

## A study on occupational stress of teachers working in DIET colleges with regard to age and region

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### Abstract

The present study was taken up to find out occupational stress amongst teachers working in DIET colleges of united Andhra Pradesh. The study also aimed to find out influence of age and region on occupational stress. Descriptive survey method was adopted for the study. A sample of 480 college teachers from different DIET colleges were selected by stratified random sampling technique. The "Occupational Stress Index" was developed and standardized by Srivastava, A.K. and Singh, A.P. (1981) was adopted and used for data collection. The data were analysed by using statistical techniques viz., Mean, SD and t-test. The results revealed that there is a significant difference among teachers with different age groups i.e. below 30 years, 30-45 years, 46 years and above. Further, it also revealed that no significant difference in occupational stress of teachers working in different regions (i.e. Telangana, Andhra and Rayalaseema).

**Keywords:** occupational stress, teachers

### 1. Introduction

#### Stress

The modern world, which is said to be a world of achievements, is also a world of stress. one finds stress everywhere, whether it be within the family, business, organization or any profession or any other social or economic activity.

The concept of stress was first introduced in the life sciences by Selye (1936) [8]. The concept was borrowed from the natural sciences. Stress was derived from the latin word "stringer", mean to drawn tight where stress is locked as an outside stimulus first, a second concept defines stress as a persons response to a disturbance. Stress was popularly used in 17<sup>th</sup> century to mean hardship, strain, adversity or affliction. The term was used in the 18<sup>th</sup> and 19<sup>th</sup> centuries to denote force, pressure, strain strong effort with reference to an object or a person. Lazarus (1960) [5] defines that "stress occurs when there are demands on the person which tax or exceed his adjustment resources". Stress is an organisms total response to environmental pressures. A state of physiological or psychological strain caused by adverse stimuli.

#### Occupational Stress

Occupational stress is a term used to define ongoing stress that is related to the work place. The stress may have to do with the responsibilities associated with the work itself, or be caused by the condition that are based in the corporate culture or personality conflicts. As with other forms of occupational stress can eventually effect both physical and emotional wellbeing if not managed effectively. World Health Organizations (WHO) states occupational or work related stress is the response people, may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Siuoling Kobasa (1982) occupational stress also leads to absenteeism, turnover to other jobs and job satisfaction and low performance. Utpal Kalita, (2015) [10] occupational stress

refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job capabilities, resources and need of the teacher to cope with job demands.

#### Some main sources of stress

- Threat to profession status
- Threat to Personal status
- Isolation
- Excess work
- Destabilization i.e., lack of credit for work,
- Meaningless tasks etc.
- Level of tasks performed
- Level of job complexities
- Variety of tasks performed
- Physical environment
- Long working hours
- Insufficient pay
- Role ambiguity
- Poor teaching facilities
- Poor organizational climate
- Strained relationship with colleagues

#### Teachers Stress

In changing times and advent of knowledge explosion the teachers have to keep themselves abreast of the expectation of the students of all occupations, the profession of teaching occupies important and prestigious place in the society. The teacher is a real maker of history, then for a good teacher must have a balanced personality because every time inside and outside of the classroom and institution, his personality influence everyone. In this regard Kothari Commission (1964-66) aptly said of all the different factors which influence the quality of education and its contribution on national development, the quality, competence and character of teachers are undoubtedly the most significant. At present, in this competitive world the academic achievement of

student is viewed as the total responsibility of the teachers. So this responsibility made teacher to work under stress. An optimum level of stress (i.e. eu-stress) leads to better performance and long term exposure (distress) to acute stress is dangerous to both the individual as well as people around stress has its impact greatly on teachers retention in the institution.

A teacher working under stressful conditions may not handle the classroom situation skillfully and peacefully. This shows negative effect on the way of teaching and on the educational aim, "Pupils" all-round-development. The stress result physical ailments like headache, peptic ulcer, psychological disturbance like, depression and anger and deterioration in the work performance such as absenteeism, lack of motivation, disinterest symptoms will occur (Cunninsham,1982). Kyriacou and Sutcliffe (1978) <sup>[4]</sup> defined teachers stress as a response of negative effect such as anger or depression by a teacher usually accompanied by psychological and biological changes (such as increased heart beat) resulting from aspects of teachers job and mediated by the perception of the demands made upon the teacher which constitute a threat to his self-esteem.

