

OCCUPATIONAL STRESS, BURNOUT AND WORK PERFORMANCE OF GOVERNMENT SCHOOL TEACHERS IN PORT BLAIR, ANDAMAN AND NICOBAR ISLANDS

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ABSTRACT

Emotional and physical tension suffered by an individual is 'stress'. In teaching profession prolonged stress can cause burnout and will have an effect on work performance of a teacher. Occupational stress is common contributor of inefficiency in teaching, degradation in teaching quality, teachers' turnover, absenteeism, less job-satisfaction, burnout. This study sought to investigate the relationship as well as level of Occupational stress and burnout with its effect on work performance of the Government school teachers of Port Blair. Over 145 teachers were interviewed within the survey. Occupational Stress Index, Maslach Burnout Inventory and Performance Appraisal techniques were used to investigate the relationship and level of Occupational stress and Burnout with its effect on work performance. The analysis supported the hypothesis that there's a positive correlation between Occupational stress and Burnout, and work performance of the teachers of Government Schools is affected simultaneously. Teachers are the foremost valuable assets of the country. A teacher with sensible work performance can help him/her self as well as to their students to realize success in future, thus there ought to be proper management of stress and burnout in school level conjointly.

Keywords: Occupational Stress, Burnout, Work Performance, School Teachers, Port Blair, Occupational Stress Index, Maslach Burnout Inventory, Perceived Stress Scale and Performance Appraisal techniques.

INTRODUCTION

Stress is a situation of utmost strain and pressure experienced by an individual. Stress can also be positive when it is in small amount. It can be a motivational factor for the athlete to perform even better in the field. But when the amount of stress increases, it may increase the risk of bodily harm to an individual. According to Selye, there are four variations of stress that is good stress (eustress), bad stress (distress), over-stress (hyper stress) and under stress

(hypo stress). There should be balance between hyper stress and hypo stress, and also to have maximum number of eustress. According to Gallup 2019 Global Emotions Report, Greece is the World's most stressed countries in 2018 with 59% of population experienced a lot of stress, followed by Philippines (58%), Tanzania (57%), Albania (55%), Iran (55%), Sri Lanka (55%), United States (55%), Uganda (53%), Costa Rica (52%) and Rwanda (52%). This survey was based on interviews with 1000 adults in 143 countries in 2018. The long-term stress experienced by an individual, turns in Burnout. According to the Gallup Study, out of 7500 employees 23% of employees reported that they feel burnout very often or always and 44% of employees reported burnout condition some times. Burnout bring down individual and organisational performance. 23% of employees feeling burnout more likely to visit emergency room. Burnout does not stop at office door it is carried down to their personal life and effect their family too.

Occupational stress in Government School Teachers

According to 'The Economic Times' about 89% of the India's population suffer from stress. And 75% of the respondents don't feel comfy to go to medical professional to cut back their stress. In recent studies, work and finance square measure the most reason of peoples' stress. Occupational environment and workplace wellness are the highest ranked causes of stress. Occupational environment has a major impact on the health and well-being of the employees. Work or occupation not solely attracts satisfaction and socio-economic status however it is conjointly the reason of different sources of stress. Everyday minor events can produce more stress than specific nerve-wracking stressful events (Pearlin and Schooler, 1978; Rotter, 1966). There can be psychological, physical as well as both response of the workers towards stress and it is conjointly categorised as being acute, post traumatic, or chronic (Cooper & Cartwright, 1994; Kristensen, 1996; Santos & Cox, 2000). Most of the teachers suffer from occupational stress because of long hours, change of duties, lack of autonomy, strict deadlines, boring and heavy workload. Government school teachers generally don't feel supported by their higher authorities, co-teachers. Due to daily stress and immense pressure, teachers' efficiency reduces (Blasé, 1986). Some stress of teachers is expounded with their physical and mental health (Braun and Hollander, 1988; Landbergis, 1988). In recent years there has been rapid changes in the Indian school educational system. Introduction of CCE (Continuous and Comprehensive Evaluation) Guidelines and Pattern has increased the stress level of teachers because teachers have to perform continuous assessment on school students to cover all aspects of their development. This pattern reduces the stress of the students however will increases the workload of teachers. Teaching profession has always been a stressful occupation as delineated by several writers (eg. Adams, 2001; Vandenberghe and Huberman, 1999; Pandey and Tripathi, 2001; Misra, 1986). There are many negative effects of stress on teachers. Health issues (Shirom, 2003; Smith et al., 2002), Burnout (Reddy, G.L, 2007), Behavioural changes (Cardinell, 1980) are regarded as most ranked issues caused by stress on teachers. These are the reasons of reduction in teachers' efficiency, absenteeism, turnover, job dissatisfaction. Teachers ranked student's misbehaviour and Job Environment as number one cause of stress in school. Lack of promotion, low salary, proxy teaching, mid-term transfer to remote areas, family problems are other causes of stress of teachers were found from this study. Mark Greenberg, a researcher on teacher's stress advocated three main

