International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

A Study on Occupational Stress and Psychological Outcome Among Professors- An Empirical Study on Virudhunagar District

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Abstract

Educational profession is one of the most important and respected workers in any society. The educational professional playing a crucial role in shaping every individual in the world. The educational professional passing knowledge, values, cultural, morals to the next generation. The present study on occupational stress and psychological outcomes among professors in Virudhunagar district reveals that a significant proportion of participants experience levels of psychological distress. The prevalence of moderate and high stress levels among professors indicates that workplace demands, responsibilities, working climate, management politics, excessive and un - manageable workload, lack of time management, classroom management, climate and support of organization, personal life imbalance in the high responsibilities may contribute to emotional strain and reduced mental health. In this research done in a total of 50 respondents were selected for the study, and data were collected using standardized tools such as the Center for Epidemiologic Studies Depression Scale (CES-D), Occupational Stress Index (OSI), and Perceived Stress Questionnaire (PSQ). The collected data were analysed using frequency distribution and Chi-square test to identify patterns and relationships among the variables. The findings of the study revealed most of the respondents experienced major depressive symptoms, accounting for 88 percent of sample, while only 12 percent showed mild depressive symptoms. This indicates a high prevalence of depressive symptoms among professors in the selected study area. Regarding occupational stress, most of the respondents (62 percent) were found to experience moderate occupational stress, followed by 30 percent experiencing low stress and only 8 percent experiencing high occupational stress. In terms of perceived stress, the results showed that 36 percent of the respondents reported moderate stress and another 36 percent reported high stress, while 26 percent experienced low stress. These findings clearly indicate that a considerable proportion of participants are experiencing moderate to high levels of stress.

INTRODUCTION

Educational profession is one of the most important and respected institutional workers in any society. The educational professional playing a crucial role in shaping every individual in the whole word. The educational professional passes the knowledge, values, cultural, morals to the next generation. The involvement and responsibility of a education profession, the evaluation of society would not be possible. The teaching job is not having a limited to teach and they are not only delivering the academic content. That people are not an institutional worker they are also our inspirations, role model, mentor, guide, and motivators for every student. They help to develop the students critical thinking, problem solving skill,

emotional maturity, and social responsibility. The teachers are also known as agents of knowledge dissemination.

1.1 Educational profession to change the raw information into understandable information.

The Subject material is available everywhere in the Modern world through books, internet, and digital media. That are raw information by itself automatically not understand by learners or students. The institutional worker to organize complex fact, explain them in simple way use demo models or examples, guiding, clarifying to help students understand. The teacher also adapts information according to the age, ability, and learning level of student. The professors play an emotional and motivational role in the learning process. They build confidence, reduce fear of difficult subject and creating a supportive learning environment.

Society generally views the profession of professor as a comfortable, respectable, low stress job …ext. but the professors to face the many problems and stress.

1.2 Occupation

Occupation refers to a type of work are doing a person regularly to earn a living. It is also known field of profession

1.2.1 Occupational stress

Occupational stress refers to the physical and emotional pressure or stress to experience by individual. it is effect of occupational work. It happened work pressure, job demand, work responsibility or organization expectations becomes difficult for an individual to handle. Occupational stress is caused by many factors. They are excessive workload, job in security, time pressure, unclear job role, lack of control over work, poor organizational support, and imbalance of work life and personal life. That wise the occupational stress depending on working conditions and organizational structure. The occupational stress was continued for prolonged period, it can be affected the mental health, emotional stability, job satisfaction, work performance, and it affect the overall quality of life.

1.2.2 Occupational stress in teaching profession

Occupational stress in the teaching profession refers to the mental and physical pressure. That develops when the responsibilities of teaching surpass a teacher's sense of capacity, available time, energy, or support systems to manage those responsibilities successfully. Teaching is noticeable from many other careers. Because it requires continuous emotional involvement, multifaceted social interaction, and continuous intellectual activity. Educators are expected not only to provide academic instruction but also to maintain classroom discipline, nurture students' emotional growth, interact with parents, perform administrative requirements, and adjust to dynamic educational transformation. When these multiple expectations growing responsibilities build up without enough institutional or personal support, the stress experienced by teachers often becomes long-term chronic.

1.2.3 Core aspect of Occupational Stress in educational professional

Teaching usually known as service-oriented profession. because it involves Long-term and meaningful commitment with people throughout the workday. Unlike many occupations where tasks are completed independently or with limited social exchange, educational professors Without interruption by students and regularly interact with colleagues, and parents. This uninterrupted human contact demands sustained attention, sensitivity, and responsiveness. Educational professors are expected to Likely Maintain poise, patient, and encouraging regardless of their own sentimental feelings or external exterior demand pressures. Even in situations involving student misbehaviour, lack of cooperation, or administrative

demands, educators must respond professionally. This process of consciously managing and sometimes suppressing genuine emotions—such as frustration, disappointment, or exhaustion—requires significant psychological effort. Over time, this hidden emotional work can deplete mental energy and reduce overall well-being, and another major aspect is the need of empathy and emotional responsiveness. educational professionals are usually initiated by students requesting support, encouragement or support to our personal challenges. The educator professional continuously absorption of student knowledge. It's contributed to emotional need, teaching profession continuous at the same time to handling multiple tasks. The educational professional During the teaching hour to teaching a single lesson the educational professional should deliver obviously fulfilled lesson knowledge to the student, to supervise the student involvement, and the control to classroom manner, clarifying the doubt of the student, modifying the explanations for distinct capability levels of students, and maintain the track of time. These are activities to do the educational professional at the same time of movement. The educational professional must quickly interpret classroom dynamics and make rapid decisions. This uninterrupted mental processing creates mentally taxing. Deep concentration, rapid problem-solving, and ongoing decision-making to indicate mental assets. The cognitive effort is required regularly without acceptable relaxation or institutional support, that are to indicate the mental pressure, and mental stress.

occupational stress in educational professional is not simply the consequence of heavy workload, Continuous social interaction, Emotional self-management, Empathic engagement, Simultaneous task coordination, Rapid decision-making under pressure

When these expectations continue for over time, particularly lacking institution surroundings support, education profession to experience Continuous stress, emotional fatigue, and decreased professional satisfaction.

1.2.4 The birthplace of stress in educational professional

1.2.4.1 Workload and Time Pressure

Workload and time limits are most powerful sources of occupational stress in teaching profession. The public repeatedly associates teaching primarily with classroom instruction, but the visible teaching hours represent only a portion of a teacher's professional duties. An important expanse of work takes place outside direct classroom interaction. Teachers are required to carefully design lesson plans that align with programme goals and learning results. They prepare instructional materials, presentations, worksheets, and digital resources to support various learning needs. After providing lessons, they must evaluate assignments, correct examinations, provide individualized feedback, and record student performance perfectly. Maintaining academic records, documenting attendance, updating progress reports, are additional responsibilities that necessity attention to detail. Ahead of academic tasks, programme planning sessions, teachers frequently participate in staff meetings, training workshops, and parent-teacher interactions. Many also supervise school events, competitions, extracurricular programs and student clubs. These responsibilities gather, habitually extending the workday into evenings and weekends. Stress develops when teachers perceive that the time available is insufficient to complete these tasks to a professional standard. The constant feeling of racing against time limits can make mental stress and emotional tension. Instead of focusing creatively on teaching, teachers may become preoccupied with finishing tasks quickly. Another major source of pressure is the requirement to complete prescribed curriculums within strict academic calendars. Teachers must move through content according to pre-set schedules, even when students require additional explanation or practice. This creates a professional

problem. ordering thorough understanding and expressive learning may slow progress, while hurrying to finish the syllabus may deal depth and quality. This ongoing struggle between maintaining high educational standards and get-together institutional deadlines can lead to vexation and reduced job satisfaction. Over time, sustained overload without satisfactory planning time, administrative support, or flexibility may contribute to exhaustion, decreased motivation, and ultimately exhaustion. Therefore, workload and time pressure in teaching are non-simply about the figure of responsibilities assigned. They involve the concentration, continuity, and need of responsibilities that teachers must survive simultaneously, often with narrow time for rest or recovery.

1.2.4.2 Classroom Management Challenges

One of the extreme pressures is the educational professional to managing today's different classrooms. Modern classrooms take along together students with diverse circumstances, capabilities, behaviours, and learning requirements. While this diversity enhances the learning environment, it also creates complex challenges for teachers. Behavioural difficulties are a major source of stress. Interruptions such as talking during lessons, rejection to follow instructions, or aggressive behaviour can disturb learning and reduce instructional time. When such issues occur frequently, teachers may begin to feel overwhelmed or ineffective. Another challenge is low student motivation. Some learners show limited interest in academic tasks, lack resolution, or undo from classroom activities. Supporting these students have need of additional effort, creativity, and emotional liveliness from educational professional.

Huge class volumes further complicate classroom management. When a teacher is responsible for many students, it becomes tougher to provide individual attention, observe behaviour constantly, and adjust lessons to chance different needs. In addition, students often vary extensively in academic ability. Teachers must adjust instruction to support struggling learners while also challenging advanced students. Planning lessons that meet this range of abilities demands substantial time and skill. Wide-ranging classrooms improve another layer of responsibility. Educational professional may work with students who have special educational needs, learning incapacities, or emotional and behavioural disorders Associate these students requires patience, expert strategies, and teamwork with other professionals. When corrective problems keep at despite constant effort, teachers can experience feelings of helplessness and emotional exhaustion. Over time, this ongoing stress may contribute to burnout and reduced job satisfaction. classroom management in varied settings requires flexibility, strong communication skills, and continuous professional growth. If teachers with suitable training and institutional support is vital to reduce stress and encourage a positive learning environment.

1.2.4.3 Emotional Demands

The educational profession involves important emotional responsibility. Educational professors often interact with students who are facing personal sufferings, family instability, social pressures, or emotional difficulties. In many cases, students look to their teachers for support, understanding, and assurance comfort. Providing this level of emotional support needs patience, empathy, and self-control. At the same time, teachers must maintain professional boundaries. Balancing care and professionalism can be mentally and emotionally requiring. When educators are continually showing to students' struggles, they may experience emotional burden. Over a prolonged period, this burden can develop into concern fatigue, a condition in which individuals feel emotionally exhausted and less skilled of offering support with the same level of feeling and care.

1.2.4.4 Organizational Climate

The whole environment of an educational institution greatly effects teacher's well-being. A positive organ-

izational climate supports teamwork, respect, and open communication. However, when administrative support is weak or unbalanced, teachers may feel isolated in their responsibilities. Limited connection in decision-making processes can reduce a teacher's wisdom of independence and professional value. In addition, insufficient instructional resources, unclear guidelines, and ineffective communication can growth daily stress. Leadership styles that are excessively or unsupportive may additionally contribute to frustration and feelings of hopelessness. A well organizational climate is essential for reducing occupational stress and promoting job satisfaction. When educational professor feels supported and respected, they are better to manage professional challenges successfully. The overall working environment within a school plays a crucial role in shaping a educational professional experiences. When organizational support is limited, educators may feel lonely in managing classroom responsibilities and student concerns. A lack of involvement in decision-making processes can reduce educational profession sense professional recognition. Insufficient teaching materials and limited institutional resources additional increase daily pressures, making it more challenging to convey effective instruction. Additionally, weak communication systems within the institution can lead to misunderstandings, confusion, and frustration. Leadership attitudes that are overly strict, indifferent, or unsupportive may increase stress levels and create feelings of helplessness among staff members.

1.3 Psychological and Physical Impact of Occupational Stress

Occupational stress not only affects a person's work performance but also has serious effects on both mental (psychological) and physical health. When stress continues for a prolonged period, it can disturb emotional balance, reduce efficiency, and reduce overall well-being.

1.3.1 Psychological Effects of Occupational Stress

Anxiety and Irritability

Occupational stress frequently leads to anxiety, where individuals feel endless worry, tension, or nervousness. Professors may feel anxious about finishing tasks, meeting deadlines, or managing responsibilities. This continuous pressure can also make them easily annoyed, leading to frustration, anger, and difficulty in maintaining patience with students.

Reduced Job Satisfaction

When stress levels are high, individuals may lose interest and satisfaction in their work. Professors who once enjoyed teaching may begin to feel unhappy, unmotivated, from their profession. This lack of satisfaction can reduce their passion and commitment to teaching.

Feelings of Inefficacy

Occupational stress can build a feeling of inefficacy, where individuals believe they cannot perform their job effectively. Professors may feel that their efforts are not making good results or that they are unable to meet expectations. This reduces confidence and self-esteem.

Emotional Exhaustion

Emotional exhaustion occurs when individuals feel mentally drained and emotionally tired due to constant stress. Educational Professors may feel they have no energy absent to interact with students or perform their duties effectively. This situation reduces emotional involvement in teaching.

Burnout

Burnout is one of the most critical psychological effects of long-term occupational stress. It is a state of whole physical, emotional, and mental exhaustion caused by sustained work pressure.

1.3.2 Components of Burnout

Emotional Exhaustion

This refers to feeling totally drained and unable to handle with work demands. Professors may feel tired even before starting their work.

Depersonalization

Depersonalization means developing a negative or removed attitude towards students. Professors may become less caring, emotionally unfriendly, or unsympathetic in their interactions.

Reduced Personal Achievement

Individuals feel that they are not attaining anything meaningful in their job. Professors may feel unsuccessful or believe their teaching is not effective.

Occupational stress also affects physical health.

Continuous stress can lead to Physical Effects of Occupational Stress

- Headaches
- Fatigue and weakness
- Sleep problems (insomnia)
- Increased heart rate
- High blood pressure
- Reduced immunity

These physical problems can further reduce work performance and overall quality of life.

Impact on Teaching Effectiveness and Students

Teacher stress does not affect only the individual, it effects the learning environment. Stressed teachers may:

- Show reduced patience
- Have lower classroom engagement
- Avoid innovative teaching methods
- Exhibit increased absenteeism

This can negatively affect student motivation, academic achievement, and classroom climate. In severe cases, stress contributes to high teacher turnover, disrupting institutional stability.

REVIEW OF LITERATURE

Gillespie et al. (2001), conducted a study to explore the major sources of occupational stress among university academics. The research used survey methods and included faculty members from higher education institutions. The findings revealed that heavy workload, research expectations, and lack of funding were the primary stressors. It was also observed that increasing administrative responsibilities added to the pressure. The study highlighted that prolonged exposure to such stress leads to burnout and reduced job satisfaction. It concluded that institutional support is necessary to manage stress effectively.

Abouserie (1996), examined occupational stress among academic staff with a focus on work-related pressures and job demands. The study used questionnaire methods to collect data from university teachers. The findings indicated that high performance expectations and limited resources significantly contributed to stress levels. It was also observed that stress negatively affected motivation and job satisfaction. The study emphasized that continuous stress leads to psychological strain and reduced efficiency. It concluded that improving working conditions can help reduce stress.

Blix et al. (1994), conducted a study on occupational stress among university faculty members. The research aimed to understand the relationship between stress and job satisfaction. The findings revealed that high stress levels were associated with low job satisfaction and poor mental health outcomes. It was also found that lack of recognition and support increased stress levels. The study highlighted that stress affects both personal well-being and professional productivity. It concluded that effective stress management strategies are essential.

Dua (1994), studied the impact of occupational stress on the psychological health of teachers. The study used survey techniques to analyze stress levels and emotional responses. The findings showed that stress leads to increased anxiety, emotional instability, and mental fatigue. It was also observed that continuous stress affects overall well-being and job performance. The study emphasized the importance of coping mechanisms in managing stress. It concluded that stress management is necessary to maintain mental health.

Reddy and Poornima (2012), conducted a study on occupational stress among college teachers using a structured questionnaire method. The research aimed to examine the relationship between stress and job satisfaction. The findings revealed that workload, time pressure, and lack of institutional support were major contributors to stress. It was also observed that high stress levels reduced job satisfaction and caused emotional exhaustion. The study highlighted that stress negatively affects teaching effectiveness. It concluded that proper stress management strategies are required.

Ahsan et al. (2009), conducted a study to identify the major factors contributing to occupational stress among academic staff. The research used structured questionnaires and included employees from educational institutions. The findings revealed that heavy workload, time pressure, and poor work-life balance were the primary causes of stress. It was also observed that lack of organizational support further increased stress levels. The study highlighted that prolonged stress leads to anxiety, reduced job performance, and dissatisfaction. It concluded that improving working conditions and support systems can help reduce stress.

Barkhuizen and Rothmann (2008), examined occupational stress and burnout among higher education staff. The study adopted a quantitative research design and collected data from academic professionals. The findings indicated that excessive workload and lack of resources were major contributors to stress. It was found that continuous stress resulted in emotional exhaustion and reduced professional efficiency. The study also highlighted a strong relationship between stress and burnout. It concluded that institutions must implement stress management strategies to improve well-being.

Sharma and Kaur (2011), conducted a study focusing on occupational stress among female teachers. The research aimed to understand how dual responsibilities at work and home affect stress levels. The findings revealed that female educators experience higher stress due to balancing professional and personal roles. It was also observed that this stress leads to fatigue, anxiety, and emotional imbalance. The study emphasized that lack of support both at home and workplace increases psychological strain. It concluded that supportive environments are necessary to reduce stress.

Kaur (2015), investigated occupational stress among teachers and its impact on job performance. The study used survey methods and included educators from various institutions. The findings showed that high workload, lack of recognition, and limited resources contributed significantly to stress. It was observed that stress negatively affects teaching effectiveness and motivation. The study also indicated that prolonged stress leads to emotional exhaustion and burnout. It concluded that proper stress management techniques are essential for improving performance.

Singh and Singh (2014) analyzed the relationship between occupational stress and psychological health among teachers. The study used a correlational research design to examine stress levels and mental health outcomes. The findings revealed a strong positive relationship between stress, anxiety, and depression. It was also observed that higher stress levels reduce emotional stability and job satisfaction. The study emphasized that stress has a serious impact on psychological well-being. It concluded that interventions are needed to manage stress effectively.

Malik et al. (2011) conducted a study to examine the influence of organizational climate on occupational stress among academic staff. The research used survey methods and collected data from university teachers. The findings revealed that poor working conditions, lack of support, and ineffective management increased stress levels. It was also observed that a negative work environment reduced motivation and job satisfaction. The study highlighted that organizational factors play a major role in stress development. It concluded that a positive work climate can significantly reduce stress.

Rani and Rani (2014) investigated occupational stress among teachers with a focus on job insecurity and career growth. The study used questionnaire methods to gather data from teaching professionals. The findings indicated that lack of promotion opportunities and job instability were major sources of stress. It was also observed that these factors led to frustration and decreased job satisfaction. The study emphasized that job security is essential for psychological well-being. It concluded that better career opportunities can reduce stress levels.

Bhatti et al. (2011) conducted a study to analyze the relationship between occupational stress and job satisfaction. The research included employees from academic institutions and used survey techniques. The findings revealed that increased stress levels significantly reduced motivation and job satisfaction. It was also found that stress increased turnover intentions among employees. The study highlighted that stress negatively affects both performance and commitment. It concluded that stress management is essential for employee retention.

Iqbal and Kokash (2011), examined occupational stress among university teachers and its effects on health and performance. The study used structured questionnaires to collect data from faculty members. The findings indicated that stress affected both physical and psychological health, leading to fatigue and anxiety. It was also observed that stress reduced efficiency and work performance. The study emphasized the need for proper support systems in institutions. It concluded that managing stress is important for improving overall well-being.

Khan et al. (2013), conducted a study focusing on role conflict and role ambiguity as sources of stress among educators. The research used a quantitative approach and included teaching professionals from higher education institutions. The findings revealed that unclear job roles and conflicting responsibilities significantly increased stress levels. It was also observed that these issues reduced job satisfaction and performance. The study highlighted that role clarity is essential in reducing stress. It concluded that proper job structure can help manage occupational stress.

Pandey and Srivastava (2015), conducted a study to examine coping strategies used by teachers to manage occupational stress. The research adopted a survey method and included educators from various institutions. The findings revealed that effective coping mechanisms such as time management, social support, and relaxation techniques significantly reduce stress levels. It was also observed that individuals using positive coping strategies showed better psychological well-being. The study highlighted the importance of training programs in stress management. It concluded that coping strategies play a crucial role in reducing occupational stress.

