

An Empirical Study on Occupational Stress among College Teachers of West Bengal

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Abstract

Stress is a common denomination which includes a plethora of hidden, unexplained and unknown problems mostly percolating downwards from the mind to the body. The roles of college teachers have become more challenging with increased globalization and competition. The main objective of the current study is to identify the various factors causing occupational stress among the college teachers and suggest stress management interventions to cope with occupational stress. It is found that there may be internal as well as external causes of stress among college teachers. External causes may include institutional conditions such as large, mixed-ability classes, lack of student discipline and motivation, lack of resources, overwork or uneven distribution of workload, poor communication, unclear expectations and inadequate rewards and recognition. Internal causes may include an aggressive, impatient, competitive 'Type A' personality; workaholism; negative attitude toward students; and in particular, unrealistic self-expectations. Coping strategies may be adopted at individual level as well as institutional level.

Key -words: Occupational stress, college teacher stress, causes of stress, coping strategies.

1. Introduction

Modern work culture imposes responsibility, challenge and a constant urge to prove oneself at every moment. In the workplace, people regularly experience stress-causing situations, react to them with heightened tension, and then return to a more relaxed state when the crisis, big or small, is resolved. Stress related to work environment is known as work stress or job stress. Stress underlies such diverse conditions as psychosomatic diseases, heart diseases and can be a major contributor to disturbances in one's emotional, social and family life. It inhibits creativity and personal effectiveness and exhibits itself in a general dissatisfaction. Stress has been called the most debilitating medical and social problem of the present century.

Teacher stress is a specific type of occupational stress. It is "the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher" (Kyriacou, 1987). There exists a critical and worthy relation between a teacher and his students. The attitude of a teacher can positively as well as negatively affect the

progress of a student. Teachers are conscious of their conduct and adherence to human value. They are considered as a core stone of successful education system. Teaching has often been attributed to be a physically wearing and psychologically stressful occupation (Basu, S. 2009). A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching, but if he is under stress then he cannot work effectively and has a negative attitude towards his job. High stress can cause teachers to leave the profession. Stress is one of the many reasons teachers leave their jobs; unfortunately, many engineering colleges cannot find sufficient replacements and currently face several teacher shortages. Stress can lead to illness and absenteeism. When a qualified educator is absent from the classroom, student achievement is negatively affected (Woods and Montagno, 1997). Teacher stress is significantly correlated with the total number of days that teachers are away from college (Zoe and Denise, 1999). At present, the teacher is not satisfied with his job due to changing job conditions, insecurity of job, poor salary, biasness in promotions, work overload, role conflict, powerlessness, motiveless, harassment etc. (Geetha Nema et al. 2010).

Stress can have both positive and negative impact on individuals. Stress, which has good results attached to it, is called Eustress (Positive stress) and stress which is negative in nature is known as Distress (Negative stress). Negative impacts of stress will spoil the behavior of the teachers. Thus the present research focuses on piling up of negative stress (distress). There is an increase awareness among people for the need of higher education, rising aspirations of the youth for better job opportunities and most of the parents desire a secured future for their children through better education. The expectations of the students and their parents are quite high. This in turn results in the demand for better performance from the teachers in colleges. This creates stress which leads to reduced teaching efficiency.

The paper is divided into different sections. The first section identifies the sources of stress among the teachers. The final section provides suggestions to minimize stress of the teachers.

2. Literature Review

The level of stress in teachers is not the same in all types of colleges. Stress level is different in public and private sector colleges. College teachers also claim that they are not being involved in the process of decision making and thus they felt themselves less responsible and accountable (Nayak, 2008). Occupational stress of the teaching staff of the college affects them individually as well as their students. Poor teaching methods, unprepared lectures, low application or any other cause are usually harmful for students (Wilson, 2002).

