

Impact of Occupational Stress on College Teachers in Rohini

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Abstract: Occupational stress has emerged as a prevalent problem in modern workplaces, particularly within the teaching profession. This study aims to explore the impact of occupational stress on college teachers in Rohini, Delhi. The focus of the study is to identify primary stressors and study its impact on the personal and professional lives of the teachers. Drawing from a sample of 50 faculty members from the private college indicate that heavy workloads, student behaviour, administrative responsibilities, and poor work-life balance are key contributors to stress. The findings highlight that stress impacts physical, emotional, and psychological wellbeing leading to low performance, and strained interpersonal relationships. It is interesting to note that teachers adapt different coping mechanism like mindfulness, social support, and time off, the effectiveness of institutional support remains mixed. This research contributes to the broader discourse on occupational well-being and offers practical recommendations for educational institutions to create a more supportive and resilient teaching environment.

Keywords: Occupational stress, workload, stressors

Introduction

Stress can be described as a feeling of physical or emotional tension due to tough or challenging situations and circumstances. What leads to stress? The events or circumstances that act as a catalyst towards stress response are called stressors and cause stress.

The stressors or the agents that cause stress can be internal or external. The internal stressors include personal conflict, lack of confidence, negative attitude, feelings etc. External stressors on the other hand include pressure at the workplace, health issues, pollution, finances, issues in relationships etc.

Some amount of stress increases the productivity of an individual and also helps the individuals to know more about themselves, boosts confidence and acquire new skills. However, too much stress can lead to a negative impact on individuals like high blood pressure, obesity, anxiety, depression, addiction, sleeplessness etc.

People of all age groups experience stress students for example feel stressed out when he/she is unable to meet the deadlines set for the assignment or during exams which can lead to low academic performance in academics, lack of concentration and anxiety. In working professionals stress can reduce their productivity, hamper their health and personal and professional relationships

Defining Occupational Stress

Occupational stress is defined as a negative emotional, mental, and physical effect experienced by an employee due to the role, duties, tasks, workplace situations and pressures. Everyone is different and everyone has different stressors and ways of dealing with stress. The stress tolerance of an individual is influenced by the roles and duties assigned, the work culture of the organization, motivation in terms of increments, facilities that he receives from his employer and more.

Occupational stress simply refers to the feeling of being drained out or pressurised in the workplace.

It is also known as organizational stress when a worker's resources, requirements, or abilities don't match with the demands of their job.

Common types of Workplace Stress

1. **New Job Stress:** New employees feel excited and overwhelmed as soon as join the company. They feel stressed to take up and understand their new job responsibilities, team building with their coworkers, and acclimate to a new workplace environment and culture.
2. **Acute Stress:** It is a result of situational issues like deadlines, important meetings, presentations etc. This type of occupational stress fizzles down as soon as the stressful event is over.
3. **Workplace Conflict Stress:** It is the outcome of disagreement of ideas, opinions or personalities involved in the task. This leads to badmouthing, gossip or bullying and can have an impact on the mental health of employees. It leads to low productivity and high absenteeism.
4. **Fear-Based Stress:** The threat of job security, and criticism makes it difficult for the employees to perform. It includes potential layoffs, a difficult relationship with their boss, or added responsibilities they were unprepared for.
5. **Burnout:** It is a situation when the employees feel physically, mentally and emotionally exhausted because of long working hours, excessive workload etc.

What Causes Occupational Stress?

Some common reasons that cause occupational stress are:

1. Strict policies and protocols of the company.
2. Expected performance of the employee.
3. Being overworked
4. Lack of opportunities for professional and personal growth.
5. Poor time management
6. Team or departmental conflicts.
7. HR policies of the organization.
8. Underpayment or pay cuts.
9. Regular termination threats.

10. Lack of motivation.
11. Pressure of meeting deadlines or missing them.
12. Inferiority complex.
13. Lack of good communication skills.
14. Feeling anxious, depressed, worn out, helpless, dejected etc.

The study undertaken will try and understand the **‘Impact of Occupational Stress on College Teachers in Rohini.’**

The work culture of the 21st century has imposed responsibilities, and challenges and induced a constant urge to prove oneself every moment is the common cause of stress these days. All professions undergo a lot of stress as the jobs now not only demand you to be an A-class professional but also an A-class performer. Teaching is also not left untouched in this regard. Globalization and competition have made the role of college teachers more demanding and challenging. College teachers play a crucial role in shaping the minds of future generations. However, they face increasing pressure, resulting in occupational stress that can affect their well-being and performance.

