, and committee work). Using only childless respondents, marital status and role quality did not predict work stress. Married-partnered workers with children reported less stress from research-publishing demands and committee work than childless married-partnered faculty. Stress from managing household responsibilities was positively related to stress from work demands, and satisfaction with job autonomy and independence was inversely related to stress from teaching load and research-publishing demands. Higher levels of autonomy and independence corresponded with lower levels of work stress even for workers whose jobs permitted relatively high levels of flexibility.

Work-family conflict, work-family culture, and organizational citizenship behavior investigated by Bragger et.al (2005) among teachers. Two hundred three teachers completed measures of work-family culture, work-family conflict, organizational commitment, job satisfaction, and organizational citizenship behavior (OCB). Pearson correlations indicated that OCB was related negatively to work-family conflict, and positively to work-family culture, job satisfaction, and organizational commitment. Hierarchical regression analyses indicated that work-family culture predicts work-family conflict, and that various forms of work-family conflict predict OCB. Analyses also showed that work-family culture predicts both organizational commitment and OCB, and that organizational commitment does not mediate the relationship between work-family culture and OCB. The findings support the importance for schools to foster a positive work-family culture.
Reducing Teachers’ Work-Family Conflict investigated by Cinamon and Rich (2005). Work-family conflict is a vocational psychology variable whose antecedents and outcomes have been extensively investigated. In contrast, less effort has been invested in creating practical programs to prevent and reduce it. This article provides the rationale and describes the framework for a comprehensive organizational program designed to ease employees' work-family conflict. Using an interdisciplinary approach, the program combines primary and secondary interventions aimed at school managers and teachers. The program is grounded in work-family conflict models, social cognitive career theory, and the literature on health promotion in organizations and includes process variables comprising critical career intervention components.

Preservice teachers’ beliefs about family involvement investigated by Baum and McMurray (2004). Teacher educators have long recognized the importance of adequately preparing Preservice teachers for their work with families. Preservice teachers express many concerns that they believe may impact the development of comfortable and collaborative relationships with members of children's families. In a previous study, the authors found that Preservice teachers expressed concerns about the quality of the teacher-family relationship, meeting children's basic needs in school, and the role of parents in education. These concerns, along with some recommendations for incorporating family involvement across the teacher education curriculum, are the focus of this article.

The impact of faith, family, and career on the identity formation and internal conflict investigated by Carruthers (2003), of Christian women in academia with children states the process has not been descriptive of women's identity development.
More recent theories and research have shown the importance of both connection with others (intimacy) and competence in her world (generativity) in forming a woman's sense of identity. Additionally, women's identity development seems to be both a process as well as an ever-evolving product as women revise their identities as they grow and change (Josselson, 1996). For those women who have combined their needs for intimacy and generativity by having children and pursuing a career, there is often some level of internal conflict about the impact of their careers on their children. Many women experience feelings of internal tension as they try to balance their roles, and they sometimes experience guilt as they fear that their children are adversely affected by not having their mothers at home full time. This dissertation focuses on the impact of faith, family, and career on a woman's sense of identity, and the internal conflict that a woman sometimes experiences when the demands of her roles are difficult to manage. This qualitative research was conducted by interviewing 30 female professors at Christian colleges who had children still residing in the home. The interview was designed to gather information about the participants' experiences of their multiple roles. The data from the interviews were analyzed thematically. Many themes emerged from the data, including the importance that women placed on their personal faith, and the balance of their children and their careers. All of the women identified their Christian faith as an important aspect of their identity. Most women articulated the importance of their roles as mother and professional to their identities, yet they also stated that they would choose their families if they were forced to choose between the two. Additional themes that emerged were the ways in which family and career impact one another and how the women manage their multiple roles.
An integrative model of work-family role strain investigated by Desrochers (2002) among university professors. The present study was conducted to address the need for research on the work-family balance among university faculty who are raising children, research that examines the blending of parenting and career work at home, and research that addresses commitment, identity, and boundary issues in work-family role strain. More specifically, the objectives of the study were to examine the amount of time professors spent in the career role and the parent role and their reported levels of work-family role strain, to assess the construct validity of an original measure of a construct called "work-family role boundary ambiguity," (believed to be a form of role strain relevant to the issue of working at home), and to test a set of hypotheses and a hierarchical regression model that were derived from a conceptual work-family role strain model informed by both role strain theory and identity theory. A total of 148 surveys were mailed to business professors at 96 U.S. universities. The work-family boundary ambiguity scale created for the present study was found to have acceptable internal consistency, concurrent validity, and discriminant validity. As for the work-family balance, respondents generally reported working well over 40 hours per week, spending moderate amounts of time with their children, experiencing moderate levels of a widely researched class of role strain-dubbed "work-family role interference." Work-family interference was the primary outcome of interest; it involves the accumulation and interaction of demands from work and family roles, and includes work-family conflict, overload and spillover. Correlational analyses revealed that, as expected, work-family interference was associated with time spent in the career role, home multiple role coping, parenting-career blending at home, and work-family boundary ambiguity. But, commitment to parent and career roles, parent and career identity salience, and time spent in the
parent role did not lead to higher work-family role strain as predicted. In fact, parent identity salience was associated with lower work-family interference. Nevertheless, hierarchical multiple regression analysis employing all of these variables, as well as two control variables, explained almost 40 percent of the variance in work-family interference.