Many researches conducted on the sources of stress in teaching profession also found that workload contributes a significant part in producing stress (Dewe, 1986; Manthei & Solman, 1988). Student related issues involve faculty to conflict with students over evaluation, advising and teaching. Organizational structural & procedural characteristics are supported by many researches as a considerable source of stress (Hardie, 1996). Disruptive behavior of students was also found to be one of the important stressors for faculty (Griffith et al. 1999; Kyriacou, 2001). Work load includes sheer number of hours on the job, administrative work (Kinman, 2001), being frequently called by the institutional works, also found statistically significant correlation between workload in form of hours of work and its ill effects on physical health (Gmelch, 1984). Abouserie (1996) found poor relationship with colleagues as one of the important factors producing stress. Regarding students feedback on faculty, administrators may not even see the results at all or if they do, the results can easily be ignored or selectively invoked (Palmer 1998). While all the possible permutations of the causes and effects of stress have yet to be thoroughly

investigated, it is probable that other things being equal, stress tends to affect younger, less experienced teachers over older, more experienced ones; those of lower academic rank over higher; single teacher over married; and women over men, although men are at greater risk of self-destructive reactions to stress (Griffith et. al., 1999).

3. Objectives

The main objective of the current study is to

- (i) Identify the various factors causing occupational stress among the college teachers
- (ii) Consequences of stress among college teachers.
- (iii) Suggest the coping strategies to be adopted by the teachers at individual level as well as institutional level to minimize occupational stress.

4. Sources of Stress

The factors like environmental, organizational, and individual causes chronic stress at workplace and these factors are correlated with each other. Thus it influences stress levels among teachers in educational institution (Gaurav Bhargava et al. 2010). a) The environmental factors which cause stress are economic uncertainty and technological changes. Stephen and Timothy (2007) and Geetha Nema et al. (2010) observes that in current economic slowdown and fluctuations in demand for the programmes, a few institutions are fighting for survival and that had caused survival problems for teachers within organization. Technology is enabling multi-modal teaching, changing curricula and spawning rich forms of online research and collaboration. The purpose of higher education is not static, rather it is adaptive and changes according to the systems of provision and the vision of institution. Teachers must adapt their skills suitably to the technological changes, otherwise they have to face stressful situation. b) Task demands, role demands and interpersonal demands are the Organizational Factors that cause stress at workplace. Task Demand is related to individual's job. Jobs are becoming more complicated and demanding rigorous work from teacher's side as a result of layoff during the middle of the academic year, his work assignment is shifted to other faculty members who continue their job in the same place. Thus, it creates stressful situation for teachers. Role overload is experienced when the teacher is expected to work more than the time permits. They have pressure to fulfil expectations of top management, thus entangle them in the trap of stress. Interpersonal Demand is a pressure created by other employees. Specially, when teachers have high need for affiliation and team work and do not get support from colleagues, poor interpersonal relations can cause stress at workplace. Job insecurity in difficult time creates conflict between colleagues and leads to stress in relations. c) Individual Factors like lay off, inadequate salary, lack of promotion are creating financial problems for teachers. Also due to workload, teachers need to work long hours and till late evening. Thus they are facing work life balance issues and this increases stress burden.

Studies indicate that two of the major causes are work overload and lack of proper communication between teachers and students (Wilson, 2002). Poor behavior of students, lack of proper working environment, lack of pleasant relations with the colleagues and the work overload are the major causes of the stress in teaching staff (Wilson, 2002). Worry, accountability and expectations are the most explored and identified factors of stress but there exists certain other fourteen causes of stress as follows: Workload, Communication, Home work balance, Team working, Performance feedback, Role ambiguity, Training and development, Job insecurity, Job design. On the other hand quality and quantity of performance, time pressure for the work and the casual dealing with the people are also determined as the prime factors of the stress creation during performance (Nayak, 2008). Johnstone et al. (1989) explored some other factors of stress for teaching staff: Behavior of students to work poorly, behave poorly or don't work, poor working environment or relations with

colleagues, work overload and poor work culture of colleges. Teachers who are new in teaching faculty often are found stressed in initial three to four years of their career.

Women have to balance their domestic and professional life. Profession of teaching is one that has a lot of options for women to progress. Education is a continuous procedure and teachers are significant role players as they perform their role in the grooming of the students. Teachers are supposed to convey knowledge to their students and female teachers feel depressed they face difficulties on the job as well as in their home fronts. Playing double role certainly causes stress among female teachers.

