

Research Article

Occupational Stress and Job Satisfaction among Male and Female Teachers Working In +2 Private Schools of North Bihar, India

Dr. Moni Kumari*¹ and Prof. (Dr.) Anis Ahmad²¹Ph.D from University Department of Psychology, L. N. Mithila University Darbhanga – 846004 India²Professor, University Department of Psychology, L. N. Mithila University, Darbhanga – 846004. India**Article History**

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Abstract: The present study was aimed at studying occupational stress and the job satisfaction among male and female teachers working in +2 private schools with particular reference to North Bihar, India. It is undoubtedly fact that in recent years our government, educator's organizations and other groups have sought to improve the public image of the teaching occupation so as to attract more people in to the occupation. Hence, the present piece of research work is of immense value on the problem cited above. For the present investigation, total sample consisted of one hundred eighty (N=180) comprising male (n=90) and female (n=90) teachers working in +2 Private Schools were randomly selected from different private schools of North Bihar. The districts viz., Darbhanga, Madhubani and Samastipur were given priority for collecting the data. Data were collected through questionnaire schedules on the sample. Having obtained the data on the items of the schedules, individual scores were summed up and tabulated according to procedure of the scales for giving statistical treatment. Results revealed the fact that there is a significant difference between male and female teachers working in +2 private Schools of North Bihar in their degree of perceived reactions on job satisfaction as t-value has been found statistically significant at .05 but all the teachers reported more or less moderate level of Job Satisfaction. On the other hand, no significant difference has been found between the groups of males and females in terms of their degree of occupational stress, although few dimensions of occupational stress viz., role overload, role ambiguity, responsibility for persons and strenuous working conditions have been found as the predictors between male and female teachers although both the group have indicated moderate level of stress. It is interesting to note that female group of teachers were found more satisfied with their work in +2 private schools than male teachers comparatively. Finally, obtained results were discussed in detail by highlighting the probable reasons in the light of research diary as prepared during investigation.

Keywords: Job Satisfaction, Occupational Stress, male, female, teachers, North Bihar.

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INTRODUCTION:

The present study is aimed at studying the occupational stress and job satisfaction among male and female teachers working in +2 private schools of North Bihar, India as it is often observed that in the present day modern world working life has become probably the most significant aspect of one's life because people keep themselves engaged in some job where they spend much more time than in any activity but sleeping. Those who are working in any industry or organization may develop apprehensions and indistinguishable as a result of various unpleasant stressful and threatening work situations. Therefore, the phenomenon of stress, in general, and occupational stress in particular, is more important to be studied, especially in the work situation to understand the employees' job satisfaction. It is because of the fact that resistance to change may be the

cause of stressors which plays an important role as the factor of job satisfaction.

The term 'stress' emanating from Latin literature, it was first used in English during 17th century and the term means distress, oppressions, and hardships. During the 18th and 19th century the meaning of stress shifted to natural sciences and engineering to represent force, pressure or strain, and or strong influence acting on a physical object or person which an individual resists in an attempt to maintain his original state.

Stress has become a part of life. Nowadays, everyone seems to be talking about stress. We also hear it not only in daily conversation but also through television, radio, the news papers, conferences, stress

centers, and School and College courses devoted to the topic. Remarkably, few people define the concept the same way and hardly bother to attempt for a clear-cut definition. In general, stress occurs when biological and physiological needs, as well as external demands and pressures are greater than the ability of the individual to adapt. According to Basowitz, *et al.*, (1955) stressful situations do not always produce responses in individuals. In the light of this view Panchanathan and Shanmugaganesan (1992) have inferred that stress is a reaction to something that is happening to an individual. Moreover, it is one's way of coping with environment and threatening situations that he faces daily.

Selye (1956) in his pioneering work used the concept of stress in a manner relevant in social sciences. Selye expounded his biological concept of stress as the 'General Adaptation Syndrome' (GAS):- a three phase response to stress that begins with an alarm, continues with resistance, and terminates with exhaustion. This three phase response to stress incorporates the orchestrated set of physical and chemical changes which prepare an individual to fight or flee. This fight or flight label grows out of an evolutionary analysis of the origins of the stress response when our cave dwelling ancestors had only two options for dealing with the stress or "fight or flight response". The major concerns of our ancestors were found protecting themselves from environmental hazards and wild animals. It is a centuries old programmed-response to threat that is a master piece of survival engineering, and yet is tragically flawed in the sense that while the human nervous system is still responding the same way to environmental stressors, the stressors are not the same and the environment is radically different. The present day world abounds with uncertainties, which include natural calamities as well as unpredictable events and incidents.

