

Occupational Stress and Coping Strategies Among Academicians At Hafr al-Batin University, Saudi Arabia

Asmaa Ghareeb Mohamed, Lobna Khamis Mohamed

Community Health Nursing, Faculty of Nursing, Assiut University, Egypt

Nursing Administration, Faculty of Nursing, Tanta University, Egypt

Abstract:

Background: The prevalence of occupational stress among academicians seems to become a popular problem, which needs a clear explanation.

Aim: This study aimed to investigate the factors causing occupational stress and coping strategies among the academicians' staff at Hafr Al-Batin university in Saudi Arabia.

Design: The present study employed a descriptive cross-sectional survey design.

Sample: The target population consisted of (91) academic staff as professors, associate professors, assistant professors, lecturers, and instructors from different nationalities.

Setting: The study was conducted in four females' colleges at Hafr al-Batin University.

Tools: Three parts self-administrated questionnaire was used to collect information, the first part covered personal data, the second was Faculty Stress Index [FSI] and the third one was academicians' coping stress strategies.

Results: Moderate level of occupational stress among academicians. The most predominant coping strategies of physical stress were walking, setting priorities, eating a balanced diet and taking time for rest, as well as praying, thinking positively, going for shopping and talking to someone for managing psychological stress.

Conclusion: Occupational stress among academicians is a problem, but not acute.

Recommendations: It is recommended that university management should provide their academicians with training courses about comprehensive stress management strategies, supportive work environment, available funds for research and detailed job descriptions.

Keywords: Occupational stress, academicians, coping strategies, Faculty stress Index (FSI).

I. Introduction

Based on current global studies, stress is the phenomenon of occupational stress among academics in universities, which need for an investigation [Winefield, et al 2008]. The impact of job stress experienced by university academicians was highly significant because it may affect not only the educators, but also their learners [Noor & Ismail, 2016]. Stress has been identified as a 20th-century disease that viewed as a complex and dynamic transaction between individuals and their environment [Dahlin, et al 2005]. It is a perceived concept caused by anything that one feels unbalances the harmony of life [Mohamed & Ahmed 2012]. In the Guidance on Work-related Stress issued by the European Commission in 2002, defined stress as a pattern of emotional, cognitive, behavioral and physiological reactions to adverse and noxious aspects of work content, work organization and work environment.

The World Health Organization, 2015 defines occupational stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker. It often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. It can increase when workers do not feel supported by supervisors or colleagues, or feel little control over work processes [Azila-Gbetteo, et al 2015]. Occupational stress is the experience of negative feelings such as frustration, worry, and anxiety that perceived to arise from the work-related factors [Parveen, 2013, Al- Mutawa, et al 2014 & Azila-Gbetteo, et al. 2015]. The entire university communities have not been immune from the emerging forces of stress in Saudi Arabia [Iyabo and Ogunsanmi 2012]. Academic work has traditionally been regarded as non-stressful, but recent evidence suggests new evidence support this proposition both nationally and internationally [Winefield, et al 2008].

Academicians are the university teachers who work at a great level of stress due to various occupational situations. Occupational stressors contribute to organizational inefficiency, high staff turnover, absenteeism due to sickness, decreased quality, and quantity of practice increased costs of health care and decreased job satisfaction. Prolonged experience of occupational stress leads to strain which in turn make the individual to burnout in their workplace and job dissatisfaction [Reddy and Poornima 2012]. There are multiple roles' demand of academic staff within the work setting, e.g., teaching, consultation, research, and supervising research scholars, which considered as key factors contributing to job stress [O' Laughlin, et al., 2005].

Occupational stress can be either temporary or long term, mild or severe, depending mostly on how long it continues, how powerful of it and how strong the employee's recovery powers. Stress disturbs the equilibrium of the body [Iqbal and Kokash, 2011]. Coping strategies are the ways for dealing with stress when the individuals experience it. Coping strategies refer to a person's active effort to resolve stress and create new methods of handling new situations at each life stage [Grace, 2014]. The goals of coping include the desire to maintain a sense of personal integrity and to achieve greater personal control over the environment. Thus, coping is the behavior that occurs after the person has had a chance to analyze the situation, take a reading of emotions and to move to a closer or more distant positions from the challenge [Zakaria, et al. 2015].