A number of studies have focused their attention on Occupational stress of the teachers. Sabu. S, Jangaiah,C. (2005) <sup>[7]</sup> conducted a study on "Adjustment and teachers' stress" to find out the relation, if any between the adjustment and stress of secondary school teachers with respect to the variables gender, age groups, qualifications, length of experience, no. of service trainings attend. The study was carried out on a sample of 60 secondary school teachers of Kollam district of Kerala, random sampling method was adopted. Teacher's stress Scale developed by DVVK Raju was used to collect data. The mean, standard deviation, t-test, ANOVA statistical techniques were used to analyse the data.

The study revealed that

- The teachers with high adjustment experienced low stress and the teachers with high stress have low adjustments.
- There was a significant difference between the male and female teachers in stress and the female teachers have high stress.
- Teachers who are above 45 years have experienced more stress.
- Teachers with pre-degree and language teacher training have high stress and teachers with post-graduation and B.Ed. have low stress.
- Teachers between 28-35 years were most adjusted and teachers above 45 teachers have the least adjustments.
- The length of experience has no effect on stress. The in-service training programmes have nothing to do with teachers' stress.

Vijayalakshmi. G and Lavanya.P (2009) <sup>[11]</sup> have investigate "Stress of Mathematics Teachers". The study revealed that female teachers are feeling more stress than male teachers. The teachers having 36 years and above age group are feeling more stress compared to other age groups. There was no significant difference among the teachers qualification, medium of instruction.

Figen Eres.Dr. and Dr. Tatjana Atanasoska (2011) <sup>[1]</sup> in their study Occupational Stress of Teachers: A Comparative Study between Turkey and Macedonia". The findings of the study were:

- The Turkish teachers have mild stress levels and

Macedonian teachers have moderate stress level.

- The Turkish teachers with a seniority of 21 years or over had a lower level of stress than all other seniority groups. There is not meaningful difference among teachers of different seniority in Macedonia in level of total stress.
- The stress levels of male teachers are higher in Turkey compared to female teachers. There is not a meaningful different between male and female teachers in Macedonia in terms of total stress level.
- There is not a meaningful difference among married and single teachers in Turkey of total stress level. The stress levels of married teachers are higher when compared to single teachers of Macedonia in terms of total stress level score.
- There is not a meaningful difference among teachers of different educational backgrounds in terms of total stress level score of Turkish and Macedonian teachers.

Therefore, the stress level of Macedonian teachers is higher when compared to Turkish teachers.

Mohan Reddy. M., Kishore.N (2011) <sup>[6]</sup> have studied "The job stress of secondary school teachers". To study the job stress of teachers, influence of variables such as gender, locality, management, teaching experience and age. Sample of 191 secondary school teachers were selected by using simple random sampling procedure in Kurnool District. Survey method has selected for data collection. Instrumentation of the present study is ITJSS (Indore Teachers Job Stress Scale). It is prepared by Meena Buddhisagar Rathod and Madhulika Varma. The scale consists of six parts (i) overloadness (ii) Role conflict (iii) Powerlessness (4) Role Ambiguity (5) Motivation less (6) Frail inter personal relationship. Mean, SD, t-test statistical techniques were used for data analysis. This study revealed the following findings:

- Level of the school teachers makes 15% of the sample low job stress, 73% of the sample average job stress and 12% of the samples is high job stress.
- Gender of the school teachers makes significant difference on their job stress. male teachers have more stress compared to female teachers
- Locality of the school teachers makes no significant difference on their job stress (urban and rural).
- Types of management of the school teachers make significance difference on their job stress private teachers have more stress compared to government teachers.
- Teaching experience of the school teachers makes significant difference on their job stress below 10 years teaching experience teachers have more stress compared to above 11 years' experience teachers.
- Age of school teachers makes no significant difference on the job stress.

Utpal Kalita (2015) <sup>[10]</sup> studied on "Wellbeing and occupational stress of women teachers of primary schools". The present paper is justified to study the well-being and occupational stress of women teachers of primary schools, to make a comparative study on the wellbeing and occupational stress of single and married women. Descriptive survey method was adopted in the present study. The sample of present study selected from 20 primary schools by applying random sampling techniques. 120 women teachers have been selected as sample from Rani and Chahaygan development Block, Kamrup District, Assam. For this wellbeing scale and occupation stress scale are used as tools of data collection.

Statistical analysis, simple frequency percentage and mean of the total sample were computed in case of two variables, group comparisons were done by applying t-test.