Mathew (2017), investigated the effectiveness of stress management programs among teachers. The study used an experimental design and included participants from educational institutions. The findings indicated that structured stress management programs helped in reducing anxiety and improving emotional stability. It was also observed that participants showed better concentration and job satisfaction after intervention. The study emphasized the importance of institutional initiatives for stress reduction. It concluded that stress management programs are essential for improving mental health.

George and Joseph (2018), conducted a study on emotional intelligence and its role in managing occupational stress. The research used a correlational design and included academic professionals. The findings revealed that individuals with higher emotional intelligence were better able to handle stress and maintain psychological balance. It was also observed that emotional intelligence improved interpersonal relationships and job performance. The study highlighted its importance in educational settings. It concluded that developing emotional intelligence can reduce stress levels.

Kumar and Deo (2011), examined the impact of occupational stress on teaching effectiveness and student outcomes. The study used survey methods and collected data from teachers. The findings indicated that high stress levels negatively affected teaching quality and reduced student engagement. It was also observed that stressed teachers showed lower motivation and productivity. The study emphasized that stress not only affects teachers but also students. It concluded that reducing stress is important for improving educational quality.

Thakur (2018), conducted a study focusing on workload and administrative responsibilities as major sources of stress among professors. The research included faculty members from higher education institutions. The findings revealed that excessive workload and additional duties significantly increased stress levels. It was also observed that these stressors reduced job satisfaction and work efficiency. The study highlighted the need for workload management. It concluded that balanced responsibilities can help reduce occupational stress.

Rao and Reddy (2019) conducted a study to examine the role of institutional support in managing occupational stress among professors. The research used survey methods and included faculty members from higher education institutions. The findings revealed that lack of administrative support and poor communication significantly increased stress levels. It was also observed that inadequate resources and guidance contributed to emotional exhaustion. The study highlighted that supportive leadership plays an important role in reducing stress. It concluded that strong institutional support systems are essential for improving well-being.

Verma (2020), investigated the impact of occupational stress on the physical and psychological health of teachers. The study adopted a quantitative approach and collected data from academic professionals. The findings indicated that prolonged stress leads to sleep disorders, fatigue, and reduced concentration. It was also observed that stress negatively affects emotional stability and mental health. The study emphasized that unmanaged stress could result in serious health issues. It concluded that stress reduction strategies are necessary for maintaining overall health.

Patel (2020) conducted a study on work-life balance among educators and its relationship with occupational stress. The research used survey techniques and included teachers from various institutions. The findings revealed that imbalance between professional and personal life significantly increases stress levels. It was also observed that this imbalance leads to psychological distress and reduced job satisfaction. The study highlighted the importance of maintaining a healthy balance. It concluded that proper time management and support can reduce stress.

Shukla (2021) examined occupational stress among professors during the shift to online teaching. The study used a survey method and included faculty members from higher education institutions. The findings indicated that technological challenges, increased workload, and lack of training were major stressors. It was also observed that these factors led to anxiety, frustration, and reduced teaching effectiveness. The study emphasized the impact of sudden changes in teaching methods. It concluded that proper training and support can reduce stress.

Gupta and Sharma (2021) conducted a study on digital stress among teachers in modern educational environments. The research used questionnaire methods and included academic professionals. The findings revealed that lack of technical skills and continuous use of digital tools increased stress levels. It was also observed that digital fatigue affected mental health and productivity. The study highlighted the challenges of adapting to new technologies. It concluded that training and technological support are essential to reduce stress.

Kaur and Singh (2021) conducted a study to examine the relationship between occupational stress and job satisfaction among teachers. The research used a survey method and included faculty members from educational institutions. The findings revealed that increased levels of stress significantly reduced job satisfaction and motivation. It was also observed that stress negatively affected emotional well-being and work performance. The study highlighted the importance of maintaining a healthy work environment. It concluded that reducing stress is essential for improving job satisfaction.

Mehta (2022) investigated the psychological impact of occupational stress among academic professionals. The study adopted a quantitative research design and collected data through structured questionnaires. The findings indicated that high stress levels were associated with emotional instability, anxiety, and depression. It was also observed that prolonged stress affected both personal and professional life. The study emphasized the importance of early identification of stress symptoms. It concluded that effective stress management strategies are necessary.

Joshi (2022) conducted a study on the role of institutional policies in managing occupational stress among teachers. The research included faculty members from higher education institutions and used survey techniques. The findings revealed that supportive policies and flexible work environments reduced stress levels. It was also observed that lack of clear policies increased confusion and pressure among staff. The study highlighted the importance of proper management practices. It concluded that effective institutional policies could help in stress reduction.

Nair (2023) examined the effectiveness of mindfulness and relaxation techniques in reducing occupational stress among teachers. The study used an experimental approach and included academic professionals. The findings indicated that practices such as meditation and relaxation significantly reduced stress levels and improved mental well-being. It was also observed that participants showed better focus and emotional balance. The study emphasized the importance of mental health practices. It concluded that mindfulness techniques are effective tools for stress management.

Das (2023) conducted a study on occupational stress and its psychological outcomes among working professors. The research used survey methods and included faculty members from higher education institutions. The findings revealed that high levels of stress were strongly associated with anxiety, depression, and burnout. It was also observed that stress negatively affected job performance and overall well-being. The study highlighted the serious impact of occupational stress on mental health. It concluded that effective intervention strategies are necessary to reduce stress.

RESEARCH AND METHODOLOGY

3.1 AIM

- A study on occupational stress and psychological outcomes among professionals.

3.2 OBJECTIVE

- To discover the educational professors occupational stress level
- To learn the impact of work-related stress on the development of depressive symptoms.
- To study the personal life and work life balance of teaching professional

3.3 PROPOSED OUTCOME

- To find the depression, stress and occupational stress with teaching professors in the Sri krishnasamy arts and science college staff.

3.4 MATERIALS AND APPARATUS

- Perceived Stress Questionnaire (PSQ)
- Occupational Stress Index (OSI)
- Center for Epidemiologic Studies Depression Scale (CES-D)
- 5-point Likert scale response format
- Printed questionnaires
- Consent forms
- Demographic data sheet
- Pen and pencil
- Instruction sheet
- Sample of professors
- Computer / Laptop
- Internet facility
- Microsoft Excel
- Microsoft Word
- Statistical tools (Mean, Standard Deviation, Percentage Analysis)
- Calculator

3.5 METHODOLOGY

The sample are collected to 50 faculty members from a Sri Krishanasamy arts and science college, Mettamalai, Sattur, Madhurai Kamaraj university in Tamil Nadu. A random sample was collected for the study, and the Involvement of participations are completely voluntaries. The 75 valid returned questionnaires constituted 96% of the questionnaires were distributed. The age of the educational professional members ranged from bellow 25 to above 55 years. The educational professors from junior to senior ranking is assistant professor, associate professor, and professors. Retired or part-time faculty members were Not included from the sample. written informed consent must have been provided by the participants prior to fill the questionnaire. The descriptive statistics of participants are summarized in Table 1. Procedure This study was conducted between December 2026 to March 2026. Participant educational professor is recruited at random field of major subjects: arts, science, and commerce……. We stated the purpose of the questionnaire and assured them that their answers would remain confidential. Returning of the questionnaire implied consent to participate in the study. Participants. The questionnaire is considered with high confidentiality and is declared to not to publish in any kind of medium. Consent of everyone is taken before the survey. Contributors were asked to answer a paper questionnaire and were informed and

of their right to withdraw from the study if they felt uncomfortable. Participants were told that they had right to refuse to answer any question and no participants will be named in the publications and every effort will be made to disguise their identity. Across-sectional survey of occupational stress and psychological outcome Among educational professional was conducted from December 2026 to April 2026 in Sri Krishanasamy arts and science college, Mettamalai, Sattur, Virudhunagar district, Madurai Kamaraj university with the total number of full-time working e4ducational professors. Self-administered questionnaires were distributed to 75teachers after obtaining written informed consent, and answers were received anonymously. A total of 75 effective responses were obtained.

3.5.1 Demographic and working characteristics

Demographic characteristics collected included gender, age, marital status, types of family, years of teaching, and average working hours per day. Age are categized bellow 25/26-35/36-45/46-55/above55. Gender is categorized male/female/prefer not to say. Marital status was categorized as single/widowed/divorced/married. Types of family categorized to nuclear/joint/extended. Years of teaching less than 1 year/1-5 years/6-10years/11-15 years/more than 15 years. average working hours per day are categorized less than 6 hours/6-8 hours/more than 8 hours.

	Frequency
Age	
Below 25	21
26-35	21
36-45	7
46-55	1
Above 55	--
Gender	
Male	14
Female	36
Marital status	
Single	33
Married	17
Divorce separate	--
Widowed	--
Types of family	
Nuclear	40
Joint	10
Extended	--
Years of teaching	
Less than 1 year	16
1-5 year	26
6-10 year	5

11-15 year	3
More than 15 years	--
Average working hours per day	
Less than 6 hours	9
6-8 hours	20
More than 8 hours	21

3.5.2 ANALYSING THE SAMPLES

The 50-sample questioner result analyzes to using following methods:

First, I was using the center for epidemiologic studies depression scale (CESD). The scale is generally used for self-report questionnaires to analysis the depressive symptoms to use this CESD scale.

Each sample is used to this method to score the sample results. We are designed the questionnaire contain 26 items with answer are ranked to 5-point Likert scale: 1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree. The score is scored the sample to give the point to each responsible scale the strongly disagree and disagree -0 point, neutral -1, agree to give-2point, strongly agree to give-3points. The scores are calculated to count the responsible scale value point and

The responsible for the result is measured to the result score is 0-15 to indicate no significant depressive symptoms, the responsible score is 16-26 to indicate the mild depressive symptoms and the score responsible is above 27 it indicates depressive symptoms.

Second, I was using the occupational stress index (OSI). It's a psychometric tool. This tool is used to measure occupation stress. Each sample are analysing using this method. The score value of 5-point Likert scale value is strongly disagree =1, disagree=2, natural=3, agree=4, strongly agree=5. To calculate each question responsible score, point value

The responsible of total questions score to describe the stress level. The score total value point is 32-75 it indicates the low occupational stress; 75-117 it indicates the moderate occupational stress. The score value is 118-160 it indicates the high occupational stress. The total 26 questions responsible score point to decide the stress level. This test used to measure the stress level of educational professional

Third, we are using the perceived stress questionnaire (PSQ). This questionnaire used to research setting and to evaluate the stress level of our past year or month. Each sample questionnaire is analysis using this method. The score value of 5-point Linkert scale value point is strongly disagree=1, disagree=2, natural=3, agree=4, strongly agree=5. To calculate each question responsible score, point value to measure the stress level

The responsible score total calculation values interpretations are the score value 26-60 it indicates low stress, the score value is 61-95 it indicates moderate stress, the score value is 96-130 it indicates high stress.

RESULTS AND DISCUSSION

4.1 Findings of sample analysis

SAMPLES	TEST-1	TEST-2	TEST-3
Sample-1	Mild depressive symptoms	Low occupational stress	Low stress
Sample-2	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-3	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-4	Major depressive symptoms	Low occupational stress	Low stress
Sample-5	Major depressive symptoms	Low occupational stress	Low stress
Sample-6	Major depressive symptoms	Moderate occupational stress	High stress
Sample-7	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-8	Major depressive symptoms	Moderate occupational stress	High stress
Sample-9	Major depressive symptoms	Low occupational stress	stress
Sample-10	Mild depressive symptoms	Moderate occupational stress	Moderate stress
Sample-11	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-12	Major depressive symptoms	Moderate occupational stress	High stress
Sample-13	Major depressive symptoms	Low occupational stress	Low stress
Sample-14	Mild depressive symptoms	Moderate occupational stress	Low stress
Sample-15	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-16	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-17	Major depressive symptoms	Low occupational stress	Low stress
Sample-18	Major depressive symptoms	Moderate occupational stress	High stress
Sample-19	Major depressive symptoms	High occupational stress	High stress
Sample-20	Major depressive symptoms	High occupational stress	High stress
Sample-21	Mild depressive symptoms	Moderate occupational stress	Moderate stress
Sample-22	Major depressive symptoms	Moderate occupational stress	High stress
Sample-23	Major depressive symptoms	Moderate occupational stress	High stress
Sample-24	Major depressive symptoms	Moderate occupational stress	High stress

Sample-25	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-26	Major depressive symptoms	Low occupational stress	Low stress
Sample-27	Major depressive symptoms	Low occupational stress	Low stress
Sample-28	Major depressive symptoms	Moderate occupational stress	High stress
Sample-29	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-30	Mild depressive symptoms	Low occupational stress	Low stress
Sample-31	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-32	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-33	Major depressive symptoms	High occupational stress	High stress
Sample-34	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-35	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-36	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-37	Major depressive symptoms	Low occupational stress	Moderate stress
Sample-38	Major depressive symptoms	Moderate occupational stress	High stress
Sample-39	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-40	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-41	Major depressive symptoms	Moderate occupational stress	High stress
Sample-42	Major depressive symptoms	Moderate occupational stress	High stress
Sample-43	Major depressive symptoms	Moderate occupational stress	High stress
Sample-44	Major depressive symptoms	Moderate occupational stress	High stress
Sample-45	Major depressive symptoms	Moderate occupational stress	High stress
Sample-46	Major depressive symptoms	Moderate occupational stress	High stress
Sample-47	Major depressive symptoms	Moderate occupational stress	Moderate stress
Sample-48	Major depressive symptoms	Moderate occupational stress	High stress
Sample-49	Major depressive symptoms	Moderate occupational stress	High stress

Sample-50	Major depressive symptoms	Moderate occupational stress	High stress

Sample 1

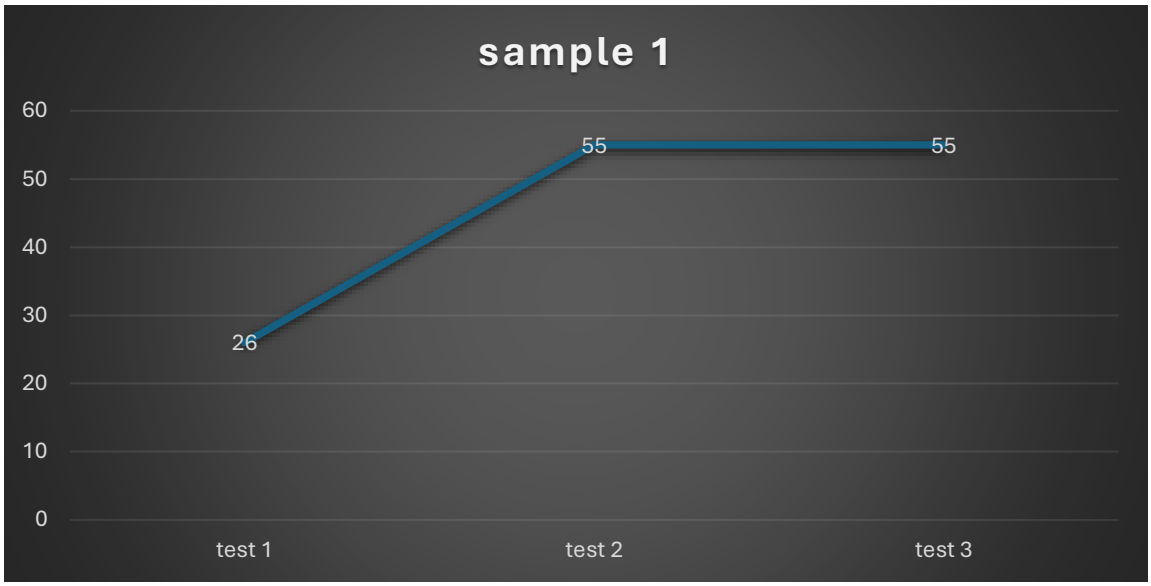

Figure 4.1. Result for sample 1 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 26 indicates mild depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 55 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 55 indicate low stress.

Sample 2

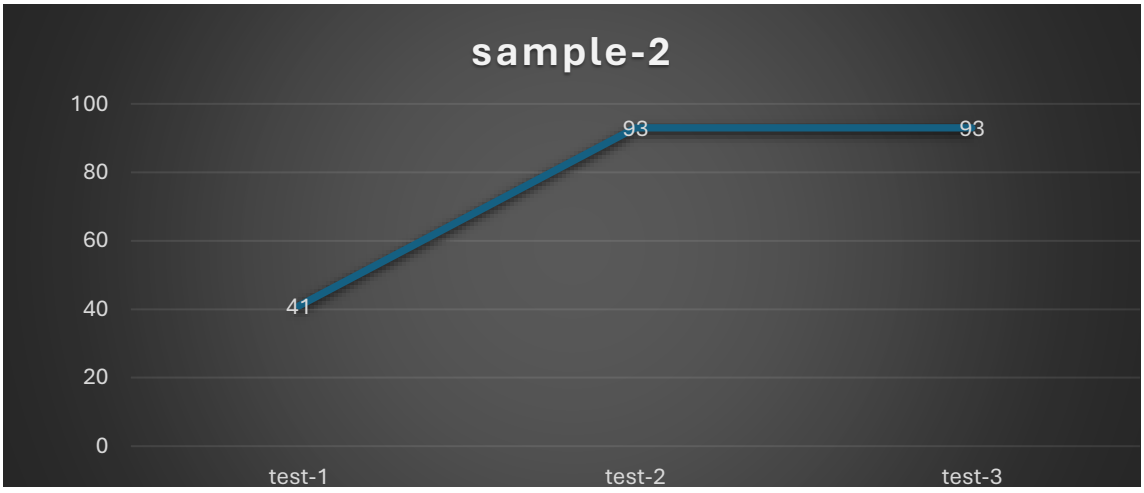

Figure 4.2. Result for sample 2 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 41 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 93 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 93 indicate moderate stress

Sample 3

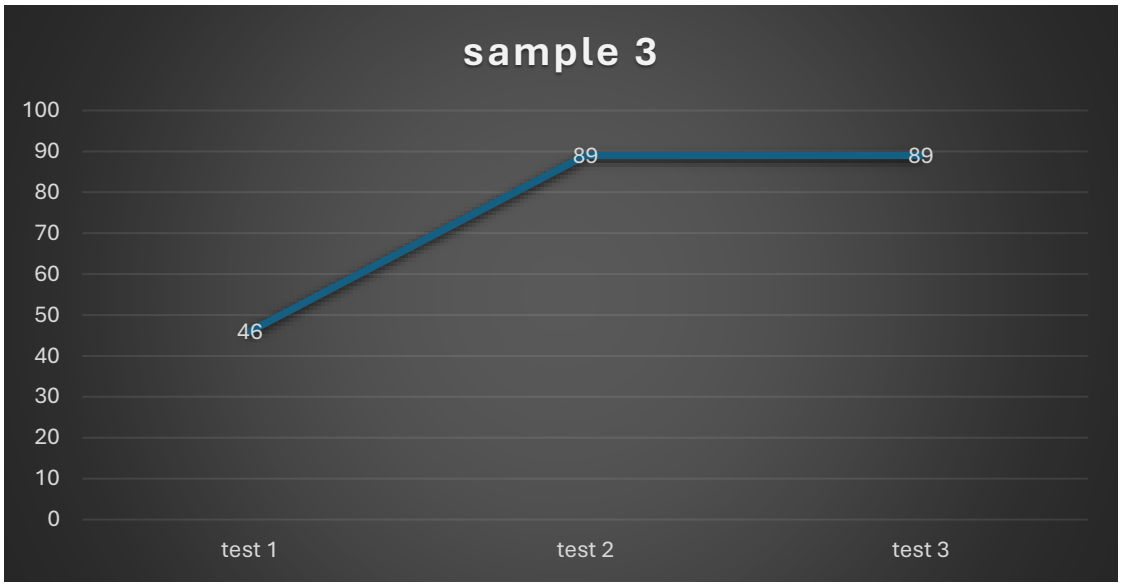

Figure 4.3. Result for sample 3 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 46 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 89 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 89 indicate moderate stress.