The experience of workplace stress is inevitable in daily life. Academicians in post-secondary institutions now appear to suffer from occupational stress. Every academic individual experience stresses irrespective of age, occupation, social status, race, cultural background, etc. It has become a major challenge facing university community and now becoming the global issue, which is affecting all categories of employees and societies. Therefore, the present study specifically studies the causes of occupational stress and coping strategies among the academicians in new governmental university, Kingdom of Saudi Arabia.

II. Aim of the study

The study's overall objective is to examine the factors causing occupational stress and coping strategies among the academicians in Hafr Al-Batin University of Saudi Arabia.

Research Questions:

Three research questions were asked about:

- What are the stress levels among academic staff in Hafr Al-Batin University of Saudi Arabia?
- What is the relation between academicians' levels of occupational stress and their demographic variables?
- What are the most coping strategies of stress used by academicians?

Subjects and methods

The present study employed a descriptive cross-sectional survey research design. The target population of the study consisted of academicians as 5 professors, 7 associate professors, 38 assistant professors, 28 lecturers, and 13 instructors from different nationalities in the institutions of Higher Education Ministry in Hafr al-Batin Province, KSA. The researchers obtained oral consents from the authorized persons in each college and participants. The study sample was collected from four females' colleges, Applied Medical Sciences (AMS), Education, Sciences, and Literary in affiliated to Hafr Al-Batin University. Convenient sample of all participants who accept to participate in this study.

A self-administrated questionnaire was used to collect the necessary data. It consisted of three parts, **the first part** includes questions related to participants' personal by the information, e.g. age, gender, marital status, years of experiences, nationality, college group, academic rank, job tenure, the number of working hours/week, monthly income and status.

The second part entitled the Faculty Stress Index [FSI] to measure academicians' occupational stress, which was developed by Gmelch [1993]. The tool consists of 45 items and modified by the researchers to 38 items, which divided into five subscales: (1) Time constraint (2) Reward and Recognition (3) Professional Identity (4) Departmental Influences, and (5) Student interaction. This tool has five-point Likert scale ranging from 1- strongly disagree to 5- strongly agree.

- (1) Rewards and Recognition Subscale: This factor derives stress from inadequate rewards, insufficient recognition, and unclear expectations in teaching, research, and service.
- (2) Time Constraints Subscale: This factor reflects feelings of insufficient time to keep abreast of current development, inadequate time for class preparation, interruptions from telephones, writing memos, attending meetings, too heavy workload, and job demands interfering with personal activities.
- (3) Departmental Influence Subscale: This factor deals with influence of chairs' decisions, resolving differences, and impact on departmental and institutional decision-making
- (4) Professional Identity Subscale: This factor deals with academicians' reputation, which built on scholarship: publications, presentations in conferences, grants, and research.
- (5) Student Interactions Subscale: This factor relates to the interaction between students and colleagues.

The third part entitled Academicians' Coping Stress Strategies, which was developed by the researchers and consists of eleven multiple-choice questions categorized for physical stress (5 items) and mental/psychological stress (6 items). The physical stress includes management strategies for reducing stress by diet, exercises, relaxation and medical therapy. The mental stress includes management strategies for reducing stress using religious, psychotherapy, social support, altering situation, reducing the responsibilities and performing most liked activities. The choices for each question ranged from two to six options, the participants have the right to choose more than one option in the same question.

The questionnaire submitted to five experts in the different fields of nursing for testing the content and face validity. Necessary modifications and simplifying work related words were done. The researchers used Cronbach's coefficient alpha to measure internal consistency reliability of the tool which greater than 0.72. Then tools were distributed and administered at the end of the second semester of the academic year of 2015/2016.

