

Comparative Study on Stress Management Skills among University Teachers

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Abstract

Teaching profession is becoming more challenging in 21st century due to globalization and inclusion of advance techniques in the field of education, due to these drastic changes teachers are facing stress in terms of heavy work load, to reduce stress educators adopt different strategies to cope up with stress. This research is conducted to explore the ability of "Stress Management" among university teachers. Entire Teaching employees at higher education level were selected as population. For data collection questionnaire was developed by the researchers to get information regarding stress management skills practiced by the university teachers. Data was analyzed and interpreted in the forms of tables. For this purpose reliability, t-Test, ANOVA were used. Findings were derived on the basis of data. Results also revealed that female teachers having 15-20 years of experience in (Public sector) were efficient in handling stress at workplace comparatively male teachers. Key recommendation of the present study was for university's top management to create flexible and supportive culture for their employees for the eradication of anxiety at workplace.

Keywords: Stress Management Skills, Social Support, Compensating Behaviour

Introduction

Stress is a word that usually depicts the level of nervousness or weariness as a general rule associated with work over-trouble or unreasonably mentioning work. Stress is ordinary wonder in an individual's consistently life. In the workplace, it can serve to improve an individual's motivation, execution, satisfaction and individual achievement "(Mathewman, Rose and Hetherington, 2009)". Figuratively speaking, stress is seen as any weight which outperforms the individual's capacity to keep up physiological, mental and also enthusiastic consistent quality "(Furnham, 2005). Hans Selye (1979)" describes worry as any outside events or internal drive which bargains to shake the organismic parity. That is, stress is whatever changes our physical, eager, direct or mental state while we counter various redesigns in our condition. Hans Selye points out the basic pieces of the pressure technique and the stressors - that is, the antecedent

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lifts that reason the pressure “(Sekaran, 2004)”. The marvel of pressure is significantly free thinker in nature. Progressing experts demonstrate that particular responses to push differentiate according to the stressor and contrasting common and individual components (Cox, Griffiths and Rial-Gonzalez, 2000).

A couple of individuals have a lot of versatility for stress and prosper incredible despite a couple of stressors in the earth. Of course a couple of individuals are not prepared to perform well except for when subject to an element of stress that orders and animates them to propel their sincere endeavors (Sekaran, 2004). This shows particular differences may make some disentangle these stressors as positive pressure or Eustress (which animate them), while other experience negative pressure or pain (which devalues their undertakings). These effects may be available minute and diminish quickly or they may prop up lengthy timespan (Newstrom, 2007). As per Dura (2002) instructor's job is multifaceted than just passing on information.

Distinctive employment related exercises and undertakings can make stress among the instructors. Kyriako (2001) revealed substantial outstanding burden alongside terrible conduct as key stressors for educators. Boyle, Borg, Falzon and Baglioni (1995) recognized that troublesome understudies' conduct is the principle stressor for educators that compromise their order and control. These stressors can seriously influence classroom execution and passionate soundness of the educator (Greenwood, Olenjnik and Parkay, 1990; Yoon, 2002). Concentrates on occupation stress have featured the effect of stress on representative wellbeing Jonge, Bosma, Diminish and Siegrist, 2000; Kudielka, Hanebuth, Känel, Gander, Grande, and Fischer, 2005). Instructors who have poor adapting aptitudes have more truancy at occupation and have more odds of leaving their showing vocation (Thicketts, 2004). Noor and Ismail (2016) announced very critical effect of college educators work stress as it influenced the instructors themselves, yet in addition their understudies.

Research Objectives

1. To compare the stress management skills among university teachers on the basis of gender
2. To compare the Stress Management Skills among university teachers on the basis of university type (Public & Private)
3. To compare the Stress Management Skills among university teachers on the basis of Teaching Experience.