#### Findings

- Few women teachers fall in high stress level category while majority of the women teachers fall in the category of average as well as less stress well-being category.
- Mean score of married women are higher than single women in their stress levels.
- There is no significant difference between single and married women teachers of primary schools in relation to their occupational stress.

There exists significant relationship between wellbeing and occupational stress of women teachers of primary schools.

#### Need and Significance

Stress is a complex phenomenon but particularly in teaching it is multi-dimensional. It depends on experience, temperament and environmental conditions. The concept and place of teacher education institutions and teachers have been changing according to the changes conditions, demands and aspirations of pupil, parents community and management. Now a days teachers are more responsible to fulfill the needs of students in term of educational psychological and social in particular and community in general.

Based on a review of National and International research, it concluded that occupational stress is a real phenomenon and that high levels are reliable, associated with a range of casual factors, including those intrinsic to teaching, individual vulnerability and systematic influences.

In this connection the investigator choose this particular area to study about occupational stress of teachers. Indeed there is a dire need to study and identify the sources, level and effects of stress in teachers in terms of psychological and physical conditions.

#### Objectives of the Study

- To find out whether there is a significant difference in the occupational stress among different age groups of teachers working in DIET Colleges (as whole and dimension-wise).
- To examine the difference in the level of occupational stress among DIET college teachers belong to different regions (as whole and dimension-wise).

#### Hypotheses of the Study

Based on the objectives, the following hypotheses were formulated for the investigation

- There would be no significant difference in the level of overall occupational stress of teachers working in DIET colleges with regard to their age.
- There would be no significant difference in the level of dimension-wise occupational stress of teachers working in DIET colleges with regard to their age
- There would be no significant difference in the level of overall occupational stress of teachers working in DIET colleges with regard to region.

- There would be no significant difference in the level of dimension-wise occupational stress of teachers working in DIET colleges with regard to region.

#### Methodology

##### Variables

Dependent Variable

- Occupational Stress

Independent Variable

- **Age:** Below 30 years / 30-45 years / 46 and above
- **Region:** Telangana / Andhra & Rayalaseema

##### Method

Descriptive survey method of research has been employed for the present study. In this study the investigation enquired about the occupational stress of DIET college teachers.

##### Sample of the Study

A sample of 480 DIET college teachers was drawn by adopting Stratified Random Sampling technique from different colleges in United Andhra Pradesh.

##### Tool used

Occupational stress level was measured by using the Occupational Stress Index developed by Srivastava and Singh (1981). This tool consisted of 46 items each to be rated on five point scale. Out of these 28 were true keyed items and 18 were false keyed. The scoring of the true keyed items was done as 5 for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. The scoring for false keyed items was reversed. The split half cronbacs alpha co-efficient reliability was noted to be 0.93.

##### Data Collection

The researcher took permission from the heads of the institutions for the collection of data from the selected institutions. Before distributing occupational stress scale the purpose of the study was conveyed to them and detailed instructions for giving responses to the items of the scale were explained and clarified doubts. After collection of the data teachers were quantified by assessing scale values to the items to facilitate ease of distribution. The tabulated data were analysed using the suitable statistical techniques.

##### Statistical Techniques used:

Different statistical techniques viz., Mean, Standard Deviation, t-test and F-test have been used to test the hypothesis.

##### Results and Discussion

###### Hypothesis – 1

**There would be no significant difference in the level of overall Occupational Stress of teachers working in DIET Colleges with regard to their Age.**

On the basis of age, the teacher educators are divided into 3 groups namely below 30 years, 30 - 45 years and 46 years and above. The influence of age on occupational stress is investigated by employing One Way Analysis of Variance (ANOVA) and the results are presented in table-1.

**Table 1:** Means and SDs of occupational stress scores of teacher educators of different age groups

Overall Occupational stress	Age	N	Mean	S.D
	Below30 years	40	143.60	13.03
	30-45 years	260	137.77	17.02
	46 and above	180	129.97	25.49

From the above table-1, the mean score obtained for teachers educators below 30 years group was 143.60, 30-45 years group was 137.77 and 46 and above years 129.97. This

indicates that below 30 years teacher groups the occupational stress was higher than their counterparts.

