



Journal Homepage: - [www.journalijar.com](http://www.journalijar.com)  
**INTERNATIONAL JOURNAL OF  
 ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/5001  
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/5001>



### RESEARCH ARTICLE

#### OCCUPATIONAL STRESS OF WOMEN COLLEGE TEACHERS IN MADURAI CITY.

**H. Mary Vinora Mercy<sup>1</sup> and Dr. S. David Amirtha Rajan<sup>2</sup>.**

1. Assistant Professor, Lady Doak College, Madurai.
2. Retd. Head, Dept. of Commerce, The American College, Madurai & Principal, Arignar Anna College, Krishnagiri District.

#### Manuscript Info

##### Manuscript History

Received: 29 May 2017  
 Final Accepted: 31 June 2017  
 Published: July 2017

##### Key words:-

Stress, Women college teachers, Causes, Consequences and Stress Management.

#### Abstract

Today's life is full of challenges. In everyday life, people come across many difficult situations. Teaching is a profession that plays an important role in a country's development. The teacher is the living ideal and a potential guide to provide directive growth and development in a student of today as worthy citizens of a country. They nurture the intellectual, physical, emotional, social and civic potential of each student and maintain challenging learning environments for all. The college teachers are the facilitators of knowledge and skill through interactive learning methods in education. The Indian higher education system had undergone rapid changes in terms of expansion, privatization, curricular reforms and pedagogical innovations. These changes have challenged the college teachers in terms of quality education, high caliber, adoption of effective teaching methods, curricular and evaluation system which results in increased pressure on teacher in particular. As the students' strength nowadays is in the increasing trend, the women teachers' recruitment in women and men's colleges is also rising. This study reveals that the increase in the number of women at work not only results in paucity of time of association with family members, but also marks a change in the behavioral characteristics of women.

Copy Right, IJAR, 2017,. All rights reserved.

#### Introduction:-

The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economic activity. Stress has become the core concern in the life of everyone, but still everybody desires stress-free life. It is a subject which is hard to avoid. The specific stress experienced by people, often depends on the nature and demands of the setting in which people live. Thus, teachers, engineers, doctors, managers and people in other professions, experience different types of stresses of different degrees. The professional role is extremely demanding because they serve for the society.<sup>1</sup>

Hans Selye coined the word, "stress" back in 1936. He defined it as the "non-specific response of the body to any demand for change."

**Corresponding Author:- H. Mary Vinora Mercy.**

Address:- Assistant Professor, Lady Doak College, Madurai.

Stress is classified as mental stress, physical stress and behavioural stress. Mental stress is developed out of anger, anxiety, depression, nervousness, irritability, tension and boredom. Physical stress leads to high blood pressure, digestive problem, ulcers and indigestion, palpitation, chest pain, skin disorder muscle tension, headache, loss of appetite, restlessness, ulcers, shut down of menstrual cycle and impairment of fertility among male. Behavioral Stress is symptomized in behaviours such as overeating or under eating, loneliness, sleeplessness, absenteeism, alcohol consumption, increased smoking and drug abuse. Further, it will affect either positively or negatively the performance of the employee.

The economic wealth of human beings depends on the work of an individual. Work plays a major role in people's lives and wields an important influence on their sense of well-being and identity and it can be influenced by economic, societal, cultural and individual factors. It also alters the social hierarchy of the individual and hence every individual employee expects social as well as elevation of economic status in the occupation. It is an inherent factor in any type of career wherein men and women are exposed to many stresses. But women are particularly likely to experience more stress, since they still carry more of the burden of childcare and domestic responsibilities than men. A generation ago, most of the women stayed at home and carried out the household responsibilities. This situation has now changed and women have started seeking employment outside their homes due to gross economic necessity followed by the desire to rise economic status, to have financial freedom, to make use of education, to pursue a career and the likes. Maintaining an effective balance between the workplace and the home appears to be causing significant problems for many working women. It is impossible for them to give enough attention to the family because of the job pressure. Now-a-days women have been occupying many professional areas like doctors, lawyers, bank officers, managers, professors, engineers and entrepreneurs and teaching is one in which a large number of women are deployed and it is a demanding job. It is generally considered as a noble profession with a lot of expectations from the parents towards their children's education and their personality development. These expectations also contribute to stress. The working women teachers have to manage both working environment and their households. Naturally, they are vulnerable to stress and an inability to do justice to their family and job. More stress leads to less productivity, ebbing confidence and non performance of daily chores. As with other forms of tension, occupational stress can eventually affect both physical and emotional well being if not managed effectively.