Sample 4

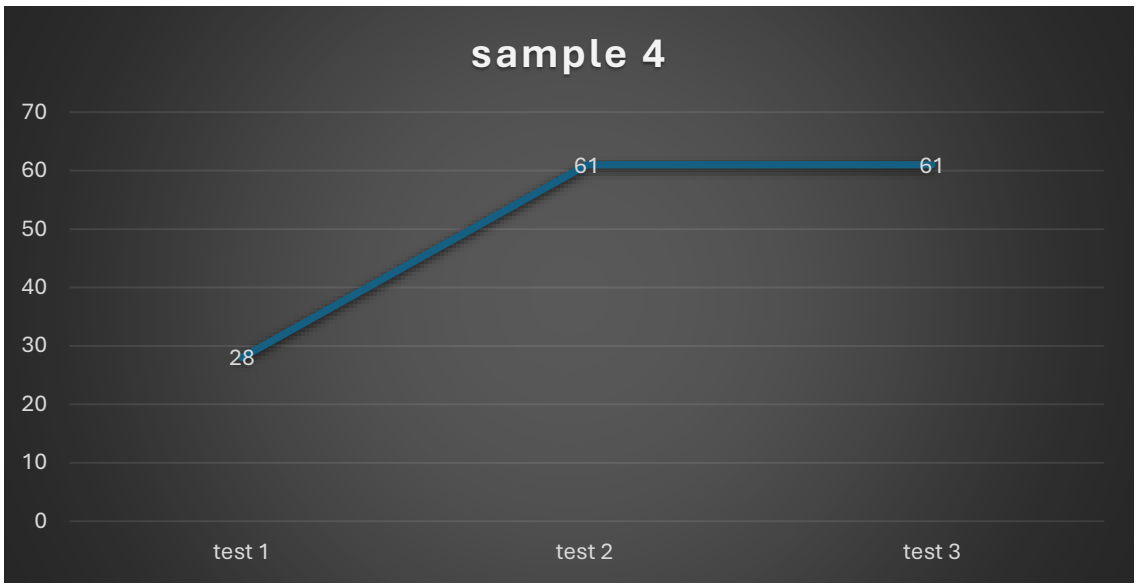

Figure 4.4. Result for sample 4 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 28 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 61 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 61 indicate low stress

Sample 5

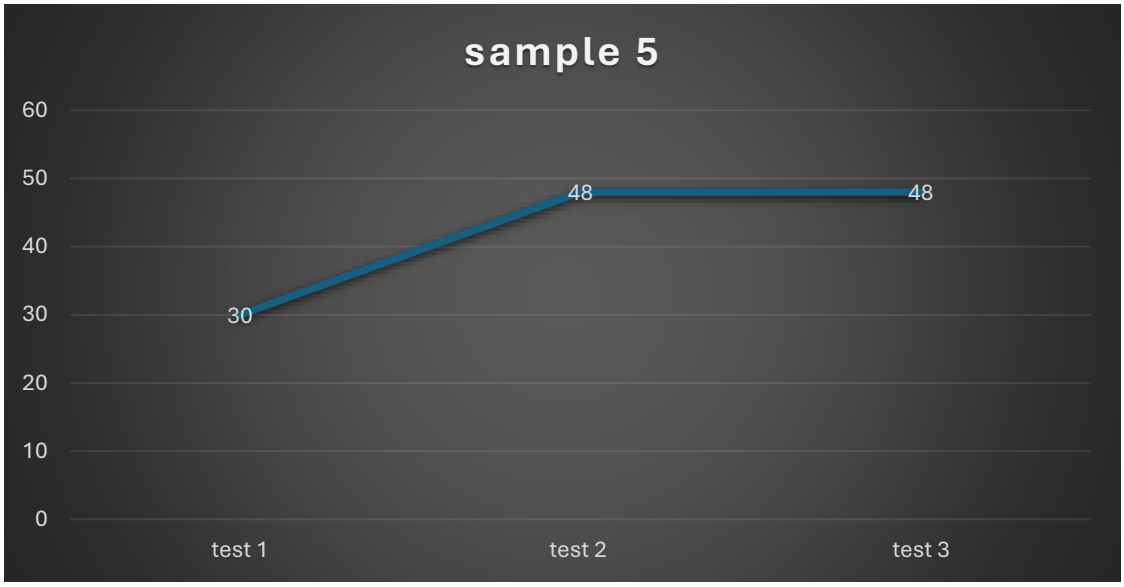

Figure 4.5. Result for sample 5 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 30 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 48 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 48 indicate low stress

Sample 6

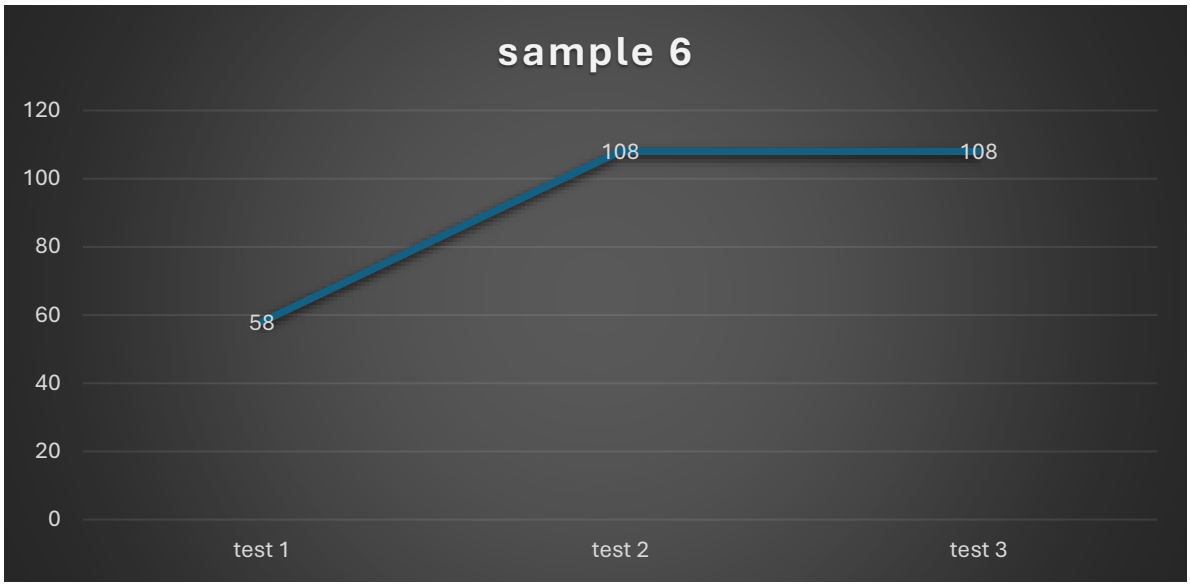

Figure 4.6. Result for sample 6 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 58 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 108 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 108 indicate high stress

Sample 7

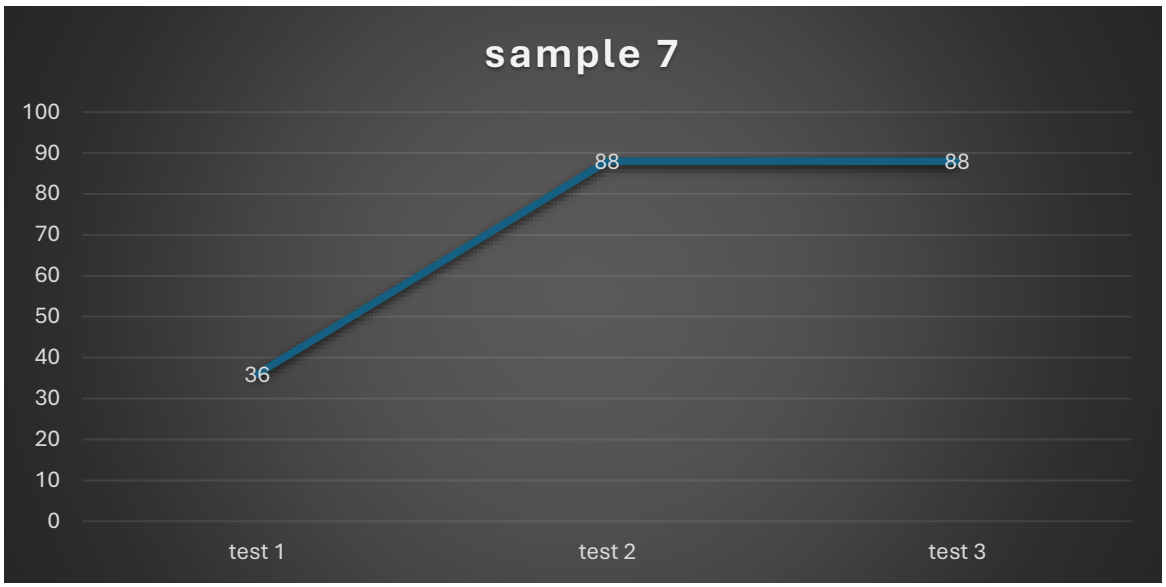

Figure 4.7. Result for sample 7 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 36 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 88 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 88 indicate moderate stress.

Sample 8

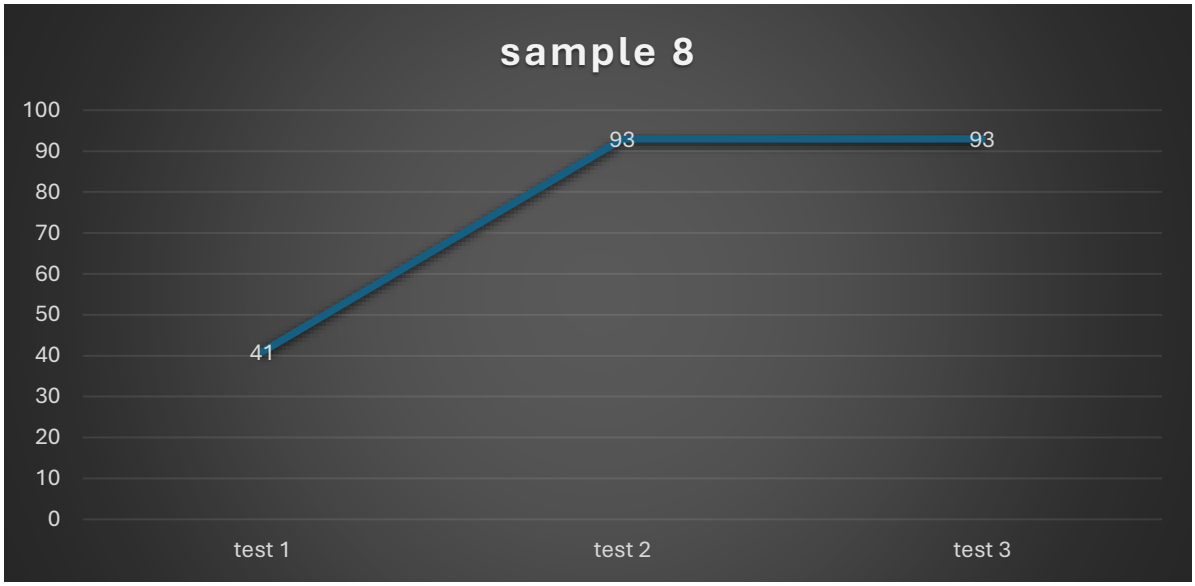

Figure 4.8. Result for sample 8 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 41 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 93 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 93 indicate high stress

Sample 9

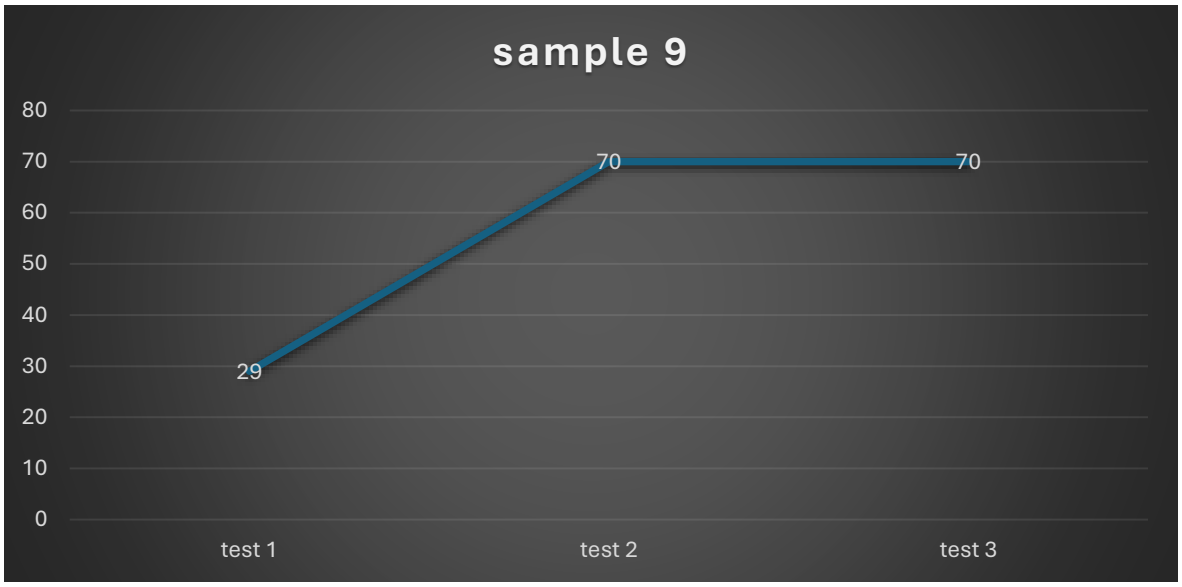

Figure 4.9. Result for sample 9 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 29 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 70 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 70 indicate moderate stress

Sample 10

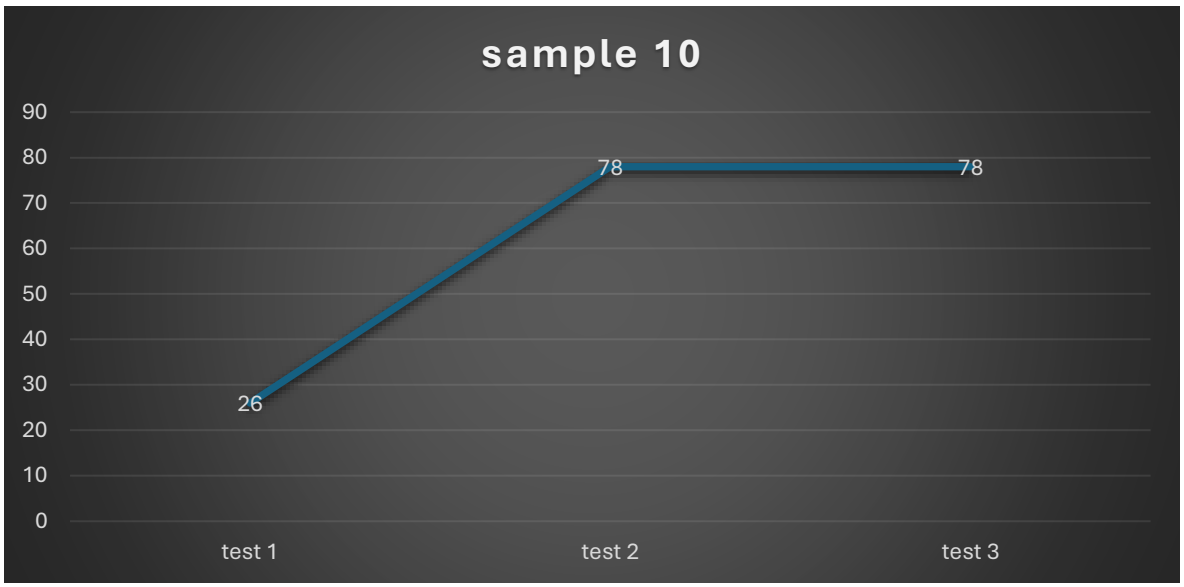

Figure 4.10. Result for sample 10 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 26 indicates mild depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 78 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 78 indicate moderate stress.

Sample 11

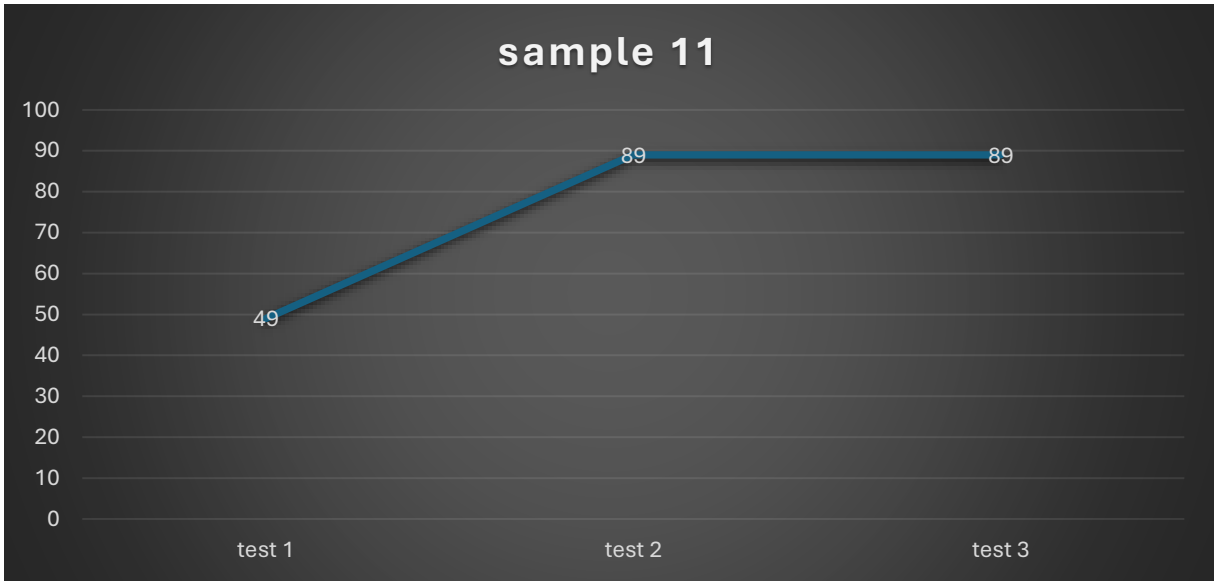

Figure 4.11. Result for sample 11 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 40 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 89 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 89 indicate moderate stress.