Teachers are the main pillars of the education system. The occupational stress experienced by the teachers is the result of the anger, tension, and frustration which result from their profession as a teacher. The bond between teachers and their students is very special. It can have a positive or negative impact on the student. Teaching is a noble profession and teachers have to be conscious of their behaviour and conduct. Teaching has often been attributed to be a physically and psychologically exhausting occupation.

To perform your duties and responsibilities effectively and efficiently teacher must be satisfied with his job. The positive attitude towards their work motivates them to think of innovative techniques, modules and strategies to make their subject interesting for the students. The teacher who is under stress cannot work effectively and has a negative attitude towards his job. High stress levels among teachers compel them to change jobs and look for another alternative profession.

Like in any other profession, in teaching also there are external and internal causes of stress. Large classroom intake, discipline issues, lack of resources, motivation, workload, unrealistic expectations, and lack of rewards and recognition are some of the external sources of stress in the teaching profession. The internal causes of stress among teachers include being impatient, aggressive or competitive, unrealistic self-expectations etc.

Deepa Sikand Kaut.S (2008) in her article **“Teaching stress: an emerging area of research in teacher education constitutions”** explores the role of a teacher, who is the key element of any educational program. Teachers are in constant interaction with not only students but also their parents and co-workers. The daily interaction with pupils, and co-workers leads to demands and challenges that take up the shape of challenges which further leads to stress and strain.

P.K. Dutta (2009) in his article **“University Teachers Stress in higher education and relief strategies in the economic slowdown”** reveals that stress takes a problematic turn in the life of teachers when they outperform their ability to cope and their perceived needs are not met. Perhaps the most effective

strategy for reducing stress is knowing one’s stress points and participating in the coping technique that works best.

Stress at workplace is a result of extreme physical, mental and emotional reactions that are result of the demands of the job which stretches the capabilities, skills, resources and needs of the workers. It often leads to poor mental and physical health. The factors responsible for job or workplace stress are as follows:

1. It is often noticed that the feeling of being used, giving excess of work to the teacher just because of lack of experts in the team or just because this teacher knows the work well is the common cause of dissatisfaction. Also, lack of support from the management when employee needs it the most or discrimination on the basis of favouritism, gender, lack of motivation in terms of payment and increments.
2. Lack of discussion with the teachers when implementing the policies, no clear distribution of workload and responsibilities, abuse from students and parents, taking arrangement classes of absent colleagues, job threat, etc.
3. Sometimes lack of a conducive environment also leads to occupational pressure amongst college teachers. It includes too much strength in the classroom, lack of equipment and labs, poorly lit rooms, lack of facilities in college staff rooms for teachers, working during vacations, rewards not as per the efforts put in by the teachers.
4. Students are also stressors for teachers when they don’t cooperate with them, use foul language, abuse teachers and staff etc.

Stressors for Teachers

Teachers are entrusted with the responsibility of imparting knowledge, igniting curiosity, and fostering critical thinking skills. However, beneath the surface of this noble pursuit lies a growing concern which is the stress or the occupational stress we call it they go through.

Teaching which was ideal job somehow does not fit this criterion any more. Picture seems rosy from outside where you see it as a half day job or a job in which you are required in the campus only when you have your lectures and you can enjoy long winter and summer breaks with your family and friends. But if we look at the schedule of a teachers all these seem so small for the efforts, they put in. According to research the major causes of teacher stress are:

1. Long working hours
2. Excessive workload
3. Increase in class strength
4. Continuous changes in syllabus and policies on higher education

5. Regular assignments, class tests, periodical and end-term examinations.
6. Pressure to keep oneself updated with new industry standards.
7. Checking assignments, class tests, and periodical and end-term examinations.
8. Preparing for theory and practical lectures.
9. Workplace victimisation.
10. Workplace politics.
11. Student misbehaviour.
12. Accountability towards profession, organisation, students and parents.
13. Lack of job security.
14. Lack of motivation.
15. Involvement in non-academic work.
16. Taking adjustment classes.
17. Difficulty in maintaining a healthy balance between work and personal life leads to burnout and exhaustion.
18. Inability to maintain work-life balance.