In order to cope with many types of problems, teachers need to possess some competencies such as Emotional Intelligence, which refers to an ability to recognise the meanings of emotions and their relationships to reason and problem solving on the basis of them. A number of factors have been identified in assessing the effectiveness of a teacher. These include verbal ability, content knowledge, continued professional development, teaching experience and teacher certification. A consummate teacher treats all students equally, understands the dynamics of the classroom and has a commitment to teaching and above all, enjoys it. A teacher should be motivational, adaptable to changing circumstances and an ability to relate their subject to everyday life. A seasoned teacher displays fairness and respect, enthusiasm, enjoyment of social interaction and a caring attitude besides having organizational and managerial skills. The activities of improving teacher effectiveness, that is, professional development and teacher evaluation help them to develop not only knowledge, skills and attitudes but also critical minds, self-reflection and self-management skills of emotional intelligence. In order to reduce occupational stress and increase teacher effectiveness, development of emotional intelligence among teachers is must. An emotionally competent teacher learns and applies skills to manage stress, improve self-esteem, confidence, personality change, decision making, leadership, assertion, comfort and commitment which raise the quality of teaching along with health and well-being (Nelson et al. 2005).

#### **Statement Of The Problem:-**

According to United States National Institute of Occupational Safety and Health (UNIOSH) Cincinnati, (1999), Occupational stress is defined as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker". It spoils the health, thought process, attitude and the capacity of the employee. It has now become an area of concern for all types of occupation. The growing young corporate sector employees in the city are not just stressed out at work; they also have thrice as much stress as their counterparts in government service. According to a multi-city study released by the Associated Chambers of Commerce and Industry of India (ASSOCHAM), coinciding with World Health Day, about 85 per cent of the people working in private companies were found to have some form of health problem. "High pressure jobs, working long hours and the threat of losing their jobs is why private sector employees often have breakdowns and stress-related disorders," says P. Jayanthi, a top corporate counsellor who has worked with several IT firms.

This directly correlates to high divorce rates, accidents and rash driving, she added. While stress levels have always known to be high among private-sector employees, the glaring contrast with the low levels of disease and stress among public sector workers is indeed a paradox.

The college teachers are the facilitators of knowledge and skill through interactive learning methods in education. They face stress in their day today life through common work and non work stressors, ultimately lowering down their psychic wealth. Along with teaching, a faculty member has to perform varied other duties such as involving in various committee activities, attending faculty meetings, advising students, guiding project work, internship, summer placement of students, conducting exams, doing assessment and undergoing faculty advancement schemes.

The women working in government aided, autonomous and self-financing colleges face inherent challenges. They are experiencing radical transformations as a result of the need to realign their strategies and structures in response to the rapidly changing environmental and commercial pressures of the present situation which require competency and established behavioural skills and abilities.

The teachers working in self-financing colleges are under higher levels of occupational stress than teachers working in government aided colleges. They are dependent on the management and the workload is high and the job is also not secured. In case of leave or absence of any other teachers, the remaining staff has to manage the classes. The pay structure, monetary and non-monetary benefits of the women teachers working in self-financing colleges are lower than the aided teachers that pose major causes of stress which deteriorate their health.

