

AN EMPIRICAL STUDY ON THE STRESSORS OF TEACHERS AND ITS IMPACT ON OCCUPATIONAL STRESS AND JOB SATISFACTION OF TEACHERS IN GOVERNMENT & PRIVATE SECTORS

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Abstract: Stress for teachers is a growing concern, as they incessantly adhere to long working hours and conditions of overwork, unpredictable and the fearness of safety of job, low morale and motivation leading to dissatisfaction in job and lack of authority and responsibilities in roles of decision making. These factors contributing to workplace stress has proved to stand as a detrimental effect on the health conditions, both mentally and physically thereby affecting the wellbeing of teachers. This leads to the negative impact on workplace productivity affecting the development and the progress of the workplace. Teaching as an occupation is regarded as a noble profession but it requires increasing the mental abilities due to an overwhelming and cut-throat competition which sometimes becomes highly tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called 'Noble' profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up, secondary school teachers must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels, where teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress. The root cause as well as solution of the problem must be looked after. A sample size of N=300 is taken for the study and the sample population was identified within the teachers of Chennai and its outskirts of both private and government schools. This study emphasizes the factors that causes stresses amongst the teachers and a comparative study between the private and the government teachers is also carried out to analyze the level of occupational stress and

job satisfaction on various stressors.

1. Introduction

Stress at the workplace has been subjected to a larger amount of research studies in the past but shows no development or enrichment on the outcome. Medical practitioners agree that continuous and extensive stress within a person would lead to a monotonous life cycle affecting the physical conditions of the body, which in turn would tamper the physical health of the person leading to mental disorders and agony. Different occupations face different types of stresses and different kinds of job profiles also face serious and varied stresses. All these factors have been discussed by various authors at various perspectives and at different levels, for example, ambulance service (Young and Cooper, 1999), healthcare (Cooper et al., 1999) for teachers (Travers and Cooper, 1993) and the nurses and social workers (Kahn, 1993). Some of these authors have identified that caregivers like nurses and social workers are the community affected from emotional exhaustion because they are required to display intense emotions within their jobs, while some of the other authors feel that job security, threat of violence and overload are the stressors. Work overload has been the predominant stressor in the teaching field. A study to analyze and evaluate the level of job satisfaction and level of stress becomes the need of the hour to analyze the factors that cause hindrances to the teachers in their job and also validate them with proper remedial measures to ensure that the job profile of the teachers make them satisfied with the job so that the stressors or the stress factors are under control. The current paper aims to provide an empirical relationship between the teachers under various stressors, physical,

physiological and mental stressors and aims to arrive at suitable solutions to the same. Research studies show that six occupations, viz., ambulance, teachers, social services, customer services – call centres, prison officers and police were identified as having worse than average scores on each of the three factors (physical, physiological and mental). A comprehensive and a comparative study of job stress of previous researchers have shown that amongst Government and Private Employees, the private employees have more job stress than the Government employees (Rajubhai Rana, 2014). The paper aims to study Occupational Stress and Job satisfaction in Educational Institutions with reference to Government & Private Sectors.

Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress is a combination and accumulation of unpleasant experiences, negative disorders and emotions such as no morale attitude towards anything, anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou 2001).

In general, people believe that the teacher's life is stress free or less stressed in nature. It's because of the myth in the community that teachers has to work only two to three class hours in school or college and they are in leisure for the remaining five to six hours. Whether it is true or not, teaching profession is also not exempted from the stringy stress. Wilson (1979) in his work on 'Teaching Teachers to De-stress', found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers are willing to take stress coping training events to manage their stress. Vance, Miller, Humphreys & Reynolds (1989) in their study for the 'Teacher Education Division Council for Exceptional Children' pointed out that in an average 30,000 teachers involved in special education wants to leave from their profession every year to stay away from the stressful special school environment. Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer than that of other high stressed professions (Travers and Cooper, 1991).