It has been, in all times, a universal truth that the world is changing which is very much evident in the present era. Thus, the change and its effects have become the dominant features as the various authors have written on the Age of discontinuity (Drucker, 1968), the Age of Uncertainty (Galbraith, 1977) and the Age of Anxiety (Albrecht, 1979). However, the change is a continuous process which in itself is a great stressor in human life. In view of Lazarus (1966) stress is a universal human and animal phenomenon.

A review of definition on stress reveals that stress has been one of the important aspects that everyone has experienced but few could define, Lazarus (1966) stated that stress results in intense and distressing experience that appears to have tremendous influence on behavior.

Job related stress is inevitable in working life today. It occurs whenever a person has inadequate stress management and need frustrating work

environment. In many job situations, particularly in human services, high levels of stress are an integral and largely unavoidable component of the work (Cooper & Payne, 1978).

Literature on occupational stress has revealed many different classes of job related stressors and related them to such issues as job satisfaction and worker productivity (Beehr & Bhagat, 1985). One of the major sources of occupational stress is whether the person is satisfied with the job or not.

These days research interest in job satisfaction, occupational stress coping and health has grown considerably. It is because of the fact that job related stressors are unavoidable in working life. In many job situations, particularly in human services, one of the major sources of stress is whether the person is satisfied with the job or not.

It is because of the fact that job satisfaction has been defined as the degree to which employees have a positive affective orientation towards employment by the organization (Price, 1997). Another defines job satisfaction as an affective (emotional) reaction to a job that results from the incumbents' comparison of actual outcomes with those that are desired (Cranny, Smith, Stone, 1992). Job satisfaction is the favorableness or unfavorableness with which employees view their work. It results when there is a misfit between job requirements and the wants and the expectations of employees. Many researchers found that job related stress factors are related to variables like role ambiguity, role conflict, employee performance and satisfaction, work overload, need for achievement and organizational effectiveness (Dunnette, 1976; Ghosh, 1981; and Mohanty, 1986).

In addition to the above context it is important to point out that, there is a general assumption that the teachers do not have satisfaction in their jobs. It seems to be a growing discontentment towards their job as a result of which standards of education are falling. It is generally observed that teachers are dissatisfied in spite of different plans and programs which have been implemented to improve their job, although, job satisfaction consists of the total body of feelings about the nature of the job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction towards their job assigned.

Apart from the above context it is important to point out that job satisfaction is related to working conditions and level of professionalism is a key factor in successfully recruiting and retaining teachers (Stansbury & Zimmerman, 2000).

It is often observed that the studies conducted in different countries have shown that teacher autonomy is important for job satisfaction. Similarly, it can be viewed that teacher professionalism is not just about salaries, it is also about intrinsic benefits of teaching. Moreover, educators believe that recognizing teaching as a profession and developing professional teachers is a possible solution to teachers' lack of motivation and satisfaction, professionalism and empowerment as well as teacher stress (Pearson & Moomaw, 2006). According to National Center for Education Statistics (1997) near about 20 % of government school teachers and 28% of private school teachers left because they wanted to pursue other career opportunities, they were dissatisfied with the profession, or because they desired better salaries or benefits, of the teachers who reported being dissatisfied with teaching as a career, the majority specified concerns with inadequate support from the administration and poor student motivation to learn. In addition to it, Kaur (2002) reported that teachers working under private management were found more satisfied than those in government school.

Most of the Western studies demonstrated the effects of stressors or burnout in relation to job anxiety and satisfaction (Bateman & Strasser, 1983; Cohen, 1984; Powell, 1972). Studies on different occupational groups have shown that different organizational stressors are positively related to general or job anxiety. It is important to be pointed out that in India empirical studies have dealt with organizational role stress and job satisfaction (Pestonjee & Singh, 1982). Available researches also suggest that investigators concentrated their studies either on role conflict or role ambiguity as stressors with other organizational variables (Singh & Agarwala, 1981; Tharakan, 1988). These studies have not been probed into with relation to working women and their job related stress factors.

