

Occupational Stress and Its Management with Reference to Teachers: A Review



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Abstract

In our day-to-day lives, we come across certain situations that produce stress. Stress refers to natural phenomenon, a psychological response of an individual to any change which can either be good or bad. When a person's capabilities do not match with the responsibilities assigned to him, he/she feels stressed out. An attempt has been made in the present study to find out the factors causing occupational stress of teachers. The study is based on 50 literatures reviewed and analyzed related to stress and its management strategies among the teachers.

Keywords: Occupational Stress, Stressors, Stress Management Strategies.

Introduction

In our day-to-day lives, we come across certain situations that produce stress. Stress refers to natural phenomenon, a psychological response of an individual to any change which can either be good or bad. When a person's capabilities do not match with the responsibilities assigned to him, he/she feels stressed out. According to American Medical Association, Stress can be defined as "Any interference that disturbs a person's mental or physical well-being". Stress in the workplace occurs when employees try to cope with duties, responsibilities and other forms of pressure associated with their jobs, but encounter difficulties, anxiety and worry in trying to manage them (Stranks 2005, cited in Mesko 2013). Stress is the emotional and physical strain caused by our response to pressure from the outside world. Common stress reactions include tension, irritability, inability to concentrate, and a variety of physical symptoms such as headache, fast heartbeat etc.

Stress management, also termed as coping strategies refers to the measures taken by an individual himself or by the organization/institution to cope with stress. Coping strategies are defined as the person's constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the person's resources (Suple AN., 1998). Stress management, according to Hornby (2010), is a skill that is used to deal with situations that are stressful and may eventually lead to burnout. According to Oboegbulem, A. (2004), Stress Management Strategies are coping actions, behaviors or attitudes which an individual exhibits when faced with certain psychological and social demands that tax the individual's adaptive resources.

Every profession has some amount of stress yet certain professions are more stressful than others. Teaching is no longer merely hard work; just like any other profession, teaching profession has become a highly stressful profession. In today's era of increased globalization and excessive competition, the role of teachers have become physically and mentally challenging. They are found stressed out as they are to continually update their skills and knowledge with the latest syllabus, effective and interesting methods of teaching, latest technology in the classroom etc. The present study aims to study occupational stress and its management among the teachers. The study also intends to find out the factors causing occupational stress among the teachers and the strategies adopted by them to reduce stress.

Review of Literature

Latha, D.S. and Saleendran, P.T. (2012) carried out their research on stress level and its influencing factors among female teachers in self financing schools, Perinthalmanna. The main objective of the study was to identify the level of stress with regard to teachers' workload, interpersonal

relationship, student disciplinary problem and school rules. The study also intended to find out the most dominant stress factor among the teachers. A number of 60 teachers were taken as sample by using systematic sampling technique and the data was collected through structured questionnaire. The study found that female teachers feel moderately stressed with regard to workload, interpersonal relationship, student disciplinary problem and school rules.

Accariya,Zaher and Khalil,Mahmood(2016) studied the relationship between management style and work stress among the Arab teachers in Israel. Samples of 200 teachers consisting of 140 female teachers and 60 male teachers from 5 schools were selected by simple random sampling. The study found that transformational leadership has a greater impact on the general motivation of teachers compared to the work stress.

Buvaneswari,P.S.(2014) identified and analyzed the factors creating stress among teachers in self-financing schools in Chennai. The data was collected from 100 teachers from 10 private schools through a structured questionnaire randomly selected 10 teachers from each school. The findings revealed that family problems followed by job insecurity are the main reasons for stress among teachers. The study also found that the teachers of private schools experience moderate level of job stress.

Devi,S.S. and P.,Sumitha(2016) conducted a study to find out the cause and impact of stress and the its coping strategies among the faculty members in arts and science college in Coimbatore. A number of 30 samples were selected by using simple random sampling and the data was collected through a structured questionnaire. The study found that the teachers feel more stressed out with regard to their work and students' performance. However, majority of the respondents reduce their stress by meeting their friends and relatives.

Krishnakumar,K. and Kavitha,S. (2014) carried out their study with the objective to find the physical environment and curriculum stress among the private college faculty members in Salem District, Tamil Nadu. The data was collected from 50 respondents by applying convenience sampling technique through a well structured questionnaire. The finding revealed that the majority of the respondents are moderately stressed with regard to curriculum and physical environment.

