

**PROFESSIONAL STRESS AMONG UNIVERSITY TEACHERS IN RELATION TO
THEIR PERSONALITY TYPE**

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ABSTRACT

The aim of the study is to examine the relationship between personality type and professional stress among university teachers. Descriptive survey method was used in the study to obtain the pertinent and precise information. The sample of the study was selected through stratified random sampling technique. The sample of the study included 200 university teachers (100 government university teachers and 100 private university teachers). From government 50 male and 50 female as same in private university 50 male university teachers and 50 female university teachers. The investigators collected data from Punjab University Chandigarh (Government university) and Lovely professional university (private university). Standardized tool by H.J Eysenck (Maudsley personality inventory) was used to assess and compare the personality type of two university while the other tool used was the self constructed to find out the professional stress of university teachers. For the purpose of drawing out the results researcher used correlation and t-test as statistical techniques. The objectives of present study were: To compare professional stress among male and female of university teachers, To compare the professional stress of Government and Private sector university teachers, To assess the personality type of university teachers, To compare the personality type of male and female teachers, To compare the personality type of Government and Private Teachers, To examine the relationship between professional stress among university teachers to their personality type. From the assessment “There is one teacher whose personality score found to be above 70 which is also having major deviation from average. Maximum teachers found to be above average under neurotics. And in extroversion no any individual’s a teacher fall under high extroversion. Maximum teachers were found below average in extroversion.

INTRODUCTION

Teaching can be a stressful occupation. The daily interactions with students and co workers and the incessant and fragmented demands of teaching often lead to over whelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological and behavioral consequences may results. Teaching is not only hard work; it can be full of stress. Pressure due to university reform efforts, inadequate administrative support, poor working conditions, lack of participation in university decision making conditions, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among university staff.

In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. Chandraiah, etal.(2003) conducted a research on stress and job satisfaction among managers of 25-35 years ago than their counterparts in the middle age(36-45)and old age group(46-55 years). The study found that the age group to be negatively correlated with professional stress and positively job satisfaction. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil.

Work-related stress can be caused by poor work organization (the way we design jobs and work systems, and the way we manage them), by poor work design (for example, lack of control over work processes), poor management, unsatisfactory working conditions, and lack of support from colleagues and supervisors. Research findings show that the most stressful type of work is that which values excessive demands and pressures that are not matched to workers' knowledge and abilities, where there is little opportunity to exercise any choice or control, and where there is little support from others. Employees are less likely to experience work-related stress when - demands and pressures of work are matched to their knowledge and abilities - control can be exercised over their work and the way they do it - support is received from supervisors and colleagues - participation in decisions that concern their jobs is provided.

According to NIOSH professional stress can be defined as the harmful physical and emotional response that occur when the requirement of the jobs do not match the capabilities, resources or needs of the workers. Condition that may lead to stress include heavy workload, lack of participation in decision making, poor social environment, conflicting or uncertain job

expectation, job insecurity or lack of opportunity and unpleasant or dangerous work environment known as professional stress.

Abdul Qayyum Chaudhry (2012) found that no significant difference between stress level of faculty member of public and private sectors universities is reported a major source of professional stress among university teachers is result of failure of needs and job demands of the university teachers. The teachers are over burdened with regular teaching load. The studies by Azeem and Nazir (2008) limited their research to investigate the level of professional burnout among the university teachers and found that they are having high levels of emotional exhaustion. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. In general, professional stress arises from the working conditions/ environment of a system, when we talk of stress among university teachers. Many factors cause stress among teachers. University teachers face high amounts of stress during teaching and high volume of workload.

The personality of teacher influences in the behavior of teacher in different way. Sinha (2005) have found that personality and productivity are highly correlated for the jobs where interpersonal interactions are high. Several studies to explore the personal and situational factors have been conducted in different work environment.

SIGNIFICANCE OF THE STUDY

The present problem intends to study the role of university teachers' professional stress with their personality. Here, professional stress in the study has been defined as the physical and emotional stress which occurs in a work environment when there is poor match between job demands and capabilities, resources, need of workers. Stress has become very critical as well as prominent problem of the present time. Some researchers have the opinion that stress creates and promotes employees inclination towards job.

Teachers in education sectors plays vital role in the human development and they are facing many types of stress in their work places. There is different-different intensity of stress according to different type of individual and different-types of work places. The current belief in our society is that teaching is an easy job and that teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressures of work and no technicalities and discipline to crumble them. It is also believed that teacher's role is quiet simple having no complexities, tension and conflicts. This study provide insights into the factor that lead to professional stress.

OBJECTIVES OF THE STUDY:

- 1) To compare professional stress among male and female of university teachers.
- 2) To compare the professional stress of government and private sector university teachers.
- 3) To assess the personality type of university teachers.
- 4) To compare the personality type of male and female teachers.
- 5) To compare the personality type of government and private Teachers.
- 6) To examine the relationship between professional stress among university teachers to their personality type.