It is often observed that working women teacher suffer from more stress than men teacher in many respects. Various studies indicate that women at work frequently suffer more stress than the male because they have to combine their jobs with running a home, caring for their husbands and coping with children's ailments (Singh, *et al*, 1986; Stefly, *et al.*, 1986).

AIMS AND OBJECTIVES OF THE PRESENT STUDY:

Having reviewed the available literature on the phenomena various studies have been found as mentioned above but has not been covered the area chosen by the present investigators. Thus, the present investigation is aimed to study the occupational stress and job satisfaction among male and female teachers working in +2 private schools located in different districts of North Bihar. Moreover, it is important to mention that very few studies are available in Indian context but none of the studies have been found with reference to +2 private school teachers with particular

reference to North Bihar. It is still unexplored area and needs special attention to be studied. Thus the present study is of immense value and it will fill the void of knowledge in the area desired by present investigators. It is important to be mentioned that the role of women is radically changing because a large number of women have began to work full time and, they are aspiring to the same organizational ladders as their male counterparts. Consequently, it is often observed that working women are exposed to dual role of home maker and career person, encounter with daily stress (Tharakan, 1989).

Hypotheses:

On the basis of the broad aims and objectives of the present study mentioned above the following hypotheses were formulated.

1. There will be no significant difference between the group of male and female teachers working in +2 private schools in terms of occupational stress.
2. None of the dimensions of occupational stress will emerge as the predictor between the group of male and female teachers working in private schools.
3. Male teacher will have greater degree of occupational stress than female teachers.
4. There will be no significant difference between the group of male and female teachers working in +2 private schools in terms of their degree of job satisfaction.
5. Male teacher will have more degree of job satisfaction than female teachers in +2 private schools of North Bihar, India.

RESEARCH METHODOLOGY:

Sample:

For the present piece of research work, total sample consisted of one hundred eighty (N=180) comprising Male (n=90) and female (n=90) which were randomly selected from different +2 private schools located in and around North Bihar, India. The districts, viz., Darbhanga, Madhubani and Samastipur were given priority for collecting the data. All respondents' age were ranged between 22 – 55 years.

Tools Used:

To achieve the objective of the present enquiry the following tools were used:

- (a) **Job Satisfaction Scale:** For measuring the job satisfaction of the +2 private school teachers, a scale developed by Singh and Sharma (1999) was used. The scale consisted of 30 items having five alternatives on Likert's 5-point scale from strongly agree to strongly disagree. In this scale higher score indicates higher degree of job satisfaction.
- (b) **Occupational Stress Index:** For measuring levels of occupational stress and its dimensions or stressors, an occupational stress index developed by Srivastava and Singh (1981) was used which consisted of 46 items covering 12 dimensions of

occupational stress. These dimensions have been stated by the authors as sub-scales (or occupational stressors) are - (1) role overload, (2) role ambiguity, (3) role conflict, (4) unreasonable group and political pressures, (5) responsibility for persons, (6) under participation, (7) powerlessness, (8) poor peer-relations, (9) intrinsic impoverishment, (10) low status, (11) strenuous working conditions, and (12) unprofitability. Covering above stated 12 – sub-dimensions as stressors, in all, occupational stress index consisted of 46 items as stated above which had to be rated on a 5-point scale “ranging from” strongly agree to strongly disagree out of 46 items, 28 are true-keyed items and the remaining 18 items are false-keyed items. The reported split-half reliability of the scale is .94; hence, it confirms the efficacy of the scale. The brief description of the stressors of occupational stress used by the present investigator in the context of present study is stated below:

- **Role Overload:** A state in which the work responsibility given to a person needs more time and resources than is available to him.
- **Role Ambiguity:** A state in which the person has inadequate information to perform his role (information about work objectives, scope and responsibility of the job, expectation of significant others and scope of jurisdiction and authorities).
- **Role Conflict:** A situation where the demands made on a person are contradictory or are in conflict with his own expectations and working style.
- **Unreasonable Group and Political Pressure:** A situation in which one is required to take a lot of decisions against his will or against formal rules and procedures under pressure.
- **Responsibility for Persons:** A person has the responsibility for the work, productivity and development of many employees.
- **Under participation :** Lack of one’s influence on decision making process of the organization
- **Powerlessness:** A situation in which authority given does not commensurate with the responsibilities of the Job.
- **Poor Peer-Relations :** A situation in which relationships coworkers are characterized by low trust, low supportiveness and low interest in listening to and trying to deal with the problems confronting the other.
- **Intrinsic Impoverishment:** Lack of opportunity to realize one’s potential abilities and develop one’s aptitude.

- **Low Status:** A state of insignificance in the organizational network as well as in the social system.
- **Strenuous Working Conditions:** Lack of comfort and safety on the job.
- **Unprofitability:** Poor compensation and reward for the work done.

- (c) **Biographical Information Blank:** For tapping information pertaining to biographical variables self-made biographical information blank was prepared for interpreting the results.

Procedure:

The above questionnaire schedules along with biographical information blanks were administered on one hundred eighty teachers from the populations of working teachers of +2 private schools located in and around the districts of North Bihar covering Darbhanga, Madhubani and Samastipur. The scoring was done on the basis of norms prepared by the authors for the items of the scales. The obtained individual scores for job satisfaction and occupational stress were summed up separately and the obtained data were analyzed with descriptive statistical techniques.

RESULTS AND DISCUSSIONS

In quest of obtaining the results table – 1 revealed the clear cut picture regarding the differences between male and female teachers working in +2 private school in terms of their perceived reactions towards job satisfaction. From the table – 1, it can be observed that there is significant difference between the group of male and female +2 private school teachers. The obtained results seem to be logical that the male group of teachers working in +2 private schools scored low mean score on job satisfaction i.e. 69.76 with a standard deviation (SD) of 8.783 and at the same time private school female teachers obtained a job satisfaction mean scores i.e. 79.83 with SD of 10.513 comparatively. Thus, significant difference between the two groups of male and female on perceived job satisfaction has been found significant as the obtained t – value 2.75 has been found significant statistically at 0.05 level of confidence. Hence the proposed hypothesis i.e. “there will be no significant difference between the group of male and female teachers working in +2 private schools in terms of their degree of job satisfaction stands rejected. From the table, it could be understood that the mean value of female group of +2 school teachers is higher than their male counterparts.

Table-1: Showing Significant Difference between the Groups of Male and Female Teachers working in +2 Private Schools on Job Satisfaction scores

Groups	N=180	Mean	SD	t - value	Level of significance
Male Pvt. School Teachers	n =90	69.76	8.78	2.75	0.05
Female Pvt. School Teachers	n = 90	79.83	10.51		

Results of the table – 1 can be summed up that female group of +2 private school teachers are more satisfied with their jobs and they feel much better than male group of +2 private school teachers especially from where the present piece of research work has been completed. Discussing the table–1, it is important to point out that these days people are much more interested in getting job in the government sector rather

than private, it is because of security needs as our union and state government have announced several programs for the benefit of teaching profession and by getting handsome salaries. Therefore, male group of +2 school teachers reported lower degree of job satisfaction than female group of teachers working in +2 private schools of North Bihar.

Table–2: Showing Comparative Levels of Perceived Job Satisfaction between the Groups of Male and Female Teachers Working in +2 Private Schools of North Bihar, India

Levels	G R O U P		Female Pvt. School Teachers	
	Male Pvt. School Teachers n=90	Percentage %	n=90	Percentage %
High	42	46.67 %	54	60 %
Moderate	31	34.44 %	26	28.89 %
Low	17	18.89 %	10	11.11 %

Table – 2 is the extension of table – 1 clearly revealed picture regarding the comparative levels of perceived reactions on job satisfaction between male and female +2 private school teachers working in North Bihar. From the table - 2, it can be observed that 60 percent of female teachers have shown higher degree of job satisfaction in comparison to male teacher i.e. 46.67 percent which is low comparatively. 34.44 percent of male +2 school teachers reported moderate levels of perceived job satisfaction in comparison to female teachers i.e. 28.89 percent comparatively which is low than male +2 school teachers. So far as the low levels of perceived job satisfaction, only 11.11 percent of female school teachers are found to have low levels in comparison male group of teachers i.e. 18.89 percent which is higher than female

group of teachers working in +2 private schools. Thus, the hypothesis i.e. “male teachers will have more degree of perceived job satisfaction than female teachers in +2 private schools of North Bihar, India” also stands rejected. The obtained results seem to be logical especially in the context of North Bihar in the sense that females are enjoying much more with the school teaching jobs than male group of teachers, although still female have their dual roles. It is because of the fact that in addition to the household works all women in this area from where the present study has been carried out, they want to contribute something in catering the needs of the family. Hence, significance of difference has been found. Above discussed results can also be observed by the following chart.

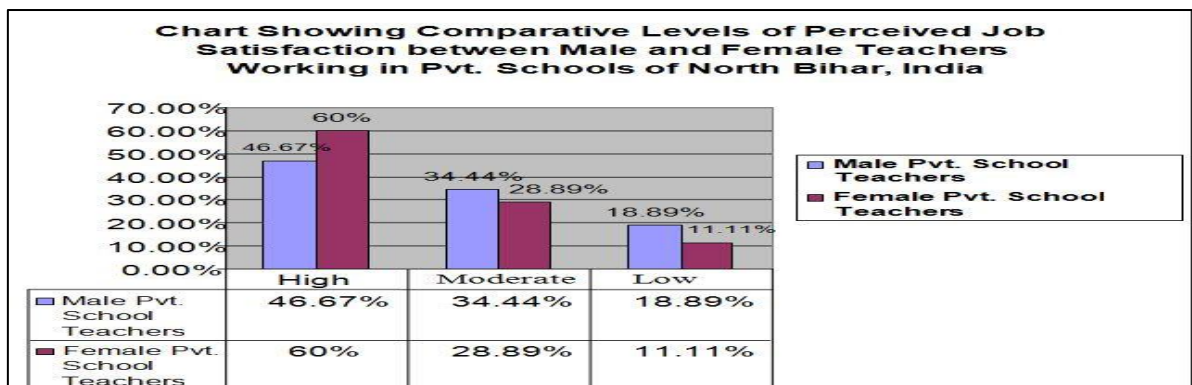


Table-3: Showing Significant Difference between the Groups of Male and Female Teacher Working in +2 Private Schools on Occupational Stress Index

Groups	N=180	Mean	SD	t - value	Level of significance
Male Pvt. School Teachers	n =90	131.69	33.5	0.99	Insignificant
Female Pvt. School Teachers	n = 90	126.85	31.09		

Table-3 of the results clearly reveals the fact that there is no significant difference between male and female teachers in terms of occupational stress that’s why t-value i.e. 0.99 has been found insignificant statistically. Hence, the proposed hypothesis i.e. “there will be no significant difference between the male and female teachers in terms of perceived reactions on Occupational Stress Index” stands accepted. Although both the group of male and female working in +2

private schools especially in North Bihar reported little higher moderate levels of stress on occupational stress index which can be observed from mean scores i.e. 131.69, 126.85 which are above 50% of the total maximum scores i.e. 240. The obtained results seem to be logical that in every work situation there must be moderate level of stress to perform assigned work in a proper way.

Table-4: Showing Means, SDs and t-values on different Dimensions of Occupational Stress between the Group of Male and Female Teachers working in +2 private Schools in North Bihar, India

Sl. No.	Dimensions of Occupational Stress	Male Pvt. School Teachers (n=90)		Female Pvt. School Teachers (n=90)		t-values
		Mean	SD	Mean	SD	
1	Role overload	18.29	4.87	15.31	3.11	4.81*
2	Role ambiguity	10.23	3.02	12.23	2.86	4.65*
3	Role conflict	8.79	3.30	9.02	2.79	0.51 ^{NS}
4	Unreasonable group and political pressure	8.68	2.15	9.03	2.86	0.94 ^{NS}
5	Responsibility for persons	10.67	3.01	9.20	2.18	3.46*
6	Under participation	11.23	2.48	11.26	2.42	0.08 ^{NS}
7	Powerlessness	8.17	2.27	8.45	2.31	0.8 ^{NS}
8	Poor peer-relations	9.15	2.81	8.56	2.13	1.61 ^{NS}
9	Intrinsic impoverishment	12.57	2.84	12.59	2.79	0.05 ^{NS}
10	Low status	8.32	2.33	8.45	2.37	0.63 ^{NS}
11	Strenuous working conditions	17.53	5.31	15.23	3.12	3.54*
12	Unprofitability	6.06	2.11	6.53	2.15	0.53 ^{NS}