Krittika (2015) studied the relationship between the measures of job satisfaction and occupational stress among employees of universities of Haryana. The sample size of the study was 500 employees working in the different universities of Haryana. The study found that the measures of occupational stress such as role overload, role ambiguity, role conflict, unreasonable political pressure, responsibilities, under-participation, powerlessness etc . are negatively correlated with job satisfaction.

Kuma,Narendra and Kandpal, Geeta(2017) carried out their research study on role stress among primary teachers of government and private schools of east Delhi. The data was collected from 200

primary teachers through questionnaire by using stratified sampling technique. The findings revealed that primary school teachers of government schools are more stressed than primary school teachers of private schools on role stress due to responsibility and physical environment.

Malik,Umender and Anju(2015) studied the effect of self-efficacy on occupational stress among male and female secondary school teachers of Rohtak City. The data was collected from 250 secondary school teachers through random sampling method. The study found that there is no significant difference between occupational stress of male and female secondary school teachers in terms of self-efficacy.

Pabla, M.S. (2012) carried out his research with the objectives to study the occupational stress amongst teachers of professional colleges affiliated to Punjab Technical University, Jalandhar; to find out the level of stress of teachers teaching in rural and urban areas; to study occupational stress among permanent and ad-hoc teachers in private colleges. The data was collected from 200 teachers (male and female) by using stratified sampling technique. The study found that teachers of professional colleges have moderate level of occupational stress irrespective of their gender. However, there is a significant difference between the teachers teaching in the rural and urban areas and the teachers working on permanent and ad-hoc basis.

S.,Dharmaraj and L.,Kangalakshmi (2014) conducted their study on job stress among college teachers in Tuticorin District with the objective to identify the major sources of stress of the engineering college teachers. The study also intended to find out job stress in terms of gender. The data was collected from 253 college teachers through structured questionnaire by applying deliberate sampling technique. The study found that maximum level of stress was perceived by female, married and ph.D. holder respondents.

Seema et al. (2016) carried out their research study on occupational stress among secondary school teachers in relation to gender and types of school. Samples of 120 teachers of secondary and senior secondary schools of Rohtak District were taken by stratified random sampling technique. The findings showed that there was no significant difference between male and female secondary school teachers on occupational stress. The study also found that government secondary school teachers are less stressed than that of private teachers.

Singh,P.P. and Kumar,R. (2014) conducted a study on role stress among rural and urban high school teachers of Western Uttar Pradesh. Samples of 300 high school teachers were selected by stratified random sampling. The study found that rural high school teachers have high level of stress due to role insufficiency, role ambiguity and role overload than that of their counterparts.

Kumar,Rajive and Kumar,Susheel(2015) studied stress among female teachers of rural government elementary schools of Amroha District.

The sample size of the study was 40. The findings revealed that primary and upper primary teachers do not differ significantly in terms of stress. However, married female teachers are more stressed than unmarried female teachers.

Shivakumar,B.N. and Chitra,A.(2017) conducted a study on impact of occupational stress on job satisfaction of private higher secondary school teachers in Salem District. The objectives of the study were to study the level of stress and job satisfaction among the higher secondary school teachers of private school; to study the relationship between stress and job satisfaction. A total of 150 teachers were selected as sample by using simple random sampling. The findings revealed that the majority (82%) of the respondents are under stress. Workload, additional works like paper correction; special classes etc. are the main factors creating stress.

Areekkuzhiyil,Santhosh (2014) conducted a study to find out the factors influencing the organizational stress among teachers working in higher education sector in Kerala. A total of 200 teachers working in different institutions of higher education in the state of Kerala were taken as sample by convenience sampling technique. The findings revealed that interpersonal relationship in the organization, work environment, autonomy in work, role conflict, job security and remuneration, and non-academic works are the factors influencing organizational stress among teachers.

Aslam, H. D.(2013) conducted a study on exploring stress factors among college teachers of Pakistan with the main objective to explore causes and ways of minimizing stress among teachers. The data was collected from 400 teachers from three public and three private colleges by using convenience sampling technique and analyzed by using simple means, standard deviation and t-scores. The findings revealed students' attitude towards studies, increasing time pressure, work load, lack of co-operation among staff members, lack of friendly environment , lesson preparation etc are the factors causing stress among teachers. However, the study also found that most of the private college teachers are underpaid, face more difficulty in preparing lesson plan and they have to work under time pressure than that of public college teachers.