Effects of Stress

Stress is an unintentional response to a dangerous situation. How do we feel that we are in stress? We feel stressed when we are in a situation which our brain is incapable to handle, this alerts our body and produces hormones which are required in fight or flight situations.

As a result, we experience high BP, increased heartbeat, lack of blood supply to the skin, slow digestion, high perspiration, additional release of sugar or a decrease in the functioning of the immune system. All this might lead to some fatal conditions like depression, anxiety, addiction to alcohol or drugs, heart disease or stress-related diabetes.

How to Manage Occupational Stress Management

After the identification of the stressors, the teachers and the organization must implement various strategies at an individual and organizational level. The approaches are listed below:

Individual Approaches

1. Adopting a healthy lifestyle that includes regular exercises, a healthy and balanced diet, meditation techniques etc.
2. Setting realistic goals, delegation of work and prioritization of tasks reduces work-related stress.
3. Connecting and socializing with friends, colleagues and family provides mental, and emotional assistance.
4. Developing a positive attitude and outlook towards self-defeating beliefs and negative thoughts.

Organizational Support

1. The administrators can identify and streamline tasks as per the knowledge, skill and experience of the teachers. Provide teaching assistance as and when required.
2. Offering job security by providing long term contracts, providing regular training and development to teachers, fair increments and compensation reduces anxiety and promotes job satisfaction.
3. Creating a conducive work environment i.e. transparent, respectful, collaborative and offers open and positive communication.
4. Regular upgradation of technology, infrastructure, and training to empower teachers and staff.
5. Organizations can organize regular workshops and seminars to generate awareness regarding mental well-being and self-care among teachers.

Job-related stress in college teachers demands a multifaceted approach. Identification of stressors and finding appropriate solutions fosters well-being and creates a more conducive and sustainable environment for the effective working of teachers and students.

Objectives

The main objectives of the study are:

1. To identify the stressors amongst faculty members of private college.
2. To study the impact of stress on faculty members.
3. To identify the strategies adopted at the individual and organizational level to deal with stressors.
4. To offer suitable suggestions for coping with the job stress.

Rationale Behind Study

The study on 'Impact of Occupational Stress on College Teachers in Rohini' is undertaken to identify and evaluate the job-related stress amongst the college teachers in Rohini. Work place stress has an impact on the physical, mental and emotional well being of the employee.

In the context of teachers' work work-related stress includes excessive workload, indiscipline amongst students, lack of professional recognition and attitude in the college, lack of resources, inability to maintain work-life balance, relationship with colleagues, politics at workplace etc.

The basis of this research is an outcome of some observations like:

- The pressure to shape the future of the country tends to increase the pressure amongst college teachers worldwide.

- The placement of students and their performance in the exams both theory and practical is another stressor.
- The stress in teachers often leads to burnout, and mental, physical and emotional health issues.
- Stress also affects the mindset of the teacher to deliver lectures effectively hampering students learning and engagement.
- The study of the impact of occupational stress will add a new dimension to the earlier studies related to occupational stress in different professions.

Research Methodology

The increase in the level of occupational stress is the basis of the study undertaken. The study is conducted on the faculty members of the private institute in Rohini Delhi. Data is collected from the faculty members who are both freshers or beginners and faculty members having teaching experience of 5 years or more.

A sample of 50 (25 beginner or fresher teachers and 25 experienced teachers faculty members is drawn from the eight departments of private college) Rohini. Experienced teachers that are chosen as respondents have teaching experience of more than 5 years and the freshers or beginners have teaching experience of less than 5 years.

The different aspects of the research design are listed below:

1. Area of Study

The area of the study refers to private institute Rohini sector-3.

2. Sources of Data

The study will use both primary and secondary data.

3. Primary Data

The Questionnaire tool was used to gather data of which 59 responses were collected from private college Rohini. The analysis of the responses is given below:

Age Group	Number of Responses	Percentage (%)
25-35	39	66.1%
36-45	15	25.4%
46-55	3	5.1%
56 and above	2	3.4%

The above data highlights the age group of the respondents. Out of 59 respondents, 66.1% of respondents lie within the

Gender	Percentage	Count (out of 59 responses)
Male	28.8%	17
Female	71.2%	42
Prefer not to say	0%	0

The primary data is collected through a well-structured interview.