Factors or causes of the stress are explored by Pestonjee (1992) which are performance, individual development, interpersonal associations and the organizational environment causing. Attitude hinders the performance of the teachers and they are directly influenced if students are a major cause. Empirically it is clear that students are sometimes serious towards their studies and sometimes they are not. Whenever they are less serious, it results in the form of stress. Students develop particular attitude towards their studies and their teachers, most of the time bad impression is created about both. This happens because of the reason that students' do not cooperate with their teachers and lack of association dissatisfies the teachers that they are not putting their efforts in a proper manner. Moreover paper preparation and lesson preparation act as stressors for teachers. Studies reveal that preparation of papers is an issue for the college teachers and often this creates stress among them because they face lot of burden while doing this task. Further college teachers face a stressor that is shortage or absence of academic resources. Also Increasing time pressure and work load is also one of the major reasons of stress. To manage time easily and to complete the syllabus easily, a map following is necessary and this should be made at the start of the educational year or a term.

5. Methodology of the Study

The present study is exploratory in nature. The study is based on mainly information available through structured questionnaire formed with the help of psychometric instruments like Occupational Stress Index (Srivastava & Singh, 1988). For qualitative analysis data, Likerts' Summated scale is adopted.

6. Findings of the Study

In this section data have been analysed from the responses received by administering questionnaire to 140 respondents of different colleges in West Bengal.

General Profile of the Respondents

140 respondents were interviewed. They belong to age groups varying widely between 35 and 60 years. 20% of the respondents were unmarried and 80% were married. Regarding educational qualification of the respondents it was found that 60% were Post Graduate and 40% were Doctorates. The symptoms of stress are measured on a 5 point Likert Summated Scale: 1 denotes 'Never', 2 denotes 'Occasionally', 3 denotes 'Sometimes', 4 denotes 'Quite Often' and 5 denotes 'Almost Constantly'. Scores are computed from average ratings or scale-values of the individual items under respective variables. Table 1 shows that the score: 1-2 indicates lower level of stress, score: above 2-3 shows moderate level of stress, higher level of stress is shown by score: above 3-4 and score: above 4-5 reveals very high level of stress.

The behavioural symptoms of stress depend on several factors like adaptability, smoking habits, intake of alcohol, decision making ability, job satisfaction, ability to communicate, etc. Table 1 shows the distribution of behavioural symptoms of stress among the respondents.

Table 1: Behavioural Symptoms of Stress among the Respondents

Scores	Frequency	Percentage
1—below 2	62	44.30
2—below 3	48	34.28
3—below 4	22	15.71
4—5	8	5.71
Total	140	100

Source: Field Survey

The above table reveals that 44.30% of the respondents suffer from lower level of behavioural symptoms of stress, 34.28% of the respondents exhibit moderate level of stress whereas only 15.71% of the respondents show higher level of stress.

Table 2: Physical Symptoms of Stress among the Respondents

Scores	Frequency	Percentage
1—below 2	35	25
2—below 3	43	30.71
3—below 4	37	26.43
4—5	25	17.86
Total	140	100

Source: Field Survey

However, it is found that 25% of the respondents show lower level of physical symptoms of stress (Table 2). The physical symptoms of stress consist of headaches, gastric trouble, back pain, high blood pressure, high blood sugar, migraine, etc. The above table shows that 30.71% of the respondents exhibit moderate level of physical symptoms of stress whereas only 26.43% respondents show higher level of stress.

Table 3: Psychological Symptoms of Stress among the Respondents

Scores	Frequency	Percentage
1—below 2	56	40
2—below 3	38	27.14
3—below 4	30	21.43
4—5	16	11.43
Total	140	100

Source: Field Survey

Again, regarding the psychological symptoms of stress, Table 3 shows that 40% respondents suffer from lower level of stress, 27.14% exhibit moderate level of stress, 21.43% shows higher level of stress and only 11.43% shows very high level of psychological symptoms of stress.

The psychological symptoms of stress are revealed through the following factors like loss of interest in activities, guilty feeling and worthlessness, poor concentration, frustration, temper outburst, helplessness, etc.

Table 4: Occupational Stress Index of the Respondents.

Scores	Frequency	Percentage
1—below 2	8	5.71
2—below 3	55	39.29
3—below 4	32	22.86
4—5	45	32.14
Total	140	100

Source: Field Survey

Occupational Stress Index consists of factors related to several types of role stresses, peer relationship, working environment, transfers, rotating workshifts, excessive workload, political or group pressures, training programs, job satisfaction, infrastructural facilities, etc. The table reveals that 5.71% of the respondents suffer from lower level of occupational stress, 39.29% of the respondents suffer from moderate level of occupational stress, whereas higher level of occupational stress have been found 22.86% of the respondents. However, only 32.14% of the respondents show very high level of occupational stress. Hence, we find that Occupational Stress Index has significant impact on the respondents.