sources of teacher's stress are students' behavioural problems, standardized testing and unstable school leadership.

Burnout: Consequence of Occupational Stress

The term 'Burnout' was given by Freudenberger (1974). Burnout is a situation when one is emotionally exhausted, physically and mentally drained due to prolonged stress. Prolonged and continuous stress can cause loss in interest and motivation in job. Burnout can reduce the overall job performance and productivity, this can also cause feeling of helplessness, hopelessness, cynical, and resentfulness. Burnout effects every aspect of an individual's life that is home, work, and social life. Burnout can cause long-term changes in the human body and it makes one vulnerable to many health issues. Job burnout effects both employee and employer. Burnout is not an overnight process it gradually takes time to creep upon an individual's mind and body. Emotional exhaustion is one of the key syndromes of burnout as emotional resource are depleted, workers feel they are no longer able to invest themselves at a psychological level (Maslach and Jackson, 1986). Depersonalisation that is negative, cynical attitudes and feelings about one, is another aspect of burnout syndrome (Maslach and Jackson, 1986). Depersonalisation is the result of emotional exhaustion, so these two aspects of burnout are interrelated. Role conflict and role ambiguity also have different effects on the teachers' burnout (Schwab and Iwanicki, 1982). Teachers suffering from prolong stress, suffer from burnout after a certain point of time. In the busy schedule teachers do not pay much attention to their stress which results in burnout. Many studies have been done on burnout and stress. Some claim it as behavioural aspect and others claim it to be mental aspect. Burnout can also be a coping problem in which burnout is generated from negative outcomes of an individuals' judgement (Byrne, 1991; Cherniss, 1980; Eskridge and Coker, 1985).

Teachers are the most common sufferer of burnout events in their careers (Burke et al., 1996). Other reason of teachers' burnout is response of students towards them. Teachers have to teach to students belonging to different sections of the society of which some are tribal, who do not possess much knowledge. To get them ready for the examination is the most stressful task and later turns into job burnout. In recent studies it was found that most of the teachers face symptoms of burnout like frequent headaches or muscle pain, change in appetite or sleeping habits, sense of failure and loss of motivation, feeling trapped, defeated, negative outlook for any situation, low satisfaction or accomplishment, loneliness, withdrawing responsibility from job, frustration, skipping work and being late to work.

Impact of Occupational Stress and Burnout on Work Performance

As there is a correlation between stress and burnout, similarly the work performance of the teachers is affected by stress and burnout, which is shown in this study. Performance of a teacher depends on his/her sound mind, thinking, delegation to work, experience, knowledge, working environment, subordinates, authority, students and personal factors. If a teacher is surrounded by high level of stress for a long period of time and he/she is unable to cope with it, it may result in job burnout. Later on, job burnout results in poor performance of teachers. Many studies like (Akhlaq, Amjad, Mehmood, Seed-ul-Hassan, & Malik, 2010; Bakker,

Demerouti, & Verbeke, 2004; Tahir, 2011) shows the negative effects of stress on overall performance of teacher.

Task Performance, Contextual Performance and Adaptive Performance are three major categories in which teachers' performance is divided (Bakker & Bal, 2010; Cai & Lin, 2006; Carson, 2006; Min, 2007). The set of technical behaviours and activities from which an employee is been recognised and organisational goal is achieved. Teaching effectiveness, interaction with students, and teaching quality and value are the elements of teachers' task performance. Organisational, social and psychological environment are supported by contextual performance. Adaptive performance is a new performance which contains major performance dimension (Pulakos, Arad, Donovan, & Plamondon, 2000).