4. Secondary Data

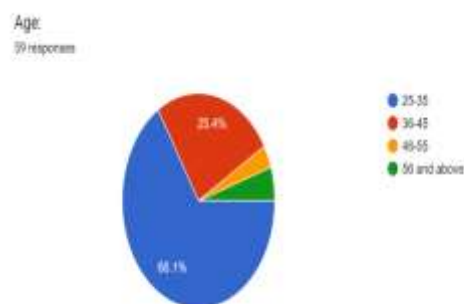
Secondary data will be collected through books, journals, research papers, articles, books etc.

5. Sampling Design

To study the job stress among faculty members in private college out of eight departments five departments are randomly selected and 10 teachers from each department total of 50 faculty members are selected as samples using convenient sampling method.

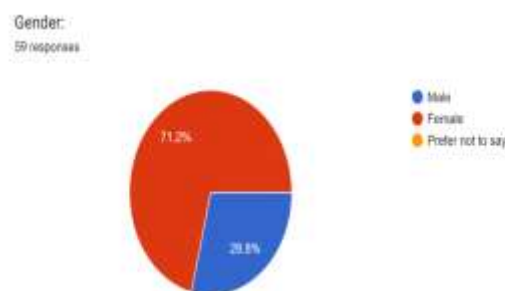
6. Statistical Tools Used

The collected data were analysed with the help of various statistical measures such as Percentage etc.



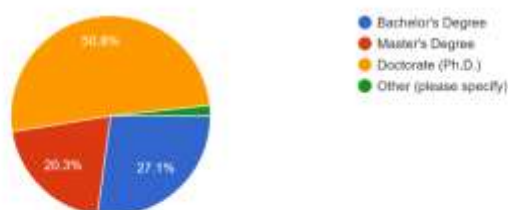
Data Analysis

age group of 25-35 years followed by 25.4% of respondents between 36-45 years of age.



It is interesting to note that out of 59 respondents, 71.2% of respondents are females and 28.8% of respondents are males.

Educational Qualification	Percentage	Count (out of 59 responses)
Bachelor's Degree	27.1%	16
Master's Degree	20.3%	12
Doctorate (Ph.D.)	50.8%	30
Other (please specify)	2.1%	1
Humanities	27.1	16
Sciences	42.4	25
Commerce	10.2	6
Engineering	5.1	3
Other (please specify)	15.3	9
Total	100	59

Educational Qualification:
59 responses

It is interesting to note that 50.8% of respondents are Doctorate (Ph.D.), which is the highest qualification required in academics, followed by 27.1%

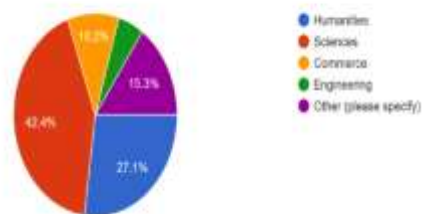
Frequency of Occupational Stress	Percentage (%)	Number of Responses
Never	10.2	6
Rarely	18.6	11
Sometimes	54.2	32
Often	15.3	9
Always	1.7	1
Total	100	59

Years of Teaching Experience:
59 responses

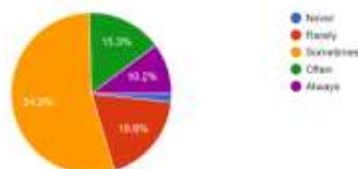
Years Teaching	Percentage	Count (out of 59 responses)
Experience	1-5 years	50.8%
6-10 years	13.6%	8
11-15 years	16.9%	10
16-20 years	11.9%	7
21 years and above	6.8%	4

The above pie chart clearly indicate that 50.8% of respondents have teaching experience of 1-5 years followed by 16.9% respondents with teaching experience of 11-15 years, 13.6% with teaching experience of 6-10 years, 11.9% with teaching

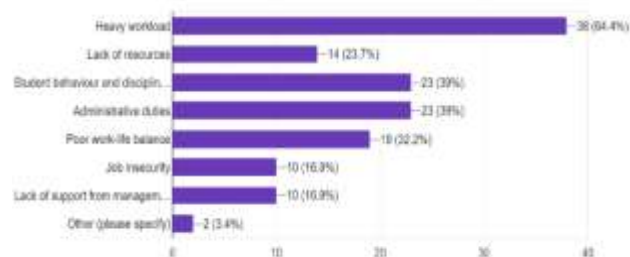
experience of 16-20 years and rest with teaching experience of more than 21 years.