It was identified that private college teachers work under more time pressure than the public college teachers. The public college senior teachers were less supportive with their junior. Most of the college teachers opined that their salary is inadequate. Respondents of private colleges revealed that salary packages in private colleges are not sufficient to compensate their efforts. Also respondents of public colleges revealed that compensation given to them is not suitable and there should be more financial and non-financial rewards that could compensate their efforts. There was also lack of training necessary to provide the teachers to make them efficient and effective at the same time. There were no proper channels to get data to prepare lessons in an effective manner. They were facing lack of resources in fact. Another problem revealed by the teachers was that they don't find any silent and comfortable place to prepare lesson for their classes. Respondents revealed that in their free time they can easily prepare lectures, can discuss their work related issues with colleagues and seniors, and can check their assignments as well but they don't have any separate place to do all these works. They further added that in staffrooms there were lots of disturbances and most of the staff kept themselves busy by chit chat and gossips. Sometimes a lot of academic resources are provided to the teachers in private colleges but they fail to handle these resources. These resources may include the form of highly competitive scientific labs, libraries with fresh and up to date knowledgeable reading stuff, on the job trainings and workshops, regular meetings to enhance coordination and healthy competition. When they cannot manage these resources in the meaningful way, they encounter stress. Respondents in public colleges said that more stress is seen in the teachers of public colleges because there are lack of adequate academic resources for the public college teachers. When they compare themselves with the private college teachers they feel that they are not fully equipped with the resources that are necessary for teaching.

Coping Strategies

At Individual Level: Teachers can adopt the following strategies:

- They must prioritize what's necessary and what can be avoided.
- They should alter or change their perspective

- Fast stress relievers may be adopted by the teachers to avoid the monotony of stress. Such may include reading a book of jokes, listening to songs or discussion on general topics with colleagues.
- One can avoid stress from occurring in the first place by maintaining or practising regular stress relieving activities. It may include Exercises, Yoga, meditation etc. This can be inducted in either morning or evening schedule for regular days. It can be stretched further during holidays or weekends.
- They should think positively
- They can embrace spirituality.
- They can maintain a strong social network.

At Institutional Level:

- College administration must step forward to provide their teachers with all the necessary resources that are crucial for the success of teachers and for the institutes' success as well. These resources include the availability of internet facilities, labs and libraries and other modern equipments.
- Scheduling is necessary for the teachers to realize their responsibilities and accomplish the tasks in an accurate manner. They can divide their tasks for the different days in the weeks or different hours of the day.
- There must be adequate cooperation among the college teachers .If there exist any conflict between the teachers, between the teachers and students or between the teachers and administration, it should be resolved at outset.
- The women teachers being emotionally triggered, it is suggested that the management should get emotionally bonded with the women teachers, which will not allow any stressful situation in the institution.

7. Conclusion

In higher education, teachers are experiencing pressures to increase productivity and efficiency at their work places to meet the expectations of general public, management as well as from state and central governments. Time pressure is a stress factor in these teachers because they often have shortage of time due to longer hours of classes, formal and informal meeting schedule, spending time for management and maintaining their level by giving their extra time to the college to get improved in the eyes of both management and principal. Burden of work and completing the tasks in a limited amount of time brings stress in teachers. They are supposed to perform extra duties in their routine. Compared to the teachers of public colleges, teachers of private colleges are paid less and have to perform greater amount of work than them. Respondents in public colleges agreed that stress is also created by workload. They think that they have to teach larger classes as compared to private college teachers. In this regard they find themselves more stressed that they have to face more students in the class, control more students and to take care of their results at a satisfactory level. They say that strength of the students increases the workload for them and this class if gets too larger, it can't be handled in a good manner and stress becomes the part of work life. Most of the respondents of private colleges agreed about lack of teachers' cooperation. Among the various factors which influenced the respondents in the choice of the profession and institution, more weightage was given to the factor 'more days of leave'. Hence it was suggested that, the college teachers need to be granted the required number of days of leave, to help them balance their dual role, and give their utmost in terms of quality to their Institution. Educational Institutions have started realizing that stress management is important and the pay off comes when executives are able to maintain high performance. The United States corporate giants have jumped to fitness band wagon, wellness programs and health education programs with the realization that a healthy

employee is a productive employee. Stress counselling and stress management in India, have still a low profile; but it is time that Indian organizations start taking steps like their western counterparts to enable executives to absorb and by-pass stress and strain which in days to come are likely to manifest in more alarming ways.