The effects of family care giving on organizational Effectiveness investigated by Singer et.al (2001). This study was designed to explore how organizational life in university-affiliated graduate social work education programs in the United States is affected by the stress of heightened care giving roles. Analysis of data from 69 schools demonstrated deleterious effects of care giving stress on organizational effectiveness, including missed obligations, feeling overwhelmed, and distracting others by seeking social support for specific problems. The authors identify two variables that provided partial amelioration of caregiver stress and appeared to contribute to increased organizational effectiveness: larger faculty size and on-site child care.

Social and family aspects of role stress were investigated by Vadra and Akhtar (1990). Based on a critical review of the literature, 30 dimensions of stressors emanating from family and social situations were delineated. These were used to construct a Likert-type scale of 30 items framed on various parameters of stress. After pretesting and rating by 8 experts, the preliminary form of the test was administered to 35 male and 35 female teachers and 30 female nurses as a tryout for item analysis. On the basis of factor analysis, 25 items were selected. Data indicate that the scale possesses high reliability (.81) and internal consistency and construct validity.
Relationship between quality of life and occupational stress was studied by Yang, Ge, Hu, Chi, and Wang (2009) among teachers. Objectives: With major changes in the education system and limited resources supplied by the Government, Chinese teachers have been suffering from greater occupational stress in recent years, which is believed to affect their physical and mental health. The aim of this study was to explore the relationship between quality of life and occupational stress in primary and middle school teachers. A cross-sectional study was conducted using cluster sampling. The study population was composed of 3570 school teachers working in 64 primary and middle schools in Heping District in Shenyang, China. A demographic questionnaire, the 36-item Short-Form Health Survey (SF-36) and the Occupational Stress Inventory Revised Edition were employed to collect demographic variables and assess quality of life and occupational stress. Multivariate stepwise linear regression analyses were performed to study the relationship between quality of life and occupational stress. Results: The mean scores for both male and female teachers in this study were significantly lower than those for the Chinese general population for all dimensions of quality of life, except mental health and vitality. Male teachers scored significantly higher than female teachers for physical functioning, bodily pain, vitality and physical health (P < 0.05). Age, role overload, role insufficiency, vocational strain, psychological strain, physical strain, recreation and rational coping were significantly associated with both the physical and mental component summaries of the SF-36. Gender, physical environment and self-care appeared to be robust indicators of physical health, while role insufficiency, interpersonal strain and social support were strong indicators of mental health. Conclusions: In China, teachers have a lower health status than the general population. The quality of life of female teachers is worse than that of male teachers, and deteriorates with age. Occupational
stress and strain induce worsening physical and mental conditions for teachers, while coping resources could promote their health. This study suggests that having adequate coping resources, especially social support, in workplaces may be an important factor for improving teachers’ quality of life. Moreover, psychological interventions should be set up for teachers, and psychological counseling should be provided to relieve stress and enhance quality of life.

Gender differences in the causes of work and family strain Elliott (2008) investigated among academic faculty. This paper analyzes gender differences in work and family role strain among academic faculty with survey data from a public university in the Western United States. The results indicate that faculty women and men experience comparable levels of work and family role strain, but differ in the sources of that strain. For women, family conditions are the dominant source of strain, whereas for men, conditions of work matter most. Nonetheless, there are conditions of work and family that increase work and family role strain regardless of gender. These results are discussed in light of evolving gender roles, and the imperative that universities respond to work and family issues.

2.9: Review lacunae

The preceding review clearly reveals that studies are available on teachers regarding occupational stress, family environment and related issues however no specific studies are available on under graduate women teachers working in different types of institution. It is well establishing fact that occupations of teachers are directly linked to their organization climate, family environment and well being of the teachers. Studies in general have shown the organization environment as a direct bearing on the job stress of teachers. However, not many studies were dealt with
family environment and occupational stress exclusively deals with under graduate women teachers. The researcher thoroughly search the existing literature on these issues through online, offline, CD-ROM facilities and many other sources where adopted studies was evident. Since researcher also for women teacher the interest was focused on the study on occupational stress and family environment among under graduate women teachers. Further it was intended to see any specific type of occupational stress is experienced by women teacher, which in turn would be related to family environment was another area of interest. Lastly the research wanted to provide some of the social work intervention strategies to reduce the occupational stress and to improve family environment thereby enhance the quality of under graduate women college teachers.
REFERENCES