Autonomous colleges have the freedom to determine and prescribe its own courses of study and syllabus, restructure and redesign the courses to suit local needs, prescribe rules for admission in consonance with the reservation policy, evolve methods of assessment of students' performance, the conduct of examinations and notification of results; use modern tools and technology to achieve higher standards and better quality. The teachers in autonomous colleges are involved in some kind of professional improvement programmes such as writing research papers and books, participation in conducting of refresher courses and faculty training programs. The teachers in other colleges also face the same challenges. Higher education governance is a key policy issue of the 21st century. The educational institutions are screened with so many certifications like NAAC, NBA, AICTE, ISO and the like. These committees enhance the quality of teaching and fix the standard to be maintained in the educational sector. In order to enhance the academic and intellectual environment in the institutions and to get accreditation by NAAC and higher status of CPE (Colleges with Potential for Excellence), the college teachers have to participate in seminars, conferences and workshops for updating their research and pedagogy skills. Furthermore, ISO internal and external audit is conducted to check the quality of teaching which make the teachers to maintain e-filing system. To meet these demands, they are forced to work continuously without rest, which led to lots of occupational pressures and stress. Another problem encountered by the teacher is the disparity in the scale of pay between the aided and self-financed faculty which also causes mental depression among the self-financing teachers. Therefore, an in-depth investigation of stress among the college teachers is inevitable and imperative. In this context, the issues listed below become relevant to the study.

- 1) Studying the causes and level occupational stresses among the college teachers
- 2) Analyzing the strategy adopted to manage occupational stress
- 3) Assessing the impact of occupational stress on the performance of the college teachers

#### **Significance Of The Study:-**

The globalization and privatization of the education system in different countries and in India forced higher education to be more competent so as to equip the students with better knowledge, accommodativeness, skills and competencies which are essential for survival in the competitive society. In tune with this, the Indian higher education system had undergone rapid changes in terms of expansion, privatization, curricular reforms and pedagogical innovations. These changes have challenged the college teachers in terms of quality education, high caliber, adoption of effective teaching methods, curricular and evaluation system which results in increased pressure on teacher in particular. As the students' strength nowadays is in the increasing trend, the women teachers' recruitment in women and men's colleges is also rising. The increase in the number of women at work not only results in paucity of time of association with family members, but also marks a change in the behavioral characteristics of women. Therefore, the working woman needs to have more competencies to carry out her job effectively as a wife, a daughter-in-law, a mother and also as a good worker on the professional front. The multifaceted roles that they are expected to perform lead to stress among teachers.

The present study among teachers will indicate how the stress will have alarming negative effects on their psychological, physical and behavioural responses. Further it shows how the excessive workload and teaching hours, role ambiguity, poor working conditions, overcrowded classes, uncongenial working environment, scarcity of resources, conflicting peer relations, frequently changing curriculum, assessment and evaluation strategies, accountability, lack of job security, lack of public esteem, meager salary, indifferent student and parent behaviour, professional development, fatigue, frustration, stagnation, boredom, and lack of motivation or enthusiasm and so on contributes towards teacher stress.

Teaching is mere preparing lessons, lecturing in the classes and evaluating the students in the past. But, now the teaching includes so many aspects apart from the core activities, especially in higher studies. There is a greater demand for the teachers to equip themselves with the required talent of publishing, presenting papers in national and international conferences. Thus, stress and its manifestation include low morale, high turnover, burnout, excessive absenteeism, violence, substance abuse, and hypertension. This study will give more focus on these aspects too. Stressors are ubiquitous in the profession of teaching, which suggests that college teachers should learn techniques to manage stress so as to remain an effective teacher. Just as is with many challenges in life, it is better for college teachers to be proactive, rather than reactive, with the management of stress. A widely recognized proactive stress management method is to maintain a healthy physical state through regular exercise, a nutritious diet and good sleep. Other proactive methods of combating stress are to maintain a strong mental state: intellectually, emotionally and spiritually and to have good control over the work environment. The present study will throw more light on all these techniques.

The results of this study will be an additional literature for future research. Though this study will cover the stress of women college teachers in Madurai district alone, the results can very well be applicable to the other working women in other professions in other areas as well. This study will be of value to the government, policy makers, education providers and other stakeholders who work towards devising intervention strategies in order to alleviate stress levels among women college teachers.