Dua,Kavita and Sangwan,Veena(2017) carried out their study on Stress among female school teachers of Haryana. A total of 300 married female teachers from twenty high schools were selected proportionately as sample by using purposive sampling technique. The study found that the respondents were having maximum physical stress level and less emotional stress level. The study also found that the stress management mechanisms such as relaxation, organization entertainment, delegation, sleep and exercise were negatively correlated with stress.

Gupta, Vibhuti et al.(2015) conducted a study on occupational stress amongst faculty members with the help of previous literatures. The existing literatures revealed that insufficient recognition and reward, job insecurity, inadequate

salary, inadequate participation in management, poor standard of students, role conflict, role ambiguity, work overload etc. are some of the factors causing stress among faculty members.

Kaur,Rupinder et al.(2013) conducted a study on Job Stress among College Teachers in Doaba Region of Punjab with the objective to identify the factors causing job stress. The study was carried out with a sample of 50 college teachers through convenience sampling technique. The findings showed that salary and other benefits followed by working conditions, relations with colleagues, job security and workload are the major factors causing stress among them.

Kumar,Dhrub and Deo,J.M.(2011) conducted a study on Stress and Life of College teachers. The data was collected from 100 college teachers of different Universities of Bihar and Jharkhand through an interview schedule. The findings revealed that junior college teachers experienced significantly higher level of stress in terms of role overload, role stagnation and interpersonal relationship in comparison to senior teachers. The study also found that female teachers are more stressed out as compared to their male counterparts.

Anyanwu, Joy et al.(2015) conducted a study on occupational stress and management strategies of secondary school principals in Cross River State, Nigeria with the purpose to determine stress management strategies followed by Principals of secondary schools. The study was also intended to find out the sources and symptoms of occupational stress among secondary school principals. Census survey was adopted for the purpose of the study which included all the secondary school principals in Cross River State numbering 420 and the data was collected with the help of a questionnaire. The study found that the secondary school principals are stressed due to overpopulated schools, poor funding by the government, excessive work load, pressure from students' parents etc. However, the secondary school principals adopt some strategies to cope with stress such as hiring competent personnel to assist in school administration, delegation of duties, developing close staff relationship etc.

M, Ophelia,J. conducted a study to find out the factors causing stress among 8th-12th Std. School Teachers in Selected Schools in Chennai. The data was collected from 200 school teachers through questionnaire. The findings revealed that students behavior, waking up late, handling more number of students, inadequate facilities, administrative pressure etc. are the factors causing stress. The study also found that female teachers are highly stressed since they need to do their household work after school hours affecting their performance in school work, leading to more health problems than male school teachers.

Manduku, Joshua et al.(2016) carried out their research on stress management strategies and their effects on teachers' commitment in primary schools in Sabatia district, Kenya. The objectives of the study were to identify the key sources of stress among teachers and also to assess stress

management strategies used to improve teachers' commitment by school management. The study was carried out with a sample of 203 respondents which includes 25 head teachers, 25 deputy head teachers and 153 teachers by using quota sampling technique. The primary data was collected with the help of questionnaire and interview schedule. The study found that school related factors, lack of recognition of efforts by school management and pupils misbehavior are the major sources of stress among primary school teachers. The study also found that employment of PTA teachers, guidance & counseling, teacher motivation, forming teacher welfare committees and team work teaching are the stress management strategies used by school management to improve teachers' commitment.

P, Sindhu.K.(2014) carried out a study to find out the factors influencing stressors among college teachers in Kerala. The study was carried with a sample of 200 Arts and Science college teachers by using multi-stage sampling technique and the data was collected through questionnaire. The study found that majority of the respondents (86%) was under the pressure of work stress.

Revathi,G. and Raju,D.V.(2015) conducted their research to identify the causes, effects and managing stress among women teachers in colleges at Chennai City. The study was carried out with a sample of 50 college teachers and the data was collected through questionnaire by using convenience sampling technique. The findings revealed that the teachers below 30 years feel stressed due to excessive workload and from the age group between 30-40 years and above 40 years feel stressed due to lack of control over job and management policies respectively leading to increased blood pressure, depression and anxiety. However, regular exercise, positive attitude, yoga and meditation are some of the ways to manage stress among the teachers.

Sabherwal, Naina et al.(2015) conducted a study on occupational stress among faculty members in higher education institutions in Pune with the objective to study the reasons for occupational stress among teachers of higher education. The data was collected from 200 faculty members from different higher educational institutions in Pune by applying stratified random sampling technique for the purpose of the study. The findings showed that poor relations with workmates, lack of regular breaks, long working hours, harassment by staff, poor pay prospects, pace and intensity of change and limited access to training are the major causes of stress among the faculty members.