1.2 Background of the study

Teacher attrition historically has been a critical issue and continues to be one facing public school administrators in the 21st century. In colonial times, teachers were typically

men who tutored the sons of wealthy families in the home, or who taught in schools which charged a fee. Most used this experience as a springboard to a more prestigious career in law or the ministry (Bradley, 2000). By the mid to late 1800's the growth of public schools, especially in cities opened doors for young women to teach. Teaching was considered to be a respectable job for a woman prior to marriage. By 1870, approximately two thirds of the nation's teachers were women, and by 1900 that number rose to about 75% (Bradley). Regulations prohibited married women from working; consequently there was a constant turnover of teachers. Poor pay deterred men from entering the field of education because industrial jobs provided better pay and more status. The above mentioned two factors was the cause of teacher shortages throughout the first half of the 1900's. By the 1950's rules were relaxed allowing married women to retain their jobs in order to fill the increased need for teachers created by the post World War II baby boom (Bradley).

One additional factor that contributes to teacher attrition is occupational stress. Individuals enter the profession with expectations of making a positive difference in the lives of children but are often unprepared for the demands of the job. Studies conducted way back from 1970 to over four decades till now in 2015, focus on the causes of occupational stress in teaching and the impact of those identified stress factors on teachers and the educational process (Kyriacou, 2001). Stress factors commonly cited include excessive workloads, the demand of meeting federal and state mandates, lack of communication with the leadership team, lack of resources, little input in decision making, maintaining effective relationships with students, parents and other teachers and discipline (Brown et al.; Alliance for Excellent Education 2005; Anhorn, 2008; Smethem and Adey, 2005; Barmby 2006).

While workloads cannot typically be lessened, and resources are not always readily available, developing effective relationships among stakeholders and creating a sense of empowerment can mitigate stress factors rather than being a source of such stress. Work related stress and stressors causing stress make teachers ineffective thereby pulling out their efficiencies in carrying out their job responsibilities. Increased levels of stress may result in anxiety and increased absenteeism. Stress related illnesses have been cited as a reason for teachers taking early retirement (Harris, Halpin, & Halpin, 2001). Kelly and Colquhoun (2005) suggest that it is the responsibility of school systems to provide institutional support to assist employees in managing work stress in order to ensure effective operations of schools.

Stressors of Teachers

Factors which are root cause for the stress is known as stressors. Multiple factors influence the stress among school teachers. Previous findings and research studies have clearly portrayed that organizational stressors like over work load, frequent changes in working environment, new innovations, pay amenities, students discipline, work culture, lack of communication, career hurdles, administrative problems, lack of management support and funding policies are some of the causes of stress.

Organisational Stressors

Factors which are related to an organisation and the reasons for the ambiguity among employees are known as organizational stressors. They affect the employees working style and their efficiency. Its outcome may be positive or negative in nature.

Kyriacou (2001) enlisted the key causes of stress among teachers like maintaining control; time demands and workload; frequent changes; evaluated by students and superiors; dealings with peer educators; self-respect and position; management and administration; role clash and vagueness and non-standard working conditions

Manjula (2007) conducted a study to identify the personality factors that cause stress among school teachers. She found that seven out of ten teachers are exhausted because of inflexible working hours and lost their control in class rooms.

JayashreeNayak (2008) in her study analysed that 28.5% of (34% of male and 23% of female teachers) teachers were always in stress due to the multifaceted nature of the work.

Sudalaiyandiet al., (2011) in their study on the extent of work load and its outcome on the job satisfaction on self financing engineering college teachers in Tirunelveli found that more than half of the teachers were not satisfied with the work load and specifically on extra special coaching classes given by the colleges.

Kyriacou (2001) administration and management support are identified as the source of teachers stress along with students' low level motivation, discipline maintenance, over workload and time pressures, coping with changes, evaluated by others, interpersonal relations with peers, poor functional area and conflicts as well as ambiguity in role of teachers' are other sources stress.

