



## THE STUDY OF OCCUPATIONAL STRESS AND ITS INFLUENCE ON JOB SATISFACTION LEVEL IN INDIAN TEACHING PROFESSIONALS

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### ABSTRACT

Occupational stress refers to a condition when the demand at work exceeds one's capability to handle and it results in reduced efficiency and negative consequences for the people at work. Occupational stress affects a person at work physically and mentally. In a working set up Job Satisfaction is another variable which affects an employee's performance on job. The aim of the present research is to study the relationship between occupational stress and job satisfaction in teaching faculty of public and private educational institutions in India. Survey method was used to collect data from 500 teachers. The findings of the study were that the aspects of occupational stress play a significant role in determining job satisfaction level of the teaching professionals. The individual's ability to adapt and deal with occupational stress increases job satisfaction level of the teaching faculty in educational institutions. There was found to be significant impact of relationship management on occupational stress. However there was no significant relationship between occupational stress and social awareness.

**KEYWORDS** : Occupational Stress; Job Satisfaction; Teaching Professionals; India

### Introduction and Review of Literature

Stress is one factor which is inevitable in the life of human beings. It is one thing which has been prevalent since human existence came into being. Stress at work has touched almost all professions. Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the resources, capabilities and needs of the worker (Nakasis & Ouzouni, 2008). With each passing time teaching has grown to become a stressful occupation wherein victimization is being experienced by teaching professionals and there are stressors related to the specific task to be performed by them (Dworkin and Haney, 2006). As very little assistance is provided to them it adds up to their occupational stress (Rachel. et al, 2005). There is lack of status and professional guidelines for the teaching professionals and their load of work is tremendous (Miller and Travers, 2005). Financial inadequacy of the teaching professionals and their home work conflict multiplies their occupational stress (Leung and Spector, 2004). The cultural diversity of the teaching professionals and their background is a deciding factor of the level of occupational stress (Tatar and Horenczyk, 2003). The negative emotions creep up due to unsatisfactory social relationships with their colleagues, principal, parents etc. and all this act as a source of occupational stress for the teaching community (Troman, 2000). Especially for the female teaching professionals the work family conflict magnifies the occupational stress being experienced (Drago. et al, 2000). Poor working conditions and lack of administrative support causes occupational stress for the teaching community (Abel and Sewell, 1999). The occupational stress of the teaching community leads to absenteeism and attrition, which further negatively, affects student's achievement (Brown and Uehar, 1999). The individual characteristics of the teaching professionals are a deciding factor as to how far his attempt to deal with occupational stress would be successful and they would be able to reduce the perceived occupational stress (Dick and Wagner, 2000). The increasing level of occupational stress and emotional exhaustion results in decreasing job satisfaction and performance on job (Cunningham, 1983).

Job satisfaction is a subjective issue and is a term used to describe how content an individual is with his/her job. Teaching professionals are the key most important element in the entire education system and their satisfaction is of prime importance. Their dissatisfaction from job would imply negative consequences for the entire chain of education. Salary of the teaching professionals is a prime factor responsible for lower job satisfaction, followed by restrictions on

budget, lack of autonomy, lack of equipment and dispassion for students (Wright, 1991). The feedback received on job by the teaching professionals is also an important parameter in affecting job satisfaction level (Kim Jong- Chae, 2004). Further factors affecting job satisfaction level of the teaching professionals are the status in the society, reputation, utilization of one's ability and the relationship with the administration (Sonmezer and Eryaman, 2008). There is an observation wherein as the level of educational attainment, number of pupils taught and the time spent in teaching per day of the teaching professionals increases their job satisfaction level also increases (Rezaei. et al, 2008). A prominent relationship is experienced between overall job satisfaction and gender, age, type of employment, degree and job experience (Soleimani and Azari, 2011). Job satisfaction is a predominant construct which facilitates retention of effective and efficient teaching professionals and enhance their commitment to work (Shann, 1998). Female teaching professionals are observed to experience higher job satisfaction as compared to the males (Oshagbemi, 2000). There is a considerable difference in levels of job satisfaction between the government and private teaching professionals (Mehrotra, 2002). To strengthen job satisfaction dimension there is need to improving the level of organizational citizenship (Swaminathan and Jawahar, 2011). As the age of the teaching professionals increases their job satisfaction level also increases (Chandraiah. et al, 2003). There are contradictory findings wherein male teaching professionals are found to be more satisfied with their profession and where increase in pay does not increase the job satisfaction level (Fattah 2010). Thus, it would not be wrong to conclude that occupational stress and job satisfaction are predominant variables affecting the teaching community and the present research paper also aims at finding the relationship if any between them and as to how it is different in the public and private teaching institutions of India.