Ethical considerations

The data were collected after the approval of permission from the colleges' responsible authorities to maintain the ethics of research. Prior to the data collection, oral consents of all participants were obtained that their participation is voluntary. Confidentiality and anonymity of the collected data were assured. Participants were informed about the purpose of the research study. A pilot study was carried out on 10 academicians (lecturers and instructors) in previously mentioned settings who excluded from the main study sample.

Statistical Analysis

A personal computer (PC) was used to store and analyze data to produce a graphic presentation for some important results. Data were coded and analyzed using SPSS version 20. Descriptive analyses were analyzed to determine the frequency distributions of the study variables. Distribution of study variables was examined for normality, measures of central tendency and variability, Pearson's Product Moment correlation coefficients were calculated to assess the relationship between study variables.

Limitations of the study

The findings of this study should be interpreted with caution as do not represent all academicians' members of the university and cannot be generalized due to decrease response rate of participants, which may be related to:

1. The careless cooperation of many academicians to fulfill the questionnaire despite full explanation about the study aim.
2. There was a difficulty in reaching men academicians to participate in the study due to university rules and community culture.

III. Results

The response rate from 91 participants from four colleges was 61% who agree to participate in data collection. Table 1 shows demographic data of academicians at Hafr Al-Batin University. 83.5 % were mainly female, 44% were in the age group of 26 to 35 years, 79.1% were married, and 37.4% were from Literary College. Regarding years of experience, 48.4% were in a group of 5 to 14 years in job tenure group of 2 to 5 years. Most of the participants reported their nationalities as non-Saudi (86.8%) and 13.2% were Saudi participants in the sample. More than one-third (41.8%) of respondents were assistant Professors, while 30.8% of them were lecturers. Around half of the participants (49.5%) worked about 8 to 15 hours/week, 54.9% received a salary from 8000 to 12000 SR/month and 86.8% were contracted work status.

According to figure (1), the ranking of the five mean values of FSI illustrated that the rewards and recognition (56.80) was perceived as the highest stress level among academicians, followed by the departmental influence (56.68), students' interaction (56.48), a time constraint (55.46) and finally, professional identity (52.22) were perceived as the least cause of stress.

Table (2) represents the correlations of Faculty Stress Index subscales. It was observed that there are statistical significant correlations between all subscales of Faculty Stress Index [FSI] among academicians.

The table (3) shows statistical significance differences among academicians' years of experiences ($f=4.46$; $p=0.01$), type of status service ($f=1.89$; $p=0.05$), nationality ($f= 3.97$; $p=0.005$) and academic ranking ($f= 2.62$; $p=0.05$) with total Faculty Stress Scale Index. The table illustrated that participants who are Egyptian nationality, bachelor group, up to five years of experience and contract employees had more stressful groups with mean scores of 64.55, 61.90, 61.12 and 61.11 respectively. Additionally, the table reveals that the ranking of mean scores among academicians' groups was 58.57 for one year of job tenure or less, 57.77 for monthly income with more than 12 thousand Riyals, 57.40 for seven working hours or less, 57.04 for scientific college, and 55.93 for female respondents.

Table (4) describes the percentages for using coping management strategies among academicians. The majority of academicians (86.8%) considered walking as the best-suited way to cope with physical stress, followed by setting priorities (64.8%), then eat a balanced diet (59.3%), and after that taking time for rest (57.1%). Finally, smoking is the least percentage (38.6%) used by the academicians to manage the physical stress. The table also presents that 76.9% of academicians used prayer or religious activity, 74.7% think positively, 51.6% go for shopping or parking or cooking, 50.5% talk to someone, 47.3% adapt to the distressing events and 45.1% avoid disliked tasks as coping strategies to manage mental stress.