Kaur (2008) in her study on job stress of the school teacher found that women senior secondary school teachers are more significantly under job stress than their male counterparts.

1.3 Statement of the problem

Teacher attrition may be a serious issue facing school teachers nowadays. The best source of navigating the

same could be implementation of effective instructional programs and recruiting the best and full-fledged academicians in educational institutions. In response to augmented work demands, and also the challenge of training an herculean student population, several teachers have been pushed to the core of frustration in this sphere of education, citing factors that cause stress equivalent to inadequate salaries, work overload, information issues stemming from the authorities around, lack of shared higher cognitive process and unsatisfactory relationships with stakeholders.

Lack of experience and training, low pay and difficult working conditions, combined with stressors that are inherent within the teaching profession might cause teachers to understand vital feelings of stress, that successively might render them less effective within the classroom, or cause them to depart the teaching profession. Although the literature addresses stress factors in general, it is less known what stress factors are related to gender, grade level taught or years of experience. Therefore, the motive of this study is to have a look and discover and analyze the occupational stress elements with the levels of their satisfaction both the teachers of the Government and the Private schools and also to determine similarities and differences in stress factors.

1.4 Significance of the study

Stress Management always plays a key and a vital role in an organization as it directly coincides with the increase in productivity leading to the benefits and upliftment of the organization. In many organisations, occupational pressure isn't being given the eye it merits and so very little has been accomplished as some distance as assessing the position of pressure on process performance inside agencies. it's far inside the mild of this that this observe is deemed critical, because it will create consciousness many of the academic establishments on the want to provide the wanted platform to assist staff address their stresses.

As stress is common area for all the employees irrespective of the area work, the study is aimed at surveying the teachers of educational institutions in Chennai and its outskirts, where teachers spend considerable time on their job at least more than 12 hours for work and commuting.

The issue of occupational stress does not just affect individual teachers, but also impacts the efficient management of school systems. Job related stress causes ineffectiveness in job performance characterized by unsatisfactory relationships with students, an unwillingness to implement new instructional strategies, higher rates of absenteeism and resignation of teaching

positions. The study seeks to evaluate the stress elements skilled by using instructors to determine if there's a hyperlink between gender, grade degree taught, years of teaching level in and trainer perspectives and extracts of the pertinent factors that contribute to stress.

The study hopes to gain a better understanding of the different stressors that affect teachers which will act as a path guide to the administrators to take a proactive approach in providing support to teachers. Often the unofficial task of supporting and mentoring new teachers falls to veteran educators, who in turn, increase their workloads by providing assistance to inexperienced colleagues. Mentoring and collaboration play an important role in the success of a school, however, school administrators must be cognizant of variations in the degree of job stressors among all teachers and the effect that may have on a teacher's ability to carry out the required job functions.

1.5 Research gap

The key factors of stress such as Job insecurity, Poor students' behavior and their negative attitude, Ineffective leadership at Department Level/ Management Politics, Lack of Motivation, Negative Attitude of Colleagues, Excessive Additional duty, Involvement in non-teaching duty, Lack of Research & Personal Growth Opportunities, Absence of Participative management, Poor Amenities and Perks, Demoralization, Induced to reduction in Job satisfaction, Lack of Ownership commitment on the organisation, Inadequate Career Opportunities, Absence of adequate safety and healthy measures, salary at beyond par, Lack of Team spirit in work etc. are the factors considered for the study. There are several factors and ranging dimensions that are found untouched. These factors always have a great role in affecting the quality of work life. Moreover, these factors if not addressed and if not arrived with a remedial solution may reduce and deeply affect the growth of the organization which in-turn would result in lower profitability to the organization and would create negativity towards organization citizenship, behavior and personality.

2. Review of Literature

MOHANTY (1992) the study conducted on "Occupational stress and mental health in executives: a comparative study of the public and private sectors". The find of the study shows that, private-sector executives, in general, experienced greater job stress, mental health problems and perceived greater organizational support than public -sector executives.