Performance Appraisal is a systematic evaluation of performance and ability of an employee done by the supervisor or senior authorities. The data is collected with the help of performance appraisal techniques. Traditional and Modern techniques are used to evaluate the performance of the employees. Same techniques are used to evaluate the performance of government school teachers. Unstructured Method of Appraisal, Straight Ranking Method, Paired Comparison Method are Traditional Methods which examine the personal qualities of teachers like knowledge, leadership, judgement, loyalties, capacity, initiative, attitude. 360 Degree Appraisal Methods, Management by Objectives, Human Resource Accounting Method are Modern Methods which were developed to overcome the limitations of Traditional Methods. This method helps to find the stressor faced by the teachers in their daily routine. Stress is the main reason for poor performance of teachers. In this study it was observed that, teachers faced stress for a long time which later turned into burnout, which effects teachers' performance in government schools.

Rationale of the Study

There were many studies done on stress and its relation with burnout on different areas in India and other Countries (e.g. WILSON, C. F.,1979; Borg, W. R.,1987; Goodman, V. B., 1980) but the relationship of stress and burnout and its effect on work performance of Government School Teachers of Port Blair, Andaman and Nicobar Islands has never been analysed before. As Port Blair is a small island in the Bay of Bengal and is situated far from mainland. The problems and reasons for stress of teachers are different in here, they have to suffer from the problem of poor connectivity, transfers to tribal areas, Administrative pressure, etc. The purpose of choosing government school teachers were, (first) the number of teachers working in schools under government establishments are comparatively more than that of number of teachers or faculty members teaching at private schools or colleges in Port Blair, so there are ample number of respondents in government school sector for data collection, (second) government school teachers' job is transferable from one island to another, so their stress level is comparatively high. Many studies are done on job burnout, but there is no defined correlation study done on stress and burnout and its effect on work performance of teachers in most adverse areas. To overcome this problem, teachers who served in the tribal areas were given special attention while filling up questionnaires. Kokkinos (2007), in his research, showed the association between burnout, personality and job stressors of primary school teachers and showed the contribution of dimensions of burnout in teachers' personality. Ashtari, Farhady, Khodae (2008), focussed upon the

relationship between work performance and job burnout among staff at psychiatric hospital. Khan and Asad (2003), in their study presented an inverse relationship between organisational support, creativity and burnout. Iacovides et al. (2003), advocated the relationship of job stress, burnout and depression. Researcher also emphasised that burnout and depression are separate entities, but they have several common characteristics. The reason for burnout and depression is derived from low levels of satisfaction of an individual. Nakau, Stogiannidou and Kiosseoglou (1999), focussed on the relationship between burnout and teachers' perceptions of school behaviour problems. Teachers share common perception regarding disciplinary issues and their relation to teachers' burnout. This perception is valuable for school psychologist. Etzion (1984), focused on the effect of social support on stress and burnout relationship. The study revealed that women experienced more burnout and stress than men. Work stress and burnout is moderated with effects of social support on both men and women. Life stress and burnout were not moderated with effect of social support on men and women. Khan, Shah and Khan (2012), advocated the impact of stress on the performance of teachers. The researchers used past literature review to prove the hypothesis is true. All the previous studies mentioned above address the relationship of stress and burnout with its effect on work performance of teachers individually, some were done only on primary school teachers leaving other teachers, and the above study did not use performance appraisal method for evaluating the performance of teachers. The present study shows relationship as well as effect of stress and burnout on teachers' performance including teachers working at different designations ranging from PSTs, GTTs, PGTs, PETs and CIs. This study focuses on a relatively unexplored topic.

OBJECTIVES

- To identify different levels of Occupational Stress and Burnout.
- To figure out relation between occupational stress and Burnout.
- To find the effect of Occupational Stress and Burnout on Teachers' Work performance.

METHODOLOGY

Sample: Random sampling method was used while conducting survey in 5 different Government Schools in Port Blair, Andaman and Nicobar Islands. A total of 200 rating scales were distributed, among the schools. Teachers were included from Pre-primary (PP), Primary school teacher (PST), Graduate trained teacher (GTT), Post Graduate teacher (PGT) teaching in government schools. Among 200 rating scales, 175 were returned and out of 175 only 145 were usable. The response rate was 73%. The survey was done in November 2019 and December 2019.

Tools: The data was collected with the help of rating scales and performance appraisal techniques

- *Rating scales*

1. Occupational Stress Index: It contains 46 questions which covers all the dimensions that is organisational structure, climate or environment, professionalism, personal (inter and intra personal) interaction of the organisation.

2. Maslach Burnout Inventory: It contains 22 items and they are scored using 7 level frequency scale. The scale consists of Emotional Exhaustion (9 items), Depersonalization (5 items) and Personal Accomplishment (8 items) as main dimension.

- *Performance Appraisal Techniques*

1. Management by Objectives: This method was advocated by Peter Drucker in the year 1950. It is a result-oriented method of performance appraisal. It is the comparison of employee's present performance with predetermined objectives. It is self-audit method where employee evaluates his/her performance. It is a system of management more than the appraisal method.

RESULT AND DISCUSSION

Level of Occupational Stress and Burnout in Government School Teachers

Levels were sub divided in low, moderate and high level of stress and burnout. In the occupational stress index, teachers scored below 115 points is grouped under low occupational stress, teachers securing points from 116 to 161 points are grouped under moderate level, and teachers scoring above 161 are grouped under highly stressed.

Table-1: Number and Percentage of Government Schools Teachers with Low, Moderate and High levels of Occupational Stress

	Number and Percentage of Government Schools Teachers with Low, Moderate and High level of Occupational Stress			
	Low	Moderate	High	Total
Occupational Stress	50 (34%)	75 (52%)	20 (14%)	145 (100%)

From table-1, it is observed that majority of Government School Teachers experience low and moderate levels of Occupational Stress that is 86% (34% low and 52% moderate). 14% teachers of Government Schools experience high level of Occupational Stress. The study reveals that the reason behind occupational stress is related to organisational structure and climate, personal and professional efficiency, interaction with other teachers, student's behaviour and also perception of teachers towards stress.

Using Maslach Burnout Inventory (MBI), teachers who secured from 0-44 is grouped under low burnout, teachers securing from 45-88 is grouped under moderate level and teachers secured from 89-132 grouped under high burnout.

Table-2: Number and Percentage of Government Schools Teachers with Low, Moderate and High level of Burnout

	Number and Percentage of Government Schools Teachers with Low, Moderate and High level of Burnout			
	Low	Moderate	High	Total
Burnout	43 (30%)	90 (62%)	12 (08%)	145 (100%)

From table-2, it is observed that Government Schools Teachers experience low (30%) and moderate (62%) levels of Burnout. Stress is the main cause of burnout in government school teachers. All the dimensions of burnout are covered under the questionnaires asked from the teachers during interview. Emotional exhaustion, depersonalization and personal accomplishment were the main dimensions covered under the questionnaires.

Relationship Between Occupational Stress and Burnout

To find out the relationship between the Occupational Stress and Burnout of the Government School Teachers, correlations have been worked out. Correlation Coefficient value lies from -1.0 to 1.0. The value cannot exceed 1.0 or be less than -1.0. Correlation is denoted with ‘r’. When ‘r’ is greater than 0, correlation is positive and when it is less than 0, correlation is negative. ‘Zero’ indicates no relationship between the values. Correlation will show the statistical relation between stress and burnout. In positive correlation both the variables (stress and burnout) move in same direction. In Negative correlation, one variable increases and other variable decreases.

Table-3: Correlation Between Occupational Stress and Burnout of Government School Teachers

OS	B	Burnout (B)
Occupational Stress (OS)		0.985*

Note: Significant at 0.01 level /* p<0.01

From table-3, it is observed that there is a positive correlation between Occupational Stress and Burnout (0.985). Thus, the hypothesis, ‘there is positive correlation between Occupational Stress and Burnout’ is accepted.

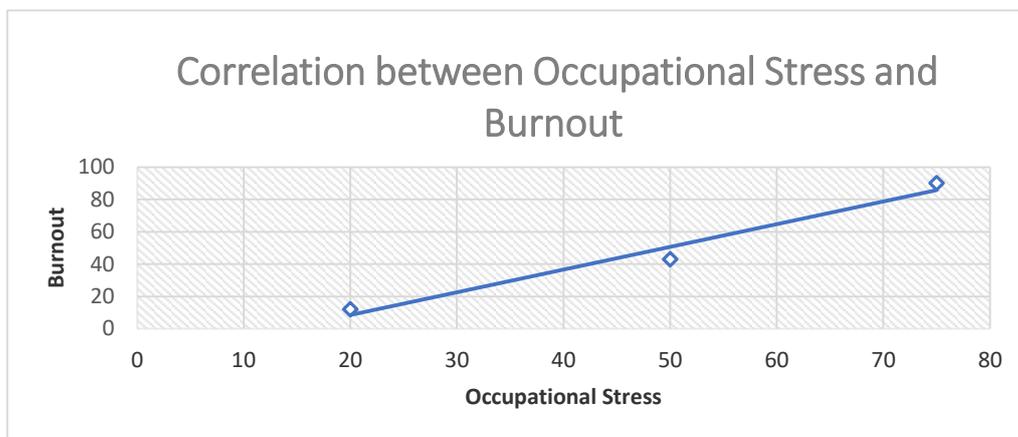


Figure-1: Correlation between Occupational Stress and Burnout

From figure-1, it shows a graphical representation of positive correlation between Occupational Stress and Burnout. Both the variables (Occupational Stress and Burnout) move in the same direction. The study clearly states that there is a relation between Occupational Stress and Burnout. Teachers suffering from long term stress result in burnout. Teachers reported working environment, culture, interpersonal interaction, professional efficiency as main causes of stress and emotional exhaustion, depersonalization, personal accomplishment are the causes of burnout. Burnout increases with every increase in Occupational stress. Teachers reporting about stress also report burnout in their job. The results of Ekermans and Brand (2012) on nurses, Kokkinos (2007) on primary school teachers, Ashtari; Farhady and Khodae (2008) on mental health professionals, Pandey and Tripathi (2001) on engineering college teachers, Asad and Khan (2003), Azeem (2010) on teachers, Sharma; Verma; Verma; Malhotra (2010) on lawyers; supported the present findings where positive. Relationship was found between occupational stress and burnout.

Effect on Work Performance of teachers under Occupational Stress and Burnout

Work performance was divided in three categories poor, average and best. The research is based on open-ended survey and individual teachers' interview. Qualitative analysis was adopted in the research. By using Management by Objective method of Performance Appraisal out of 145 teachers, 20 teachers were grouped under poor performance, 95 teachers were grouped under average performance and 30 teachers were grouped under best performance in their occupation. Prolong stress which turned into job burnout were the most common reasons of the teachers who were grouped under poor performance. Teachers with average performance had moderate level of stress and burnout. Teachers with best performance records were reported to have less stress related to their job and burnout. Thus, the hypothesis 'work performance is effected by Occupational stress and Burnout' is accepted. Short term stress does not negatively effect teachers, but if stress continuously occupies teachers' working life then it causes burnout which in turn shows job dissatisfaction, less morale and exhaustion. This statement is supported by results of Gillespie, Walsh, Winefield, Dua, & Stough, 2001; Thorsen, 1996; Khan, Shah and Khan, 2012 on teachers' performance, Cai and Lin, 2006 on theory on teachers' performance.

CONCLUSION

Teachers guide their students so that they can achieve success in their lives. If a teacher undergoes from stress which later turns into burnout, then how will teachers be able to guide their students? Occupational stress is a particular relation between the employee and his/her working environment. It can cause absenteeism, work overload, depression, job dissatisfaction, health issues etc. Job of a teacher requires use of knowledge and skill, which is possible only when there is peace of mind. In this context, stress management and assessment can be done to reduce stress in teachers. As Port Blair is very far from the Indian mainland, so specialists from the mainland can visit the island to help teachers. This can be done when Administration takes responsibility of teachers to help them to cope with their stress. Administration should provide adequate facilities to teachers, so that they can work and concentrate on their job. There should be equal opportunities of promotion and career development classes, seminars should be conducted for teachers. Cognitive behavioural

programme is also a good way to reduce stress in teachers. It is a short term, goal-oriented psychotherapy to solve problems practically. It changes the pattern of thinking of an individual and their behaviour. Cognitive behavioural programme also helps to improve emotional regulation and develop personal coping strategies to reduce the problems in their lives.

Further, the study reveals that there is positive relation between stress and burnout, and both have a negative effect on work performance of teachers of Government School teachers. To reduce their stress, time to time performance appraisal is needed. Stress is a universal problem which needs to be addressed, prevented and treated.

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