Department/Subject Area:
59 responses

It is interesting to note that out of 59 respondents 42.4% are from science department, followed by 27.1% from humanities, 15.3% other department, 10.2% from commerce department and remaining from engineering department.

How frequently do you experience occupational stress?
59 responses

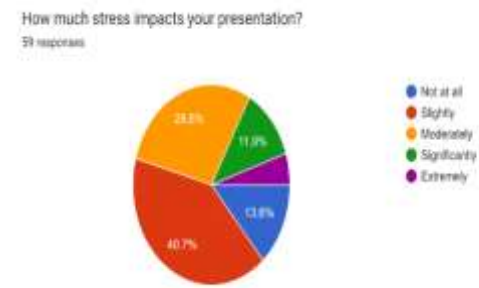
It is interesting to note that 54.2% of respondents sometimes experience occupational stress, 15.3% often experience occupational stress, 10.2% of respondents are always under occupational stress while 18.6% rarely experience it.

What are the source of your occupational stress? (Select all that apply)
59 responses

Source of Occupational Stress	Number of Responses	Percentage
Heavy workload	38	64.4%
Lack of resources	14	23.7%
Student behavior and discipline issues	23	39%
Administrative duties	23	39%

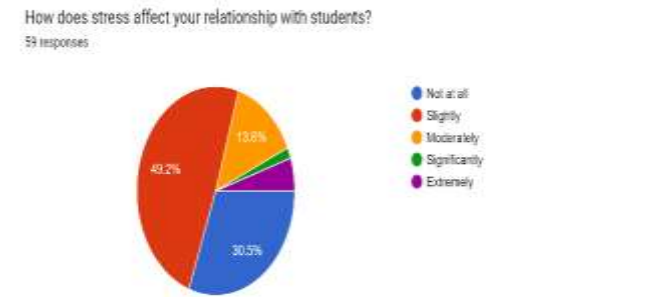
Poor work-life balance	19	32.2%
Job insecurity	10	16.9%
Lack of support from management	10	16.9%
Other (please specify)	2	3.4%

In response to the sources of occupational stress among a group of 59 respondents38 respondents (64.4%) identified **heavy workload** as the most significant source of stress. There was tie between **student behaviour and discipline issues** and administrative duties, both reported by 23 respondents (39%). **poor work-life balance** was identified as another source of stress noted by 19 respondents (32.2%). **Lack of resources** was cited by 14 respondents (23.7%), indicating that resource availability is a notable concern. Both **job insecurity and lack of support from management** were mentioned by 10 respondents (16.9% each).



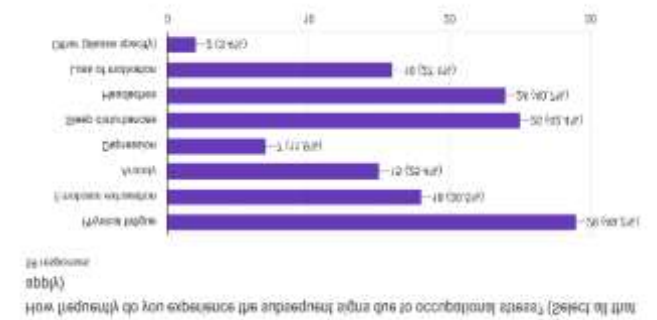
Level of Stress	Impact on Presentation	Number of Responses Percentage
Not at all	8	13.6%
Slightly	24	40.7%
Moderately	17	28.8%
Significantly	7	11.9%
Extremely	3	5.1%

It is interesting to note that when the respondents were enquired about the impact of stress on their presentation 40.7% of respondents felt that stress had a slight impact on their presentation 28.8% identified a moderate impact of stress while 11.9% of respondents felt that stress had a significant impact on their presentation while 13.6% of respondents felt that stress had no impact at al on their presentation.