Rationale of the study

In this advance and dynamic era, life is becoming too fast. Everyone is approaching life targets in a very sharp, quick and crisp manner. Ultimately, this change in life style and thinking approach is greatly affecting workplace scenarios as well. Organizations are eventually converting into machine with their more efficient goals, speedy executions, competitive environment and predefined unique outputs. Current, organizational structures and expectations pose a heavy load of high quality work performance on the shoulders of workers. Fast and technological advancements are challenge for employees' skills and abilities now a day. At the same time, along with the benefits and learning, employees are facing multiple kinds of stress at workplaces. For the sake of workers' work-related satisfaction, mental health, motivation and professional grooming stress management is unavoidable. In this context, this study was framed for university teachers with special emphasis to assess their abilities to cope up with occupational stress management. It is assumed that the extent they will be equipped with stress management skills, can be sustained at workplace successfully.

Teaching is no longer merely hard work; it has become a highly stressful profession. The nature and organization of work makes teaching very difficult. Professors face new challenges and opportunities of the student's population is increasingly diverse and needy. Demand of faculty members is developing new knowledge and skills to perform new tasks rapidly for student's development. This often leads to over whelming pressures and challenges for the faculty, which consequently leads to conflict and stress.

Teaching is never again simply diligent work; it has turned into an exceedingly stressful profession. The nature and organization of work makes teaching problematic. Educators face new difficulties and chances of the pupil is progressively miscellaneous and deprived. Needs of employees develops new knowledge and aptitudes to perform new errands quickly for understudy's advancement. This frequently prompts over whelming stress and difficulties for the workforce, which therefore prompts struggle and stress. Educators in advanced education foundations are accounted for to be experienced word related stress. This challenging circumstance of advanced education establishments has turned into the worldwide issue, which is distressing all gatherings of staff and social orders. In this way, to consider stress and diverse coping procedures is vital for quality instruction. Keeping in thought the significance of the issue the present research was intended to contribute in the current writing from Pakistan. This exploration has extraordinary significance in term of supervising resist work spot. The recognitions of this examination will be valuable in choosing the most chipping away at adapting pressure

strategies among showing staff at more significant level in government and no-administration in Islamabad city. This examination will offer thoughtfulness regarding the teachers in coordinating extraordinary main job in unpleasant conditions. The researcher's main focus is to compare stress management skills of teachers in three dimensions; teaching experience, gender and university type (public & private). Keeping in view all the resources, the study was delimited to the following aspects: University level institutions, Islamabad city, Teaching faculty.

Literature Review

Due to globalization education sector also faces lots of challenges and opportunities. These challenges and opportunities sometimes create pressure on educational managers as well as on teachers. Initially the term "Stress" was identified by Smith and Milstein in 1930 and later on in 1955. For the first time the history of changes in educational process and impact of these changes on teacher's stress was documented by Travers and Cooper. Job productivity effects in a negative way due to rapid changes in the field of education system across the world. (Trendall C, 1989& Alberta Teachers 'Association, 2011) Furthermore, a study conducted by Johnson S. et al. in (2005) they compare teaching profession with 25 top most challenging professions adopted by the professionals, their study showed a very interesting and quit amazing results, they conclude that teaching profession is a 2nd most stressful profession.

As per an investigation by Pettigrew and Wolf, directed in (1982), there are two sorts of stress which are which may at last have an effect on educators: stress depends on work related errands and stress dependent on the work environment job. Stress dependent on work associated duties, for example, managing *disobedient learners*, addresses the issues related with various explicit assignments that educators must execute as a component of their occupation and expected set of responsibilities.

Stress dependent on the working environment tasks, for example, absence of vital assets for appropriate instructing, alludes to how the desires for educators about their job in the work environment fit with their genuine obligations that are vital for instructors to satisfy their jobs.

As per Health and Safety Executive (2005) Stress can be delineated as the threatening reaction, people need to outrageous weight or various sorts of enthusiasm on them. Subsequently, the nature of occupation itself can choose the sort and level of pressure that can be incited. Various livelihoods can be seen as upsetting, yet doesn't generally suggest that they will influence on an individual's psychological flourishing.

Comparative research directed by (Winefield, 2003) on worry among academic and general staff of advanced education establishments from everywhere throughout the world shows that the wonder of Job Stress in

colleges is frighteningly boundless and growing. Research done in the “United Kingdom, America, New Zealand, and Australia” has perceived a couple of key factors normally associated with worry among academic and general staff. These join, work over-trouble, time restriction, nonappearance of headway openings, inadequate affirmation, lacking compensation, changing occupation jobs, deficient organization or interest in the load up, lacking resources and account and understudy's coordinated effort (Gillispie, Walsh, Winefield, Dua and Stough, 2001).