Sample 12

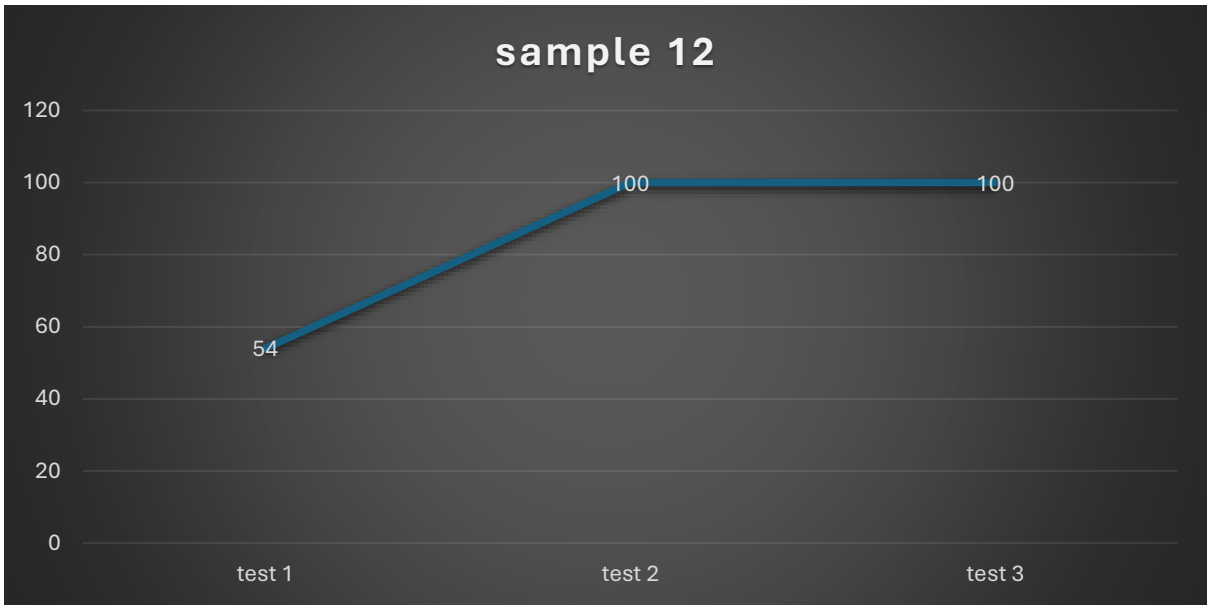

Figure 4.12. Result for sample 12 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 54 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 100 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 100 indicate high stress

Sample 13

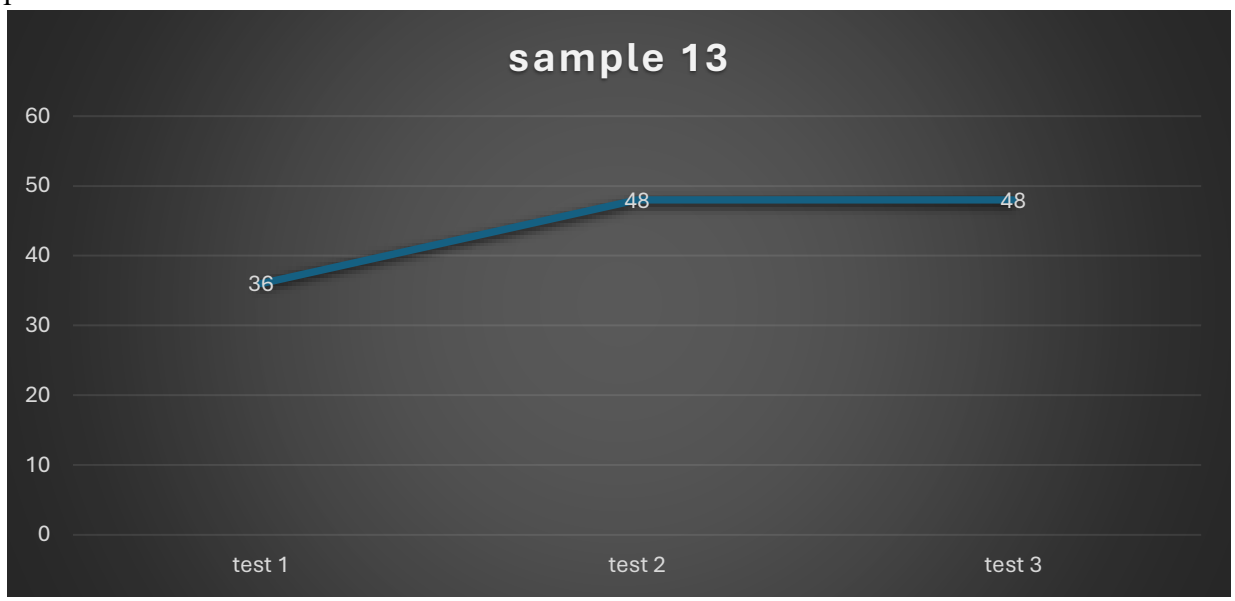

Figure 4.13. Result for sample 13 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 36 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 48 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 48 indicate low stress

Sample 14

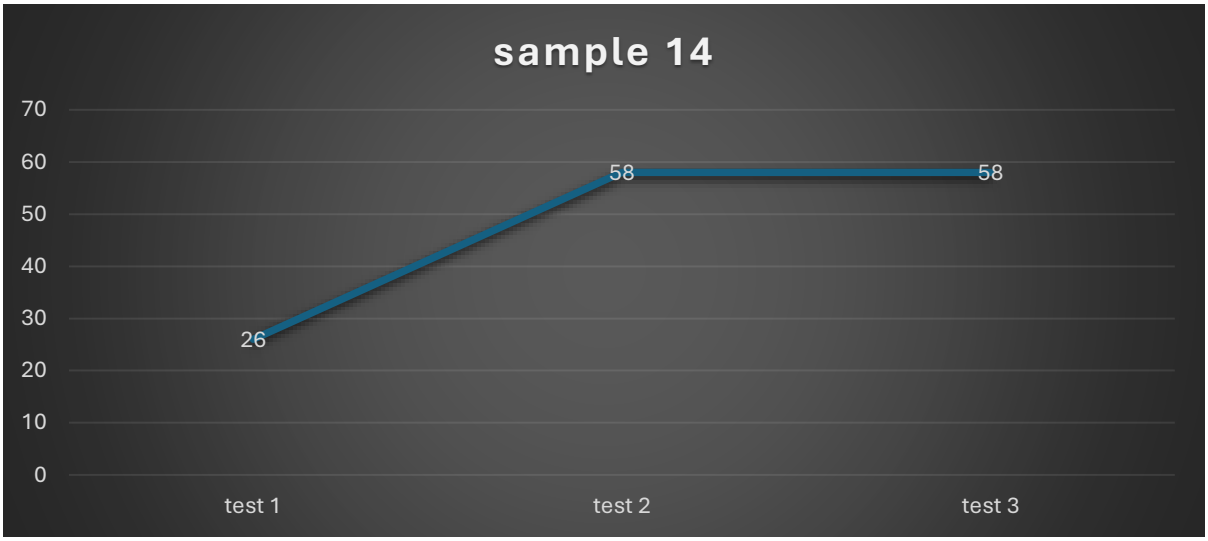

Figure 4.14. Result for sample 14 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 26 indicates mild depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 58 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 58 indicate low stress

Sample 15

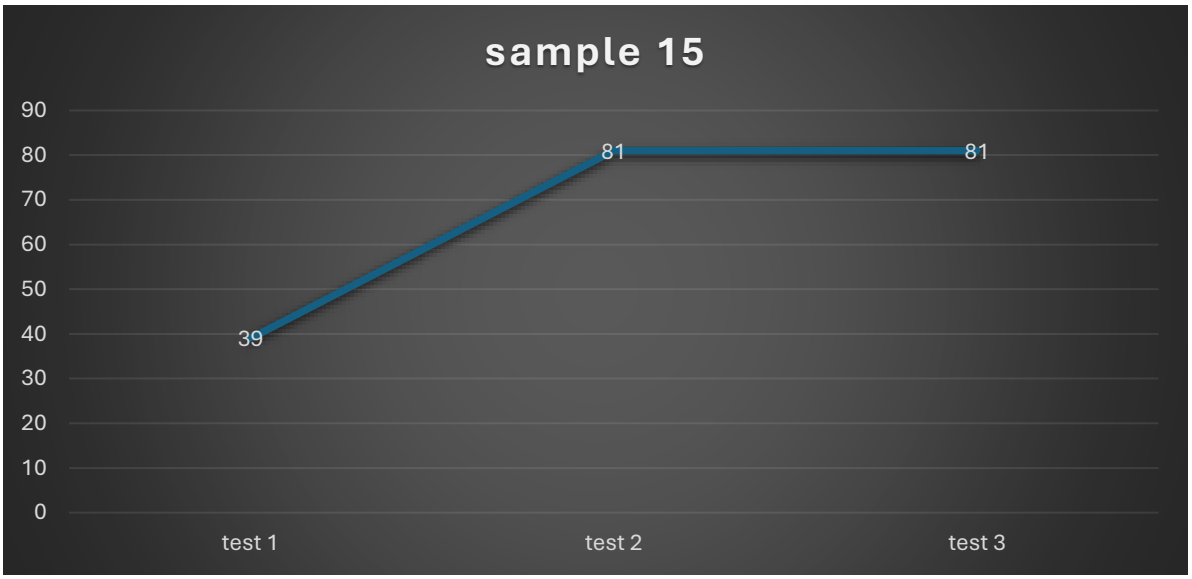

Figure 4.15. Result for sample 15 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 39 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 81 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 81 indicate moderate stress.

Sample 16

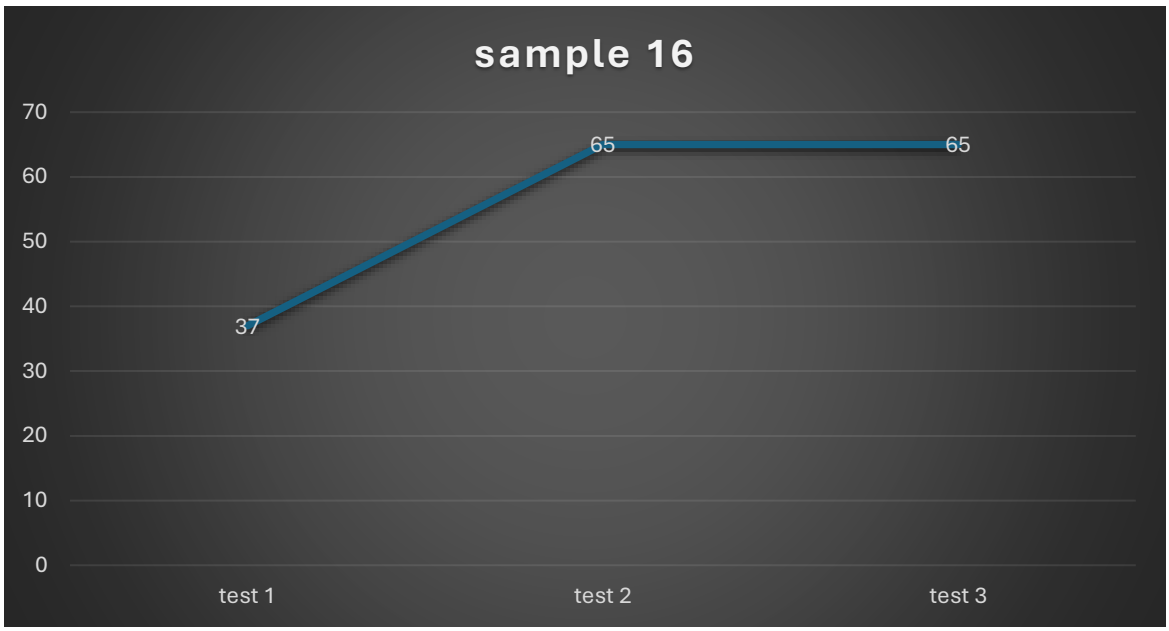

Figure 4.16. Result for sample 16 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 37 indicates major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 65 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 65 indicate moderate stress

Sample 17

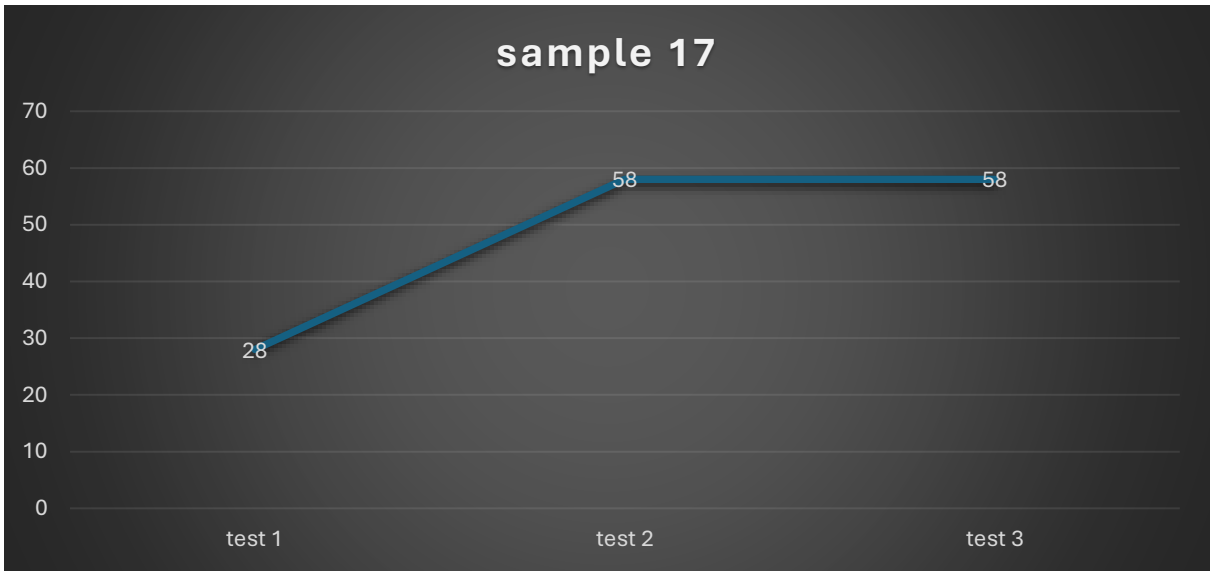

Figure 4.17. Result for sample 17 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 28 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 58 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 58 indicate low stress

Sample 18

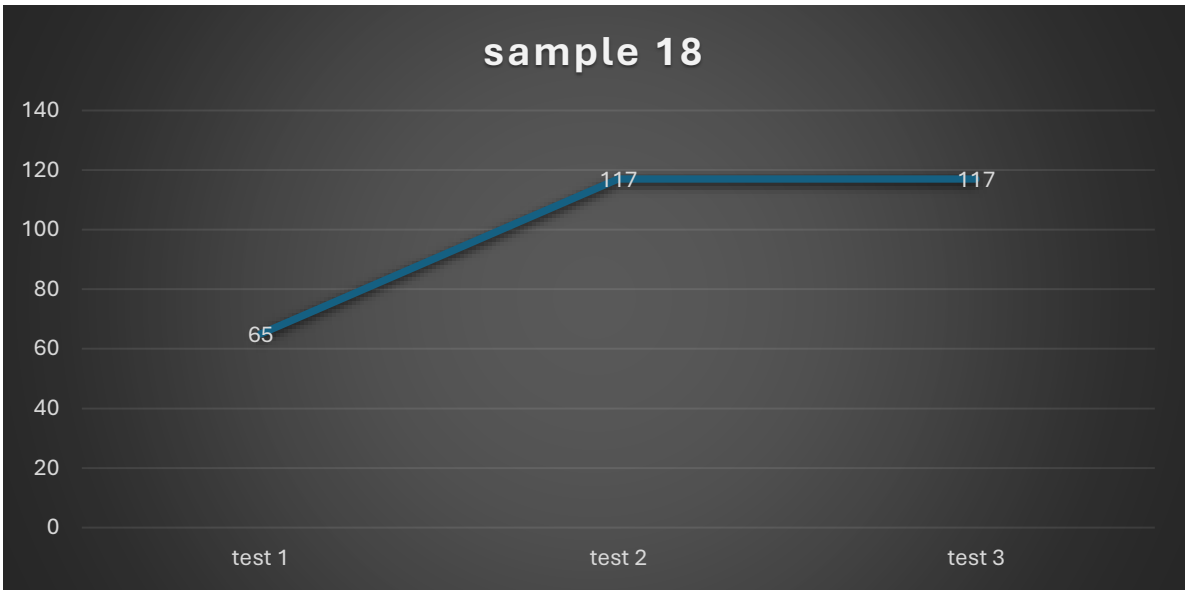

Figure 4.18. Result for sample 18 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 65 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 117 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 117 indicate high stress.

Sample 19

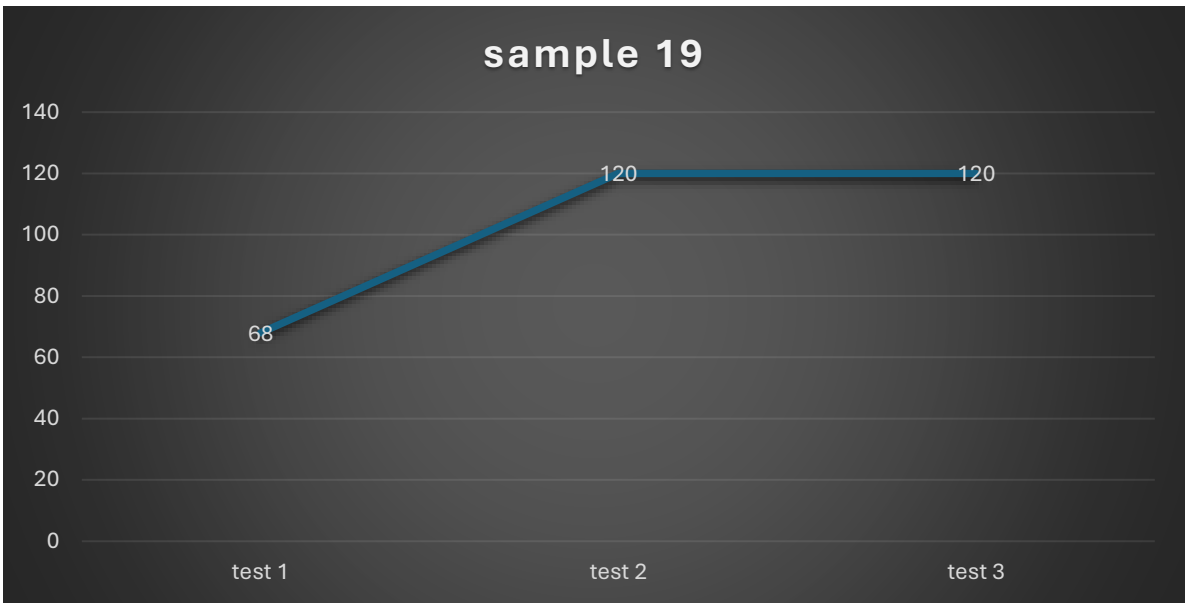

Figure 4.19. Result for sample 19 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 68 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 120 indicates high occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 120 indicate high stress.

Sample 20

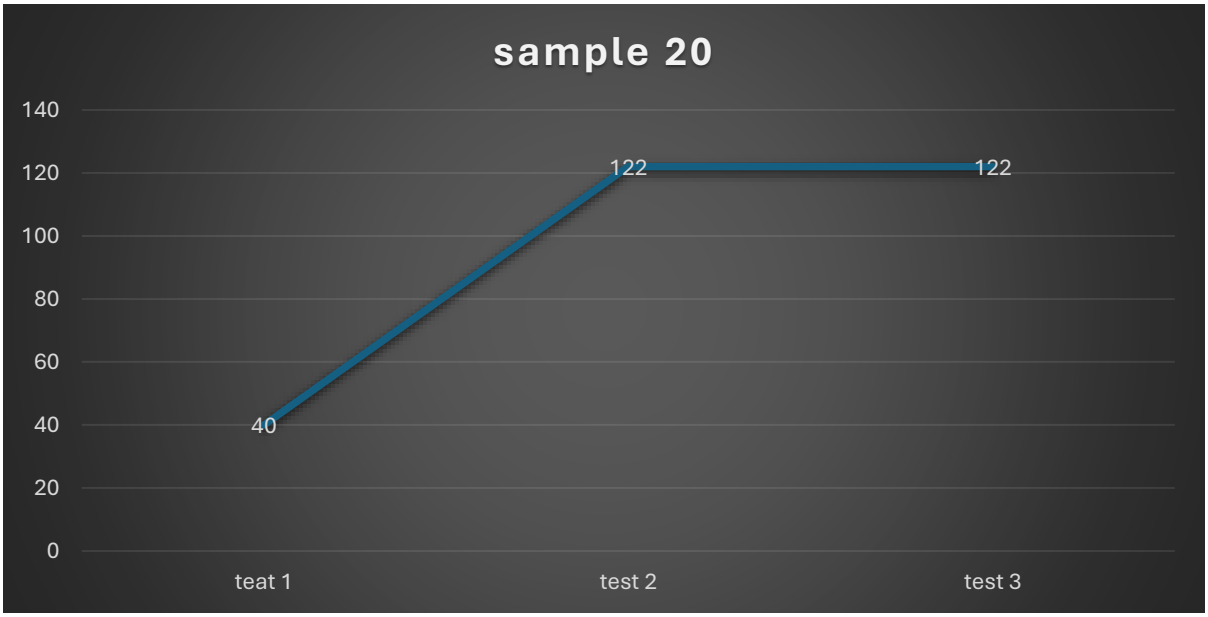

Figure 4.20. Result for sample 20 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 40 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 122 indicates high occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 122 indicate high stress.