Pervez and Rubina (2002) conducted study on stress level of different school teachers, their analysis of data revealed that women teacher of secondary schools displayed high levels of stress as compared to primary school teachers. It was found that secondary school teacher show more stress. The difference was also significant between government and private school teachers. It was found that government school teachers show more stress. The comparison was also made on some demographic variables and it was found that teachers with more job experience, more number of students in a class show more stress.

Singhal(2004) conducted study on stress of teachers, It was found out that female teachers experience higher anxiety and stress compared to male teachers but had more positive self confidence because of scholastic competence.

Mohanty (2007) conducted a study on feeling of stress of teachers and its effect on their self concept and teaching behavior. The findings were that the male teachers showed high degree of teaching stress compared to female teachers and the teachers having higher qualification beyond the minimum qualification showed higher degree of stress as compared to the counterpart of that contrast.

Rajendran (2007) conducted a study on stress on gender basis. His study reported that female teachers experienced more stress as compared to their male counterpart. Likewise on the factor of teaching assignment both male and female teachers differ significantly in their perception of this source of stress.

Hore (2008) conducted study on perception of stress of higher secondary school teachers and found that, female teachers experience more teaching stress than the male teachers

Studies have also shown that teachers in their early years of teaching are reported to have experienced higher level of stress related to many factors in the school. The stress for teachers is expected to arise from the imbalance between the work demands and recourses in the school environment.

Ansarul (2014) conducted a study on "Occupational Stress of Primary School Teachers" Findings revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers were found to be highly stressed in comparison to their government primary school teacher counterparts.

Raj &Lalita (2013) tried to measure the extent of process pride most of the non-public and govt. colleges trainer and found no sizeable distinction inside the level of satisfaction level of male and female instructors. **Zilli and Zahoor (2012)** conducted a observe to find out the organizational commitment amongst male and woman better schooling teachers and found out that the

ladies had appreciably higher degree of agency commitment.

Mehta (2012) of their studies showed that there may be massive difference inside the level of process pride of government and personal school teachers.

The above studies reveal that the teachers are also not exempted from stress, but the proportion of vulnerability is different in every case.

3. Objectives of the study

The objectives of the study are:

- 1) To analyze the level of job satisfaction amongst the male and female teachers
- 2) To measure the level of job satisfaction amongst the government and the private school teachers
- 3) To assess the level of work stress between the private teachers and the government school teachers

- 4) To identify the factors that create stressors amongst the school teachers of private and the government school teachers

4. Hypothesis

- 1) There is no widespread difference in the level of job satisfaction amongst the male and female teachers
- 2) There is no widespread difference in the level of job satisfaction amongst the government and the private school teachers
- 3) There is no substantial difference in the level of occupational stress amongst the government and the private school teachers
- 4) There is no substantial difference between the stressors amongst the school teachers of private and the government school teachers.

5. Data analysis and Interpretations

Table 1.1. Detailed Information of the target audience (N=300) are as follows:

Sno	Parameter	Target Audience	Sample size	Percent
1	School	Government	150	50
		Private	150	50
2	Designation	PRT	100	33
		TGT	100	33
		PGT	100	33
3	Gender	Male	175	58
		Female	125	42
4	Age	Below 30	50	17
		30-39	125	42
		40-49	100	33
		Above 50	25	8
5	Marital Status	Married	225	75
		Unmarried	75	25
6	Qualification	Bachelor	50	17
		Master	225	75
		PhD	25	8

6. Analytical Results

T-test is conducted to find if there is any significant difference between the satisfaction level of male and female teachers amongst the government and the private

schools. If the value is found to be greater than 0.05, it would imply that there is no significant difference between the satisfaction level of male and female teachers amongst the government and the private schools. This test is conducted primarily to study and reveal if

there is difference in the satisfaction level of male and female teachers amongst the government and the private schools.