Different researches are conducted on stress, Totten & Schuldt (2008, 2009) worked on Job Experience, work related advancement and innovation, and another study is conducted by Korotkov et al, (2008) on relationship between Family life and work balance. Dua in 1994 has worked on Occupational ranks. Golzan (1997) has worked on the ability to command over the workplace and individual condition fit. In higher education personnel assume a fundamental job in the formation and scattering of information and advancement, Furthermore to educational growth and development especially at teaching sector. Above quoted research showed that large amounts of work related stress, whenever remained unchecked and unmanaged, it will weaken the final product in terms quality, quantity and Creativity of employee's work and workers' prosperity (Gillispie et al., 2001).

Coping is portrayed as the contemplations and practices utilized to deal with the inward and outer requests of circumstances that are assessed as stressful or surpassing the assets of the individual (Folkman, S. 2000. and Lazarus, R. S, 1993). An individual or family to watch involvement, characterize, comprehend, or potentially act in light of a testing knowledge (Dyk, P. A. H., and Schvaneveldt, J. D., 1987). Through factor examination portrayed four kinds of adapting systems: 1) Active Avoidance Coping: Dynamic Evasion Adapting procedures seem to reflect dynamic endeavor to avoid the stressor or getaway from its belongings. 2) Problem Focused Adapting: Issue/Problem Concentrated Adapting procedures depend on dynamic adapting, arranging, looking for instrumental social help, and looking for enthusiastic social help scale. This methodology use as dynamic endeavor for dispensing with the stressor or its impact. 3) Positive Coping: Positive Adapting comprises of utilization of silliness and positive reframing and enthusiastic social help. This methodology exertion to receive positive adapting systems. 4) Religious/Refusal Adapting: Religious/Disavowal Adapting depends on religious practice if there should arise an occurrence of stress or troublesome circumstance and deny the truth (Hastings, R. P.et.al. 2005)

Demographic Differences in Coping Strategies

There is vast number of researches based on coping technique and Demographic variations (sexual orientation, work involvement) which were directed by numerous significant analysts; found critical distinction among male and female instructors in the utilization of problem centered coping component and demonstrated that the male contrasted with the female educators had higher issue centered coping system (Mohammadi, S., Danesh, E., and Shejwal, B. R., 2009) Male educators had been observed to utilize more problem centered coping systems and females had been observed to utilize more feeling centered coping techniques (Sud, An., and Sharma, H. Ladies got altogether higher score than the men on the emotional and avoidance coping styles and lower on separation and objective coping (M. P., 2004.)

Another examination demonstrated that accomplished instructors inclined to adopt a more assignment situated strategy than did unpracticed educators (Osborne, S., 1985.). Marital status, age, and higher experience found significant pointer of stress-coping (Chaturvedi, M., and Purushothaman, T., 2009.). With these demographic factors, they can adapt better. Various past examinations on one side had discovered that experience assumed a noteworthy job by the way one managed stressors and rating hazardous classroom practices while different investigations on opposite side found no connection among experience and responses to stressful classroom practices or job over-burden (Groeschl, T., and Wetenkamp, J.,2001. Korevaar, G.A., and Bergen, T.C. M., 1992.).

Stress decrease practices are fundamental for comprehensive thriving. Masters, for instance, Lemaire and Wallace (2010) note that action and quiet time (e.g., singular time to empower) help to diminish pressure. Relaxation exercises (e.g., moving/ entertainments/ developing/ music), and loosening up techniques (e.g., contemplation/ yoga/ significant breathing exercises (see Paul, Elam, and Verhulst, 2007) can in like manner guarantee against worry since they go about as a strategy for recovery from stress (Ragsdale et al., 2011). For example, "loosening up and predominance experiences being related to quietness and positive inception, independently, goes past what one may foresee from ordinary experience" (Sonnentag, Binnewies, and Mojza, 2008, p. 681). Generally, a great social framework underpins pressure (MacGeorge, Samter, and Gillihan, 2005) and is contained any kind of relational affiliation which can fuse very close associations (e.g., blenders /parties/ visits) and online socialization. Incredible partners can extend quality and reducing pressure experienced at school: - "friend support expect a protective occupation with adaptability amidst a space of educational pressure" (Wilks, 2008, p. 106). Regardless, both low upkeep and full-time understudies may diminish their social and non-academic activities in order to adjust to their

examinations, which according to Gudrun et al. (2012) is counterproductive since socialization goes about as a pressure support. Regardless, an overabundance of socialization can be frustrating (Swim et al., 2011) and can bring about preoccupation, net blunder of time, and extended pressure.