Sample 21

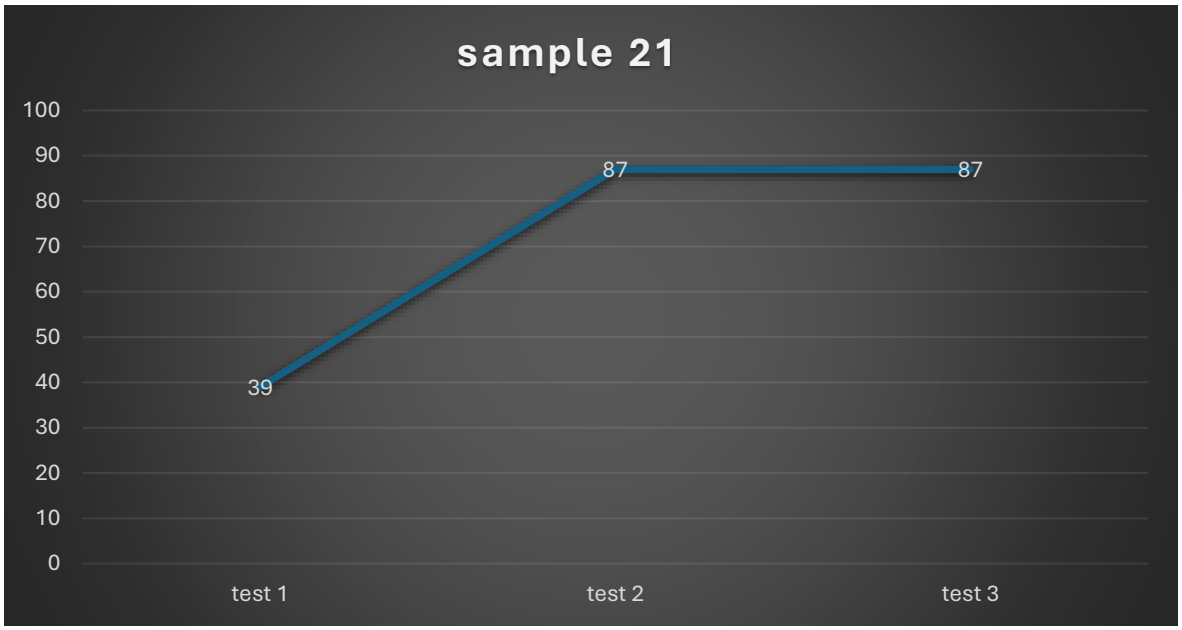

Figure 4.21. Result for sample 21 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 39 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value of 87 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 87 indicate moderate stress.

Sample 22

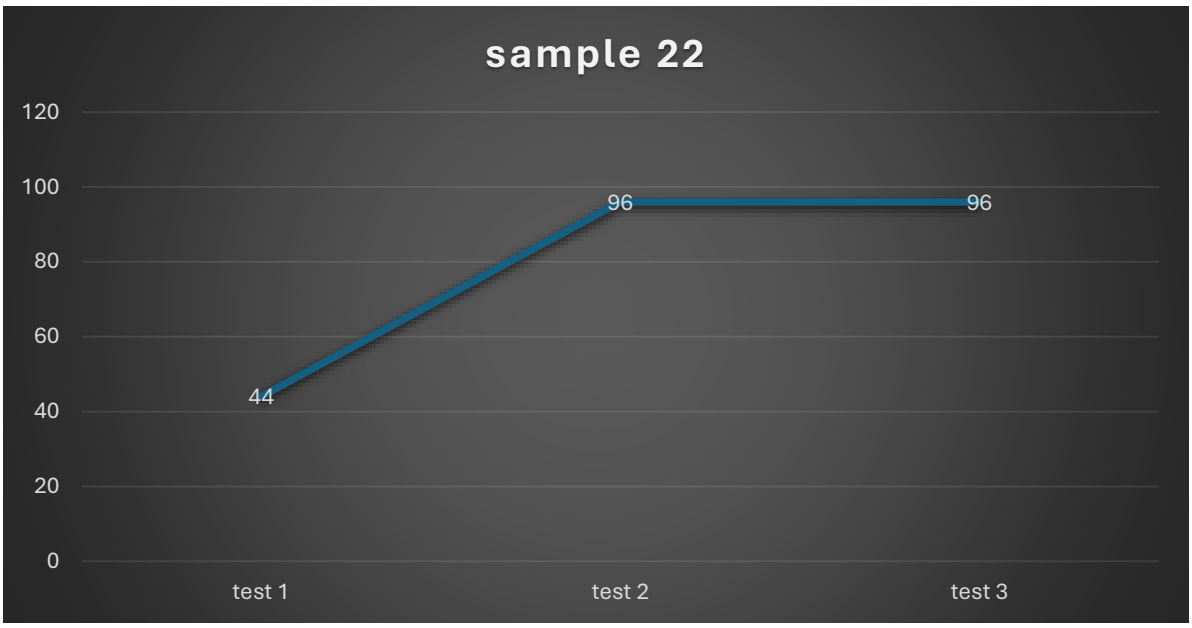

Figure 4.22. Result for sample 22 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 44 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 96 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 96 indicate high stress.

Sample 23

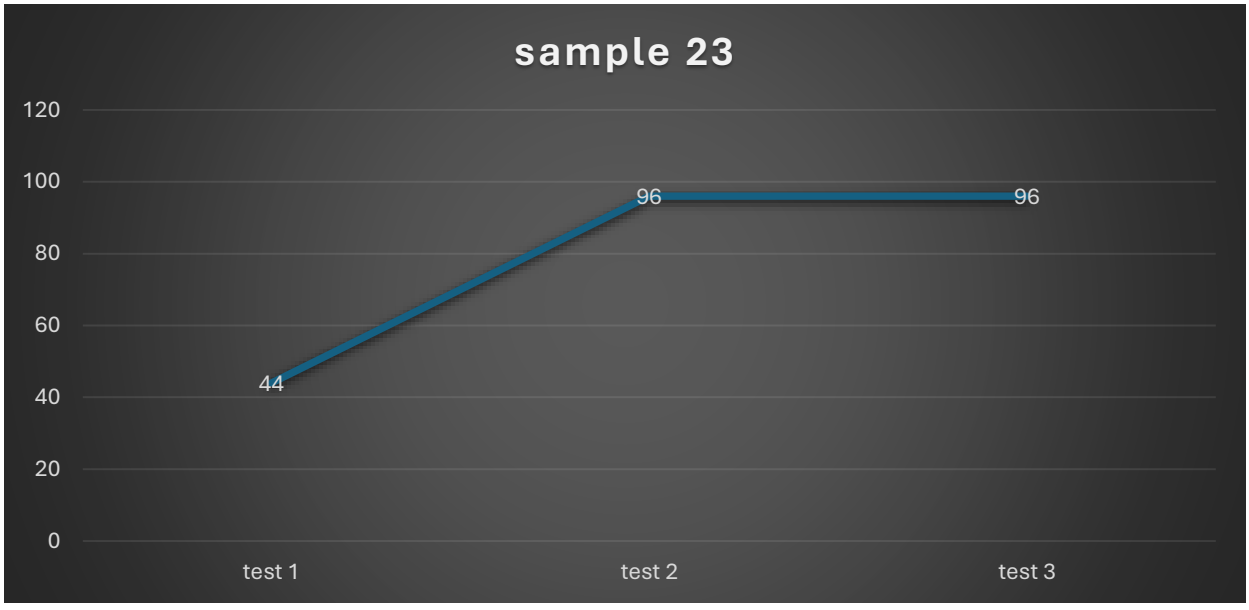

Figure 4.23. Result for sample 23 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 44 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 96 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 96 indicate high stress.

Sample 24

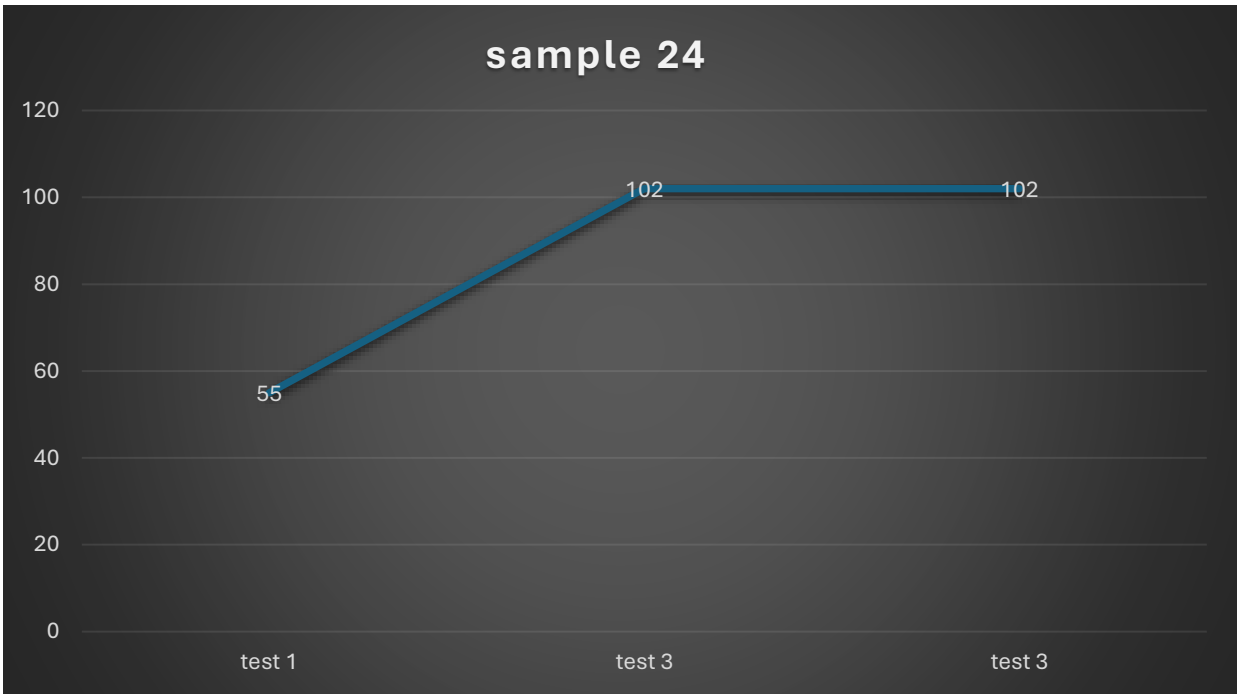

Figure 4.24. Result for sample 24 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 55 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 102 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 102 indicate high stress.

Sample 25

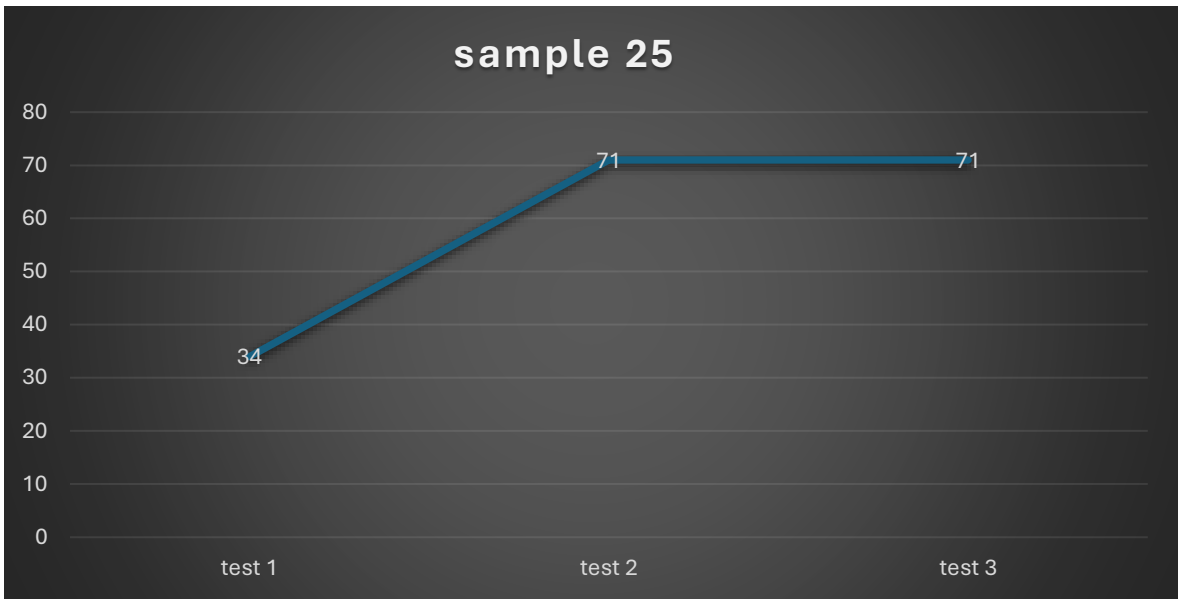

Figure 4.25. Result for sample 25 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 34 indicates major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 71 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 71 indicate moderate stress.

Sample 26

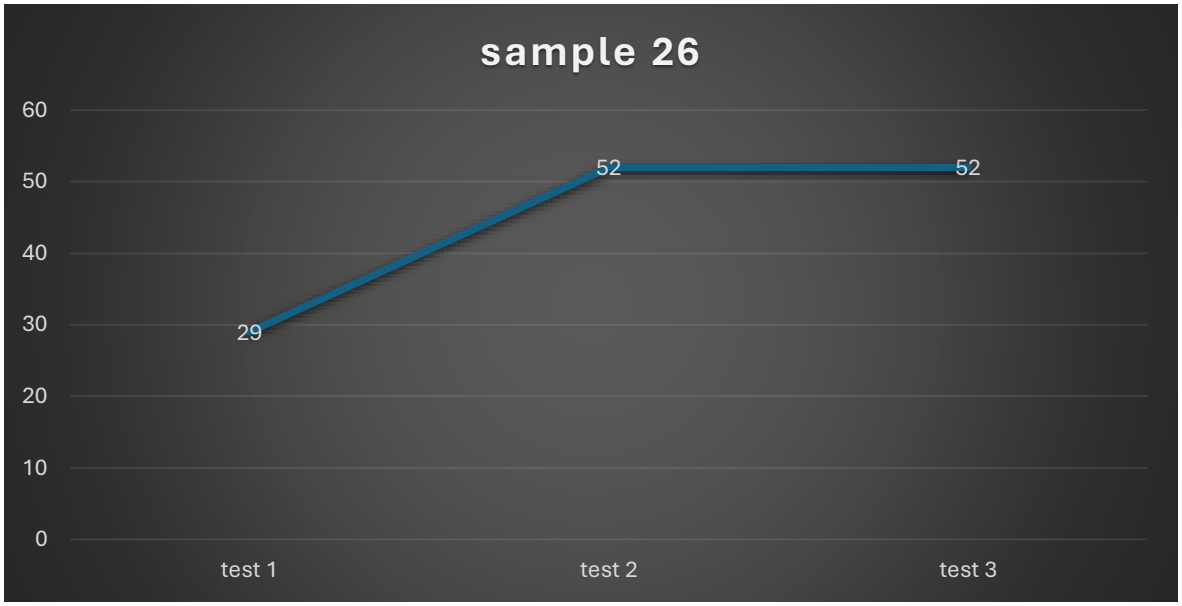

Figure 4.26. Result for sample 26 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 29 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 52 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 52 indicate low stress.

Sample 27

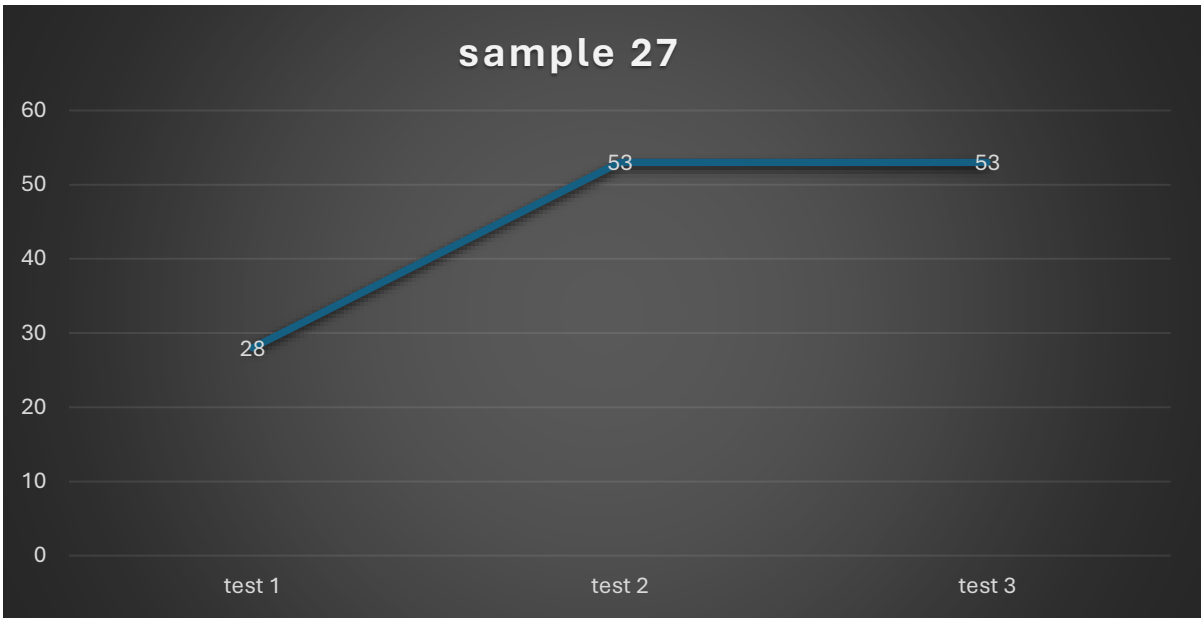

Figure 4.27. Result for sample 27 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 28 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 53 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 53 indicate low stress.

Sample 28

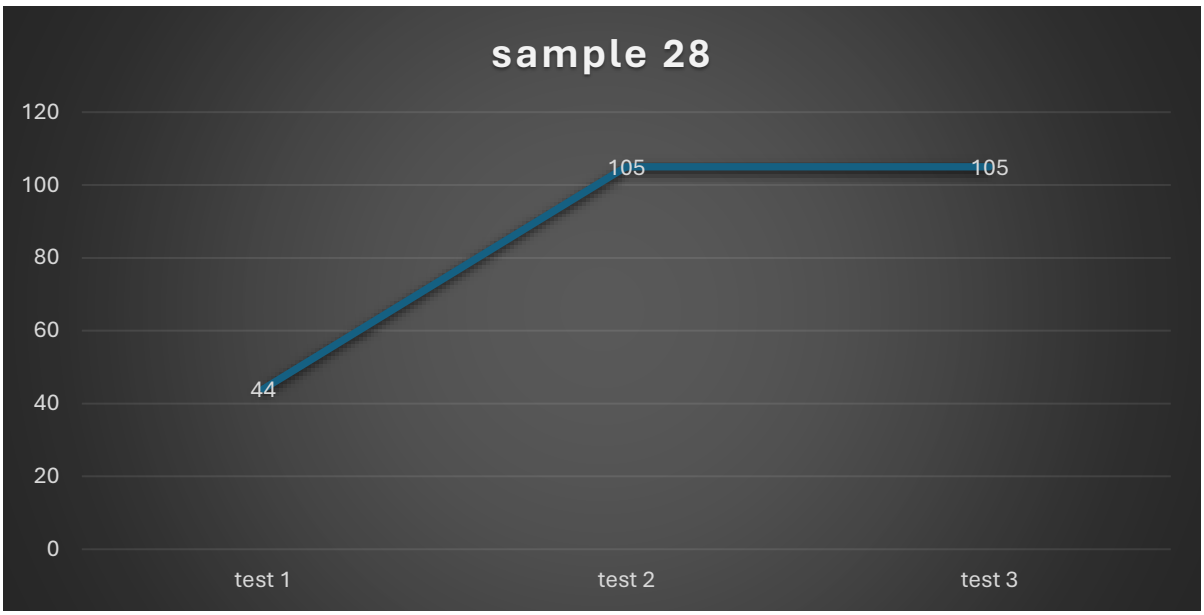

Figure 4.28. Result for sample 28 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 44 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value of 105 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 105 indicate high stress.

Sample 29

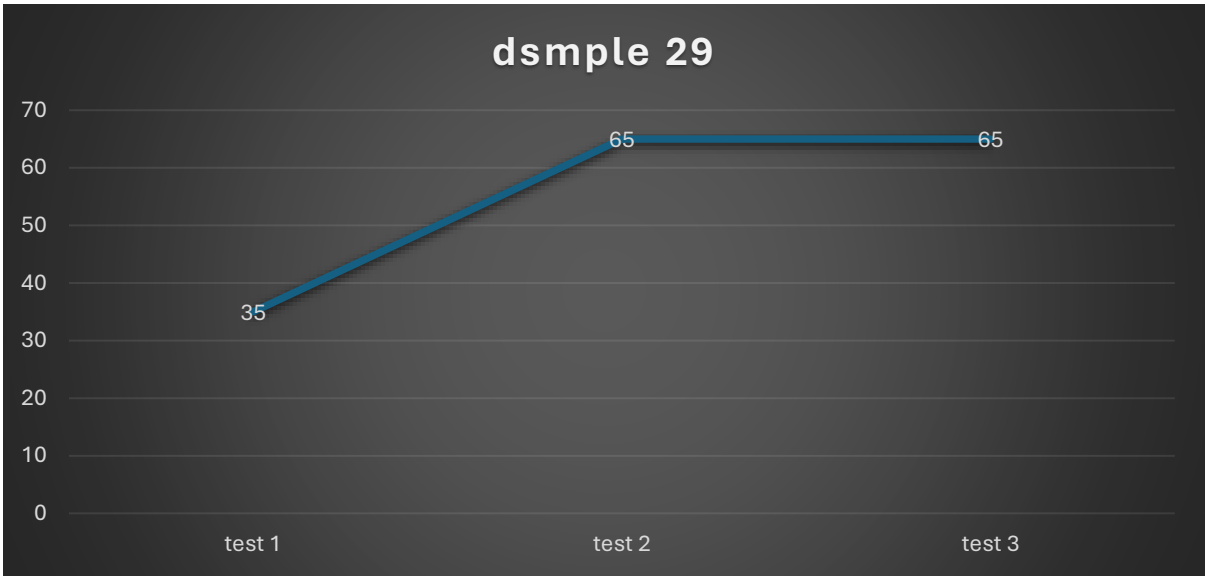

Figure 4.29. Result for sample 29 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 35 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 65 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 65 indicate moderate stress.