HYPOTHESIS OF THE STUDY:

- a. There is no significant difference between professional stress among male and female university teachers.
- b. There is no significant difference between professional stress of government and private sector university teachers.
- c. There is no significant difference between neurotic personality type of male and female university teachers.
- d. There is no significant difference between extrovert personality type of male and female university teachers.
- e. There is no significant difference between neurotic personality type of government and private university teachers.
- f. There is no significant difference between extrovert personality type of government and private university teachers.
- g. There is no significant relationship between professional stress of neurotic university teachers with their personality type.
- h. There is no significant relationship between professional stress of extrovert university teachers with their personality type.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to universities teachers only.

2. It was confined to the male and female teachers working in government and private universities.
3. It was confined to the following variables i.e professional stress and personality type.

SAMPLE

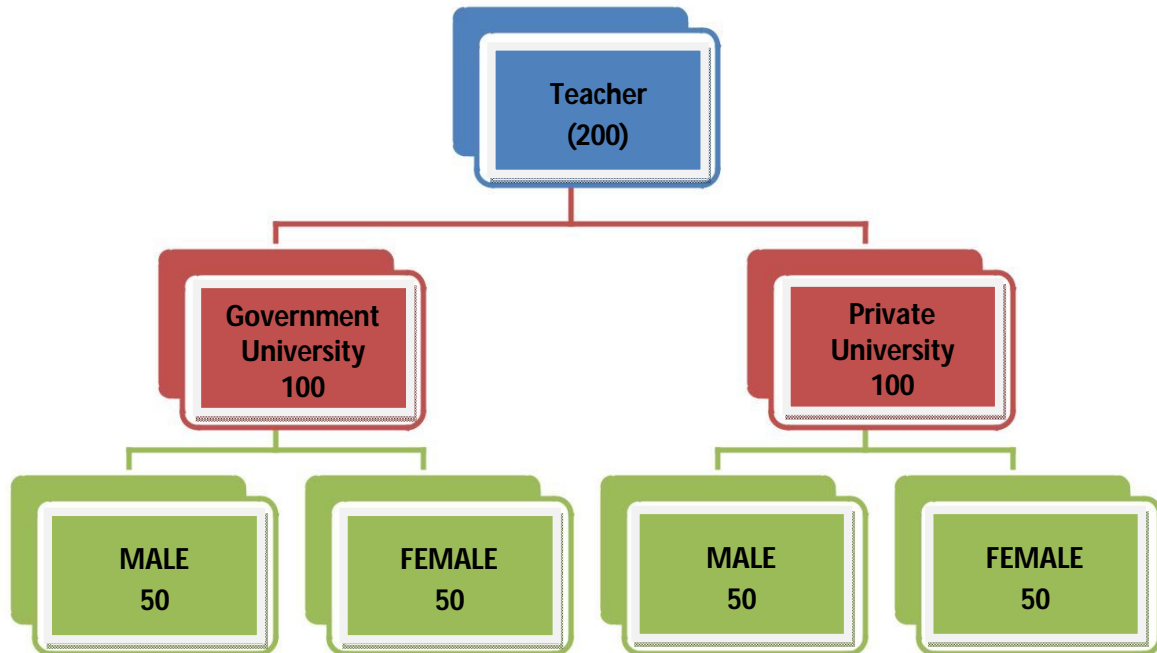
In order to conduct the study, university teachers working in various government and private comprised the sample. In total, 200 university teachers were selected to be part of the sample. The sample was selected from two universities belonging to different sectors public and private. Private university is Lovely professional university , Kapurthala and Government University is Panjab University Chandigarh .50 professionals each from male and female were selected randomly from each university. Each respondent was contacted to collect about professional stress and personality type of university teachers. Their demographic profile as well as experience is taken into account. The sample distribution, along with number of professionals taken for study is presented below

Sample distribution of the university teachers

University	Gender	No. of teachers
Lovely professional university (Private University)	Male	50
	Female	50
Panjab University (Government University)	Male	50
	Female	50
Total		200

RESEARCH DESIGN

The schematic layout of the design is presented below:



TOOLS USED FOR THE STUDY

Following tools were used by investigator for the collection of data

1. Self constructed questionnaire on professional stress.
2. Maudsley personality Inventory by H.J Eysenck

DATA ANALYSIS TECHNIQUES

The following statistical technique were employed to conduct the study

1. Mean and standard deviation has been used to understand the nature of data.
2. T-value has been employed as post-hoc test to find out significant difference between various sub groups.
3. Co-efficient of co-relation was used for analysis and interpretation of data.

ANALYSIS AND INTERPRTATION**Results pertaining to comparison of professional stress among male and female university teachers.**

In order to achieved the first objective of the present study i.e. to compare professional stress among male and female university teachers. Professional stress of male and female university teachers were compared on means. Both the important assumptions for t-test were fulfilled before using the t-statistics. So this section has been devoted to locate the significance differences if any, in the professional stress among male and female university teachers. The result obtained has been presented in the table mentioned below.

Table 3.1 Showing the t-value of professional stress among male and female university

Teachers.