Level of Stress	Number of Responses	Percentage
Not at all	18	30.5%
Slightly	29	49.2%
Moderately	8	13.6%
Significantly	3	5.1%
Extremely	1	1.7%

The pie chart illustrates the impact of stress on respondents' relationships with students. 49.2% believe that stress has a slight impact, followed by 30.5% of respondents feel that stress does not affect their relationship with students. 13.6% report a moderate impact of stress on their student relationships. This data suggests that while most respondents (around half) feel only a slight impact of stress on their interactions with students, there is a notable portion (about 30.5%) who do not perceive any impact at all, indicating varying levels of resilience or coping mechanisms among individuals.



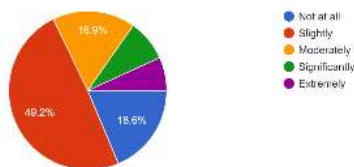
Signs of Occupational Stress	Number of Responses	Percentage
Physical fatigue	29	49.2%
Emotional exhaustion	18	30.5%
Anxiety	15	25.4%
Depression	7	11.9%
Sleep disturbances	25	42.4%

Headaches	24	40.7%
Loss of motivation	16	27.1%
Other (please specify)	2	3.4%

The above data identifies the frequency of various signs of occupational stress among 59 respondents. Amongst the signs mentioned **Physical fatigue** is the most commonly reported symptom, experienced by 29 respondents (49.2%), followed by **sleep disturbances** reported by 25 respondents (42.4%), **headaches** experienced by 24 respondents (40.7%), **emotional exhaustion** reported by 18 respondents (30.5%), **loss of motivation** affected 16 respondents (27.1%), showing how stress can impact drive and enthusiasm, **anxiety** experienced by 15 respondents (25.4%) and **depression** reported by 7 respondents (11.9%), indicating a serious mental health concern among a smaller group.

The above data indicates that physical symptoms like fatigue, sleep disturbances, and headaches are the most common signs or resultant of occupational stress, with emotional and psychological effects like anxiety, emotional exhaustion, and depression also being significant.

Does stress affect your personal life?
59 responses

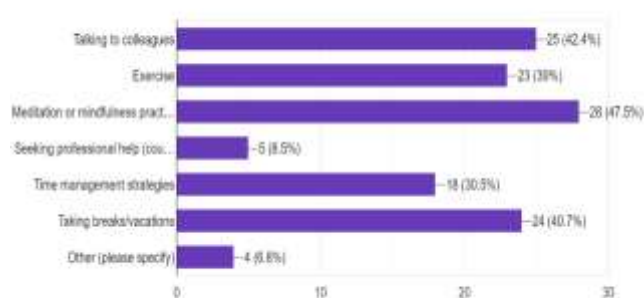


Response Category	Percentage
Not at all	18.6%
Slightly	49.2%
Moderately	16.9%
Significantly	(not clearly visible in the image)
Extremely	(not clearly visible in the image)

The chart above indicates a different level of stress's impact on personal life. Almost half of the respondents, 49.2%, feel that stress affects their personal lives only slightly, followed by 16.9% of participants who feel that stress moderately impacts their personal lives. However, 8.5% of respondents experience a significant effect of stress on their personal lives, and 6.8% of respondents report that stress extremely impacts their personal life. Almost one-fifth of the participants report that stress does not affect their personal lives at all.

How do you handle your stress? (Select all that apply)

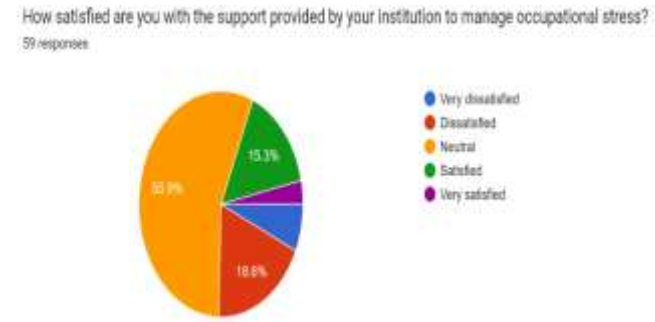
59 responses



Stress Management Strategy	Number of Responses	Percentage
Talking to colleagues	25	42.4%
Exercise	23	39%
Meditation or mindfulness practices	28	47.5%
Seeking professional help (counseling)	5	8.5%
Time management strategies	18	30.5%
Taking breaks/vacations	24	40.7%
Other (please specify)	4	6.8%