Sample 30

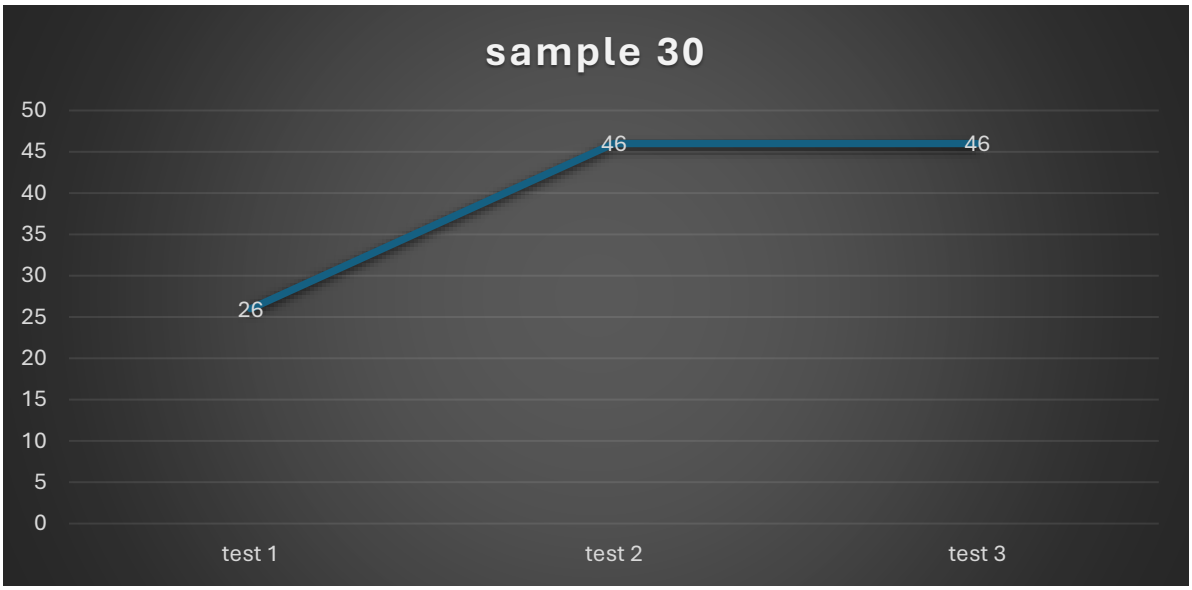

Figure 4.30. Result for sample 30 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 26 indicate mild depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 46 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 46 indicate low stress.

Sample 31

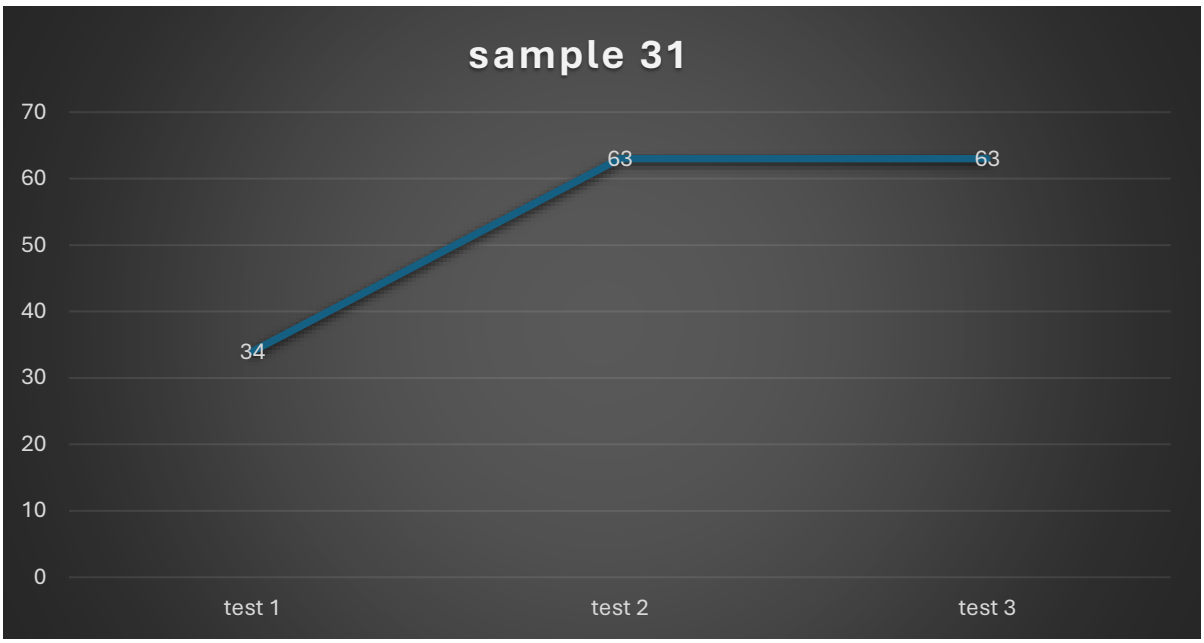

Figure 4.31. Result for sample 31 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 34 indicates major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 63 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 63 indicate moderate stress.

Sample 32

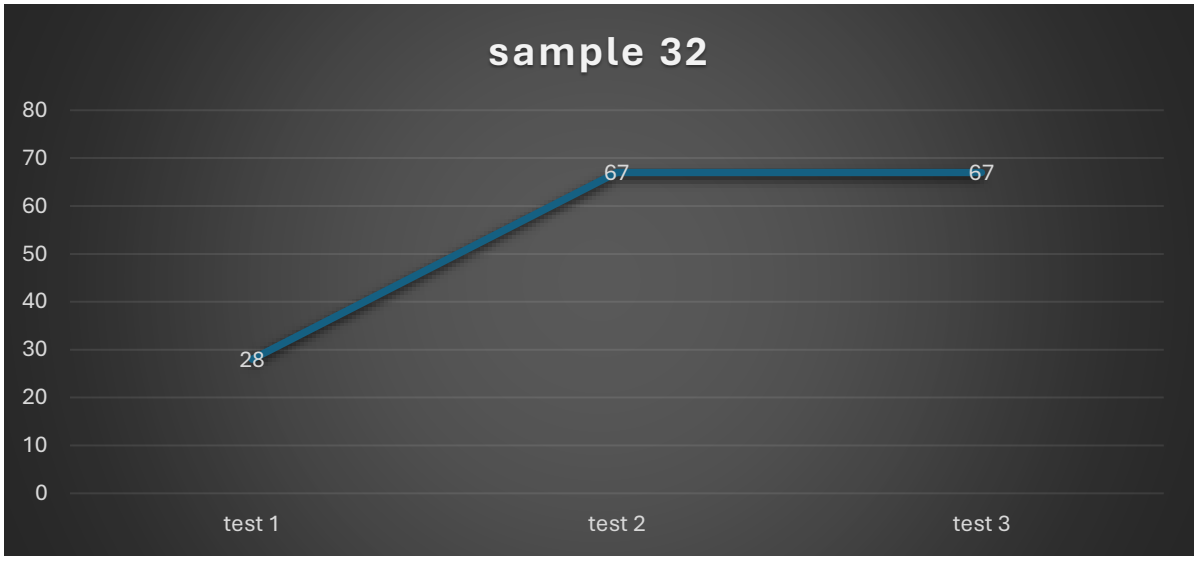

Figure 4.32. Result for sample 32 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 28 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 67 indicates low occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 67 indicate moderate stress.

Sample 33

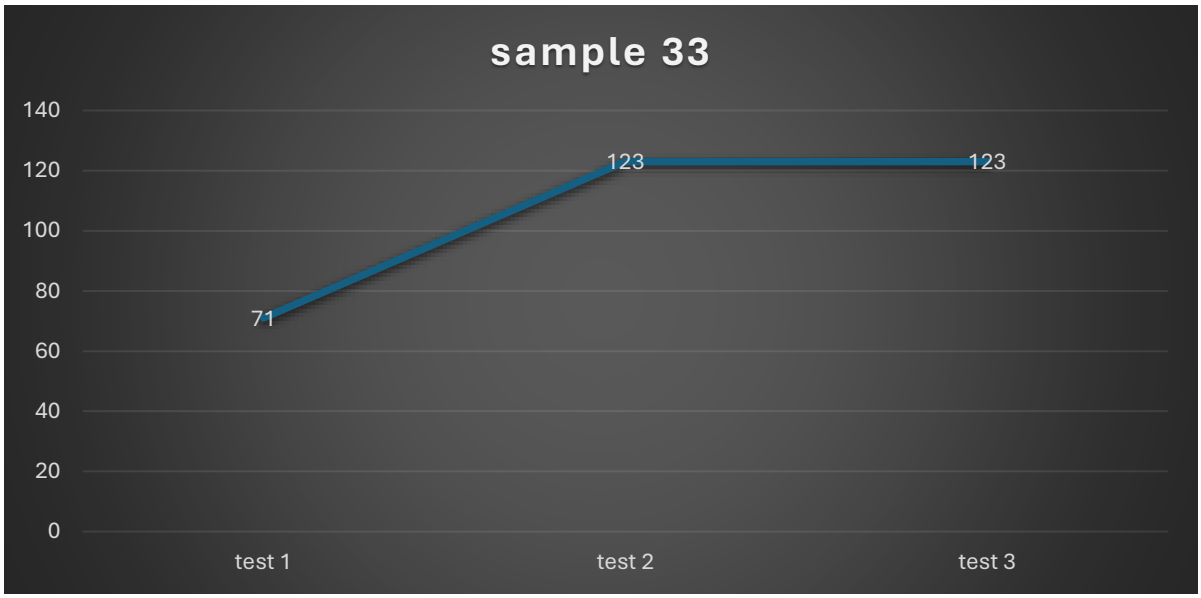

Figure 4.33. Result for sample 33 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 71 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 123 indicates high occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 123 indicate high stress.

Sample 34

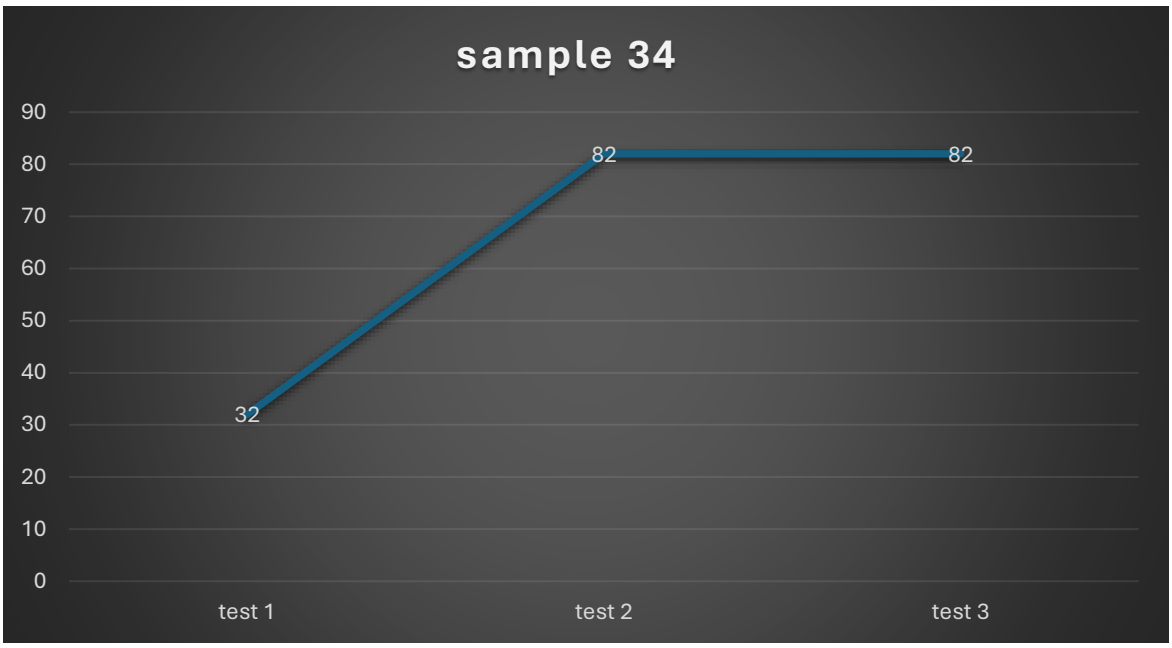

Figure 4.34. Result for sample 34 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 32 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 82 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 82 indicate moderate stress.

Sample 35

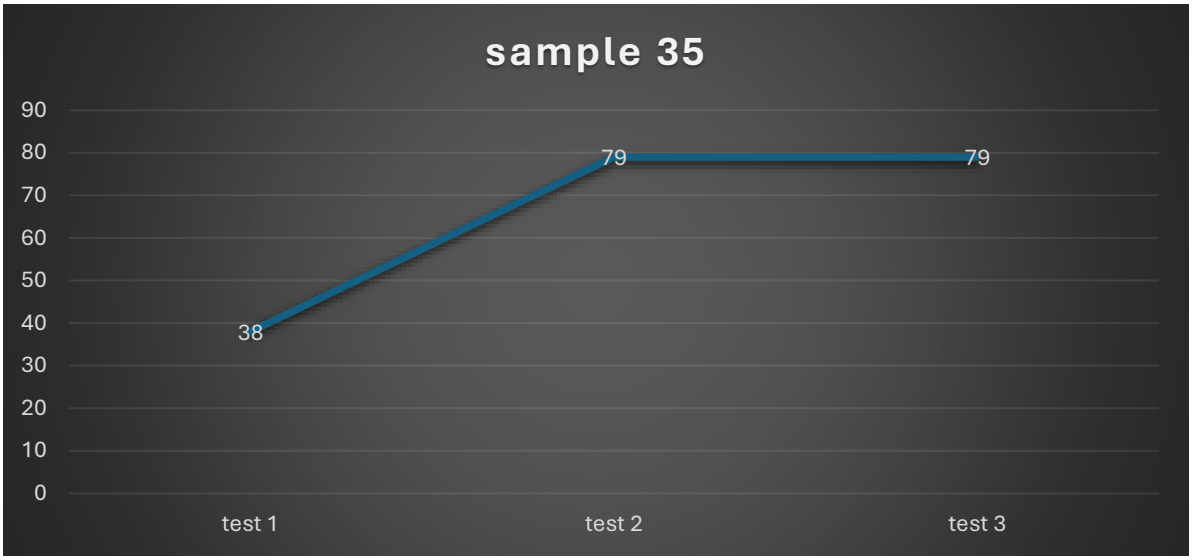

Figure 4.35. Result for sample 35 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 38 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 79 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 79 indicate moderate stress.

Sample 36

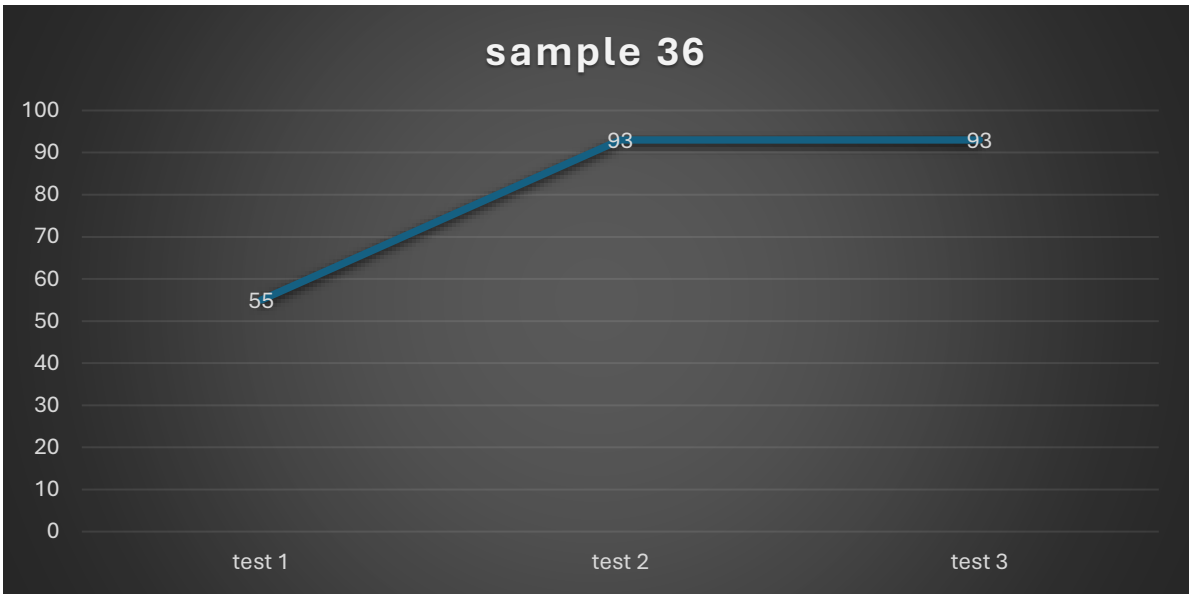

Figure 4.36. Result for sample 36 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 55 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 93 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 93 indicate moderate stress.

Sample 37

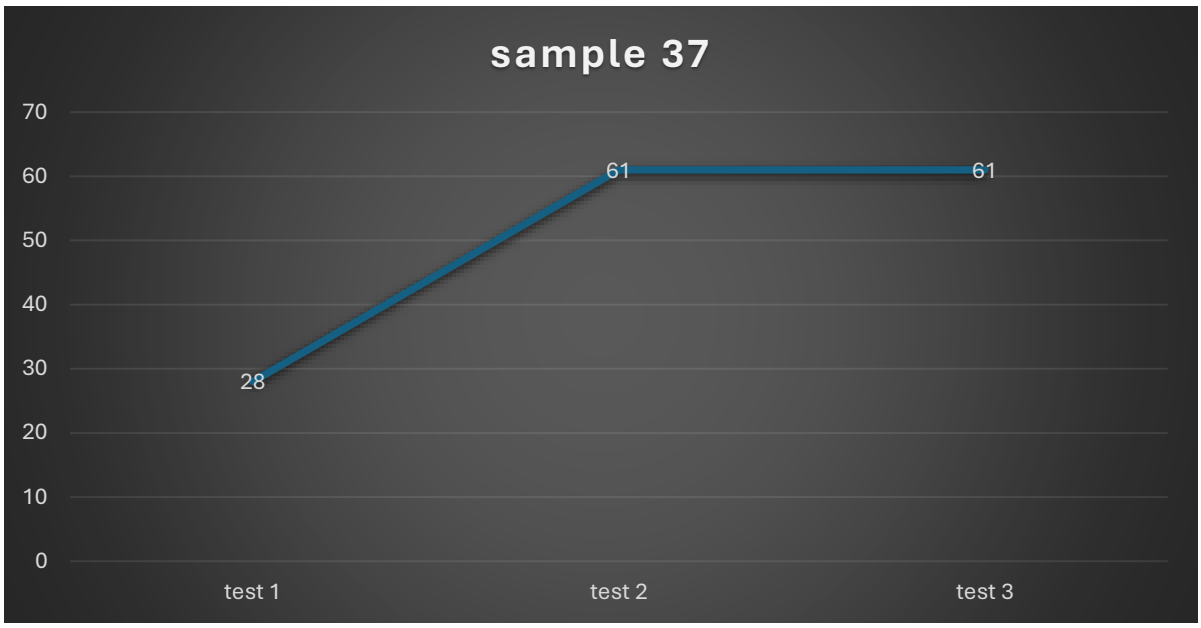

Figure 4.37. Result for sample 37 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 28 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 61 indicates low occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 61 indicate moderate stress.