Variables	Group	N	Mean	SD	t value	Remark
Professional Stress	Male	50	17.94	3.350	0.82	Null hypothesis accepted
	Female	50	18.31	3.00		

The mean and S.D in the case of male teachers were found to be 17.94 and 3.350 while in the case of female teachers were found to be 18.31 and 3.00. The value of t-test was found to be 0.82 which is insignificant at 0.05 levels and 0.01 levels. Thus, the null hypothesis “There is no significant difference between professional stress among male and female of university teachers” is accepted. So there are no major differences in the professional stress of male and female university teachers.

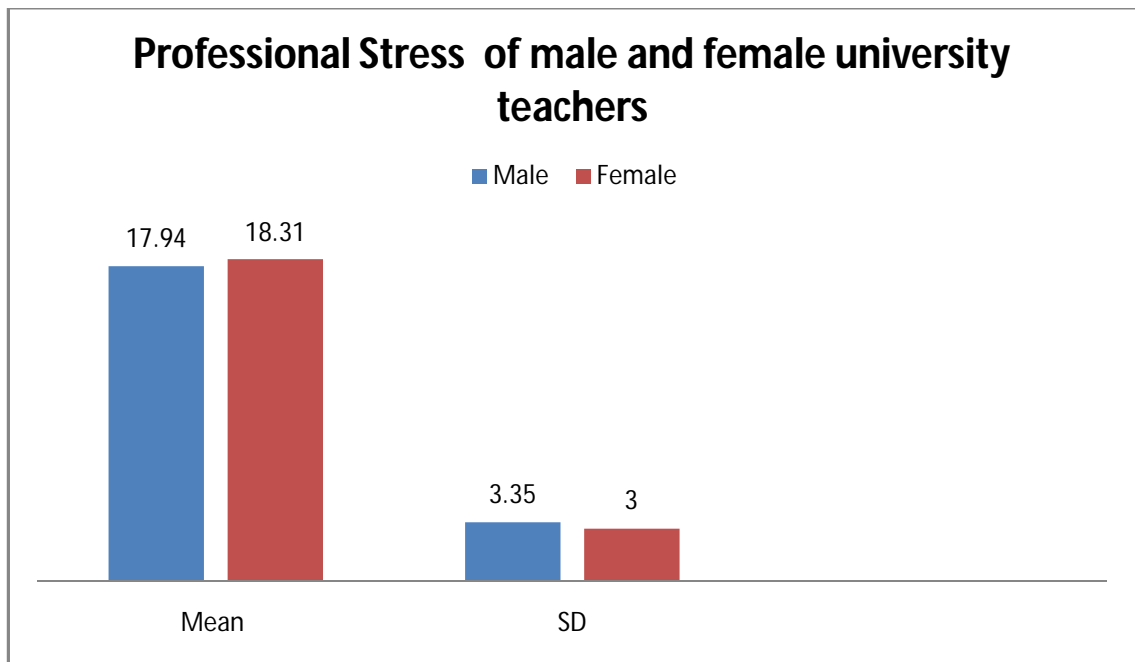


Figure 3.1: Comparison of the professional stress of male and female university teachers.

The results shown in fig 3.1 reveal that no significant differences exist in professional stress of male and female university teachers since t-value was not significant ($t=0.82$). Thus, there is no significant difference in professional stress of male and female university teachers; no doubt mean score of female teachers is higher (18.31) as compared to the male teachers of university (17.94) on the variables of professional stress.

In order to confirm Hypothesis one, male teachers in university were compared with female teachers in university on the variable of professional stress.

3.2 Results pertaining to comparison of the professional stress of government and Private Sector University teachers.

The second objective of the study is “To find out the professional stress of government and private sector of university teachers. So this section has been devoted to locate the significance

difference if any, in the professional stress of government and private university teachers. The result obtained has been presented in the table mentioned below.

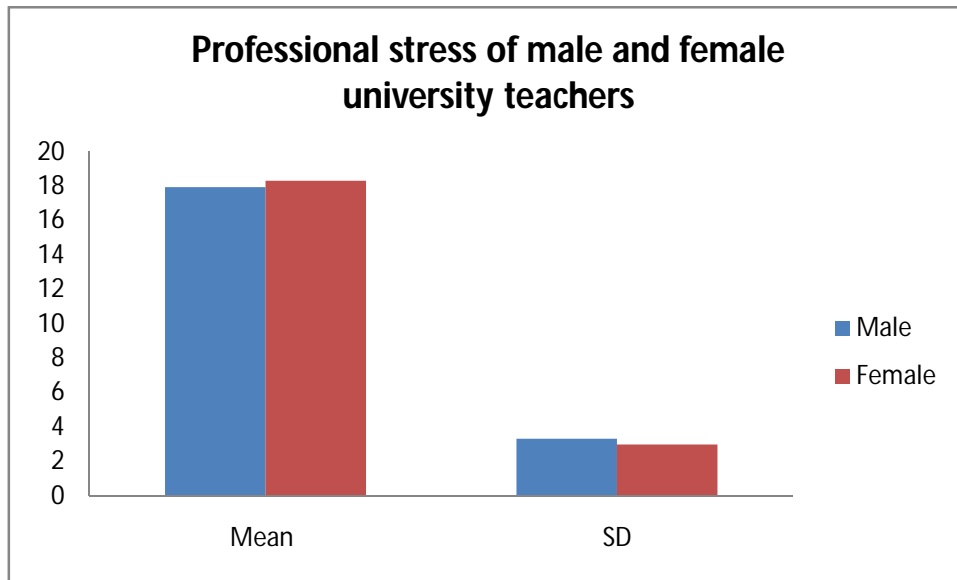


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3.2 Results pertaining to comparison of the professional stress of government and Private Sector University teachers.