**Table 2:** Summary of ANOVA of occupational stress scores of teacher educators of different age groups

Overall Occupational stress		Sum of Squares	df	Mean Variance	F Value	P-value
	Between Groups	9449.71	2	4724.86	11.38**	0.000
	Within Groups	197994.62	477	415.023		

\*\* significant at 0.01 level

It is evident from the table-2, that the computed value of “F” 11.38 was found to be statistically significant at 0.01 level, indicating that age of the teacher educators would significantly influence their occupational stress. Therefore, it may be concluded that the occupational stress was high among teacher educators belong to the group below 30 years when compared to other age groups. Thus the formulated null hypothesis was rejected.

The finding of the present study contradicts with the earlier studies of Mohan Reddy M, Kishore N (2011) [6] that Age of school teachers makes no significant difference on the job

stress. Sabu and Jangaiah (2005) [7] found that teachers who are above 45 years have experienced more stress. Vijayalakshmi and Lavanya (2009) [11] found that teachers having 36 years and above are feeling more stress when compared to others age groups (20-25 and 26-30 and 30-35).

**Hypothesis-2**

**There would be no significant difference in the level of dimension wise Occupational Stress of teachers working in DIET Colleges with regard to their Age.**

**Table 3:** Showing Means, S.Ds and F- values pertaining to Dimension-wise Occupational stress of teachers working in DIET Colleges with respect to their Age.

S. No	Dimensions of Occupational stress	Age groups (years)	N	Mean	SD	F-Value	P-Value
1	Role overload	Below 30	40	20.880	4.039	7.668**	0.001
		30-45 years	260	19.850	4.660		
		46 and above	180	18.120	6.302		
2	Role ambiguity	Below 30	40	13.350	2.214	12.789**	0.000
		30-45 years	260	12.890	3.164		
		46 and above	180	11.370	3.808		
3	Role conflict	Below 30	40	15.630	2.261	2.235 <sup>®</sup>	0.108
		30-45 years	260	15.070	2.557		
		46 and above	180	14.640	3.554		
4	Unreasonable group	Below 30	40	13.530	3.130	2.906 <sup>®</sup>	0.056
		30-45 years	260	13.170	3.428		
		46 and above	180	12.390	4.239		
5	Responsibility	Below 30	40	10.350	2.637	2.051 <sup>®</sup>	0.130
		30-45 years	260	9.790	2.583		
		46 and above	180	9.460	2.785		
6	Under participation	Below 30	40	9.710	2.671	0.411 <sup>®</sup>	0.663
		30-45 years	260	9.650	2.558		
		46 and above	180	9.860	3.002		
7	Powerlessness	Below 30	40	7.530	2.660	0.120 <sup>®</sup>	0.887
		30-45 years	260	7.740	2.353		
		46 and above	180	7.730	2.946		
8	Poor peer relations	Below 30	40	11.730	0.372	1.320 <sup>®</sup>	0.268
		30-45 years	260	11.180	2.495		
		46 and above	180	10.960	3.061		
9	Intrinsic improvement	Below 30	40	11.900	2.228	6.901**	0.001
		30-45 years	260	11.330	2.622		
		46 and above	180	10.410	3.576		
10	Low status	Below 30	40	8.500	1.840	2.353 <sup>®</sup>	0.096
		30-45 years	260	8.160	2.071		

		46 and above	180	7.810	2.357		
11	Strenuous working conditions	Below 30	40	13.330	2.018	9.936**	0.000
		30-45 years	260	12.170	2.815		
		46 and above	180	11.160	3.789		
12	Unprofitability	Below 30	40	7.250	2.168	8.512**	0.000
		30-45 years	260	6.570	2.566		
		46 and above	180	5.850	2.333		

\*\* Significant at 0.01 level.

@ Not Significant

It is inferred from the above table-3 that there was significant difference among below 30 years, 30-45 years and 46 and above age group teacher educators in their occupational stress with respect to the dimensions role overload, role ambiguity, intrinsic improvement, strenuous working conditions and unprofitability, whereas no significant difference was found among below 30 years, 30-45 years and 46 and above age group teacher educators in their occupational stress with respect to the dimensions role conflict, unreasonable group, responsibility, under participation, powerlessness, poor peer relations and low status.

Thus the formulated null hypothesis was rejected with respect to the dimensions Role overload, Role ambiguity, intrinsic

improvement, Stenos working conditions and unprofitability, whereas it was accepted with respect to dimensions Role Conflict, unreasonable groups and political pressures responsibility of persons, under participation, powerlessness, poor peer relations and low status.