#### **Objectives Of The Study:-**

- 1) To study the causes and levels of occupational stresses among the women college teachers
- 2) To analyze the strategy adopted by the respondents to manage occupational stress
- 3) To assess the impact of occupational stress on the performance of the college teachers
- 4) To offer suggestions to the policy makers

#### **Scope Of The Study:-**

This study covers the various factors to stimulate the stress management level among women teachers in colleges. Workplace stress occurs when there are imbalances between the demands and perceived pressures of the work environment and an individual ability to cope. An individual's experience of stress at work is to a large extent affected by the level of control they have over their working condition or pressures, the degree of support they receive from others in the workplace and the strategies they use to respond to work pressures. This study aims to find out the impact of occupational stress among teachers on job satisfaction and job involvement in selective colleges Madurai city.

#### **Methodology:-**

The methodology includes a description and discussion of research design, sample size, sampling technique, tools and procedures of data collection and methods of analysis. The validity and value of a research depend on the systematic method of collecting the data and analyzing them insightfully and methodologically.

#### **Sample Design:-**

This study will be conducted in Madurai city. The Simple Random Method was used for identifying the sample size of 103 respondents of women teachers of colleges affiliated to Madurai Kamaraj University.

#### **Collection of Data:-**

The present study is an empirical research based on survey method both the primary and secondary data. Primary data will be collected on survey method through a structured questionnaire. The questionnaire will be prepared considering the objectives of the study. Secondary data will be collected from various journals, periodicals, magazines, publications of textbooks, websites and so on.

**Methods and Tools of Analysis:-**

For data analysis and interpretations, tabulation was used and various statistical tools like percentage analysis, mean, multiple regression and Friedman test were adopted. SPSS software package 14.0 version was used for analyzing data. Some of the statistical tools used for the analysis of the data were percentage method and chi square test. For all the percentage method is used to know the percentage proportion of the variables. Chi square test is used test whether workload and stress. Anova test or F-test is used to test whether mean of two variables skill and experience is significant, does it make any difference.

**Summary statistics of respondents' Demographic profile:-**

The summary statistics of the respondents for the present study are presented in Table 1. The analysis revealed that out of 103 sample respondents, 47.6 per cent of the respondents are in the age group of below 30 years followed by 23.3 respondents in the age group of 31-40. Around 73.8% of the respondents are married and 45.6 per cent of the respondents have family size of up to 4 members. 44.7 per cent of the total respondents have up to 2 earning members in their family. Educational qualification of the respondents indicated that 42.7 of total 103 respondents are NET / SET qualified and 18.7 per cent are doctorates. Out of 103 total respondents 70.9 per cent of the respondents work in science departments. Experience of the respondent's revealed 42(40.8%) respondents have less than 5 years of experience and 32 (31.1%) respondents have an experience of between 5 – 10 years.

**Table 1:-** Summary statistics of the Respondents

Profile	Category	Frequency	Percentage
Age	Under 30	49	47.6
	31 -40	24	23.3
	41 - 50	16	15.5
	Above 40	14	13.6
Marital Status	Un Married	27	26.2
	Married	76	73.8
Family Size	Up to 3	36	35.0
	4	47	45.6
	5 and Above	20	19.4
Number of Earning Members	1	12	11.7
	2	46	44.7
	3	26	25.2
	4	19	18.4
Educational Qualification	PG	12	11.7
	Mphil	28	27.2
	NET / SET	44	42.7
	Ph.d	19	18.7
Department	Arts	30	29.1
	Science	73	70.9
Teaching Experience	Less than 5	42	40.8
	5 -10	32	31.1
	10 - 15	16	15.5
	Over 15	13	12.6