Research Methodology:

Methodology of this paper is survey based in which quantitative approach was used. All the teachers at higher education level were targeted as population. According to Higher Education Commission 7554 teachers were worked in both (Government and Non-Government) sectors. Sample of the study were based on two groups Public and Private sector Universities. Therefore “Proportionate Stratified sampling technique” was used to select sample size. In this research Questionnaire was used as data collection tool. For the construction of research tool researcher consulted various studies. Research tool was consisting of 60 items which are further divided in to 7 sections that are; “Social Support”, “Denial,” “Active Positive Attitude”, “Compensating Behavior”, “Problem Solving”, “Meditation”, “Physical relaxation”.

Data Analysis and Findings:

In data analysis session whole data were tested by applying basic comparative statistical tests (ANOVA & T.test)

Table 1: Gender based Comparative Analysis

Variable	Gender	N	Mean	t-value	df	Sig
“Stress Management Skills	male	242	199.53	-1.019	368	.30
	female	128	202.23			

*p<0.05 **p<0.01

An independent sample t-Test was applied to find out the difference between male and female teaching staff at university level. Above table shows that there is no significant difference between male (M=199.53) and female (M=202.23,) teachers; t (368) = -1.019, p= .30. Results shows that female and male teachers both prefer to adopt coping strategies in a stressful working environment.

Table 2: Sector wise Comparison

Variable	Sector	N	Mean	t-value	df	Sig
"Stress Management Skill"	Public	299	205.18	8.291	368	.00
	Private	71	180.76			

*p<0.05 **p<0.01

Above Table shows the comparative analysis by using independent t.Test. Results showed that there was a significant difference between Public sector university (M=205.18) and Private sector university (M=180.76) teachers; t (368) = 8.291, p.value = .00. Results discovered that Public sector university teachers are better stress manager as compare to private sector university teachers.

Table 3: Comparative Analysis on the basis of Job Experience

Variable	Sector	N	Mean	t-value	df	Sig
"Stress Management Skill"	1-5	210	198.45	2.384	4	.05
	5-10	97	203.63			
	10-15	50	198.30			
	15-20	12	217.08			
	20-25	1	213.00			
	Total	370	200.43			

*p<0.05 **p<0.01

Above table displays the multiple comparisons regarding Stress Management strategies between the teaching faculties of universities with reference to their teaching experience. The F-value (4,) =2.384, p = .05 is statistically significant at the level of 0.05. Employees having 15-20 years teaching experience has the highest mean score (217.08) while 10-15 years teaching experience has lowest (198.30) mean score. The above table

shows that the employees having 15-20 years teaching experience are better stress manager as compare to others.

Findings were made in the light of results of data analysis; major findings of the study are here below:

It has been demonstrated that both male and female instructors are productively adapting up in a stressful situation by utilizing diverse adapting methods in an effective and consistent way. Furthermore, results additionally isolate the most practicable adapting procedures based on sex. "Social Support, Compensating Conduct and Problem Solving" are similarly adoptable in both male and female instructors. "Active Positive Attitude and Meditation" these are the procedures which were generally adoptable by female instructors while male educators are oftentimes use "Physical Relaxation" as an adapting system for the counteraction of word related stress in Pakistani instructive arrangement.

Results indicated that state funded colleges have elevated level to adapt up to stressful conditions as contrast with private college representatives. Results of this investigation additionally give an intriguing examination about most working on adapting systems in both open and private colleges. "Social Support" is a method which is normally utilized in private division while in open segment "Active Positive Attitude, Compensating Conduct, Problem Solving and Meditation" are progressively practicable among college educating representatives. Results likewise reason that there are two methods "Denial & Physical Relaxation" are usually practical in the two parts.