While comparing the mean scores of below 30 years, 30 to 45 years and 46 and above in their occupational stress dimensions namely, role overload, role ambiguity, intrinsic improvement, strenuous working conditions, unprofitability, below 30 years age group teacher educators experience more occupational stress than their 30 to 45 years and 45 years and above group counterparts. Graphical representation in Figure -1 also leads to the same conclusion.

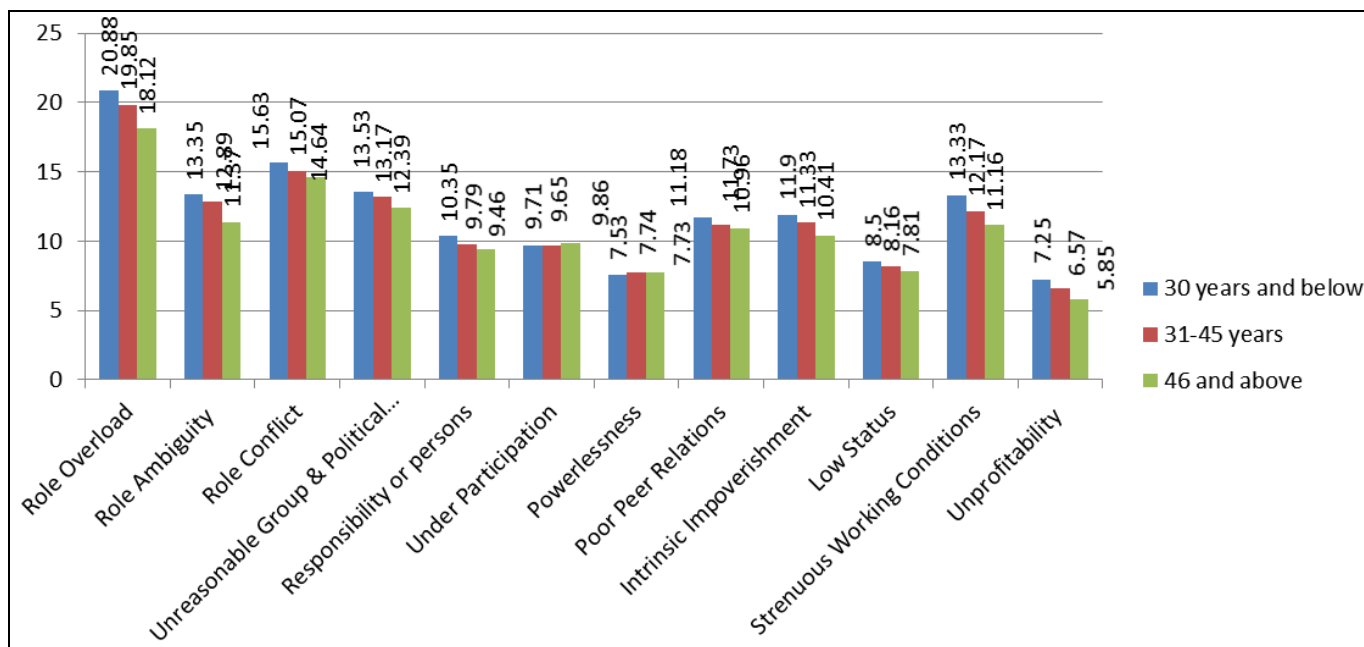


Fig 1: Mean scores of teacher educators dimension wise occupational stress in relation to their age

**Hypothesis 3**

There would be no significant difference in the level of overall Occupational Stress of teachers working in DIET Colleges with regard to Region.

Based on the region, the teacher educators are categorized

into two groups. Teachers working in Telangana regions and Teacher Educators working in Andhra & Rayalaseema. The impact of region on occupational stress is studied by employing ‘t’ test and the results were presented in table-4.

Table 4: Means, SDs and ‘t’ value of occupational stress scores of Telangana and Andhra & Rayalaseema regions teacher educators

Overall Occupational Stress	Region	N	Mean	SD	t-Value	P Value
	Telangana	240	136.67	20.249		
	Andhra & Rayalaseema	240	134.00	21.316	1.407@	0.160

@ Not significant

An observation of above table –4 the mean occupational stress scores of teacher educators working in Telangana,

Andhra & Rayalaseema were 136.67 and 134.00 respectively. The obtained t-value 1.407 was not significant at any level of



significance. By observing the mean values of these two groups. It indicates that the region of the teachers did not influence their level of occupational stress.