**Opinion of the respondents on Stress related variables:-**

For measuring the opinion of the respondents with regard to various stress related variables respondents are asked to state their opinion about number of hours of work, lecture hours per week etc. The analysis from table 2 revealed that out of 103 respondents 50.5 % spend more than 9 hours per day in college. 36.9 % of the respondents lecture in the college for a duration of 16 – 18 hours. A majority 92 (89.3%) respondents agree that they have extra work load in their colleges. In terms on number of committees involved 44.7 per cent of the respondents are involved in two committees. A majority 93 (90.3%) respondents agree that they Handle class for the faculty on leave. On subject allocation majority 75 (72.8) respondents agree that they are being consulted during allocation of subjects. Out of 103 respondents 79.6 percent of the respondents agree that they are allowed to participate in outside programs and 52.40 per cent are of the opinion that they are encouraged by their college to complete Ph.d. For reducing Physical

Stress 41.70 per cent of the respondents set priorities and with regard to physical exercise and 30.10 per cent of the respondents prefer yoga in physical exercise. With regard to taking medication for handling stress a majority of 74.80 per cent of the respondents are of the opinion that they do not take any medication for handling stress. With regard to Religious / Meditation Strategies adopted a majority 57.30 percent of the respondents prefer meditation. On reducing mental stress through responsibilities 36.90 per cent of the respondents postpone certain tasks.

**Table 2:-** Summary statistics of the Respondents

Profile	Category	Frequency	Percentage
Hours spend in college	Less than 5	6	5.8
	6 - 7	6	5.8
	8 - 9	39	37.9
	Above 9	52	50.5
Lecture Hours	below 16	9	8.7
	16 - 18	38	36.9
	18 - 20	35	34.0
	above 20	21	20.4
Extra Work Load	Yes	92	89.3
	No	11	10.7
Number of Committee Involved	1	5	4.9
	2	46	44.7
	3	34	33.0
	4	10	9.7
	5 and above	8	7.8
Handle class for the faculty on leave	Yes	93	90.3
	No	10	9.7
Subject allocation done in consultation	Yes	28	27.2
	No	75	72.8
Participation in outside programs	Yes	82	79.6
	No	21	20.4
Encouragement to complete phd	Yes	54	52.4
	No	49	47.6
Reducing Physical Stress	Set Priorities	43	41.7
	Keeping Ready	23	22.3
	Alternating of work	16	15.5
	Use of Time	21	20.4
Physical Exercise	Swimming	18	17.5
	Walking	19	18.4
	Playing Games	15	14.6
	Gym	20	19.4
	Yoga	31	30.1
Medication	Sleeping Pill	26	25.2
	Tranquilizer		
	Smoking		
	Alcohol		
	None of the above	77	74.8
Religious / Meditation Strategies	Meditation	59	57.3
	Offer Prayer	24	23.3
	Yoga	11	10.7
	Pilgrimage	9	8.7
Responsibilities	Postponing certain tasks	38	36.9
	Legitimately avoid	33	32.0
	Delegation	20	19.4
	Change preferences	12	11.7

**Data Analysis and Findings:-**

Data collected has been analyzed using appropriate statistical tools. An attempt has been made to ascertain the reliability and normality of the survey instrument used. The data necessary for the study was crucially studied from various dimensions to develop new insights about the respondents. In this part of research to measure the mean difference, association and relationship among the study variables advanced tools like Friedman test; Analysis of Variance, Multiple-Regression and mean raking were used.

**Mean Ranking of various levels of Stress:-**

The stress levels of the respondents on various dimensions were analysed with mean rank test. The mean score of were computed and then these dimensions were ranked on the basis of their mean scores. The major dimensions are “Nature of work”, “Occupational Relationship”, “Organizational climate” and “Career development”. The results are presented in Table 3.

**Table 3:- Mean Ranking of various levels of Stress**

Dimensions	Mean score	Overall Ranking
Nature of work	3.46	II
Occupational Relationship	3.66	I
Organizational climate	2.49	IV
Career development	3.12	III

Table 3 shows that the Occupational Relationship secured the first rank (M=3.66) with the highest mean score, followed by Nature of work (M = 3.46), Career development (M = 3.12, 14) and Organizational climate (M = 2.49) securing the second, third and fourth rank respectively.

**Respondents opinion on Meeting Deadlines:-**

H0: There is no significant difference in the respondents rank ordered opinion on meeting deadlines

Friedman test is used to rank the various opinions of the respondents. The respondents recorded their opinion by means of rank, 4 being highly ranked and 1 being less ranked. The scores for each opinion are ranked, and the mean ranks for the opinions are compared.

**Table 4:- Friedman Test for Respondents opinion on Meeting Deadlines**

Reasons	Mean Rank	Chi Square	P Value
I am discouraged to compete due to deadlines	3.27	1443.09	0.0321
I lose confidence in my calibre	4.01		
I fear that i may lose my job	4.22		
I lose opportunities for higher positions	3.16		
Deadlines prevent my performance	3.87		

\* Significant at five per cent level

According to the results in table 4 the p value of the test is less than 0.05 for mean rank of respondent's opinion on meeting deadlines. Hence the null hypothesis is rejected at five per cent level of significance. It concludes that there is a significant difference in the respondents rank ordered opinion on meeting deadlines Results. The analysis indicate that there was a significantly more favourable ranking for the opinion I fear that i may lose my job (mean rank = 4.22) followed by I lose confidence in my calibre (mean rank = 4.01).

**Influence of Work Stressors on Job Satisfaction:-**

A Multiple linear regression analysis has been used to assess the strength of the relationship between multiple independent variables (IV) and a single dependent variable (DV). The IVs used in the present study are the dimensions of work stressors (Physical, Psychological, Social, Environmental and Relationships) and the DV is opinion on job Satisfaction. The regression test results are indicated in the following table 3.

**Table 5:-** Multiple regression analysis between Work Stressors and Job Satisfaction

Dependent Variable	Independent Variables	Standardized $\beta$	R <sup>2</sup>	F Value
Job Satisfaction	Physical Stress	0.424*	0.412	14.821*
	Psychological Stress	0.367*		
	Social Stress	0.362		
	Environmental Stress	.213		
	Relationship Stress	0.287*		

\*Significance at 5 percent level

According to the results in table 3, the significantly influencing work stressors on Job Satisfaction are physical stress ( $\beta = 0.424$ ,  $p < .05$ ), psychological Stress ( $\beta = 0.367$ ,  $p < .05$ ) and relationship stress ( $\beta = 0.287$ ,  $p < .05$ ). F ratio is used to assess the overall fitness of the regression model. The F-statistics of 14.821 is significant at the 5% level indicating that this is a highly significant relationship. The three significant Psychological empowerment dimensions explain the variance in job satisfaction by 41.2%. An R<sup>2</sup> value that has exceeded 0.4 was considered acceptable. In addition, the effectiveness of each IV in affecting the DV is determined by the standardized coefficients beta value. From the Table 5, it is found that Physical Stress ( $\beta = 0.424$ ) is the most influential stress factor of job satisfaction.

#### Findings of the Study:-

- From the analysis it was found that the most of the respondents are spending more time in their college for work. Also the analysis revealed that most of the respondents are of the agreement that they are given extra work load.
- When analyzing the methods of reducing work related stress the analysis indicated that most of the respondents set priorities. From the analysis it is revealed that most of the sample respondents prefer yoga in comparison with other physical exercises.
- The study also revealed that majority of the respondents does not take any medication to reduce stress. Respondents were also found to highly prefer meditation for reducing stress in comparison with other methods. The sample respondents were also found to postpone certain tasks in order to reduce their stress levels
- When the stress levels of the respondents on various dimensions were analyzed Occupational Relationship is the highest ranked factor by the respondents.
- With regard to meeting deadlines, there was a significantly more favourable ranking given by the respondents for the opinion 'I fear that I may lose my job' and followed by 'I lose confidence in my calibre'.
- The study revealed that the most important work stressor influencing the job satisfaction of the respondents is Physical Stress followed by Psychological Stress and Relationship Stress.