Table (1): Demographic data of academicians at Hafr Al-Batin University

Items	Frequency	%	
Gender	Male	15	16.5
	Female	76	83.5
Age	25 Years or less	24	26.4
	26 - 35 Years	40	44.0
	Over 35 years	27	29.7
Marital Status	Single	12	13.2
	Married	72	79.1
	Divorced	6	6.6
	Widowed	1	1.1
College name	Applied Medical Sciences	24	26.4
	Literary	34	37.4
	Scientific	20	22.0
	Educational	13	14.3
Years of experience	Up to 5 Years	24	26.4
	5 to 14 years	44	48.4
	15 years or more	23	25.3
Nationality	Egyptian	35	38.5
	Jordanian	14	15.4
	Saudi	12	13.2
	Indian	10	11.0
	Sudanese	19	20.9
	Tunisian	1	1.1
Academic Rank	Professors	5	5.4
	Associate Professors	7	7.7
	Assistant Professors	38	41.8
	Lecturers	28	30.8
	Instructors	13	14.3
Job Tenure	One year or less	24	26.4
	2- 5 years	38	41.8
	Over 5 years	29	31.9
No. of working hours. /Week	≥ 7 hrs.	5	5.5
	8 - 15 hrs.	45	49.5
	More than 15 hours	41	45.1
Monthly Income	> 8000 SR	10	11.0
	8000 - 12000 SR	50	54.9
	< 12000 SR	31	34.1
Status type	Permanent	12	13.2
	Contract	79	86.8

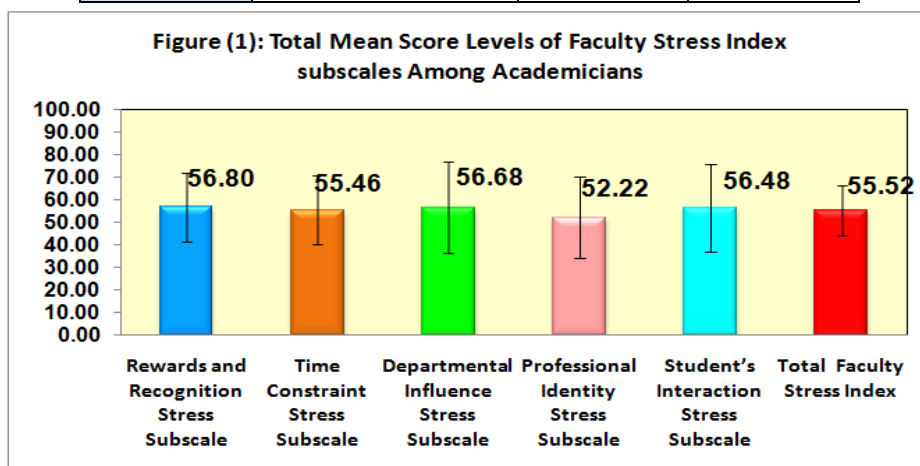


Table (2): Correlations of Faculty Stress Index Subscales

	Time Constraint Stress Subscale	Departmental Influence Stress Subscale	Professional Identity Stress Subscale	Student's Interaction Stress Subscale
Rewards and Recognition Stress Subscale	.279**	.431**	.131	.080
	.007	.000	.215	.449
Time Constraint Stress Subscale		.588**	.196	.270**
		.000	.063	.010
Departmental Influence Stress Subscale			.208*	.029
			.048	.783
Professional Identity Stress Subscale				.260*
				.013

Table (3): Correlation between demographic data of academicians to Total Faculty Stress Scale Index

Demographic variables		Mean	Total Faculty Stress Scale Index (F & p-value)	Demographic variables		Mean	Total Faculty Stress Scale Index (F & p-value)
Age	25 Years or less	57.32	1.63	Years of Experience	up to 5 Years	61.12	4.46
	26 - 35 Yeas	56.59	0.202		5 to 14 years	53.46	0.01*
	Over 35 years	52.34			15 years or more	53.62	
Job Tenure	One year or less	58.57	1.55	Working hours/W	≥ 7 hrs.	57.40	0.28
	2- 5 years	53.49	0.217		8 - 15 hrs.	56.14	0.758
	Over 5 years	55.65			≤15 hours	54.60	
Gender	Male	53.43	0.80	Type of Status Service	Permanent	54.67	1.89
	Female	55.93	0.428		Contract	61.11	0.05*
Marital Status	Not married	58.53	1.33	Monthly Income	>8000 SR	55.76	1.07
	Married	54.72	0.185		8000 - 12000 SR	54.07	0.349
					<12000 SR	57.77	
College Group	AMS	56.03	0.3				
	Literary	54.18	0.825				
	Scientific	57.04					
	Educational	55.75					
Nationality	Egyptian	64.55	3.97	Academic Rank	Professors	16.75	2.62
	Jordanian	55.24	0.005*		Assoc. Professors	33.80	0.05*
	Saudi	47.83			Ass. Professors	56.17	
	Indian	52.73			Lecturers	53.80	
	Sudanese	56.23			Instructors	61.90	