8. Suggestion

Teachers can acquire a good healthy body through proper work out, healthy meals and sound sleep. To reduce stress and to excel in teaching profession, college teachers have to consider a lot of factors and to follow upon them. They must understand how to make subjects easy for the students. Teachers can avoid stress by having faith in the abilities of the students so that they can test their own performance to make them satisfied. Teachers must be appreciated to get a good start by seeking help from others. They try their level best to equate their activities that are related to their research projects, teaching profession and domestic life.

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Annexure-1

List of Colleges

Public Colleges

- (i) Surendranath College
- (ii) Asutosh College
- (iii) Taki Govt. College
- (iv) Kulti College
- (v) Krishnagar Govt. College
- (vi) Women's Christian College

Private Colleges

- (i) JIS College of Engineering, Nadia
- (ii) Aryabhatta Institute of Engineering & Mgt., Durgapur
- (iii) Army Institute of Management, Kolkata
- (iv) Heritage Institute of Technology, Kolkata
- (v) Swami Vivekananda Institute of Modern Science
- (vi) Haldia Institute of Technology, Haldia

List of Questions

Stress Symptoms Inventory

(Symptoms are measured on 5-point scale: 1 denotes Never, 2 denotes Occasionally, 3 denotes Sometimes, 4 denotes Quite Often & 5 denotes Almost constantly. For each statement please “√” the appropriate box)

I	<u>Physical</u>	1	2	3	4	5
1.	Headaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Gastric trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Heart disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Back pain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Sleeplessness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Obesity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. High Blood pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. High Blood sugar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Indigestion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Constipation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Rash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Loss of appetite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Migraine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Visionary problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II Psychological_	1	2	3	4	5
1. More worried about job security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Feelings of tiredness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Suicidal thoughts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Loss of interest in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Guilty feeling & worthlessness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Forgetfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Poor Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Boredom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Nervousness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Low Enthusiasms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Temper Outburst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Negative Self-talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Helplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III Behavioral_	1	2	3	4	5
1. Adaptability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Takes anti-depressive drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Increased intake of alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Increased smoking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Job satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Poor decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Feeling of Loneliness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Distrust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Decreased work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Inability to communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Occupational Stress Index

(Measured on 5-point scale: 1 denotes Strongly Disagree, 2 denotes Disagree, 3 denotes Neither Agree Nor Disagree, 4 denotes Agree & 5 denotes Strongly Agree. For each statement please “√” the appropriate box)

	1	2	3	4	5
1. My job has limited opportunities for learning & growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My supervisors & Co-workers are non-supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Interpersonal conflicts exists in the group in which I belong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel unhappy if I do not get adequate feedback of my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My organizational climate is totally task-oriented, unfriendly and hostile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am afraid of being transferred to a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| new location. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It is difficult for me to cope up with the rotating work shifts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I do not know what is expected of me & what exactly is my responsibility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. My superiors always focus on negatives while ignoring good performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. My house is situated far away from my work place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Non-availability of resources hinders effective role performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Sometimes it becomes complicated problem for me to make adjustment between political/group pressures and formal rules and instructions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Owing to excessive workload I have to manage with insufficient number of employees & resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I am unable to devote sufficient time to my family because of excessive workload. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I get less salary in comparison to the quantum of my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Some of my assignments are quite risky & complicated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I have to do such work as ought to be done by others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I have to take crucial decisions in the matters of employees' grievances, transfers and/or promotions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I work in a safe and comfortable working environment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. My own values and self-concepts contradicts with the requirements of organizational role. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I can't link my role with the other roles in the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I like to attend training programmes to enhance my professional expertise. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I work under tremendous time pressures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I think I am not suitable for the work assigned to me, I do not feel satisfied to perform the present work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Organizational infrastructure does not enable for effective job performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |