



STRESS SCENARIO IN TEACHING A CASE STUDY ON PROFESSIONAL STUDIES' TEACHERS

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Abstract

In an Organization, goals can be achieved only when people put in their best efforts. Unless the employee has sound and perfect health, it is difficult to reach the organizational goals and objectives. STRESS is the "WEAR AND TEAR", our bodies experience as we adjust to our continually changing environment. It has physical and emotional effects on us and creates positive and negative feelings.

"Stress is Non-specific, conventional, phyla-genetic basic response pattern of the body to any demand made upon it."

In this study, an attempt is made to analyze the causing factors of stress to the professional studies' teachers like Educational Qualification, occupation and position, Career prospects, experience, organizational factors and stress, work stressors, role stressors, personal development stressors, interpersonal relationship stressors, organizational climate apart from the above stressors, personal like age, demographical stressors, type of family also have a strong influence on the teacher. The purpose of this paper is to study stress management among professional studies' teachers and its impact on providing quality education. This paper was completed with the help of extensive literature on stress management and its impact on providing quality education on the databases and websites. Primary data has been used in this paper to check the stress management and techniques adopted by the professional studies' teachers for managing stress and provide quality and productive education in yielding good results. For this a scheduled questionnaire is used to collect the responses. The collected responses are analyzed using statistical techniques and weighted average methods to interpret and derive the conclusions.

Key Words: *Stress Management, Professional Studies' Teachers, Quality Education, Cope up Strategies.*

1. Introduction to Stress Management

Rising demands in the present day environment has created man to suffer from physical and mental pressures. Complexity in the work life often resulted in stress and this has become one of the rising factors for the decrease in the productivity by the man who involves in work. Stress has been called "The invisible disease". It is the disease that affects you, your organization and any of the people in it. Stress in individual is defined as any interference that disturbs a person's healthy, mental and physical well-being. It occurs when the body is required to perform beyond its normal range of capabilities.

Dr. Hans Selye, the father of stress theory, defined stress as "the nonspecific response of the body to any demand made upon it" The "demand" can be a threat, a challenge or any kind of change which requires the body to adapt. The response is automatic, immediate. Stress can be good called "eustress" when it helps us perform better, or it can be bad ("distress") when it causes upset or makes us sick. Stress is said as "An instant energy to meet any unpredicted emergency physically". Stress is the "Wear and Tear" our bodies experience our bodies experience as we adjust to our continually changing environment.

It has physical and emotional effect on us and creates positive and negative feelings. The results for the stress are harmful to individuals, families, society and organizations. It is now completely thought that prolonged stress can also increase the risk of physiological or psychiatric ailments. Behavior change caused by stress, such as the increased and excessive use of alcohol, drugs. When under an abnormal amount of stress, the risk of dependency on alcohol is very high. Apart from major physical health problems caused by excessive consumption of alcohol deteriorates the relationships. It creates problems both at home and work. In a national survey conducted by the Northwestern Life Insurance Company (1992) seven in ten American workers indicated that job stress is causing frequent health problems and has made them less productive. Among these same employees, 46 percent reported that their job was very stressful, 34 percent thought about quitting their jobs because of workplace stress, and 14 percent did leave their job because of stress. Further evidence provided by Metropolitan Life Insurance Company estimates that an average of one million workers are absent on any given day largely due to stress disorders (Rosch & Pelletier, 1984), and a study by the American Academy of Family Physicians (1979) found job stress to be the greatest cause of poor health habits. Stress affects organization as the individual with in them. An organization with a high level of absenteeism, rapid staff turnover, deteriorating industrial and customer relations, a worsening safety records or poor quality control is suffering from organizational stress. The causes may range from an unclear or overlapping job description to lack of communication to poor working conditions including "stick building syndrome".

2. Role of Management Teacher

Teachers are conscious of their conduct and adherence to human value. In higher education, teachers are experiencing pressures to increase productivity and efficiency at their work places to meet out the expectations of general public,



management as well as from state and central governments, which creates stress among them. In the field of management and technology, there is a significant gap in the study of stress among the teachers and this study aims to fill the organizational and geographical gaps by examining the sources of work stress. Teachers are conscious of their conduct and adherence to human value. The teacher plays an important role in shaping the behavior of student especially in the beginning year. 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 (Sarah Basu, 2009). In higher education, pressure is mounting from the general public, management as well as from state and central government, to increase productivity and efficiency. This pressure will likely intensify the stress experienced by faculty. Stress in the workplace is generally considered to result when condition in the work environment are difficult for individual to manage. A survey at a research university, found that most faculty desecrated their job at least fairly stressful due to competing demands (Olsen and Maple, 1993). 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 management 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).

3. Problem of the Study

Research evidence on occupational stress suggests that teaching is among one of the most stressful occupations (Boyle et al. 1995; Hui and Chan, 1996; Doune, 1999; Shonfeld, 2001). As far as the social welfare occupations are concerned, it has been claimed that in fact, teachers experience the highest levels of stress (Travers and Cooper, 1993). Although many researches related to stress have been studied with reference to teachers working in primary school, higher secondary school and arts colleges whereas only very few studies have been conducted in the areas of stress among professional studies' teachers in deemed universities and self financing management colleges. With regard to management teaching, it is to observe that, management teaching requires professional skills and attitude and the subject itself is framed on the various issues in business and management and also covers interdisciplinary learning and teaching. As management teacher is expected to be updated and is to be more focused on the subject as well as practical aspects, it is felt that, management teacher faces considerable amount of physical and mental pressure. In view of this scenario, the present paper throws light on various issues which have created problems for professional studies' teachers and the remedial measures that can counter attack the problem of stress.

4. Objectives of the Study

The present study is conducted with the following objectives:

1. To identify the tasks performed by the professional studies' teachers in select institutions
2. To analyze the factors which influence the stress among professional studies' teachers.
3. To study the cope up strategies and the rating specified by the professional studies' teachers to reduce stress at work place.

Finally, the study brings the findings and suggestions on the basis of field survey investigation.

5. Methodology of the Study

The data required for the study is primary in nature. Primary data is collected through a structured questionnaire which is distributed among 180 sample respondents, i.e., professional studies' teachers selected from 5 select institutions in the tri cities of Warangal District. Secondary data pertaining to review of literature is collected from journals, paper and internet sources. The study mainly emphasis on the hypothetical assumption, i.e., there is no significant impact of stress on professional studies' teachers. The study provides the analysis to justify the hypothesis. Here, the professional studies' teachers include the faculty members drawn from various streams working in the area of Management, Pharmacy, engineering.

6. Analysis of Survey Results

The field survey results are obtained by distributing a structured questionnaire among the professional studies' teachers. Results are summarized, tabulated and presented in the following heads.



a. Demographic Parameters and Stress Observation

Field survey is being adopted among 180 sample respondents, i.e., professional studies' teachers to thoroughly analyze the impact of demographic factors on stress. Results have been shown in the following table. Here, the frequency shows the proportion of sample respondents who have been facing the problem of stress in management teaching education. Respondents were asked to specify whether they have been facing the stress at work place or not, the frequency has been converted into percentages and presented in table 1.

Table 1: Demographic classification of sample respondents

S.No.	Parameter	Frequency		Total
Gender category				
1	Male	61%	39%	100%
2	Female	52%	48%	100%
Age				
1	20-30	78%	22%	100%
2	31-40	56%	44%	100%
3	41-50	23%	77%	100%
4	51 and above	18%	82%	100%
Experience				
1	Less than 2 years	81%	19%	100%
2	2-5 years	64%	36%	100%
3	5-10 years	34%	66%	100%
4	More than 10 years	11%	82%	100%
Area				
1	Rural	69%	31%	100%
2	Urban	55%	45%	100%
Marital Status				
1	Married	46%	55%	100%
2	Un married	61%	39%	100%
Designation (as per AICTE cadres)				
1	Assistant Professor	61%	39%	100%
2	Associate Professor	39%	61%	100%
3	Professor	18%	82%	100%
4	Senior Professor	-	-	-

Source: field survey

From the analysis on demographic parameters, it is found that, comparing to female gender, male gender has shown high frequency, which shows that male teachers have shown more evident of facing stress. With regard to age, it is clearly observed that, less than 20-30 years age group has shown more prone to get stress compared to the age group of 41-50, 51 and above. With regard to experience, it is observed that, less than 2 years experienced teachers have shown more frequency and it shows that, experience is the key factor in getting stress. Area wise results have shown that, rural has more frequency. With regard to marital status, it is observed that, compared to married teachers, Unmarried teachers have more frequency of stress. Finally, with regard to designation wise, it is observed that, both lecturers and Assistant Professors have shown more frequency due to the increase in the work load responsibility, where as Associate and Professor Cadre has shown less frequency of getting stress at work place.

b. Analysis on the Tasks Performed By Professional Studies' Teachers

Table 2: Perception on tasks performed

Name of the task	(YES) Performing the assignment	(NO)Not performing the assignment
Informing the students about the course outline and the syllabus	180 (100%)	0 (0%)
Scrutinizing the answer scripts	110 (61%)	70 (39%)
Consolidating the teaching plans	156 (87%)	24 (13%)
Mentoring the students	100 (55%)	80 (45%)



Monitoring the student’s performance in academics	180 (100%)	0 (0%)
Supervising the implementation of teaching plans	180 (100%)	0 (0%)
Preparing case studies and business updates	120 (67%)	60(33%)
Maintenance of student feed back	136 (76%)	44(24%)
Coordinating the student’s projects	160 (89%)	20 (11%)
Updating the knowledge on the subject and practical aspects related to business	180 (100%)	0 (0%)
Academic support to management	140 (78%)	40 (22%)
Liaison with students and management	100 (56%)	80 (44%)
Organizing seminars and workshops	118 (66%)	62 (34%)

Source: field survey

From the study on the views of the professional studies’ teachers about the type of assignments they handle as part of working as professional studies’ teachers, the following observations are made.

With reference to ‘Informing the students about the course outline and the syllabus’, it is observed that, the teacher’s basic responsibility in the teaching field is to inform the needy students about the course outline and further explaining the syllabus part in the subject. Since, the task is mandatory, it is observed that, 100% of the teachers from the sample survey have opined that, they will perform the assignment.

For the task on ‘Scrutinizing the answer scripts’, it is observed that, 61% of them have opined that they will perform the assignment and 39% of them have opined that they have not performed the assignment. The task ‘Consolidating the teaching plans’ is clearly showing that, it is mandatory that all the professional studies’ teachers to assist the Head of Department in consolidating the teaching plans, hence, for the present survey, 87% of them have felt that, they will perform the assignment of consolidation of teaching plans.

Since the task ‘Mentoring the students’ is mainly done by the senior teachers, it is observed that, 55% of the respondents have felt that they will perform this assignment. Further, 100% of the sample respondents have expressed that; they will monitor the works taken up by the College management and also supervise the implementation of work by acting as a Liaison with students and management. For Maintenance of student feedback, it is observed that, 76% of respondents will perform these tasks.

The task on ‘Coordinating the students’ projects’ requires to share the information to placement officers, students, it is observed that, 89% of the respondents for the present study have opined that they will perform this assignment. As it is mandatory to act as Liaison with students and management, 100% of them have opined that they will perform this task. With reference to ‘Organizing seminars and workshops’ it is observed that, 89% of them have been performing this task which requires conducting of monthly meetings with Head of Department, senior colleagues and college management. With regard to updating knowledge on the latest business developments in the corporate world, it is observed that, 100% of the respondents have opined ‘yes’ which indicates that, all the professional studies’ teachers have been practicing for updating the knowledge.

Hence, from the Table, it is to conclude that, majority of the sample respondents, i.e., Professional studies’ teachers have been performing all the tasks as part of taking the responsibility as a management teacher.

c. Gender Wise Distribution of Type of Problems That Have the Scope of Creating Pressure/Anxiety at Work Place

Analysis is made to understand gender wise difference in the stress that may arise in the teaching profession in management area. Results are specified in the following table.

Table 3: Gender wise classification on problems that create pressure/anxiety

Type of problem	Men	Percentage	Women	Percentage
Commuting time generated on an average in a year	71	65.74%	51	72.83%
Problem in completing the syllabus and assignments	81	75%	49	68.05%
Delay in getting salaries/ allowances	35	32.40%	29	40.27%



Allocation of work load	45	41.67%	29	40.27%
Disputes between students/peers	19	17.59%	11	15.27%
Lack of knowledge in the subject assigned	24	22.22%	14	19.44%

Source: field survey

From the field survey results, it is evident that, with regard to commuting, 65% of the male respondents and 72% of the female respondents, i.e., professional studies' teachers have opined that, it is a problem which may cause anxiety and stress among them. With regard to completing the syllabus and assignments, it is observed that, majority of the proportion of male and female professional studies' teachers have opined that it will increase pressure for them. With regard to salaries/allowances less proportion of the sample respondents have opined that it creates pressure to them.

Around 40% each of the sample respondents have opined that, allocation of work load will create pressure. Very less proportion of the sample respondents have opined that, disputes between students/peers create problem for them. And 22% of the male and 19% of the female have opined that, lack of knowledge in the subject assigned will create pressure and anxiety for them.

Correlation analysis is applied to analyze the relationship between the number of respondents faced the problems from both male and female category among professional studies' teachers and the results are specified below.

Table 4: Correlation Co-efficient results

Result Details & Calculation
<i>X Values</i>
= 275
Mean = 45.833
$(X - M_x)^2 = SS_x = 3184.833$
<i>Y Values</i>
= 183
Mean = 30.5
$(Y - M_y)^2 = SS_y = 1419.5$
<i>X and Y Combined</i>
$N = 6$
$(X - M_x)(Y - M_y) = 2067.5$
<i>R Calculation</i>
$r = \frac{(X - M_x)(Y - M_y)}{((SS_x)(SS_y))}$
$r = 2067.5 / ((3184.833)(1419.5)) = 0.9724$
<i>Meta Numerics (cross-check)</i>
$r = 0.9724$

From the results, it is to understand that, the correlation co-efficient value for the columns including both male and female category is 0.972 which is very near to 1, hence it is to interpret that, there exist a high degree of positive correlation between the perceptions of the male and female category of professional studies' teachers on factors which create pressure/anxiety at work place.

d. Analysis on Type of Problems That Have More Impact on Getting Stress at Work Place

Likert 5 point rating scale is applied to analyze the perceptions of the professional studies' teachers on various issues who have created stress among them. Weighted averages method is applied and the ranking is obtained to estimate which factor has more impact on getting stress at work place.

Table 5: Problem that has more impact on getting stress

Grievances	Very High W=5	High W=4	Moderate High W=3	Low W=2	Not a Problem W=1	Total N	Total Weights (wf)	Total Score (wf/w)	Rank
Lack of support from Head/Director in subject selection	30	20	10	100	20	180	480	32	1



Problem in facing the student queries	5	10	2	33	130	180	267	17.8	5
Delay in completing the syllabus	10	15	8	37	110	180	318	21.2	3
Paper valuation & assignment correction	2	6	30	52	90	180	318	21.2	4
Additional assignments/workload	0	10	40	100	30	180	390	26	2
Management targets and non co-operation	1	2	6	11	160	180	213	14.2	6

Source: Field Survey

From the analysis, it is observed that, majority of the sample respondents have given highest rating, i.e., 'extremely high' to the problem, i.e., lack of support from the senior colleagues in the department especially in choosing the subject as well as applying for career activities. 2nd highest rating was given to 'additional assignments/work load during the absence of colleagues. It is observed that, delay in completing the syllabus has achieved 3rd rank, as majority of them have opined that it is not a major problem. The last rank was achieved to 'management targets in getting admissions for the college. ANOVA of One-way classification is applied to analyze whether there is a significant difference in the perception of sample respondents towards various problems that has created stress among professional studies' teachers. Results are specified in the following table.

Table6: ANOVA test results

ANOVA test results						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	30783	4	7695.75	7.943918	0.000282	2.75871
Within Groups	24219	25	968.76			
Total	55002	29				

Results clearly shows that, calculated value of F is higher than the tabular value, hence null hypothesis is rejected, hence it is to conclude that, there is a significant difference in the perception of sample respondents towards various problems that has created stress among professional studies' teachers.

e. Teachers Perception on Coping Strategies to Overcome Stress

As stress is going to show its adverse affect on physical and mental condition of management teacher, an effort is made to understand the cope up strategies adopted by the professional studies' teachers to overcome stress which may result through academic work in management education institutions.

Weighted averages method is applied to analyze the priority wise cope-up strategies to overcome stress.

Table 7: Priority wise cope up strategies

Cope up strategies	Strongly Agree W=5	Agree W=4	Undecided W=3	Disagree W=2	Strongly Disagree W=1	Total N	Total Weights (wf)	Average weights (wf/w)	Rank
Taking leave and getting relax will reduce stress.	80	50	30	20	0	180	730	48.67	5
Exercise/meditation can reduce stress	90	50	20	14	6	180	740	49.86	3
Sharing the problems and experience with friends/family	95	40	27	12	6	180	746	49.73	4
Taking balanced diet can help to reduce stress	70	45	35	5	25	180	670	44.67	6
Resigning from the job can get rid of stress	15	15	10	130	10	180	435	27.33	7
Analyzing the problem carefully and findings the ways for solution	88	62	30	0	0	180	778	51.87	1
Spending leisure time at home with family can reduce job related stress.	100	40	20	10	10	180	750	50	2

Source: field survey



From the weighted averages Table and its corresponding ranks, it is observed that, professional studies’ teachers are keen to resolving the problem rather than findings ways for absenteeism and resigning from job. From the survey results, it is observed that, sample respondents have given highest priority to ‘analyzing the problem carefully and finding the ways for solution’ and this has achieved 1st rank among cope-up strategies. Further, it is also observed that, professional studies’ teachers have given 2nd best rating to the fact, i.e., spending leisure time at home with family can reduce job related stress. 3rd rank was achieved to the cope-up strategy, i.e., participating in exercise/meditation at free time. Sample respondents have given next better rating to ‘sharing problems with family/friends’ and taking leave and getting rest. Sample respondents have given least rating to absenteeism, diet and resigning from job. Overall, the study provides the conclusion that, professional studies’ teachers are keen to finding out the cope up strategies to overcome stress at work place.

ANOVA test is applied to analyze whether the perceptions on rating is significantly differ. Result is specified in the following table.

Table7: ANOVA test results

ANOVA test results						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	18920.29	4	4730.071	7.194494	0.000347	2.689628
Within Groups	19723.71	30	657.4571			
Total	38644	34				

Test result has clearly revealed that, null hypothesis is rejected; hence, it is proven that, there is a significant difference in the perception of sample respondents on the rating specified for cope-up strategies.

7. Findings & Suggestions

From the study on stress management among professional studies’ teachers, it is observed that, stress has been one of the influencing factors for professional studies’ teachers due to the various pressures at work place. From the field survey results on the sample respondents, it is observed that, stress factor has shown high among the teachers whose age is in between 20-30 years, further, it is observed that, male proportion has more scope for stress compared to female. Further, it is observed that, experience has shown its impact on stress as less experienced professional studies’ teachers have shown more scope for facing stress at work place.

Analysis on field survey results on tasks performed by the professional studies’ teachers has revealed that, professional studies’ teachers have been engaged in several tasks at work place, some of the important observations are ‘informing the students about the course outline, syllabus, updating the knowledge on the subject, monitoring the students’ performance, supervising the implementation of teaching plans. With regard to gender wise classification on problems that created pressure, it is observed that, both male and female gender results are positively correlated, further, it is to understand that, commuting time, problem in completing the syllabus and assignments and allocation of work load have been observed as major problems in management teaching. With regard to problems that have been given highest rating by the professional studies’ teachers, it is to observe that, lack of support from the senior colleagues/head/director in developing the career has shown as the highest rated problem for employees. Further, it is observed that, additional assignments/work load during the absence of colleagues has also shown as the major problem for the professional studies’ teachers. And finally, the study on cope up strategies has revealed that, ‘analyzing the problems carefully, spending leisure time with family and participating in exercise/meditation at free time have been given highest rating b the professional studies’ teachers. Overall, the study clearly shows that, professional studies’ teachers have been facing the problem especially related to work load, lack of support, commuting time, and target in syllabus completion. To overcome these problem, institutions are advised to effectively incorporate the suggested cope up strategies and further, the professional studies’ teachers have the responsibility to understand the factor which has created stress among them, effective understanding of the problem, what the professional studies’ teachers are lacking and what need to be covered by the professional studies’ teachers will fill the gap of boosting and this will have major impact on the professional studies’ teachers in progressing in their career as well giving good productivity which help the students to excel in their academics.

8. Conclusions

Work stress is a real challenge for any teacher not only in the area of management but also extended to different courses both in male and female categories. As institution and their working environment transform, so do the kinds of stress problems teacher may face will mount up very often at work place. It is important that , employee, i.e., teacher at workplace is being



continuously monitored for stress problems. Further, it is not only important to identify stress problems and to deal with them but to promote healthy work and reduced harmful aspects of work. Work in itself can be a self-promoting activity as long as it takes place in a safe, development and health-promoting environment. Effective understanding of the problem by the management teacher and support from family, senior colleagues and the management will definitely provide a strong boostage to the management teacher to excel in their career.

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