The second objective of the study is “To find out the professional stress of government and private sector of university teachers. So this section has been devoted to locate the significance difference if any, in the professional stress of government and private university teachers. The result obtained has been presented in the table mentioned below

Table 3.2 Showing the t-value of professional stress of government and private sector University teachers

Variables	Group	N	Mean	S.D	t-value	Remark
Professional stress	Government	100	18.1	2.706	0.111	Hypothesis accepted
	Private	100	18.15	3.60		

As shown in the table, the value of mean and SD of university teachers working in government sector found out is 18.1 and 2.706. And the same for private university teachers is found as 18.15 and 3.60. So value of t test is 0.111 which is insignificant at 0.05 levels and 0.01 levels. Thus, the null hypothesis “There is no significant difference between professional stress of government and private sector of university teachers” is accepted. So there are no major differences in the professional stress of government and private university teachers.

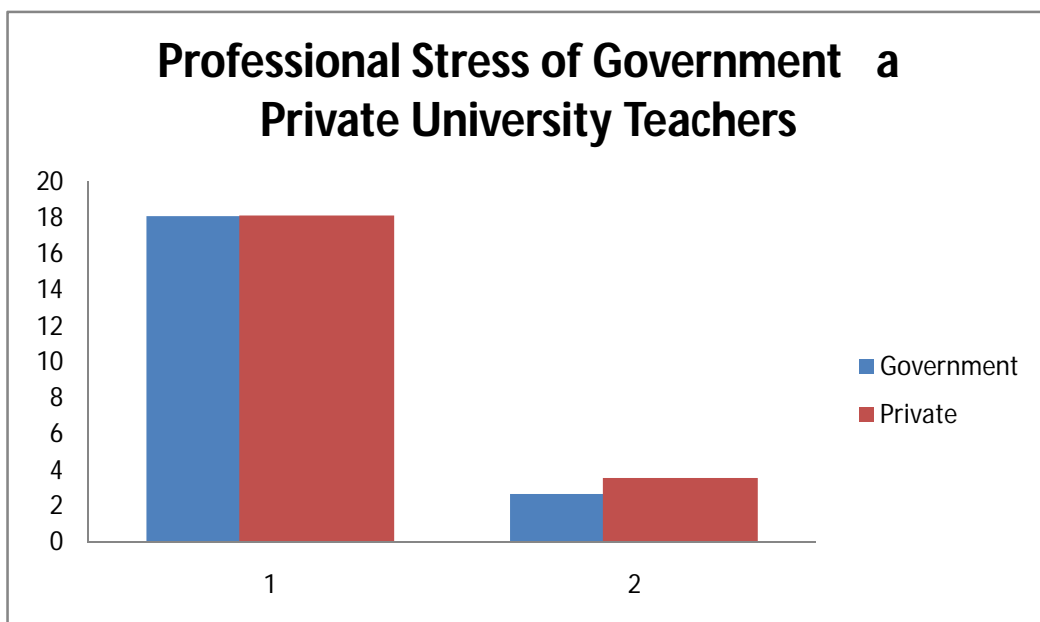


Figure 3.2: Comparison of the professional stress of government and private university teachers.

The results shown in fig 3.2 reveal that no significant differences exist in professional stress of government and private university teachers, since t-value was not significant (t=0.111). Thus, there is no significant difference in professional stress of university teachers; no doubt mean score of private teachers is higher (18.15) as compared to the government teachers of university (18.1) on the variable of professional stress.

In order to confirm Hypothesis two, government teachers in university were compared with private teachers in university on the variable of professional stress.

3.3 Result pertaining to the assessment of the personality type of university teachers.

The third objective of the study is to assess the personality type of university teachers. After administering M.P.I Personality scale pertaining to personality type of university teachers and found the numbers of teachers who lies in the range of high level of neurotic and extrovert personality type, same average level of personality type and same low level of personality type.