H1: There is significant relationship between occupational stress and job satisfaction in Indian higher education Sector.

### Objectives of the study

The present study was conducted with the following objective:

- Study the relationship, if any, between the occupational stress and job satisfaction in academic institutions in India.
- Comparing occupational stress and job satisfaction in public and private institutions in India.

**Methodology**

Survey method of research was used to conduct the study. Multi stage stratified sampling was used for the final selection of the sampling units. The sample consisted of 500 teachers of public and private sector higher education institutes of Malwa region of Punjab in North India. Occupational Stress is being measured by a scale developed by Udai Pareek. It consisted of 50 statements in the pilot study and after try out 26 statements was retained in the final. On the other hand, Job Satisfaction is being measured among teaching professionals in North India by a scale developed by Wood, Van R., Lawrence B.Choko, and Shelby Hunt (1986). The scale has a very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 14 statements in the pilot study. After try out all these 14 statements were retained in the final. Respondents were required to rate the extent they agree or disagree with each statement on a five point scale (1=strongly disagree; 5= strongly agree). Demographic information was also collected using a questionnaire developed by the authors for this purpose. Correlation analysis, regression analysis and independent t test were used to analyze the data. Analysis was performed using SPSS version 16.

**Respondent Profile**

**TABLE 1: Sample Characteristics**

all(n=500)		
	N	%
<b>Age</b>		
<25	30	6%
25-34	244	48.8%
35-44	158	31.6%
>45years	68	13.6%
<b>Gender</b>		
Male	180	36%
Female	320	64%
<b>Education Qualification</b>		
Post Graduate	318	63.6%
Doctorate	182	36.4%
<b>Designation</b>		
Assistant Professor	331	66.2%
Associate Professor	111	22.2%
Professor	58	11.6%
<b>Marital Status</b>		
Married	361	72.2%
Single	139	27.8%
<b>Teaching Experience</b>		
Below 2 years	79	15.8%
2-5 years	108	21.6%
5-10 years	144	28.8%
10-15 years	98	19.6%
Above 15 years	71	14.2%
<b>Nature of the College</b>		
Private	300	60%
Government	200	40%
Total	500	

Table 1. Present a comprehensive profile of the teaching professionals who were engaged in this research study. A total of 500 questionnaires were sent out and were used for analysis. Out of the total respondents the sample consisted of 36% male teaching professionals and 64% female teaching professionals. The age group of 25-34 years were in majority among the respondents comprising of 48.8% of the total and 31.6% were in the age group of 35-44 years. 63.6% respondents had done their post graduation and 36.4% respondents had doctorate degree to their credit. As far as the teaching experience is concerned 28.8% respondents had 5-10 years and 14.2% respondents had above 15 years of experience. 331 (66.2%) out of 500 held the position of Assistant Professor, 111 (22.2%) held the position of Associate Professor and 58 (11.6%) were the ones who were professors. As per their marital status 72.2% respondents were married and 27.8% were single. So, we can conclude that majority of the respondents were married who were included for the research. 300 (60%) respondents were from private colleges whereas 200 (40%) were from government colleges who were included for the research.

A Comparison of teaching professionals Perception for occupational stress and job satisfaction among Private and Public institutions Independent T-test was used to analyze the teaching professional's perception for occupational stress and job satisfaction among Private and Public institutions. Table 2 shows the results of the analysis. The statistical significant difference was found in the items related to dimensions/factors, namely, Personal inadequacy, Role erosion, Role ambiguity, Resource Inadequacy, Role Stagnation, Role Overload, Self- role distance, Role isolation and Role stagnation of occupational stress scale. Also, the statistical significant difference was found in the items related to dimensions, namely, Satisfaction with information, satisfaction with variety, satisfaction with closure and satisfaction with pay of job satisfaction scale. The differences were statistically significant at the 95% level. The mean score was found to be higher for dimensions of occupational stress corresponding to teachers of private sector institutions whereas the mean score was found to be higher for dimensions of job satisfaction corresponding to teachers of public sector institutions. There was significant difference in job satisfaction level across public and private sector institutions except one item that "my job has enough opportunity to complete the work I start". The reason for the same is that there is no financial autonomy in public institutions as compared to private institutions. Moreover, there is more delegation than decentralization.