#### Conclusion:-

Work stress is a real challenge for college teachers and their employing institution. Almost all the organizations have now started realizing the importance of stress. In this scenario, such studies may enhance the accomplishments of the organizations to keep the stress level at minimum. This study reveals that women staff has come to this profession in order to provide service to the needy one and felt this as a respectable blessed profession prominently. Sometimes this may go dissatisfied as they have limited co-operation, decision making on their own, short of staff to cover and the likes and many other reasons on the management part to provide as well family obligations and support from their side. This stressful state is responsible by both the staff members and administration, so the management has to take measures suggested to provide stress free environment also individual has to take effort to free themselves by balancing the work life, changing perception of stress, doing work with service mind, building good relationship with their colleague, work with smiling face and has to practice relaxation methods.



## References:-

1. Controlling Stress And Tension, Daniel Girdano, George S. Everly, Jr. and Dorothy E. Dusek, Pearson Education, Eighth edition, 2009
2. Dr. Chandra Patel, "The complete guide to stress management", Springer Science+Business Media, LLC, 1991
3. Mohammad Tazul Islam Mahmuda Kabir, 'Occupational Stress Management for Bank Employees', LAMBERT Academic Publishing, 2014
4. Harvard Business Review Press, Boston, Massachusetts, 'HBR Guide to Managing Stress at Work', 2014
5. A.K. Srivastava, 'Management of Occupational Stress Theories and Practice' Gyan Publishing House, New Delhi, 1999
6. Bambra, C., Egan, M., Thomas, S., Petticrew, M., & Whitehead. M., The psychosocial and health effects of workplace reorganization. A systematic review of task restructuring interventions. *Journal of Epidemiol Community Health*, 61, 1028-1037, (2007)
7. Baptiste, N.R., Tightening the Link between Employee well-being at Work and Performance: A new dimension for HRM. *Management Decision*, 46(2), 284-309 (2008)
8. Britt, T. W., Adler, A.B., & Bartone, T, Deriving Benefits from Stressful Events: The Role of Engagement in Meaningful Work and Hardiness. *Journal of Occupational Health Psychology*, 6, 53-63, (2001)
9. P.K. Dutta, Stress Management, Himalaya Publishing House, 2010
10. Kumar (2008). Occupational Stress of Bank Employees of Nationalized and Non-Nationalized Banks in Kerala. Research and Practice in Human Resource Management, 9(2), 109-118.
11. Sadat-Ali, M., Al-Habdan and Shriyan, D. (2005). Are Bank employees prone to burnout? Saudi Medical Journal, 28(8), 1180-1182.
12. Sattar, S., & Ali, N. (2014). Level of job satisfaction among employees of banking industries at Bahawalpur. Developing Country Studies, 4, (3), 1-6.
13. Seaward, B. L. (2005). Managing Stress: principals and Strategies for Health & well - being. Massachusetts: Jones & Bartlett Publishers.
14. Singh, Amar & Sharma, T.R. (2007). Manual of the Job Satisfaction Scale (JSS). National Psychological Corporation, Agara:KacheriGhat, India.
15. Sowmya, K. R., & Panchanatham, N. Factors influencing job satisfaction of banking sector employees in Chennai, India. *Journal of Law and Conflict Resolution*, 3, (5), 76-79. Retrieved from <http://www.academicjournals.org/JLCR>
16. Srivastava, A.K. & Singh, A.P. (1984 ). Manual of the Occupational Stress Index. Department of Psychology, Banaras University, Varanasi.
17. Adeoye, E.A. and Durosaro, I.A. (2010). Correlates of Stress Among Female Academics at the University of Ilorin. *Nigerian Journal of Sociology of Education* (v), (5), 130-139.
18. Journal of Exclusive Management Science –December 2013-Vol 2 Issue 12 - ISSN 2277 – 5684
19. International Journal of Management and Social Sciences Research (IJMSSR) ISSN: 2319-4421 Volume 2, No. 5, May 2013
20. International Journal of Applied Research 2015; 1(11): 165-168, ISSN Print: 2394-7500 ISSN Online: 2394-5869.