Table 3.3. Number of university teachers lies under the personality

Sr no.	Range	Level	% of university teachers neuroticism	% of university teachers extroversion
1	Below 30	Low	1%	5%
2	30-40	Below Average	3%	32%
3	40-60	Average	83%	62%
4	60-70	Above Average	12%	1%
5	Above	High	1%	0%

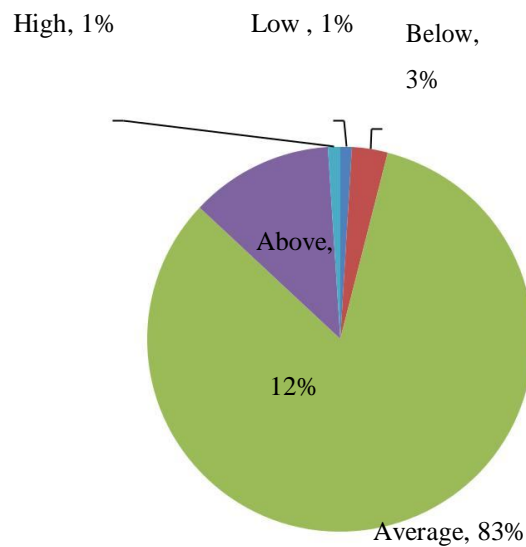


Figure: 3.3: Percentage of neurotic personality type of university teachers

As shown in the above table and figure 3.3 there is 83% individuals who are falling under average but there are 3% individuals whose scores are below average. And there are 12% individuals whose scores found to be above average. One teacher whose scores is 1% as fall below 30 is indicating very major deviation from average. Similarly there is one more teacher whose personality score is 12% as found to be above 70 which is also having major deviation from average, which means that they are very much deviated from normal personality type.

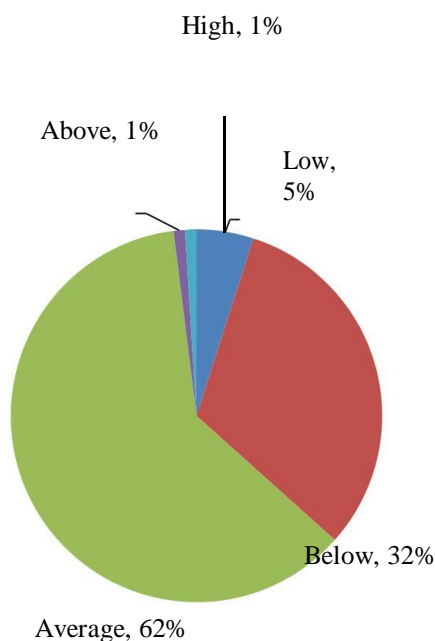


Figure: 3.3.1: Percentage of extrovert personality type of university teachers

As shown in graph fig: 3.3.1 There are 62% university teachers from sample who are falling under average, found as average extroversion and 32% university teachers are found as below average. And there is 1% whose scores found to be above average. And 0% was found as no any individual's teacher's fall under high extroversion.

3.4 Result pertaining to comparison of the personality type of male and female teachers

The fourth objective of the study is “To compare the personality type of male and female of university teachers. So, this section has been devoted to locate the significance difference if any, in the personality type of male and female university teachers. The result obtained has been presented in the 3.4.table below:

Table: 3.4. Comparison of the neurotic personality type male and female university teachers.

Variable	Group	N	Mean	S.D	t value	Remarks
Personality type	Male teachers on neuroticism score	100	49.83	6.62	3.45	Null hypothesis rejected
	Female teachers on neuroticism score	100	53.29	7.54		

The value of mean and S.D. of male teachers who are neurotic is 49.83 and 6.62. But in case of female teachers who are neurotic the value of mean and S.D is 53.29 and 7.54. It t value is found to be 3.45 which is significant at 0.01 and 0.05 level. So null hypothesis “there is significant difference in personality type of male and female university teachers” is rejected. So there are significant differences in the neurotic type male and female university teachers.

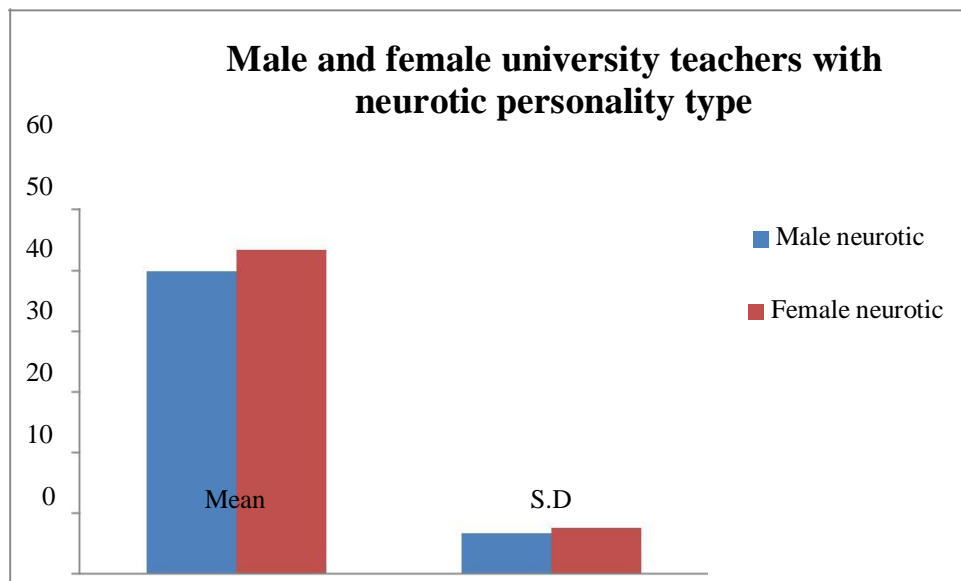


Figure 3.4: Comparison of the neurotic personality type male and female university teachers

The results shown in fig 3.4. reveal that significant differences exist in neurotic of male and female university teachers, since t-value was not significant ($t=3.45$). Thus, there is significant difference in male and female university teachers with neurotic personality; no doubt mean score of female neurotic personality is higher (53.29) as compared to the male neurotic personality of university teachers (49.83) on the variable of personality type.