All subscales of demographic data arranged in the table according to a mean score from the biggest value to least.

Table (4): Percentages for using coping management strategies among academicians

Management strategies							
Physical Stress Management		No	%	Physical Stress Management		No	%
1. Reducing physical stress by		59	64.8%	2. Relaxation through		24	26.4%
a) Set priorities		39	42.9%	a) Deep breathing		52	57.1%
b) Keeping ready well ahead		13	14.3%	b) Take time to rest		31	34.1%
c) Change heavy work with light		47	51.7%	c) Drinking water or hot drink		22	24.2%
d) Use of time and effort saving work				d) Sit in a comfortable posture		15	16.5%
3. Diet		23	25.3%	4. Physical exercise		79	86.8%
a) Eat less food		20	22.0%	a) Walking		4	4.4%
b) Eat more food		54	59.3%	b) Yoga		24	26.4%
c) Eat balanced diet				c) Playing games		6	6.6%
5. Medical therapy							
a) Tranquilizers		27	29.7%				
b) Smoking		34	38.6%				
c) Sleeping pill		20	22.0%				
d) Alcohol consumption		2	2.2%				
Mental stress management		No	%	Mental stress management		No	%
6. Religion				7. Psychotherapy		10	11.0%
a) Prayer or religious activity		70	76.9%	a) Crying / shouting		30	33.0%
b) Omra or Hajj		37	40.7%	b) Change in routine life		68	74.7%
8. Social support							
a) Work in group		27	29.7%				
b) Talk to someone		46	50.5%				
c) Attend parties		14	15.4%				
d) Take counseling		40	44%				
10. Altering Situation				9. Reducing responsibilities			
a) Change place		32	35.2%	a) Postponing certain tasks		39	42.9%
b) Avoiding painful reminders		36	38.6%	b) Avoid disliked tasks		41	45.1%
c) Adapting to the distressing events		43	47.3%	c) Delegating the Work		25	27.5%
				d) Others		14	15.4%
				11. Performing most liked activities			
				a) Painting		8	8.8%
				b) Listening to songs		14	15.4%
				c) Singing		5	5.5%
				d) Watching T. V		36	39.6%
				e) Going for shopping / parking		47	51.6%

IV. Discussion

It is not surprising that, stress has two faces as good servant or bad master. In other words, a certain amount of stress may be positive to achieve success, but undue stress may be negative to cause distress. The purpose of this study was to investigate the factors causing occupational stress and coping strategies among the academicians in Hafr Al-Batin University, KSA.

It was observed that the majority of academicians experience a moderate level of occupational stress in all subscales of Faculty Stress Index [FSI]. This indicates that occupational stress among academicians is a problem, but not acute; it is just perceived differently among academicians. The finding is consistent with the

studies conducted by Reddy and Poornima [2012], Raza [2012] and Zaheer et al. [2016] which documented moderate level of stress perceived by university teachers. On the contrary, Sliskoric and Sersdic [2011] conducted a study on work stress among university teachers and suggested that teachers in higher education are exposed to high level of occupational stress, especially women in middle positions. The results of this study stated that the insufficient rewards and recognition was perceived as the highest cause of stress among academicians, followed by departmental influence, then students' interactions, time constraint, and finally professional identity.