Singh,Partap and Rani,Sangeeta(2015) conducted a study on Work Stress among College Teachers in Self-financing College with the objective to find out the causes of work stress affecting a teacher in the college atmosphere. The study was also intended to find out the techniques used by them to manage work stress. The primary data was collected from 120 teachers of different self-financing colleges in Panipat district, Haryana. The findings revealed that job insecurity, poor students' behavior and their negative attitude towards study, ineffective

leadership at department level, lack of motivation, excessive additional duty, involvement in non-teaching duty, lack of research and personal growth opportunities and work-home conflicts are the factors causing stress among teachers. The study also highlighted the strategies for managing stress like yoga, exercise, positive attitude, reading motivational books etc.

Suganya,S. and Rajkumar,A.D.(2016) carried out their research study on Job Stress among Teaching Faculty-A Review. The previous literatures related to job stress revealed that in today's era teachers are highly stressed especially due to inadequate salary and work overload.

Vasanth,M. et al.(2013) conducted a study on work stress among college teachers in Self-financing college, Perambalur district, Tamilnadu. The objective of the study was to find out the stress creators and the techniques applied by the college teachers in managing stress. The primary data was collected from 50 respondents by simple random sampling through questionnaire. The findings showed that college teachers are stressed due to poor students' behavior and results.

Vijayadurai,J. and Venkatesh,S. (2012) conducted a study on Stress Management among women college teachers in Tamilnadu, India to identify the various causes of stress and its consequences. The data was collected from 50 college teachers through questionnaire by using simple random sampling. The findings showed that the majority of the respondents feel stressed out due to heavy workload, unrecognized efforts, lack of involvement in decision making etc. The study also found that there is no significant association between the qualification of the respondents and heavy workload. However, proper communication, regular exercise and positive attitude etc. are some of the ways suggested in the study to overcome stress.

Chan,A.H.S et al. (2010) carried out their research study on work stress of teachers from primary and secondary schools in Hong Kong. The objective of the study was to identify the sources of stress and its management activities and the data was collected from 1710 respondents through a structured questionnaire by using simple random sampling. The findings of the study revealed that heavy workload, time pressure, education reforms, external school review, pursuing further education etc. were the major sources of work stress. However, sufficient sleep, talking to neighbors and friends, self relaxing and watching television were the stress reduction activities as found in this study.

Ekundayo,H.T. and Kolawole,A.O. (2013) conducted a study on stress among higher secondary school teachers in Ekiti State, Nigeria. The objective of the study was to identify the sources of stress and its management strategies among the higher secondary school teachers. The data was collected from 180 respondents by using stratified sampling technique. The results showed that poor working conditions, poor relations with super-ordinates, late payment of teachers' salary were the major sources of teachers' stress. The study also revealed that

managing time effectively, managing cordial relationship with colleagues and sufficient sleep are the ways to manage stress.

Nagra,Vipinder and Kaur,Harpreet(2014) studied occupational stress and its coping strategies among higher secondary school teachers in Hoshiarpur District. The sample size of the study was 200 selected through simple random sampling. The findings revealed that secondary school teachers experienced moderate level of occupational stress and moderately use coping strategies to relieve stress.

Abirami,V. (2012) studied levels of stress among college teachers with reference to Coimbatore District, Tamil Nadu. The data was collected from 750 arts and science college teachers working in self-financing colleges, aided colleges and government colleges by stratified sampling technique. The findings revealed that young teachers below 25 years of age, female teachers, married teachers, teachers with income range of Rs. 30000-40000 and teachers working in self-financing colleges perceived maximum level of occupational stress.

Bhuin,P.K. (2016)¹ reviewed literatures on global higher education sector to find out how stressful teaching is. The results found that academic 'role stress' and organizational structure and climate are the most prominent stress determining factor.

Pandey,N.K. and Saxena,Abhay(2015) conducted a study on teachers' occupational stress based review of literatures in National and International Scenario. The results showed that time pressures, lack of infrastructure, students' indiscipline, poor pay prospects, working environment, nature of job, work overload, organizational structure and climate, marital status etc. are the factors causing stress among teachers.

Gahlawat, Savita (2017) studied occupational stress and job satisfaction among college teachers of government and private colleges. The sample size of the study was 100. The study found that Government college teachers have less occupational stress and more job satisfaction as compared to private college teachers.