Experience matters a great deal as it depends on the incessant act of a long range of time accordingly experience it - self is a factor to lessen the stress level and to expand the enthusiastic knowledge level. The aftereffects of this investigation uncovered that instructors having (15-20) long stretches of experience have a legitimate sense to adapt up to stress and to determine the issue in a most limited timeframe relatively people having less understanding.

Discussion

The look into was devoted to examine the Pressure The board aptitudes capable by the educators of advanced education colleges arranged in Federally graphed zone, Islamabad. For information collection scientist develop a survey after wide examination of different investigates concerning pressure the executive's systems. The assessment was comparative in nature. In such way adapting styles of college teachers were differentiated and Open, Private division, Male, Female just as professional training. The research was also used to investigate the most practicable pressure adapting approaches by the school personnel. Information was assembled through study method. After the data aggregation information

were broke down and derived with the help of factual applications and broad investigation of writing review. The examination was grounded on (3) destinations which presented the purpose behind investigation. For looking at each factor of the examination in efficient and exhaustive manner (3) theory were point by point in the light of research targets. Research Targets and speculation are the central idea of the exploration so the conversation of the examination was driven keeping in see the exploration destinations and theory.

An examination coordinated by (Vingerhoets and Van Heck, 1990) they uncovered that men will undoubtedly get Dynamic issue focused adapting frameworks, organizing and advocating their exercises, positive thinking, confirmation, modification and progression. On the other hand women lean toward feeling focused game plans, self-charging and unreasonable thinking. After point by point audit of different examinations analyst grabbed (7) techniques from the related writing. Those working factors were chosen from different inventories and some significant looks into. Detail of the considerable number of works from which (7) rehearsing approaches had been chosen are here; (David L. Tobin, 1984, 2001.) fundamentally this exploration instrument was received the "Lazarus's methods for adapting survey" created by (Folkman & Lazarus, 1981.) extra specialist counseled the accompanying examinations for the plan of adapting systems stock for the present investigation: (Jan, 2012.) (Jeffrey, 2000.) (Ame, Michael & Cary, 2000) (Ying Ming Lin and Farn Shing Chen, 2010) (HSE, 2009).

In Pakistan instruction framework is separated into two divisions open and private. Right now the executive's aptitudes are practicable in the two segments yet instructors from Open area colleges are productively and effectively adapt their worry in a working environment as contrast with other college educators that serves in Private part colleges. Purpose for this discovering is, might be work uncertainty, substantial outstanding task at hand to meet the criteria of HEC. As indicated by the investigation of (Hussain A, Kumar A, Husain A, 2008) discoveries of this assessment shows that level of instructive pressure was fundamentally more noteworthy among the non-state funded school understudies whereas Government school understudies were altogether better the extent that their component of modification adapting techniques. Another examination related to the finish of this assessment which was coordinated by Shubhi Tomar.et.al (2014) they clear up that understudies expected to encounter the impacts of outrageous mental disorders are 3% in tuition based school and 2% in government school due to their academic weight, relationship with watchmen and colleagues.

Recommendations

It is suggested that advanced education foundations may arrange conversation sessions for their male school personnel that how they can defeat with stress in a workplace. It is suggested that college may organize profoundly proficient advisor who direct the college instructing staff that how to adapt up to stress. He may likewise recommend the adapting systems to both male and female educators as indicated by their character characteristics. It is suggested that by one way or another "Social Support" strategy may likewise be fused in open segment advanced education establishments by giving such undertakings which depended on the cooperation to upgrade the "Social Support" as an adapting system in open division colleges.

It is likewise suggested that a few projects; meetings to generate new ideas, mindfulness procedures might be begun in private colleges by the common organization of open and private colleges to improve "Active Positive Attitude, Compensating Conduct, Problem Solving and Meditation". It is prescribed that instructors having less experience may move toward the high experienced educators to build their Stress Management Skills. It is also prescribed that the instructing personnel may likewise share their examples of overcoming adversity to their subordinates because of this procedure different instructors additionally have new thoughts for the anticipation of stress. It is suggested that in future scientists may explore on the reasons for stress particularly in Pakistani instructive arrangement.

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