Indeed, the academicians ranked rewards and recognition, and departmental influence as the main causes of stress. These findings clearly indicated that the lack of rewards, inadequate college recognitions, bad conditions, teaching workload, unclear criteria for evaluating activities or performance produce high stress among academics. One possible explanation for this finding may be related to most of the academicians are not honest and fair in their heads of departments. Concerning students' interactions, the academicians suggested that evaluating students' performance, advising inadequately prepared students and students evaluate their performance were the causes of stress.

Regarding time constraint, the academicians experienced stressful situations from poor time management, responding to paper works (e.g. Writing letters and memos), attending meetings, resolving conflicts and interruption frequently (by telephone calls and drop in visitors). While, the academicians experienced professional identity as the last cause of stress. This finding may be due to most of the participants are foreigners and contract employees, as well as no proper written guidelines for conducting a research in their universities with no financial support.

In this aspect, Parveen [2013] conducted a study in Saudi Arabia about faculty stress in a government university, which concluded that reward and recognition, professional identity and time constraint are the top three causes of stress among faculty members. Furthermore, Noor and Ismail [2016] mentioned that the most stressful factor in career development was university conditions for professional development, and the required publication for promotion, while, the development of course content was the most stressful task among academicians.

In the same aspect, findings of El Shikieri and Musa [2012] indicated that the Sudanese academic staff suffered high levels of job stress from role conflict and ambiguity, excessive workload, unsatisfactory working conditions, as well as a lack of promotion opportunities, feedback, participation in decision making, and interpersonal relations.

It was obviously observed that academicians' stress levels had no significant differences on the basis of gender, age, work experience, working hours per week, job tenure, and monthly income level. On the other hand, the results of the present study revealed statistically significant differences between academicians' stress levels and their years of experience, nationality, type of status service and academic ranking.

In fact, the results of this study indicated no significance between females and their counterparts in their stress levels; it may be due to small sample size especially in males. But females are higher stressful than males may be due to different perceptions of their roles. While the nationality of respondents has a significant difference, which justified as the number of non-Saudi academics who are employed in the public colleges in Saudi Arabian universities assumed to be larger than the number of Saudi academics.

Egyptian academics are more stressful nationality; it may be related to the economic conditions of their country and renewed their yearly contract basis. Concerning, academic ranking, the findings revealed that the bachelor group of participants is the most stressful academics. This may be due to do more clerical work, lower salaries and fewer opportunities for promotion, which affects their performance and also leads to a stressful life. Additionally, assistant professors were the second stressful group in academic rank according to the findings of the current study, which may be due to the increasing number of students, overload of teaching, inadequate number of staff, an omission of scientific research, lack of promotion opportunities and administrative duties.

In this aspect, Al-Knaan [2002] explored the levels of the occupational stress among the staff in the health care sector in Saudi Arabia. This study reported that employees from non-Arabic countries experience a higher level of stress than Saudi employees, which explained by the fact that Saudi employees are more inclined to occupy supervisory or managerial positions and enjoy higher levels of job security than contracted employees.

This result is in close agreement with findings of Abbas et al. [2012] showed no significant between gender and marital status for various dimensions of stress. While, faculty members with more than five years of experience showed relatively high levels of job-related stress when compared to the faculty with less than 5 years of experience. According to Griffith et al. [1999] stated that stress tends to affect younger, less experienced teachers over older, more experienced ones; lower academic rank over higher rank; single teachers over married; and women over men.

On the contradict, Al- Mutawa et al. [2014] revealed no significant differences on the lecturers' level of strain on the basis of their gender, age, education level, work experience, nationality, income level and faculty.