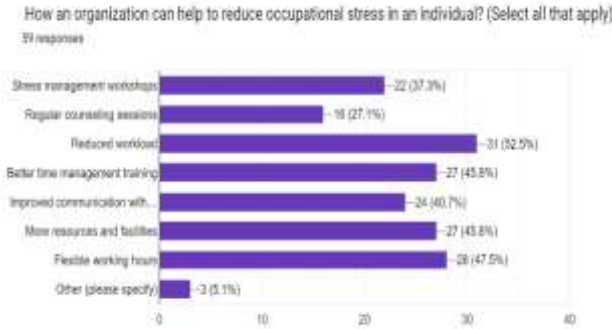
In response to the method employed by the respondents to manage stress it is noted that *meditation or mindfulness practices* approach used by 47.5% followed by *talking to colleagues* (42.4%) *taking breaks or vacations* (40.7%) and *exercise* (39%) chosen by a substantial portion, reflecting the well-known benefits of physical activity for stress reduction appear to be the popular stress management methods used by them.

Time management strategies 30.5% seem to be moderately used methods. *Seeking Professional Help (Counseling)* and *other strategies* are rated as the least commonly used methods to manage stress with 8.5% and 6.8% of respondents opting for it.



Satisfaction Level	Percentage	Number of Responses
Very dissatisfied	10.2%	6
Dissatisfied	18.6%	11
Neutral	55.9%	33
Satisfied	15.3%	9
Very satisfied	0.0%	0

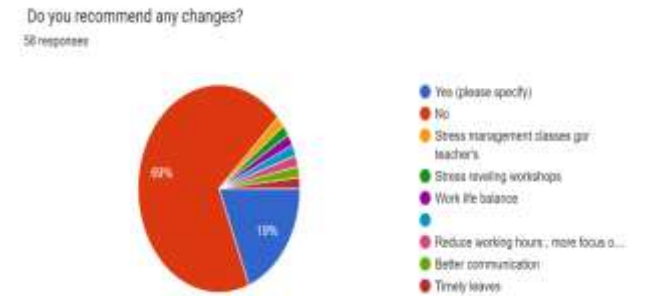
The majority of respondents (about 56%) feel neutral about the support provided by their institution for managing occupational stress. A notable portion, nearly 19%, are dissatisfied, indicating that there is a significant number of individuals who believe that their institution’s support is lacking. Around 15% of respondents are satisfied, showing that some individuals feel positive about the support they receive, approximately 5%, are very dissatisfied, signalling strong negative experiences with the support system and about 3%, are very satisfied, suggesting that only a few respondents feel that the institution is providing exceptional support.



Option	Number of Responses	Percentage
Stress management workshops	22	37.3%
Regular counseling sessions	16	27.1%
Reduced workload	31	52.5%
Better time management training	27	45.8%

Improved communication with management	24	40.7%
More resources and facilities	27	45.8%
Flexible working hours	28	47.5%
Other (please specify)	3	5.1%

The bar chart depicts responses from 59 participants regarding how an organization can help reduce occupational stress. The highest percentage of respondents (about 53%) believe that reducing the workload is crucial in alleviating occupational stress. A significant number (about 48%) also consider flexible working hours an important measure for reducing stress. Around 46% of respondents think that training in time management could effectively mitigate stress, 46% believe that having more resources and facilities is essential for reducing stress levels. Approximately 41% see improved communication with management as a valuable stress-reduction strategy. Around 37% suggest that stress management workshops would help reduce occupational stress and about 27% of respondents believe that regular counselling sessions could assist in managing stress. Overall, the data indicates that respondents favour structural changes such as workload reduction, flexible hours, and resource improvements as the top strategies for stress reduction.