Sample 38

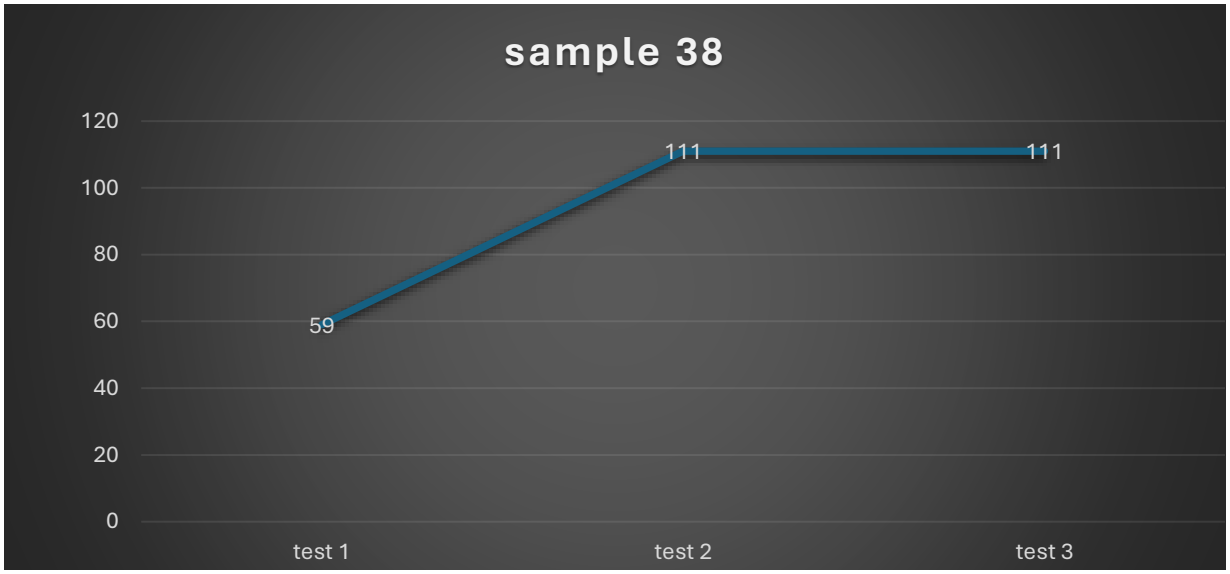

Figure 4.38. Result for sample 38 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 59 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 111 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 111 indicate high stress.

Sample 39

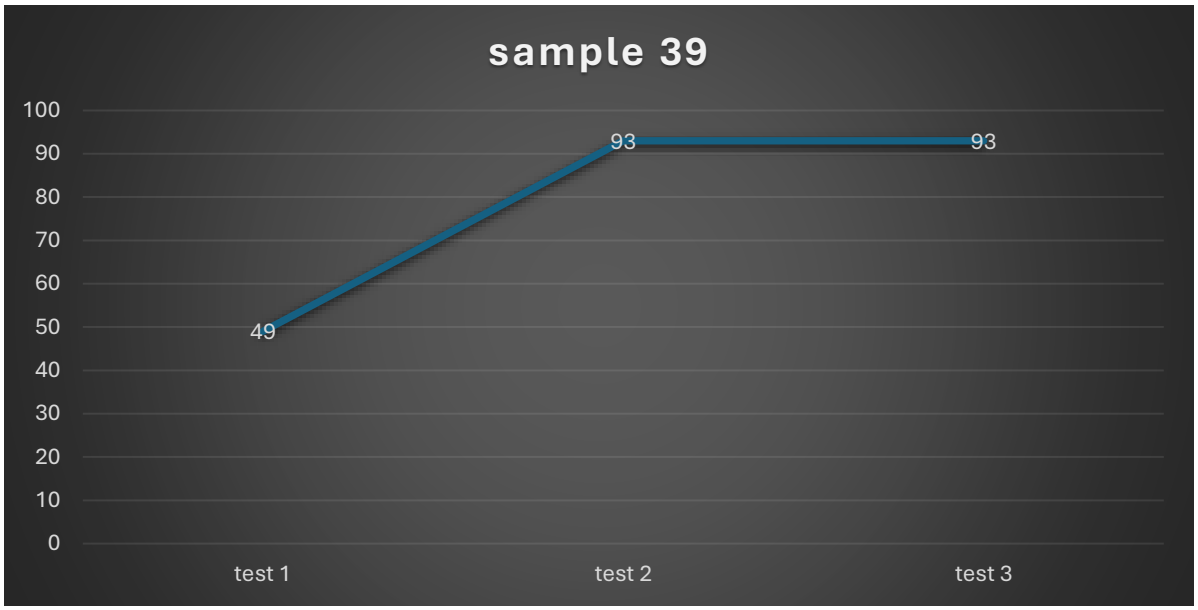

Figure 4.39. Result for sample 39 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 49 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 93 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 93 indicate moderate stress.

Sample 40

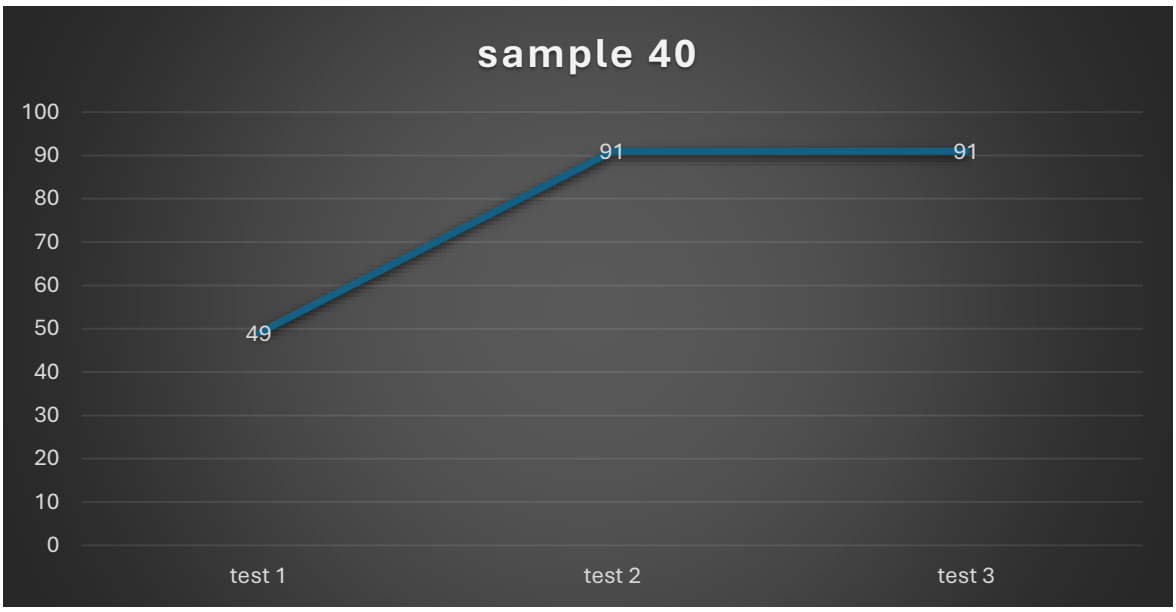

Figure 4.40. Result for sample 40 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 49 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 91 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 91 indicate moderate stress.

Sample-41

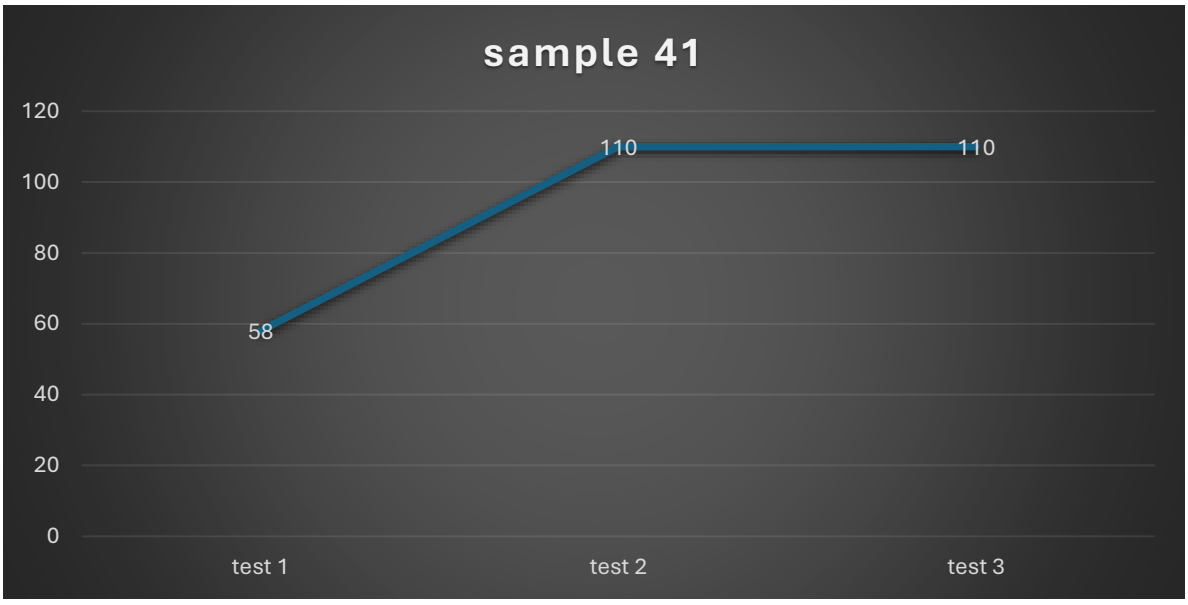

Figure 4.41. Result for sample 41 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 58 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 110 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 110 indicate high stress.

Sample-42

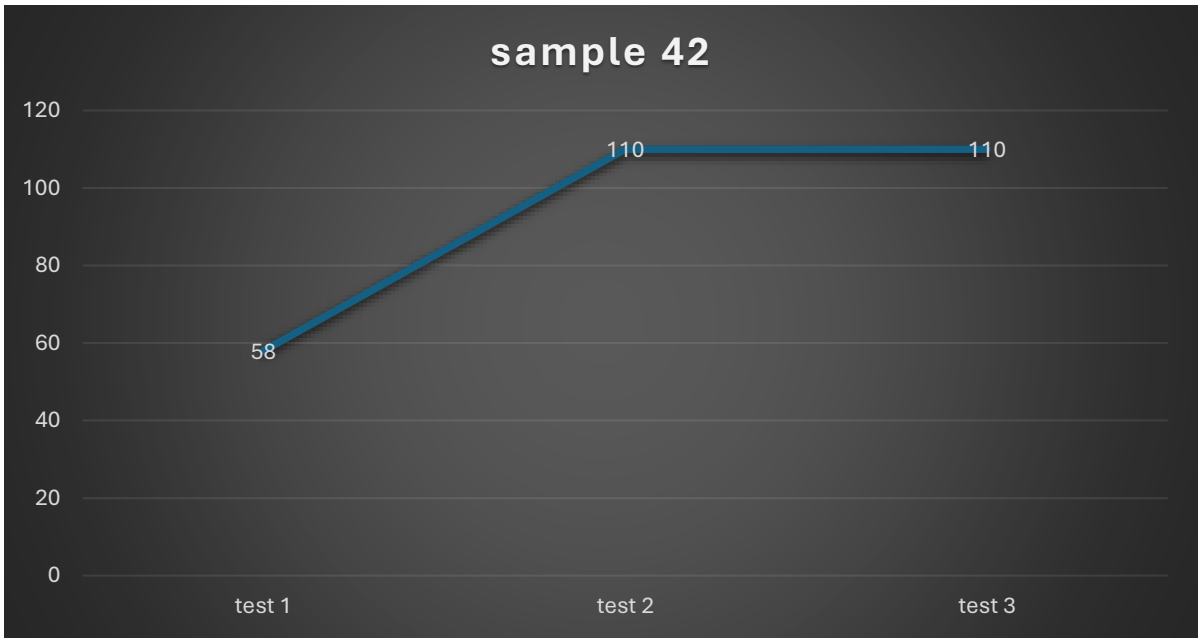

Figure 4.42. Result for sample 42 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 58 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 110 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 110 indicate high stress.

Sample-43

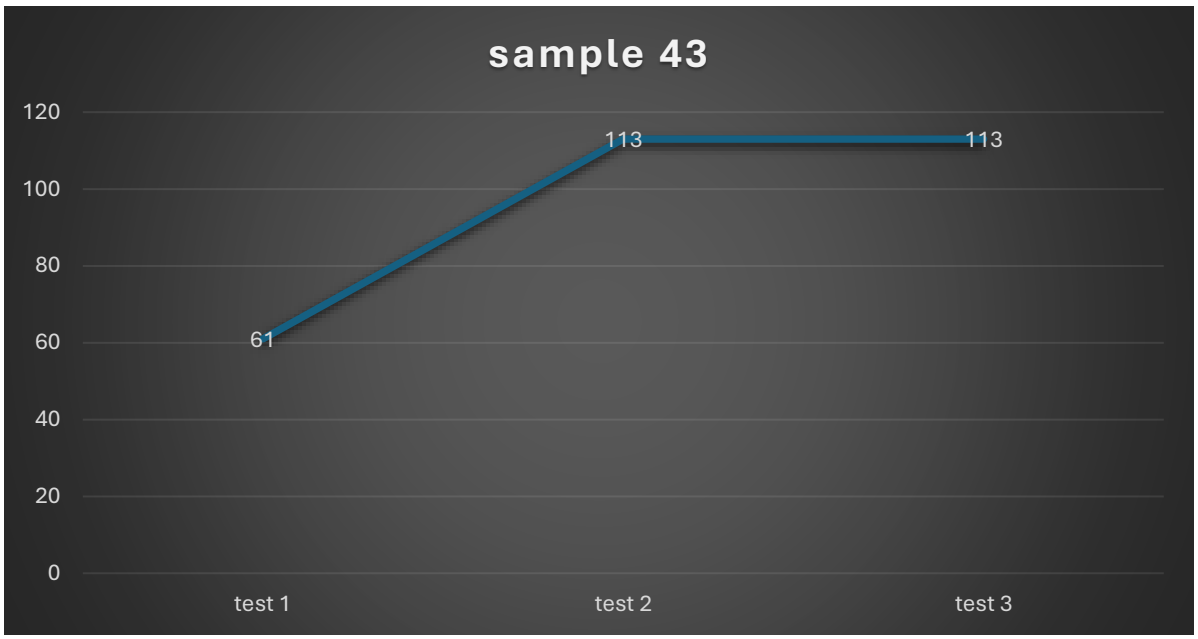

Figure 4.43. Result for sample 43 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 61 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 113 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 113 indicate high stress.

Sample-44

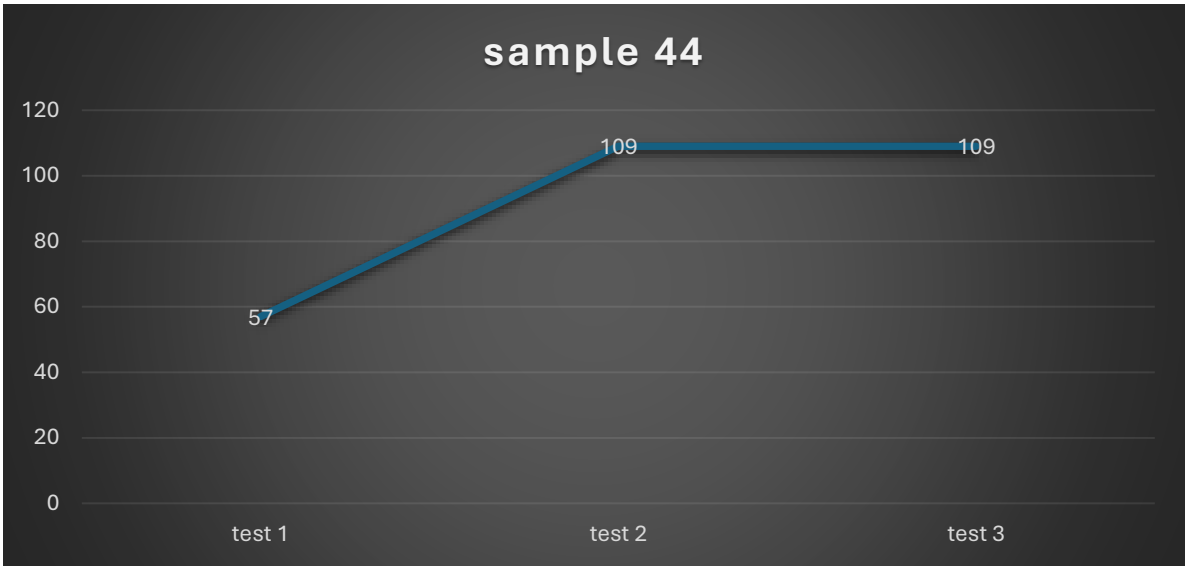

Figure 4.44. Result for sample 44 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 57 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 109 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 109 indicate high stress.

Sample-45

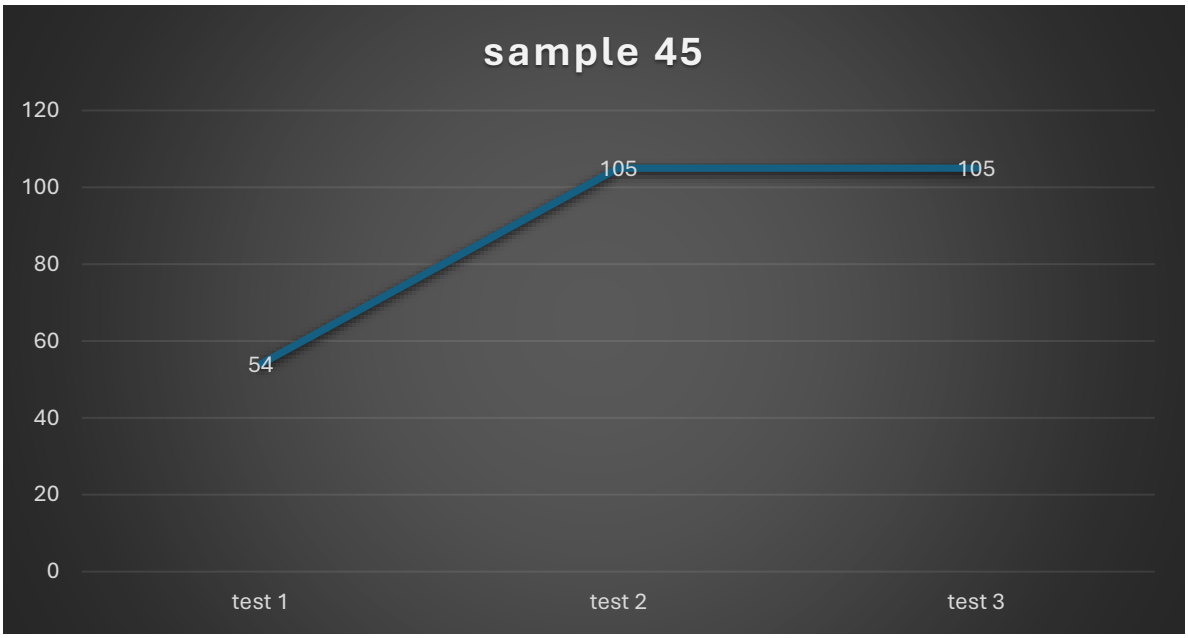

Figure 4.45. Result for sample 45 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 54 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value of 105 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 105 indicate high stress.