Therefore, the formulated null hypothesis was accepted with respect to the overall occupational stress.

**Hypothesis 4:** There would be no significant difference in the level of dimension wise Occupational Stress of teachers working in DIET Colleges with regard to Region.

It is inferred from the table-5 that there was no significant difference between teacher educators belonging to Telangana and Andhra & Rayalaseema in the level of occupational stress

with respect to all the dimensions of occupational stress namely, Role overload, Role ambiguity, Role conflict, Unreasonable group, Responsibility, Under participation, Powerlessness, Poor peer relations, Intrinsic improvement, Low status, Strenuous working conditions and Unprofitability. By observing the mean scores, Telangana regions teachers experiencing slightly higher than their counterparts.

Thus the hypothesis “There would be no significant difference in the level of dimensions wise Occupational Stress of teachers working in DIET Colleges with regard to Region” was accepted.

**Table 5:** Showing Means, S.Ds and t- values pertaining to dimension-wise Occupational stress of teachers working in DIET Colleges with respect to Region

Dimensions of Occupational stress	Region	N	M	SD	t-value	p-value
Role overload	Telangana	240	19.56	5.201	1.114@	0.266
	Andhra & Rayalaseema	240	19.01	5.526		
Role ambiguity	Telangana	240	12.53	3.378	1.048@	0.295
	Andhra & Rayalaseema	240	12.20	3.50		
Role conflict	Telangana	240	15.10	2.798	1.049@	0.295
	Andhra & Rayalaseema	240	14.82	3.11		
Unreasonable group	Telangana	240	12.84	3.683	0.365@	0.715
	Andhra & Rayalaseema	240	12.97	3.816		
Responsibility	Telangana	240	9.79	2.535	0.615@	0.539
	Andhra & Rayalaseema	240	9.64	2.803		
Under participation	Telangana	240	9.93	3.205	0.000@	1.000
	Andhra & Rayalaseema	240	9.93	3.302		
Powerlessness	Telangana	240	7.88	2.556	1.132@	0.190
	Andhra & Rayalaseema	240	7.56	2.661		
Poor peer relations	Telangana	240	7.88	2.925	0.560@	0.576
	Andhra & Rayalaseema	240	11.29	2.613		
Intrinsic improvement	Telangana	240	11.21	2.986	1.905@	0.057
	Andhra & Rayalaseema	240	11.07	3.05		
Low status	Telangana	240	11.29	2.167	1.706@	0.089
	Andhra & Rayalaseema	240	10.77	2.169		
Strenuous working conditions	Telangana	240	12.17	3.087	1.959@	0.478
	Andhra & Rayalaseema	240	11.60	3.337		
Unprofitability	Telangana	240	6.47	2.298	1.037@	0.300
	Andhra & Rayalaseema	240	6.25	2.368		

@ Not significant

**Findings of the Study**

- There is significant difference among below 30 years, 30-45 years and above 46 years of age group teacher educators in the level of overall occupational stress and with respect to the dimensions namely, role overload, role ambiguity, intrinsic impoverishment, strenuous working conditions and unprofitability as a source of occupational stress. Whereas there was no significant difference among these three groups, with respect to the dimensions namely role conflict, unreasonable group and political pressure responsibility for persons, under participation, powerlessness, poor peer relations and low status as a source of occupational stress
- While comparing the mean occupational stress scores of below 30 years, 30-45 years and 46 years and above age group teacher educators below 30 years age group teachers experienced more occupational stress with respect to the dimensions, role overload, role ambiguity, intrinsic improvement, strenuous working conditions and unprofitability than the 30-45 years and 46 years and above age group of teachers.

- There was no significant difference between teachers belong to Telangana, Andhra & Rayalaseema regions in the level of overall and dimension wise occupational stress.

**Conclusions**

The following conclusions could be drawn from the findings. The significant difference was found in occupational stress among teachers of different age group of DIET colleges i.e., below 30 years, 30-45 years and 46 and above age groups. Mean scores that below 30 years age group teachers experienced more occupational stress compared to 31-45 years and 46 years and above age group teachers. There was no significant difference in the level of overall and dimension wise occupational stress of teachers working in DIET colleges with regard to region. Therefore, the region (Telangana, Andhra & Rayalaseema) of teachers did not influence the levels of occupational stress.

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