Hasan, Ansarul(2014) studied occupational stress of primary school teachers in Haridwar, Uttarakhand. The sample size of the study was 100. The findings revealed that private primary school teachers face more stress than that of government primary school teachers.

Jeyaraj, S.S. (2013) studied occupational stress among the teachers of the higher secondary schools in Madurai District, Tamil Nadu. The sample size of the study was 305 teachers (185 aided school teachers & 120 government teachers). The study found that aided school teachers have high level of occupational stress than that of government teachers.

Sing, Nain and katoch, Anupama (2017) studied occupational stress of secondary school teachers of Mandi district, Himachal Pradesh. The sample size of the study was 200 teachers. The study revealed that the secondary school teachers were under occupational stress at all the three levels of high (35.5%), moderate (33.5%) and low (31%). The

study also found that male teachers were more stressed as compared to their female counterparts.

Shanthi,Vijaya studied occupational stress factors of teachers working in self-financing colleges in Chennai. The data was collected from 510 teachers through a questionnaire and the samples were selected by using simple random sampling technique. The results showed that marking exam scripts and dealing with students' discipline were the major factors causing stress among teachers.

Yaacob, Mardhiah and Long,C.S. (2015) studied role of occupational stress on job satisfaction among the school teachers in Malacca District. The sample size of the study was 386 teachers. The findings revealed that the majority of the respondents experience high level of occupational stress mainly due to role ambiguity and role overload. However, they experience moderate level of stress due to work-family conflict. The study also found that occupational stress has a significant and positive relationship with job satisfaction.

Eres,Figen and Atanasoska,Tatjana(2011) conducted a study on occupational stress of teachers: A comparative study between Turkey and Macedonia. Samples of 629 teachers were selected by using simple random sampling. The results showed that Turkish teachers have a mild level of stress whereas Macedonian teachers have a moderate level of stress.

Ravichandran,R. and Rajendran,R. (2007) identified perceived sources of stress among the higher secondary teachers in Chennai city. The sample size of the study was 200 teachers randomly selected from government, aided and private schools. The findings showed that personal variables such as gender, age, educational levels, years of teaching experience, and types of school play a significant role in the perception of sources of teachers' stress. The study also found that female teachers experience more stress as compared to their male counterparts.

Sachdeva,Sachin(2012) analysed the level of occupational stress among school teachers and identified different stress reduction techniques in Rewari district, Haryana. The data was collected from 80 teachers by applying convenience sampling technique. The study found that work overload and time pressure are the major causes of teachers' stress. The study also found that recreational activities like yoga and personal time are the stress reduction techniques.

Jenitta, J.N. and Mangaleswaran,T. (2016) conducted a study on factors affecting the stress of teachers: A special reference to Trincomalee District. The data was collected 129 teachers through a structured questionnaire. The study found that workload, working conditions, personal problems and problems related to the curriculum are the factors causing stress among the teachers.

Jain, Geetika et al. (2015) studied psychosocial factors causing stress among teacher educators in teacher training colleges, Delhi. The objective of the study was to compare the role of organizational stress level in teacher educators with regard to gender, age, educational qualifications, teaching experience and type of personality. The

sample size of the study was 100 drawn randomly. The findings showed that female, respondents below the age of 35 years, less-qualified, less-experienced and introvert personality type teacher educators feel more stressed than their counterparts.

R.,Gayetri and Ulchi,Sumalatha,V. (2016) studied stress management among teachers working in private schools with special reference to Chennai City. The data was collected from 200 teachers by applying stratified sampling technique. The study found that management policies, prevailing scenario of the performance appraisal system, work overload & interpersonal relationship etc. are the factors creating stress among teachers.

A., Sukumar and M., Kanagarathinam(2016) carried out their study on occupational stress among college teachers in self-financing college in Coimbatore District. The objective of the study was to find out stress causing factors among the college faculties and the techniques adopted by them to manage work stress. The sample size of the study was 120. The findings revealed that excessive additional duty, poor students' behavior and their negative attitude towards study, job insecurity, involvement in non-teaching duty, ineffective leadership at Department level/Management, negative attitude of colleagues, lack of motivation, lack of research and personal growth and work-home conflicts are the key factors causing stress. The study also found that positive attitude, believe in actions rather than fruits are the most the common techniques used by the college faculties.

Jani,Bharati(2017) conducted a research study on stress of teachers working at primary school in Kalahandi. The findings of the study revealed that private primary school teachers experience highly stressful life than that of government primary school teachers.