**Table 2 :Results of Independent t-test**

Statements	Dimension	Private Sector Institutions	Public Sector Institutions	Mean difference	t	p-value
<b>OCCUPATIONAL STRESS SCALE</b>						
My family and friends complain that I do not spend time with them due to the heavy demands of my work role.	Inter Role Distance	2.73	2.66	.069	.622	.534

I have various other interests (social, religious etc.) which remain neglected as I do not get time to attend these.	Inter Role Distance	3.00	2.93	.072	.682	.497	I am not clear on the scope and responsibilities of my role (job).	Role Ambiguity	1.96	1.92	.047	.551	.582
I wish I had more skills to handle the responsibilities of my role	Personal inadequacy	3.17	2.82	.353	3.181	.002*	I do not get the information needed to carry out responsibilities assigned to me.	Resource Inadequacy	2.30	2.12	.181	1.978	.048*
I wish I had prepared myself well for my role.	Personal inadequacy	3.01	2.70	.310	2.691	.007*	The amount of work I have to do interfere with the quality I have to maintain.	Role Overload	2.82	2.56	.258	2.610	.009*
I do not have adequate knowledge to handle the responsibilities in my role.	Personal inadequacy	1.75	1.85	-.097	-1.174	.241	The work I do in the organization is not related to my interests.	Self- role distance	2.19	2.21	-.023	-.240	.811
My role has recently been reduced in importance.	Role erosion	2.14	2.00	.134	1.531	.126	If I had full freedom to define my role, I would be doing some things differently from the way I do them now.	Self- role distance	3.47	3.16	.312	2.826	.005*
Many functions that should be a part of my role have been assigned to some other role.	Role erosion	2.49	2.18	.310	3.178	.002*	I am not able to satisfy the conflicting demands of various people above me.	Role expectati on conflict	2.66	2.59	.069	.663	.508
Several aspects of my role are vagueness and unclear.	Role ambiguity	2.36	2.06	.378	.000	.002*	Other role occupants do not give enough attention and time to my role.	Role isolation	2.57	2.38	.190	2.112	.035*
I do not have enough people to work with me in my role.	Resourc	2.71	2.39	.315	2.939	.003*	I am not able to satisfy the demands of students and the college, since these are conflicting with one another.	Role expectati on conflict	2.15	2.06	.090	.967	.334
There is very little scope for personal growth in my role.	Role Stagnati on	2.39	2.19	.198	1.888	.060*	My organisational responsibilities interfere with my extra organisational roles.	Inter role distance	2.60	2.42	.174	1.855	.064
I can do much more than what I have been assigned.	Role erosion	3.54	3.16	.307	3.521	3.128							
I feel overburdened in my role.	Role overload	2.66	2.52	.140	1.331	.184							
I am not clear what the priorities are in my role.	Role Ambigui ty	2.10	2.04	.059	.672	.502							

The expectations of my seniors conflict with those of my juniors.	Role expectation conflict	2.57	2.50	.063	.656	.512
Even when I take the initiative for discussions or help, there is not much response from the other roles.	Role isolation	2.59	2.46	.125	1.306	.192
I am afraid I am not learning enough in my present role for taking up higher responsibility.	Role stagnation	2.45	2.22	.226	2.338	.020*
I do not get enough resource to be effective in my role.	Resource inadequacy	2.68	2.48	.196	.055	.059
<b>JOB SATISFACTION SCALE</b>						
I am satisfied with the information I receive from my superior about my job performance.	Satisfaction with information	3.43	3.73	-0.305	-3.235	.001*
I receive enough information from my superior about my job performance.	Satisfaction with information	3.37	3.74	-0.366	-4.243	.001*
I receive enough feedback from my superior on how well I'm doing.	Satisfaction with information	3.32	3.71	-0.388	-4.261	.000*
There is enough opportunity in my job to find out how I am doing.	Satisfaction with information	3.54	3.88	-0.391	-3.833	.000*
I am satisfied with the variety of activities my job offers.	Satisfaction with variety	3.57	3.84	-0.269	-3.083	.002*

I am satisfied with the freedom I have to do what I want on my job.	Satisfaction with variety	3.37	3.78	-0.406	-4.170	.000*
I am satisfied with the opportunities my job provides me to interact with others.	Satisfaction with variety	3.75	3.97	-0.224	-2.631	.009*
There is enough variety in my job.	Satisfaction with variety	3.53	3.79	-0.257	-2.958	.003*
I have enough freedom to do what I want in my job.	Satisfaction with variety	3.19	3.63	-0.445	-4.475	.000*
My job has enough opportunity for independent thought and action.	Satisfaction with variety	3.42	3.71	-0.289	-3.056	.002*
I am satisfied with the opportunities my job gives me to complete tasks from beginning to end.	Satisfaction with closure	3.46	3.77	-0.305	-3.372	0.001*
My job has enough opportunities to complete the work I start.	Satisfaction with closure	3.55	3.71	-0.161	-1.771	0.077
I am satisfied with the pay I receive for my job.	Satisfaction with pay	2.92	3.67	-0.743	-6.434	0.000*
I am satisfied with the security my job provides me.	Satisfaction with pay	3.02	3.52	-0.497	-4.072	.000*

**Correlation and Regression analysis**

To address the relationship among occupational stress and job satisfaction for teaching faculty of academic institutions, Pearson correlation was calculated to check the condition of linearity between independent variable and dependent variable.