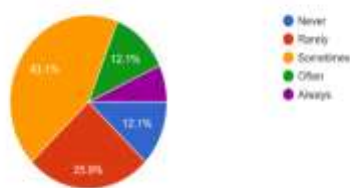


Response Category	Percentage (%)
Yes (please specify)	19%
No	69%
Stress management classes for teachers	[Minor slice]
Stress-relieving workshops	[Minor slice]
Work-life balance	[Minor slice]
Reduce working hours, more focus on ...	[Minor slice]
Better communication	[Minor slice]
Timely leaves	[Minor slice]

The respondents were asked if they recommend any changes to help reduce occupational stress. The majority of respondents, 69%, indicated that they do not recommend any changes. About 19% of respondents suggested changes but did not specify what changes they would like to see. 5.2%

recommended having stress management classes for teachers. Approximately 3.4% of respondents proposed holding workshops aimed at relieving stress. A very small group (1.7%) emphasized the importance of promoting work-life balance. Another 1.7% suggested reducing working hours and focusing more on productivity to alleviate stress. The same percentage (1.7%) of respondents highlighted the need for better communication as a potential change. Another 1.7% mentioned the importance of timely leaves to help manage stress.

Do you think that the management will take the feedback as a matter of concern?
38 responses



Response Option	Percentage	Number of Responses
Sometimes	43.1%	25
Rarely	25.9%	15
Never	12.1%	7
Often	12.1%	7
Always	6.9%	4

In response to "Do you think that the management will take the feedback as a matter of concern?" 43.1% of respondents believe that management will *sometimes* take the feedback seriously, 25.9% feel that management will *rarely* consider feedback, 12.1% think management will *never* take feedback as a concern again 12.1% believe feedback will *often* be taken seriously and 6.9% feel that feedback is *always* taken into consideration by management.

Conclusion and Findings

The study was conducted to study the impact of occupational stress on the college teachers of Rohini, Delhi. The findings of this research provide an insightful understanding of occupational stress among educators and its implications on their personal and professional lives. The analysis highlights several key trends and concerns, shedding light on the prevalence, sources, symptoms, impacts, and coping mechanisms associated with occupational stress among the respondents.

It is interesting to note that the significant majority (66.1%) of respondents fall within the age group of 25–35 years. Most respondents (50.8%) have 1–5 years of teaching experience, with fewer respondents having more than 15 years of experience. Science department educators constituted the largest group of respondents (42.4%), followed by humanities (27.1%).

Heavy workload emerged as the most significant source of stress (64.4%). Other

notable stressors included student behavior and discipline issues (39%), administrative duties (39%), and poor work-life balance (32.2%).

Nearly half of the respondents (49.2%) feel that stress slightly affects their relationships with students, while 30.5% believe it has no impact. Stress primarily manifests through physical symptoms such as fatigue (49.2%), sleep disturbances (42.4%), and headaches (40.7%), alongside emotional exhaustion (30.5%). A majority of respondents (49.2%) reported that stress only slightly affects their personal lives, with fewer reporting moderate or severe impacts.

Meditation or mindfulness practices are the most common stress management approaches (47.5%), followed by talking to colleagues (42.4%) and taking breaks or vacations (40.7%). Less commonly used strategies include seeking professional counseling (8.5%) and time management training (30.5%).

In context of institutional support most respondents (56%) feel neutral about institutional support for managing stress, while 19% are dissatisfied. Suggestions for institutional improvements include workload reduction (53%), flexible working hours (48%), and enhanced resources (46%). 43.1% of respondents believe that management sometimes considers feedback, while 25.9% think it is rarely taken seriously.

This study reveals that occupational stress among educators stems from multiple factors, with workload being a predominant concern. While many respondents exhibit resilience and coping mechanisms, a significant portion reports moderate to severe impacts of stress on their personal and professional lives. Addressing these issues through structural and systemic changes, coupled with individual stress management strategies, can foster a healthier and more productive work environment. Institutions must recognize and act on this feedback to ensure the well-being and effectiveness of their teaching staff.

Limitations

The study was undertaken on the 'Impact of Occupational Stress on College Teachers in Rohini', offers valuable insights. However, there are some limitations to the study like:

Biases in identifying and reporting stressors. The study focuses on a specific institution in specific region. This limits the generalizability of findings to the faculty members of all the colleges.

Significant variation in cultural norms, policies of institutions, coping mechanism of faculty members can be seen which impacts the expression and management of stress, limiting its applicability across diverse contexts.

The study stresses on popular stressors like workload, strength of class, motivation etc. do not give clear picture of the impact of stressors on faculty members.

Higher education is constantly changing, and findings might not reflect the most recent challenges and adaptations faced by college teachers.

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