The author justified this finding due to similar nature of job responsibilities, lesser role overload, the same number of working hours, as well as long period of vacation spent with their family and children on social activities. Antoniou and Vlachakis, [2006] suggested that the university teachers faced many important sources of stress as students' interaction issues, low level of interest, problematic attitude of graduates, interpersonal interaction, academic burden and emotional fatigue. As for coping strategies, the academicians documented that walking, setting priorities, eating healthy balanced diet and taking time for rest are the best suitable ways to manage with physical stress. While, The most predominant coping strategies of mental/psychological stress were praying (religious activity), thinking positively, going for shopping or parking or cooking and talking to someone. Really, in a stressful environment, the academicians use these coping strategies to solve their problems and enhance their academic performance in attaining educational objectives. In other words, taking time out to do an activity like walking helps the mind off distressing concerns and give a feeling of detachment from daily pressures. Setting priorities help the individuals to figure out what is the most important things and detect the timetable for it. Many people use food and relaxation (taking time for rest) as a coping mechanism to deal with such stress, boredom, or anxiety.

Moreover, prayer, especially and religious activity generally provides people with critical tools that can ease worries and pain. By thinking positively, the academicians perceive the stress as less threatening. In addition, shopping relief pain of stress, even temporary and anesthetize the sense of anxiety, especially when surrounded by beautiful clothing, shoes, and accessories. Moreover, talking to someone help the person to see things in a better perspective and handled a stress situation.

Accordingly, Parven [2013] ranked the most coping strategies using among academic staff as prayers (Spirituality), time management, relaxation, writing & reading, food (Healthy Diet), exercises, spent time with family, socialization, entertainment, therapist, yoga and meditation, stress control workshops and medications. Findings of Grace [2014] revealed significant coping strategies among academic senior members of the university as confronting, distancing, self-controlling, seeking social support, accepting responsibility, escaping avoidance, planned problem-solving and positive reappraisal.

V. Conclusion

This study concluded that the occupational stress among academicians is a problem but not acute; it is just perceived differently among academicians. The current study reported that the majority of participants experience a moderate level of occupational stress in all subscales of Faculty Stress Index. The academicians ranked the causes of stress by a sequence as insufficient rewards and recognition; and departmental influence; students' interactions, time constraint, and finally professional identity. The results revealed statistically significant differences between academicians' stress levels and their years of experience, nationality, type of status service and academic ranking. The academicians documented that the most predominant coping strategies of physical stress are walking, setting priorities, eating a balanced diet and taking time, as well as prayer, thinking positively, going for shopping and talking to someone for managing psychological stress.

VI. Recommendations

Based on the findings of this study, it was recommended that:

1. Further research on occupational stress should be conducted to explore the causes and coping strategies using larger sample sizes from other institutions to help university officiate to control the stress factors among academicians.
2. There is a need to develop the training courses about comprehensive stress management strategies to reduce an occupational stress and improve the quality of life for academicians.
3. Providing the academicians with a supportive work environment (i.e. Detailed job descriptions, providing feedback about their performances, as well as increase the number of staff needed to perform the tasks, and decrease the number of students enrolled in colleges), research funds and career development can help them to perform their jobs more effectively and efficiently.

References

- [1]. Abbas S. G. Roger A. and Asadullah M. A. [2012]. Impact of organizational role stressors on faculty stress and burnout, 4ème colloque international (ISEOR - AOM), 1-18.
- [2]. Al-Knaan, HS. (2002). Job Stress among Managers in Saudi Arabian Public Organizations, Ph.D. Dissertation, Mississippi State University. Available at: https://books.google.com.sa/books/about/Job_Stress_Among_Managers_in_Saudi_Arabi.html?id=PmYqtwAACAAJ&redir_esc=y
- [3]. Al- Mutawa A. A., Jdaitawi M., Saleh W., and Abdel Awwad M. [2014]. Psychological strain among academic staff in Eastern Saudi Arabia. International Conference on Social Sciences Research (ICSSR), 103-10.
- [4]. Antoniou, F.A.S., & Vlachakis, P.A.N. (2006). Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*, 21(7).
- [5]. Azila-Gbetor E. M., Atasi E. A., Danku L. S., and Soglo N. Y. (2015). Stress and Academic Achievement: Empirical Evidence of Business Students in a Ghanaian Polytechnic, *International Journal of Research in Business Studies and Management*, 2(4): 78- 98.