Table 1.2. Overall Level of Teachers Job Satisfaction (N=300)

Sno	Parameters of Performance	Mean	Standard Deviation
1	Work Satisfaction	4.47	0.59
2	Interesting & Challenging Work	4.43	0.692
3	Job Satisfaction	4.31	0.873
4	Working hours	4.21	0.980
5	Development of employee	3.94	0.881
6	Training	3.84	1.016
7	Scope for skill development	3.9	1.021
8	Promotion by norms	3.23	1.33
9	Salary as per norms	3.81	1.02
10	Rewards as per norms	3.84	0.922
11	Authority & Responsibilities	4.47	0.751
12	Involvement in the work & school	3.81	0.991
13	Involved in decision making	3.72	0.93
14	Respect by colleagues	4.37	0.71
15	Utilisation of individual skills	4.11	0.76
16	Opportunity for career development	3.84	0.81
17	Satisfied with the success	3.91	0.88
	TOTAL	68.21	15.16

Table 1.2 indicates that the Mean and Standard Deviation of teachers.

As the mean score is greater than 3, it implies positive response. From the above table, it is clear that the teachers have highest significant level regarding the statement they enjoy their work (Mean=4.47, S.D=0.873). The results also further reveal that overall

satisfaction of teachers is high as the mean value pertaining to all the factors is greater than 3. The table further reveals that the overall mean value for job satisfaction of teachers is 68.21 with a standard deviation of 15.16 which indicates that the satisfaction level of majority of the teachers is on the higher and at satisfactory zone.

Table 1.3. Outcome of the difference between Mean score of various dimensions of job satisfaction for male vs female teachers

Sno	Parameters of Performance	Male (N=300)		Female (N=300)		Significance value of t-test
		Mean	S.D	Mean	S.D	
1	Work Satisfaction	4.54	0.636	4.45	0.57	0.245
2	Interesting & Challenging Work	4.51	0.761	4.39	0.65	0.61
3	Job Satisfaction	4.47	0.929	4.22	0.76	0.32
4	Working hours	4.21	1.08	4.13	0.82	0.751
5	Development of employee	4.1	0.798	3.91	0.91	0.432
6	Training	3.77	1.13	3.83	0.9	0.89
7	Scope for skill development	3.66	1.19	3.9	0.84	0.29
8	Promotion by norms	3.23	1.326	3.27	1.32	0.77
9	Salary as per norms	3.89	0.786	3.76	1.2	0.51
10	Rewards as per norms	4.11	0.929	3.65	0.91	0.07
11	Authority & Responsibilities	4.23	0.939	4.62	0.51	0.012

12	Involvement in the work & school	3.79	1.1	3.89	0.87	0.91
13	Involved in decision making	3.77	1.0	3.61	0.89	0.41
14	Respect by colleagues	4.33	0.777	4.36	0.59	0.591
15	Utilisation of individual skills	3.93	0.823	4.09	0.69	0.62
16	Opportunity for career development	3.82	0.856	3.76	0.67	0.72
17	Satisfied with the success	3.91	0.898	3.95	0.77	0.887

From the above table, it is clear that the level of job satisfaction of the female teachers is very low compared to the level job satisfaction of the male teachers. Factors such as Working hours, further advancement, salary, rewards have been high for male teachers and very low for the female teachers. Apart from these factors, the

satisfaction level of female teachers is found to be satisfactory for the rest of the parameters as seen in the above table. Further, from the table is clearly revealed that there is no significant difference in the satisfaction level of male & female teachers as the value of t-test is found to be greater than 0.05 in all the cases.