**Table 3: Correlation analysis: Occupational Stress and Job Satisfaction**

Job satisfaction	Satisfaction with information	Satisfaction with variety	Satisfaction with closure	Satisfaction with pay	Overall job satisfaction
Occupational Stress					
Inter Role Distance	0.130*	0.006*	0.007*	-0.53*	0.049*

Role Stagnation	-0.185*	-0.372*	-0.340*	-0.177*	-0.296*
Role Expectation	-0.133*	-0.266*	-0.291*	-0.094*	-0.237*
Role Erosion	-0.195*	-0.280*	-0.213*	-0.221*	-0.282*
Role Overload	-0.077*	-0.242*	-0.226*	-0.143*	-0.177*
Role Isolation	-0.138*	-0.231*	-0.281*	-0.102*	-0.227*
Personal Inadequacy	-0.073*	-0.176*	-0.169*	-0.160*	-0.139*
Self Role Distance	-0.114*	-0.205*	-0.169*	-0.184*	-0.198*
Role Ambiguity	-0.223*	-0.388*	-0.380*	-0.204*	-0.346*
Role Inadequacy	-0.217*	-0.330*	-0.341*	-0.129*	-0.300*

\*Correlation significant at .05 level

Table 3 the relationship between occupational stress and job satisfaction was investigated using Pearson correlation. Preliminary analysis revealed that there were no violations of the assumptions of linearity and homoscedasticity, and all associations were found to be significant at 95% level. Correlation between overall job satisfaction and occupational stress revealed that there is weak to moderate relationship of different dimensions of two constructs with each other. All the relationships were in expected dimensions.

**Table 4 : Relationship between occupational stress and job satisfaction in Educational Institutions**

Dependent variable	Independent variables	Standardized Regression Coefficients (β)*	T-value**	Sig	R2	adjusted R2	F value
Overall Job Satisfaction	(Constant)	7.324 (0.228)			0.176	0.170	26.409
	Role Ambiguity	-0.267	-5.454	0.000			
	Inter Role Distance	-0.204	4.533	0.000			
	Role Isolation	-0.146	-2.969	0.003			
	Role Erosion	-0.139	-2.798	0.005			
Satisfaction with Information	(Constant)	16.368 (0.594)			0.143	0.134	16.438
	Role Ambiguity	-0.162	-3.053	0.002			
	Inter Role Distance	0.260	5.433	0.000			
	Role Isolation	-0.113	-2.123	0.034			
	Role Erosion	-0.129	-2.541	0.011			
	Role Expectation Conflict	-0.115	-2.037	0.042			

Satisfaction with variety	(Constant)	4.455 (0.133)			0.213	0.206	33.275
	Role Ambiguity	-0.251	-4.896	0.000			
	Role Stagnation	-0.224	-4.543	0.000			
	Inter Role Distance	0.153	3.443	0.001			
	Role Expectation Conflict	-0.105	-2.036	0.042			
Satisfaction with closure	(Constant)	4.455 (0.133)			0.221	0.213	27.865
	Role Ambiguity	-0.251	-4.896	0.000			
	Role Stagnation	-0.224	-4.543	0.000			
	Inter Role Distance	0.153	3.443	0.001			
	Role expectation Conflict	-0.105	-2.036	0.042			
Satisfaction with pay	(Constant)	4.605 (0.150)			0.073	0.067	12.908
	Role Ambiguity	-0.245	-4.798	0.000			
	Role Stagnation	-0.139	-2.722	0.007			
	Inter Role Distance	0.198	4.347	0.000			
	Role Isolation	-0.133	-2.576	0.010			

In the second step, to identify the specific dimensions of occupational stress having a influence on the job satisfaction, multiple regression was carried in case of educational institutions. In each model, ten occupational stress dimensions (Inter role distance; role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self role distance, role ambiguity and resource inadequacy) which consisted of 26 items served as the independent variables. Also, four job satisfaction dimensions (Satisfaction with information; Satisfaction with variety; with closure; Satisfaction with pay) served dependent variables.