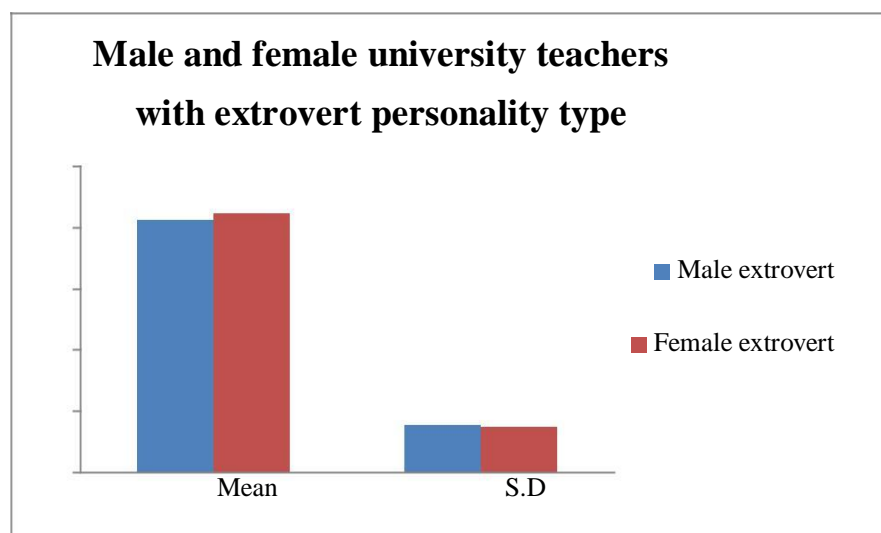
In order to confirm Hypothesis three, male neurotic personality was compared with female neurotic personality on the variable of personality type, keeping the variable of area as constant. The following comparison were done-

Table: 3.4.1 Comparison of the extrovert personality type male and female university Teachers.

Variable	Group	N	Mean	S.D	t value	Remarks
Personality type	Male teachers on extroversion score	100	41.3	7.66	0.954	Null hypothesis rejected
	Female teachers on extroversion score	100	42.31	7.30		

The value of mean and S.D of male teachers who are extrovert is 41.3 and 7.66. But in case of female teachers who are neurotic the value of mean and S.D is 42.31 and 7.30. It t value is found to be 0.954 which is significant at 0.01 and 0.05 level. So null hypothesis is “there is significant difference in extrovert personality type of male and female university teachers” is rejected.

From the above table it is clear that the t values are 8.42 and 10.45 which is significant at 0.05 levels and 0.01 levels. Thus, the null hypothesis “There is significant difference between personality type of male and female teachers” is rejected.

**Figure 3.4.1: Comparison of the extrovert personality type male and female university teachers.**

The results shown in fig 3.4.1. reveal that no significant differences exist in extrovert male and female university teachers, since t-value was not significant (t=0.954). So null hypothesis “there is no significant difference in male and female university teachers with extrovert personality is accepted. Thus, there is no significant difference in male and female university teachers with extrovert personality; no doubt mean score of female extrovert personality is higher (42.31) as compared to the male extrovert personality of university teachers (41.30) on the variable of personality type.

In order to confirm Hypothesis four, male extrovert personality was compared with female extrovert personality on the variable of personality type.

3.5 Result pertaining to comparison of the personality type of government and private university teachers

The fifth objective of the study is “To compare the personality type government and private university teachers. So, this section has been devoted to locate the significance differences if any, in the personality type of government and private university teachers. The result has been obtained separately for neurotic and extrovert personality type the separate hypothesis.

Table: 3.5 Comparison of the neurotic personality type of government and private university teachers.

Variable	Group	N	Mean	S.D	t value	Remarks
Personality type	Government teachers on neurotic score	100	51.8	7.65	0.464	Null hypothesis is accepted
	Private teachers on neurotic score	100	51.32	6.94		

The value of mean and S.D of personality type of government university teachers who are neurotic is 51.8 and 7.65. But in case of personality type of private university teachers who are neurotic the value of mean and S.D is 51.32 and 6.94. It t value is found to be 0.464 which is insignificant at 0.01 and 0.05 level. Thus, the null hypothesis “There is no significant difference in neurotic personality type of government and private sector university teachers” is accepted. So

there are no major differences in the neurotic personality type of government and private university teachers.

Thus our hypothesis has been accepted means there is no significant difference in neurotic personality type of government and private university teachers.