Table 1.4. Outcome of difference between Mean score of various dimensions of job satisfaction for Government vs Private School teachers

S no	Parameters of Performance	Male (N=300)		Female (N=300)		Significance value of t-test
		Mean	S.D	Mean	S.D	
1	Work Satisfaction	4.51	0.567	4.5	0.65	0.891
2	Interesting & Challenging Work	4.54	0.571	4.31	0.77	0.119
3	Job Satisfaction	4.32	0.89	4.34	0.87	0.824
4	Working hours	4.2	0.952	4.21	1.11	1.01
5	Development of employee	3.99	0.841	3.97	1.01	1.05
6	Training	3.71	0.929	3.91	1.05	0.321
7	Scope for skill development	3.82	0.87	3.77	1.12	0.712
8	Promotion by norms	3.46	1.29	3.17	1.25	0.239
9	Salary as per norms	3.51	1.10	4.29	0.8	0.004
10	Rewards as per norms	3.64	0.9	4.11	0.966	0.054
11	Authority & Responsibilities	4.42	0.71	4.39	0.91	0.791
12	Involvement in the work & school	3.71	0.927	3.99	1.09	0.11
13	Involved in decision making	3.66	0.91	3.72	1.05	0.39
14	Respect by colleagues	4.47	0.55	4.19	0.81	0.425
15	Utilisation of individual skills	3.99	0.77	4.12	0.86	0.72
16	Opportunity for career development	3.76	0.72	3.99	0.97	0.451
17	Satisfied with the success	3.71	0.81	3.92	0.925	0.0891

From the above table, it is clear that the level of satisfaction is found to be more with the government school teachers compared to the private school teachers. This reveals that there is significant difference in the satisfaction level of the Government and the Private school teachers regarding parameters such as Salary and hence can be concluded that the level of satisfaction is

greater with the government school teachers compared to the private school teachers. As the value of t-test is greater than 0.05 in all the other parameters, there is no significant difference in the satisfaction level between the private school teachers and the government school teachers.

Table 1.5. Analysis of Stress Creator Factors

Sno	Factors	No of Respondents			
		Agree	Disagree	No response	Total
1	Job Insecurity	470	27	3	500
2	Poor students behavior	450	48	2	500
3	Ineffective leadership at top level (Dept/Mgt)	425	69	6	500
4	Lack of Motivation	400	91	9	500
5	Negative attitude of colleagues	300	185	15	500
6	Excessive additional duty	200	295	5	500
7	Involvement in non-teaching duty	400	92	8	500
8	Lack of scope of research & personal growth	250	235	15	500
9	Work-home conflicts	455	43	2	500

The above table shows that opinions or stress creator factors about the teaching and handling students. 94% of the School teachers assume job insecurity, 90% of respondents assume Poor students behavior and their negative attitude towards study, and 85% of respondents assume Ineffective leadership at Department Level / Management Politics lack of motivation, 80% of respondents assume lack of motivation, 60 % of respondents believe negative attitude of colleagues, 40% of respondents think excessive additional duty, 80 % of respondents feel involvement in non-teaching duty, 50% of lack of research & personal growth opportunities and 91% of respondents believe that work-home conflicts are the key stress creator factors.

7. Conclusion

The study revealed that the satisfaction level of the government teachers is very high compared to the private school teachers. Male teachers are found satisfied and pleased with the job compared to the female teachers. The factors seen concrete satisfaction for male teachers of the government sector are profile and work role flexibility, security of job, high wage and freedom in the autonomy or decision making in the job profile. This looks the opposite in the case of private school teachers as factors such as salary, decision making seems to be dissatisfied for the teachers. The study reveals that private school teachers are very much sensitive and dissatisfied with the salary payment compared to government school sectors. Surprisingly, the study also claims poor promotion procedures for both the private and government school teachers. Unbiased and Fair Policies on decision-making in sensitive matters of concern can increase the level of satisfaction among the teachers in this regard.

Occupational Work stress has found to be high for private school teachers compared to the government school teachers. Amongst the school teachers, female teachers have high amount of occupational stress compared to male teachers. The teachers working in private secondary schools are found more level of dissatisfaction in their work profiles compared to their counterparts working in government-aided secondary schools. The female secondary school teachers have significantly lower levels of job satisfaction as compared to their male counterparts. A strong negative correlation exists between the occupational stress and job satisfaction of the secondary school teachers.

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