Sample-46

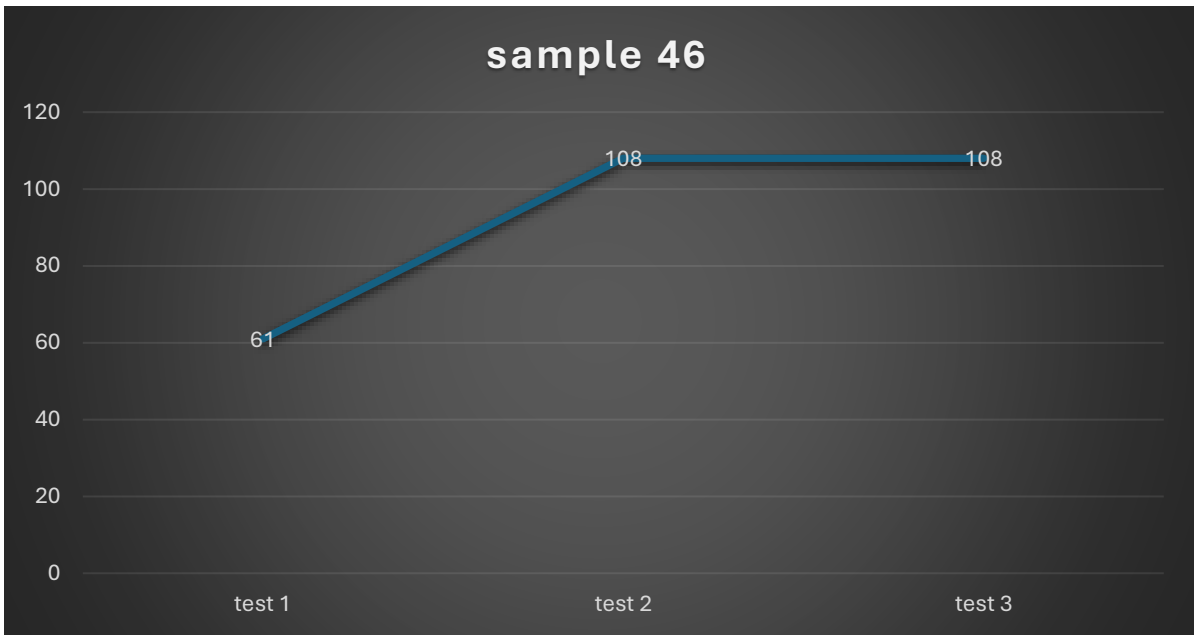

Figure 4.46. Result for sample 46 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 61 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 108 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 108 indicate high stress.

Sample-47

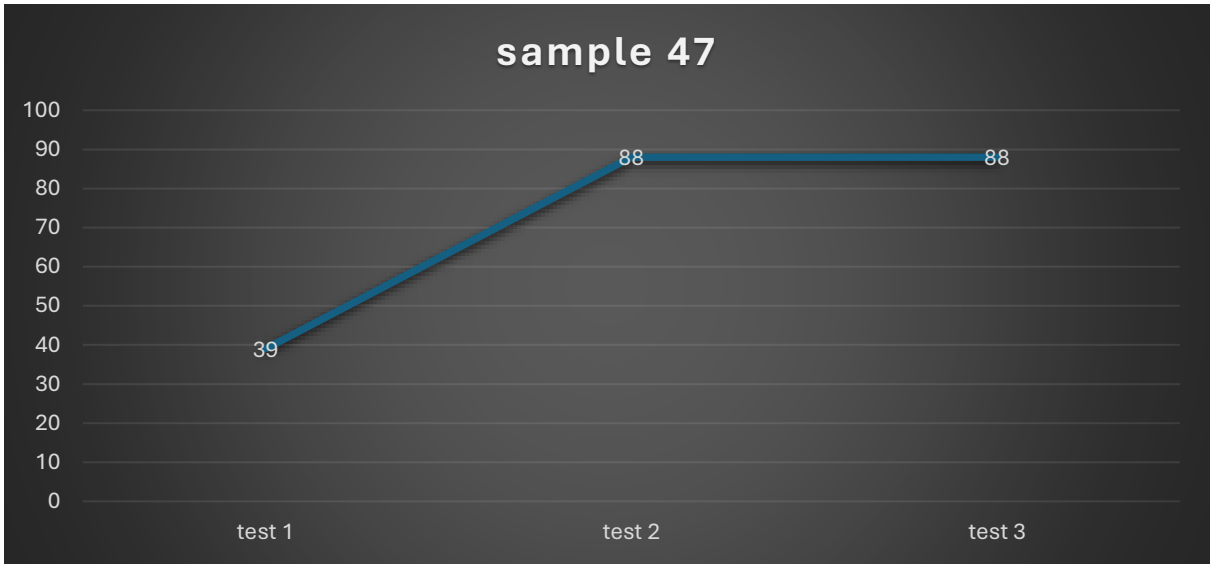

Figure 4.47. Result for sample 47 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 39 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 88 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 88 indicate moderate stress.

Sample-48

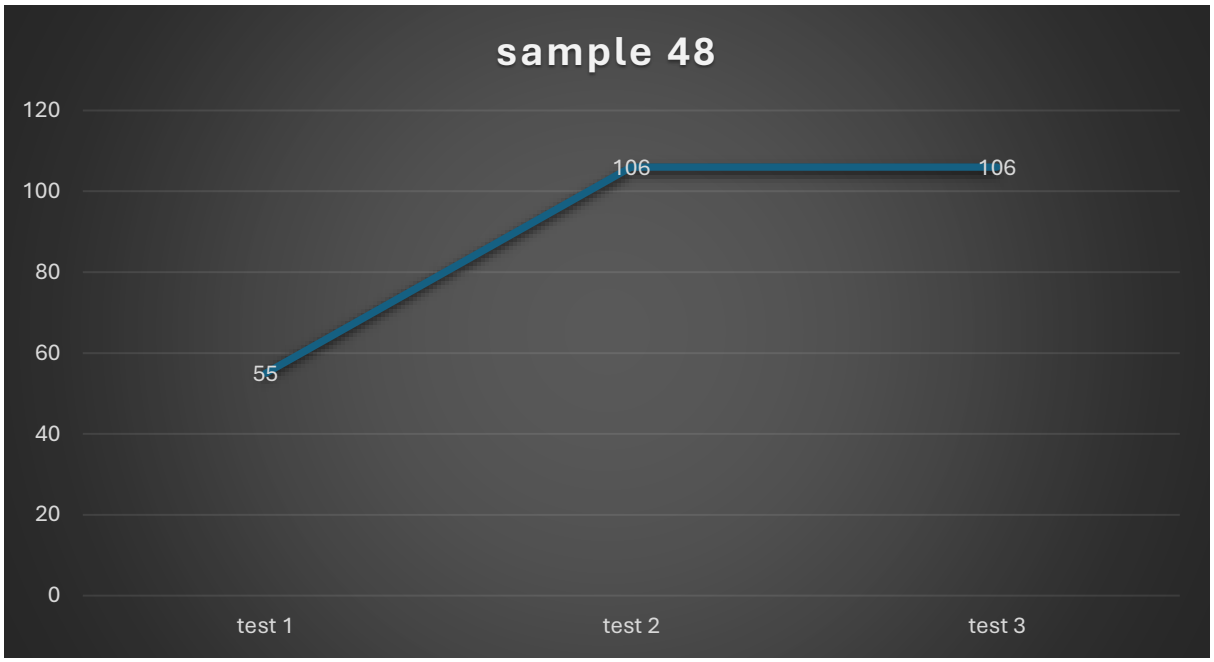

Figure 4.48. Result for sample 48 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 55 indicates major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 106 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 106 indicate high stress.

Sample-49

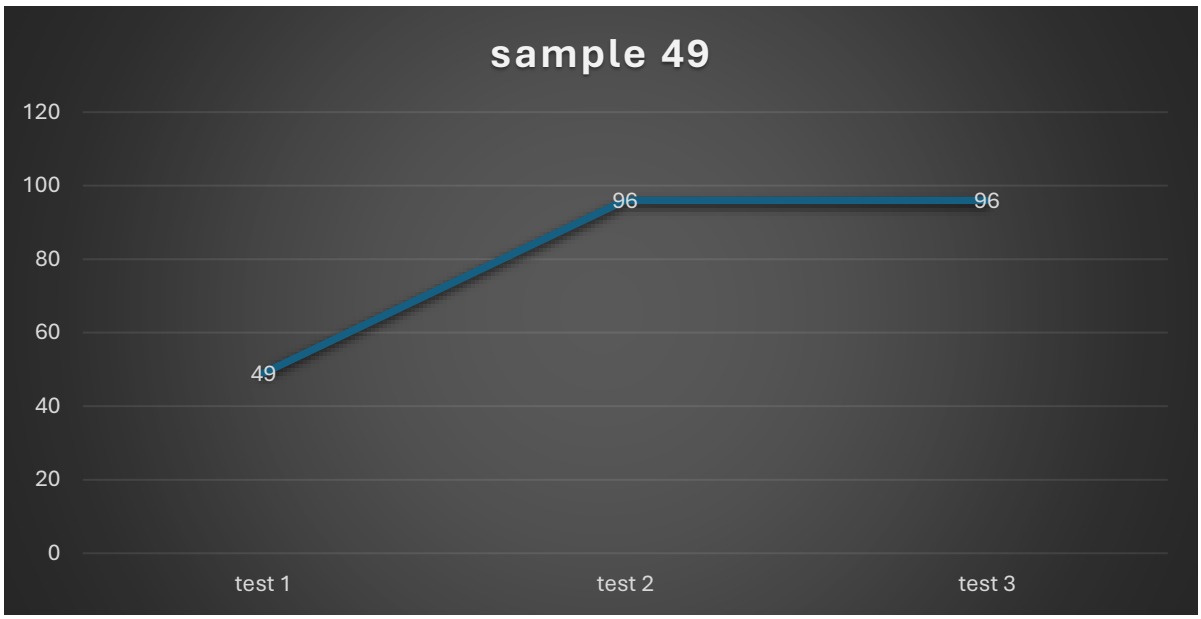

Figure 4.49. Result for sample 49 for CESD, OSI, PSQ

Test 1

The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 49 indicate major depressive symptoms.

Test 2

The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 96 indicates moderate occupational stress.

Test 3

The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 96 indicate high stress.

Sample-50

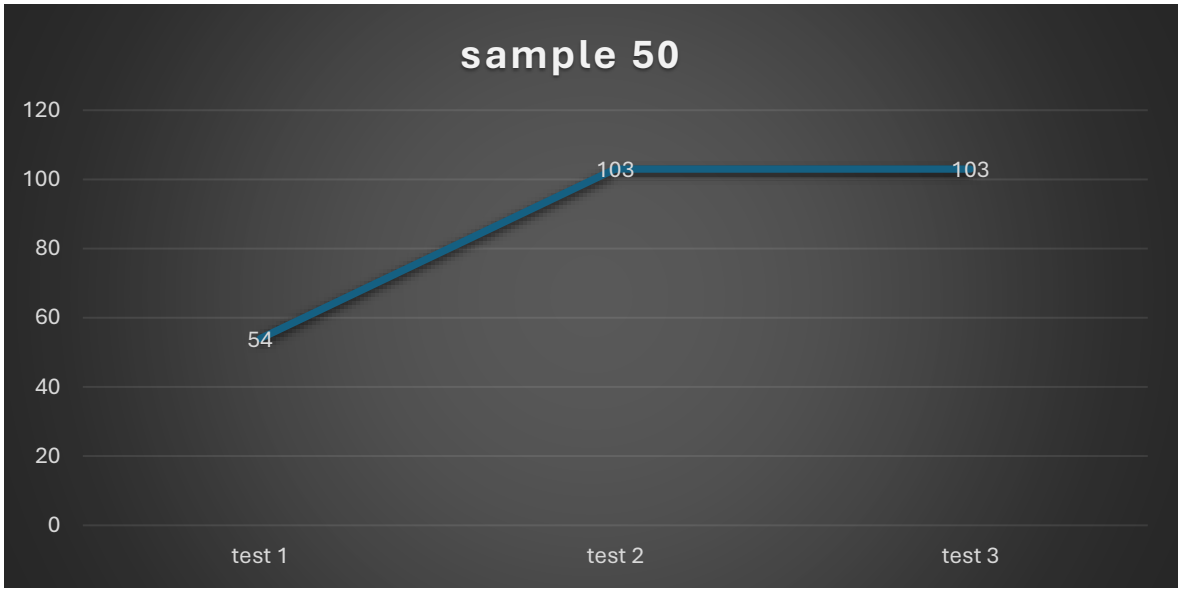

Figure 4.50. Result for sample 50 for CESD, OSI, PSQ

Test 1
The center for epidemiologic studies depression scale (CESD) test to use the sample. The test score was deciding the depression scale level. The CESD score value is 54 indicate major depressive symptoms.
Test 2
The occupational stress index (OSI) test to use the sample. The test 2 score was deciding the occupational stress. The OSI score value 103 indicates moderate occupational stress.
Test 3
The perceived stress questionnaire (PSQ) test to use the sample. The test 3 score was deciding the stress level. The PSQ score value 103 indicate high stress.

RESULTS AND DISCUSSION

4.1 Results

This chapter presents the analysis and interpretation of data collected from 50 samples using three standardized tools:

- Center for Epidemiologic Studies Depression Scale (CES-D)
- Occupational Stress Index (OSI)
- Perceived Stress Questionnaire (PSQ)

The data were analyzed using frequency distribution and Chi-square test to examine the relationship between variables.

4.2 Frequency Distribution

4.2.1 Depressive Symptoms (CES-D)

Category	Frequency	Percentage
Mild depressive symptoms	6	12%
Major depressive symptoms	44	88%

Interpretation:

A large majority (88%) of respondents show major depressive symptoms, indicating a high level of psychological distress in the sample.

4.2.2 Occupational Stress (OSI)

Category	Frequency	Percentage
Low stress	15	30%
Moderate stress	31	62%
High stress	4	8%

Interpretation:

Most participants experience moderate occupational stress, suggesting workplace-related pressure is prevalent.

4.2.3 General Stress (PSQ)

Category	Frequency	Percentage
Low stress	13	26%
Moderate stress	18	36%

High stress	18	36%
Missing/ error	1	2%

Interpretation:

Moderate and high stress levels together account for 72%, indicating considerable stress burden.

4.3 Cross-Tabulation (Depression vs Occupational Stress)

Depression/ Occupational stress	**Low**	**Moderate**	**High**	**Total**
Mild depression	3	3	0	6
Major depression	12	28	4	44
Total	15	31	4	50

4.4 Chi-Square Test

To test whether there is a significant association between depression and occupational stress.

Hypotheses

- H_0 (Null Hypothesis): No association between depression and occupational stress
- H_1 (Alternative Hypothesis): Significant association exists

Expected Frequency Formula

E = \frac {(Row\ Total \times Column\ Total)} {Grand\ Total}

Expected Frequencies

For Mild Depression:

- Low: (6×15)/50 = 1.8
- Moderate: (6×31)/50 = 3.72
- High: (6×4)/50 = 0.48

For Major Depression:

- Low: (44×15)/50 = 13.2
- Moderate: (44×31)/50 = 27.28
- High: (44×4)/50 = 3.52

Chi-Square Formula

\chi^2 = \sum \frac{(O - E)^2} {E}

Calculation Table

Cell	**O**	**E**	**$(O-E)^2/E$**
Mild–Low	3	1.8	0.80
Mild–Moderate	3	3.72	0.14
Mild–High	0	0.48	0.48
Major–Low	12	13.2	0.11
Major–Moderate	28	27.28	0.02

Cell	O	E	$(O-E)^2/E$
Major–High	4	3.52	0.07

Final Value

[\chi^2 = 0.80 + 0.14 + 0.48 + 0.11 + 0.02 + 0.07 = 1.62]

Degree of Freedom

[df = (r-1) (c-1) = (2-1) (3-1) = 2]

Table Value

- At df = 2, significance level 0.05
- Critical value = 5.99

Decision

- Calculated value = 1.62
- Table value = 5.99

  Since 1.62 < 5.99, we fail to reject H_0

4.5 Interpretation of Chi-Square Test

There is no statistically significant association between depression and occupational stress in this sample. Even though:

- Most participants show major depression
- And many have moderate stress

The statistical test shows the relationship is not significant, which may be due to:

- Small sample size
- Unequal distribution (major depression dominates)
- Lack of variability

4.6 Overall Discussion

- High prevalence of major depressive symptoms (88%)
- Majority experiencing moderate occupational stress (62%)
- Significant proportion with moderate to high general stress (72%)

Stress levels appear related to depression descriptively, but not statistically significant in this analysis.

SUMMARY

The present study titled *"A Study on Occupational Stress and Psychological Outcome among Professors – An Empirical Study on Virudhunagar District"* was undertaken to examine the relationship between occupational stress and psychological outcomes, particularly depressive symptoms and perceived stress, among professors. The study aimed to understand how workplace stress influences mental health in academic professionals. A total of 50 respondents were selected for the study, and data were collected using standardized tools such as the Center for Epidemiologic Studies Depression Scale (CES-D), Occupational Stress Index (OSI), and Perceived Stress Questionnaire (PSQ). The collected data were analysed using frequency distribution and Chi-square test to identify patterns and relationships among the variables.

The findings of the study revealed that a significant majority of the respondents experienced major depressive symptoms, accounting for 88 percent of the sample, while only 12 percent showed mild depressive symptoms. This indicates a high prevalence of depressive symptoms among professors in the

selected study area. Regarding occupational stress, most of the respondents (62 percent) were found to experience moderate occupational stress, followed by 30 percent experiencing low stress and only 8 percent experiencing high occupational stress. In terms of perceived stress, the results showed that 36 percent of the respondents reported moderate stress and another 36 percent reported high stress, while 26 percent experienced low stress. These findings clearly indicate that a considerable proportion of the participants are experiencing moderate to high levels of stress.

The study also attempted to examine the relationship between occupational stress and depressive symptoms. The descriptive analysis suggested that individuals with higher levels of occupational and perceived stress tend to exhibit more severe depressive symptoms. However, the Chi-square test conducted to determine the statistical significance of this relationship revealed that there is no significant association between occupational stress and depression at the 0.05 level of significance. This may be attributed to factors such as the relatively small sample size, unequal distribution of responses, and reliance on self-reported data.

Despite the lack of statistical significance, the overall findings of the study highlight that occupational stress plays an important role in influencing psychological well-being. The high prevalence of depression and stress among professors suggests that they are exposed to considerable mental and emotional strain, which may affect their professional efficiency and personal well-being.

The study is not without limitations. The sample size was limited to 50 respondents, which restricts the generalizability of the findings. The use of self-report questionnaires may have introduced response bias, and the study was confined to a specific geographical area, namely Virudhunagar district. Additionally, minor data inconsistencies may have affected the accuracy of the results.

Based on the findings, it is suggested that educational institutions should take proactive measures to address occupational stress among professors. This includes organizing stress management programs, providing counselling services, and promoting a healthy work environment. Professors should also be encouraged to adopt effective coping strategies such as time management, relaxation techniques, and seeking professional support when needed. Furthermore, future research should consider larger sample sizes, include additional variables such as job satisfaction and work-life balance, and employ more advanced statistical techniques for a comprehensive understanding of the issue.

CONCLUSION

The present study on occupational stress and psychological outcomes among professors in Virudhunagar district reveals that a significant proportion of participants experience high levels of psychological distress. The findings indicate that the majority of respondents exhibit major depressive symptoms, along with moderate to high levels of occupational and perceived stress. This highlights the growing mental health concerns among academic professionals.

Although the statistical analysis using the Chi-square test did not show a significant association between occupational stress and depressive symptoms, the overall pattern of results suggests that stress plays an important role in influencing psychological well-being. The prevalence of moderate and high stress levels among professors indicates that workplace demands, responsibilities, and pressures may contribute to emotional strain and reduced mental health.

Therefore, it can be concluded that occupational stress is a crucial factor affecting the psychological outcomes of professors, even if not statistically significant in this study. The findings emphasize the need for effective stress management strategies, institutional support, and mental health interventions to

improve the well-being and productivity of educators. Addressing these issues is essential for maintaining a healthy academic environment and enhancing overall professional performance.

FUTURE PERSPECTIVE

- Future studies can be conducted with a larger sample size to improve the reliability and generalizability of the results.
- Research can be extended to different geographical areas and include professors from various types of institutions (government, private, autonomous colleges).
- Additional variables such as job satisfaction, workload, work-life balance, organizational support, and coping strategies can be included for a more comprehensive analysis.
- Longitudinal studies can be carried out to understand changes in stress and psychological outcomes over time and to establish causal relationships.
- Future researchers can adopt a mixed-method approach (quantitative and qualitative) to gain deeper insights into personal experiences of stress.
- Studies can focus on evaluating the effectiveness of intervention programs such as:
  - Stress management training
  - Counselling services
  - Mindfulness and relaxation techniques
- Use of advanced statistical methods can help in identifying stronger relationships between occupational stress and psychological outcomes.
- Future research can explore emerging factors such as:
  - Digital workload
  - Online teaching stress
  - Technological adaptation challenges
- Comparative studies can be conducted between:
  - Different professions
  - Different academic disciplines
- Greater emphasis can be given to developing preventive strategies and institutional policies to reduce stress and improve mental health among professors.

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