After conducting regression analysis, multi-linearity diagnostics was conducted in to identify the multi-collinearity problem among independent variables. An inspection of the coefficient of determination (R<sup>2</sup>) for regression (results) showed that occupational stress is a predictor of job satisfaction in case educational institutions. The significance value of the F statistic is less than 0.05, which means that the variation explained by the model is not due to chance.

Table 3 highlights the results of influence of occupational stress dimensions on four dimensions of job satisfaction in Educational Institutions. The results show that role ambiguity dimension ( $\beta = -0.162, p \leq .002$ ); Role isolation dimension ( $\beta = -0.113, p \leq .034$ ); Role erosion dimension ( $\beta = -0.129, p \leq .0011$ ) and role expectation conflict ( $\beta = -0.115, p \leq .042$ ) dimension of emotional intelligence is significant predictor of satisfaction with information dimension of job satisfaction and show negative relationship with it. Inter role distance dimension ( $\beta = 0.260, p \leq .000$ ) of occupational stress is a significant predictor of satisfaction with information dimension of job satisfaction and showed positive relationship with it.

However, role ambiguity ( $\beta = -0.251, p \leq .000$ ); role stagnation ( $\beta = -0.224, p \leq .000$ ) and role expectation conflict ( $\beta = -0.105, p \leq .042$ ) dimension of occupational stress significantly predicted satisfaction with variety dimension of job satisfaction and are negatively related. Inter role distance dimension ( $\beta = 0.153, p \leq .001$ ) of occupational stress also significantly predicted satisfaction with variety dimension of job satisfaction and is positively related.

Also, role ambiguity dimension ( $\beta = -0.251, p \leq .000$ ); role stagnation dimension ( $\beta = -0.224, p \leq .000$ ) and role expectation conflict dimension ( $\beta = -0.105, p \leq .042$ ) are significant predictors of satisfaction with closure dimension of job satisfaction and are negatively related with it. Inter role distance dimension ( $\beta = 0.153, p \leq .001$ ) of occupational stress are significant predictors of satisfaction with closure dimension of job satisfaction and is positively related with it.

Further, the research found out that role ambiguity dimension ( $\beta = -0.245, p \leq .000$ ); role stagnation dimension ( $\beta = -0.139, p \leq .007$ ); role isolation dimension ( $\beta = -0.133, p \leq .010$ ) and role expectation conflict dimension ( $\beta = -0.122, p \leq .025$ ) of occupational stress are significant predictors of satisfaction with pay dimension of job satisfaction and are negatively related. Inter role distance dimension ( $\beta = 0.198, p \leq .000$ ) of occupational stress is also a significant predictor of satisfaction with pay dimension of job satisfaction and is positively related.

It was also observed that role ambiguity dimension ( $\beta = -0.267, p \leq .000$ ); inter role distance dimension ( $\beta = -0.204, p \leq .000$ ); role isolation dimension ( $\beta = -0.146, p \leq .003$ ) and role erosion dimension ( $\beta = -0.139, p \leq .005$ ) of occupational stress are significant predictors of overall job satisfaction and are negatively related with it.

### CONCLUSION AND IMPLICATIONS FOR THE MANAGEMENT

Stress of any kind brings about negative chemical reactions within the body. Even the medical community is of the opinion that stress is most dreadful of all the diseases. Occupational stress in the same way makes a competent teaching professional also unfit to teach in the best possible way. Hence, it is essential that the educational institutions look into the variables highlighted in this research paper and pay due attention to so that the problem of occupational stress in teaching can be dealt with. This will reduce the occupational stress for the teaching professionals and enhance their efficiency and effectiveness and further add to their job satisfaction. A satisfied teaching professional would be an asset for the educational institution and they would then in the most productive way contribute for the uplift of the educational institution and the students whom they teach. As a balanced personality of the teaching professionals would be able to handle the turbulent mind of their students and be an inspiration and a competent role model to follow.

### DELIMITATIONS OF THE STUDY

The study is purely based on the respondents' opinion. The researcher felt that the respondents might express biased opinions which limit the validity of the study. Individuals' stress susceptibility varies over time. The environment can also vary in its conditions. Since stress is a complex and dynamic process presented in different areas of life, this research focuses only on the stress at work place due to occupational stress. In this study an attempt to identify basic stress management strategies is applied to teaching faculty working in colleges. However, this approach restricts the findings to a specific kind of experience in the given work environment. Respondents' opinion may change from time to time and the responses are also subject to variations depending upon the situation and attitude of the respondents at the time of the survey. In this study, occupational stress experienced by the employees, is alone considered and the perceived stress (arising from outside the working place) is not taken into account. Moreover this research is limited to the area covered which is North India. Other extrinsic factors elsewhere can be in intervening variable and change the findings of research in some way.

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