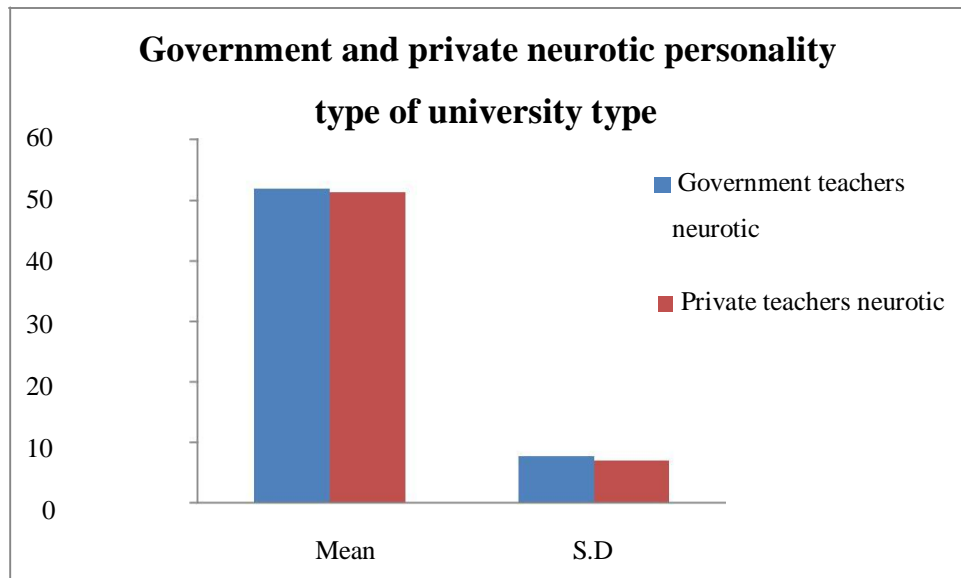


Figure 3.5: Comparison of the neurotic personality type of government and private university teachers.

The results shown in fig 3.5 reveal that no significant differences exists in neurotic of government and private university teachers, since t-value was not significant ($t=0.464$). Thus, there is no significant difference in government and private university teachers with neurotic personality; no doubt mean score of government teacher's neurotic personality is higher (51.80) as compared to the private neurotic personality of university teachers (51.32) on the variable of personality type.

In order to confirm Hypothesis five, government teacher's neurotic personality was compared with private teacher's neurotic personality on the variable of personality type.

Table: 3.5.1 Comparison of the extrovert personality type of government and private university teachers.

Variable	Group	N	Mean	S.D	t value	Remark
Personality type	Government teacher on Extrovert score	100	40.49	7.81	2.52	Null hypothesis accepted
	Private teacher on extrovert score	100	43.12	6.95		

The value of mean and S.D of personality type of government university teachers who are extrovert is 40.49 and 7.81. But in case of personality type of private university teachers who are neurotic the value of mean and S.D is 43.12 and 6.95. It t value is found to be 02.52 which is significant at 0.01 and 0.05 level. Thus, the null hypothesis “There is no significant difference between extrovert of government and private sector of university teachers” is accepted. So there are no major differences in the extrovert of government and private university teachers.

So Null hypothesis is accepted thus there is no significant difference in extrovert personality type of government and private university teachers.

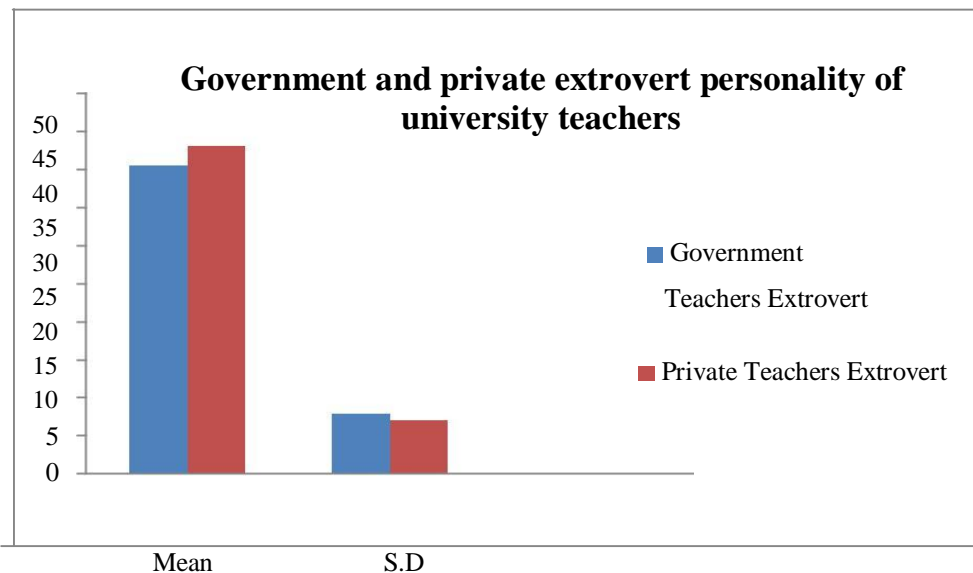


Figure: 3.5.1 Comparison of the extrovert personality type of government and private university teachers.