Objectives of The Study

1. To review select literatures related to occupational stress and its management strategies with a view to gaining theoretical knowledge.
2. To find out the factors causing occupational stress of teachers.
3. To find out the research gap, if any, in the area of the study based on the literatures reviewed.

Statement of The Problem

Stress-free employees perform better, work harder, feel happier and have a long term commitment to the organization as compared to stress-full employees. If employees are stressed free then it is reflected in their performance and attitude towards their respective jobs.

Increased globalization and competition has made the role of college teachers more challenging. They work harder in educating the youth of the nation irrespective of their payment, job security, social recognition etc. Hence, their satisfaction and security on the assigned jobs and with the institution are essential. Since this research study is based on the literature reviews on the relevant fields, an effort has been made by the researcher to study occupational stress and its management among the teachers.

Scope of The Study

The present study is confined to 50 literatures reviewed and analyzed related to stress and its management strategies among the teachers.

Methodology of The Study

The study is conducted with a purpose to gain theoretical knowledge and have a clear understanding about the various concepts related to stress and its management strategies. Keeping this purpose in mind, the researcher has collected 50 literatures in the relevant area of the study and analyzed the same to get a clear understanding about the factors causing stress among the teachers. The sources from which the previous literatures are collected include: books, journals, magazines and websites etc.

Discussion

Based on the literatures reviewed, the findings of the study can be briefly discussed as follows:

1. Several literatures reveal that work overload, inadequate salary, job insecurity, role conflict, role ambiguity, insufficient recognition and reward, work-home conflicts, inadequate participation in management, poor standard of students, excessive additional duty, involvement in non-teaching duty, lack of research and personal growth opportunities, students' attitude towards studies/indiscipline/misbehavior, special classes, marital status, large class size, increasing time pressure, , lack of co-operation among staff members, lack of friendly environment , lesson preparation , lack of regular breaks and harassment by staff are the major causes of stress of teachers.
2. In most of the studies, it is revealed that female teachers experience high level of stress than that of their male counterparts mainly due to work-home conflicts.
3. It is clear from the review of several literatures that government school/college teachers are less stressed as compared to private school/college teachers.
4. Several literatures show that married teachers experience high level of stress as compared to unmarried teachers.
5. Most of the previous studies show that contractual teachers/teachers working on ad-hoc basis are more stressed than that of permanent teachers.
6. It is clear from the review of previous literatures that private school/college teachers are underpaid, face more difficulty in preparing lesson plan and they have to work under time pressure than that of public school/college teachers.
7. In most of the studies, the teachers adopt various means and ways to manage stress like enough sleep, yoga and meditation, regular exercise, positive attitude, proper communication, delegation of duties, developing close staff relationship, watching T.V. and listening music and reading motivational books etc.

Conclusion

In today's era of increased globalization and excessive competition, the role of teachers have become physically and mentally challenging. They work harder in educating the youth of the nation irrespective of their payment, job security, social recognition etc. From the review of the previous literatures, it can be concluded that work overload, inadequate salary, job insecurity, role conflict, role ambiguity, insufficient recognition and reward, work-home conflicts, inadequate participation in management, poor standard of students, excessive additional duty, involvement in non-teaching duty, lack of research and personal growth opportunities, students' attitude towards studies/indiscipline/misbehavior, special classes, marital status, large class size, increasing time pressure, , lack of co-operation among staff members, lack of friendly environment , lesson preparation , lack of regular breaks and harassment by staff are the major causes of stress of teachers. However, they adopt various means and ways to reduce stress such as enough sleep, yoga and meditation, regular exercise, positive attitude, proper communication, delegation of duties, developing close staff relationship, watching T.V., listening music, talking with friends and relatives and reading motivational books etc.

Research Gap

Most of the literatures reviewed by the researcher were carried out on occupational stress and its management among the teachers at the school, college and university level and also identified the factors causing stress among them. The previous studies were conducted both in India and abroad. The Indian studies were conducted in Pune, Punjab, Haryana, Tamil Nadu, Kerala, Uttrakhand, Bihar and Jharkhand & while the abroad studies were conducted in Kenya, Nigeria, Israel, Hong Kong and Pakistan. However, the researcher has not come across any studies relating to stress management of teachers in Assam. This has strengthened the ground for undertaking the present study on "Management of Occupational Stress: A Study of the Teachers of Provincialised Colleges in Assam".

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