- [6]. Dahlin, M. Joneborg N. and Runeson B. (2005). Stress and depression among medical students: a cross-sectional study. *Journal of Medical Education*, 39: 594-604.
- [7]. El Shikieri A. B., Musa H. A.. Factors Associated with Occupational Stress and Their Effects on Organizational Performance in a Sudanese University. 2012. Vol.3, No.1, 134-144, available at <http://www.SciRP.org/journal/c>
- [8]. European Commission, [2002]. "Guidance on work-related stress: Spice of life or kiss of death? Executive Summary", Office for Official Publications of the European Commission, Luxembourg.
- [9]. Grace, M. S. [2014] Sources of stress and coping stress strategies adopted by academic senior members in the University of Cape Coast, *International Journal of Research In Social Sciences*, 4(2): 31-9.
- [10]. Gmelch, W. (1993). *Coping with faculty stress*, Newbury Park, CA: Sage Publications, available at <http://sk.sagepub.com/books/coping-with-faculty-stress>
- [11]. Griffith, J., Steptoe, A. & Cropley, M. (1999). An investigation of coping strategies associated with job stress in teachers. *British Journal of Psychology*, 69: 517-13.
- [12]. Iqbal, A. and Kokash, H. [2011]. Faculty Perception of Stress and Coping Strategies in a Saudi Private University: An Exploratory Study, *Journal of International Education Studies*, 4 (3): 137-49.
- [13]. Iyabo M. B. and Ogunsanmi J. O. [2012]. Stress among academic staff in South West Nigeria, *An online journal of the African Educational Research Network*, 12(1): 126-32.
- [14]. Mohamed B. M. and Ahmed E. S. [2012]. Perception of Nursing Students towards Clinical Stressors in the Faculty of Applied Medical Sciences – Al Jouf University- Saudia Arabia, *Journal of American Science*, 8(12): 608- 17.
- [15]. Noor A., and Ismail N. H., Occupational stress and its associated factors among academicians in a research university, Malaysia, *Malaysian Journal of Public Health Medicine* 2016, Vol. 16 (1): 81-91.
- [16]. Oginska-Bulik, N. (2006). Occupational stress and its consequences in healthcare professionals: the role of type D personality. *International Journal of Occupational Medicine and Environmental Health*, 19(2): 113-122.
- [17]. O'Laughlin E. M., and Bischoff L. G. [2005]. Balancing Parenthood and Academia: Work/Family Stress as Influenced By Gender and Tenure Status. *Journal of Family Issues*, Vol.26 No. (1), 79-106.
- [18]. Parveen, M. [2013]. Faculty Stress in a Saudi Government University, *International Journal of Humanities and Social Science*, 3(18): 180 – 92.
- [19]. Raza A., Relationship between occupational stress and job satisfaction of faculty: the case of universities of Punjab, *Human Res. Journal*, 43 (2012) 6913-20, Available online at www.elixirpublishers.com
- [20]. Reddy G. L. and Poornima R.. Occupational Stress and Professional Burnout of University Teachers in South India, *International Journal of Educational Planning & Administration*, ISSN 2249-3093 Volume 2, Number 2 (2012), pp. 109-124.
- [21]. Sliškoric, A. & Sersdic, M. (2011): Work Stress among University Teachers: Gender and Position differences: *Arh High Rada Toksikol* 2011:62:299-307.
- [22]. Winefield, T. Boyd C., Saebel, J. and Pignata, S. [2008]. Update on National University Stress Study Survey, *Australian universities Review*, 50(1): 20-9.
- [23]. World Health organization (WHO), Stress at the workplace. 10-27. (2015). Available at: http://www.who.int/occupational_health/topics/stressatwp/en/
- [24]. Zaheer A., Ul Islam J., Darakhshan N., (2016). Occupational Stress and Work-Life Balance: A Study of Female Faculties of Central Universities in Delhi, India. *Journal of Human Resource Management*, 4(1): 1-5.
- [25]. Zakaria, S., Omar, N., and Asmawi, A. [2015]. Work Responsibilities Stress among Academicians in Private Universities in Malaysia, *Journal of Education and Vocational Research*, 6(2): 42-7.