The results shown in fig 3.5.1 reveal that there is no significant differences exist in extrovert personality type of government and private university teachers, since t-value was no significant (t-2.52). Null hypothesis is accepted. Thus, there is no significant difference in government and private university teachers with extrovert personality; no doubt mean score of private teacher's with extrovert personality is higher (43.12) as compared to the government teacher's extrovert personality of university teachers (40.49) on the variable of personality type.

In order to confirm Hypothesis six, government teachers with extrovert personality type was compared with private teachers with extrovert personality on the variable of personality type.

3.6 Result pertaining to the relationship between professional stress and personality type among university teachers.

The sixth objective of the study is "To find out relationship between professional stress among university teachers with their personality type". So, this section has been devoted to locate the significant relationship between professional stress and personality type of university teachers, if any in the professional stress among teachers to their personality type. For this purpose self constructed scale of professional stress and personality type inventory were administered on the teachers by investigator and Karl Pearson correlation was computed. The result has been presented in Table 3.6.

Table 3.6 Relationship between professional stress and personality type (Neuroticism) among university teachers

Variables	N	Df	Correlation value	Remarks
Professional stress	200	198	0.167	Positive correlated
Neurotic personality type	200			

The 'r' value of professional stress of university teachers in relation to their personality (Neuroticism) is found to be 0.167. Hence there is significant positive relationship between professional stress and personality type among university teachers.

Table: 3.6.1 Relationship between professional stress and personality type (Extroversion) among university teachers

The objective of the present study was to examine the relationship between professional stress and personality type (Extroversion) among university teachers.

Variable	N	Df	Correlation	Remarks
Professional stress	200	198	-0.00109	Negative
Extroversion Personality type	200			

The 'r' value of professional stress of university teachers in relation to their personality type (Extroversion) is found to be -0.00109. Hence, there is relationship between professional stress and personality traits among university teachers.

CONCLUSIONS

The final research demands critical and logical thinking in summarizing the findings of the study and compares them with the hypothesis formulated in the beginning.

In the light of earlier mentioned discussion and interpretation of the data in the current chapter, the main findings of the study are given below:

1. The null hypothesis "There is no significant difference between professional stress among male and female of university teachers" is accepted. So there

are no major differences in the professional stress of male and female university teachers. The mean score of female university teachers is found to be higher as compared to the male university teachers on the variable of professional stress it may be because female have maximum responsibilities to be paid in the family and work , which make them unable deal with professional stress.

Abdul Qayyum Chaudry (2012) the study found that no significant difference between stress level of male and female faculty.

2. The null hypothesis “There is no significant difference between professional stress of government and private sector of university teachers” is accepted. So there are no major differences in the professional stress of government and private university teachers. The mean score of private teachers is found to be higher as compared to the government teachers of university on the variable of professional stress it may be because of more work pressure and responsibilities present in the private sector.
3. There are 83% individuals are average, 3% individuals are below average, 12% individuals above average. 1 scores is 1% as low indicating very major deviation from average. Similarly there is one more teacher whose score is 12% as found to be high which is also having major deviation from average, which means that they are very much deviated from normal personality type neurotic and extrovert personality type.
4. The null hypothesis “there is significant difference in personality type of male and female university teachers” is rejected. So there are significant differences in the neurotic personality of male and female university teachers. Mean score of female neurotic personality is found to be higher as compared to the male neurotic personality of university teachers on the variable of personality type it may be because female teachers have more emotional instability in their livelihood.
5. The null hypothesis “there is significant difference in personality type of male and female university teachers” is accepted. So, there are significant differences in the extrovert personality type of male and female university teachers. Mean score of

female extrovert personality is higher as compared to the male extrovert personality of university teachers on the variable of personality type it may be because female teachers engaged with the external works.

6. The null hypothesis “There is no significant difference in neurotic personality type of government and private university teachers” is accepted. So there are no major differences in the neurotic personality type of government and private university teachers. Mean score of government teacher’s neurotic personality is higher as compared to the private neurotic personality of university teachers on the variable of personality type. It may be because government teachers interlinked with low tolerance for stress, as they were not facing over workload as compare to private university teachers.
7. The null hypothesis “There is significant difference in extrovert personality type of government and private university teachers” is accepted. So there are differences in the extrovert personality type of government and private university teachers. Mean score of private teacher’s extrovert personality is higher as compared to the government teacher’s extrovert personality of university teachers on the variable of personality type it may be because private university teachers involve with internal problems and external problems. So their thinking became extrovert towards the stress.
8. There exists significant positive relationship between professional stress and neurotic personality types of university teachers because neurotic involved anger, anxiety or depression at the workplace which are faced by both the university teachers.
9. There exists negative relationship between professional stress and extrovert personality types of university teachers because extrovert means enjoying being with work load. As workload indicate directly towards the stress of the university.

SUGGESTIONS

1. The present study may be replicated on large population for greater validation of results.

2. Research may be conducted involving other important variables such as role conflict, teacher's adjustment, life situation etc related to stress.
3. An exploratory study can be undertaken to find out the ways to reduce the professional stress among university teachers.

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