Note: NS Indicates not significant and * indicates significance level at 0.01 Level of Confidence

Table-4 of the results depicts the clear cut picture pertaining to the significance of difference on different dimensions of Occupational Stress between the Group of Male and Female Teachers working in +2 private Schools in North Bihar, India. From the table – 4 it can also be observed that out of 12 dimensions of occupational stress , only four dimensions viz., role overload, role ambiguity, responsibility for persons and strenuous working conditions have been emerged as the predictors between male and female teachers working in +2 private schools of North Bihar. Thus, the proposed hypothesis i.e. “none of the dimensions of occupational stress will emerge as the predictor

between the group of males and females teacher working in +2 private schools” also stand rejected. In fact, private schools located in North Bihar, they are neglecting the personal needs of the teachers for catering the needs and demands of the family, hence, most of the teachers reported unhappiness during the present investigation. Really its amazing as the results obtained but instead of this both the groups of male and female reported moderate levels of job satisfaction, although female teachers have been found more prone to their degree of job satisfaction than male teachers group.

Table - 5 Showing Comparative Levels of Perceived Reactions on Occupational Stress Index among Male and Female Teachers Working in +2 Private Schools of North Bihar

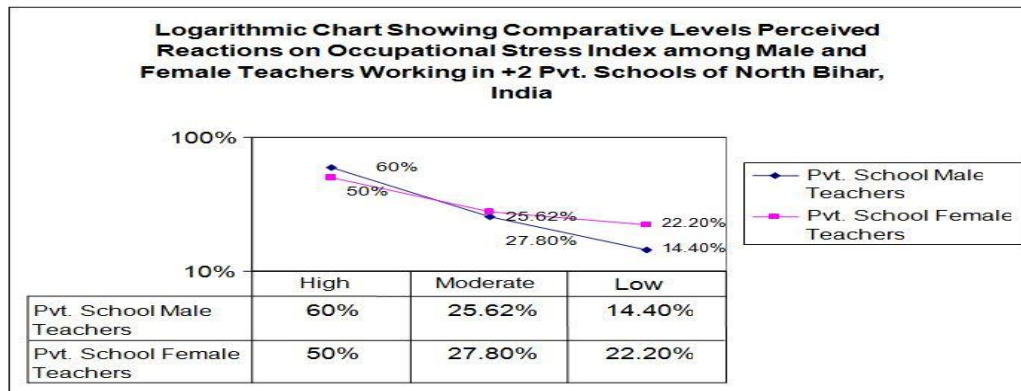
Levels	Pvt. School Male Teachers		Pvt. School Female Teachers	
	n=90	Percentage %	n=90	Percentage %
High	54	60 %	45	50 %
Moderate	23	25.62 %	25	27.8%
Low	13	14.4 %	20	22.2 %

It is evident from the table – 5 that 60 percent of the male teachers have shown higher degree of

occupational stress in comparison to female group of teacher i.e. 50 percent only. On the other hand, 27.8

percent of female teachers have shown moderate level of occupational stress as compared with male teachers i.e. 25.62 percent, whenever, 22.2 percent of female teachers low levels of occupational stress than their counterparts i.e. 14.44 percent. The obtained results can

be summed up that both the group of teaching employees have moderate level of occupational stress especially in +2 private schools of North Bihar. This is the good sign for the upliftment of private schools.



The above obtained results seem to be logical and can be interpreted that +2 private school teachers have shown better score on job satisfaction and moderate level of occupational stress from where the present piece of research work has been completed. All the teachers of +2 private schools in North Bihar have unique work culture in the schools but instead of this there is a need of provision of better physical facilities in private schools for both the group of male and female and also some incentives such as job security, financial benefits, etc should be given as on the line of Government policies.

CONCLUSIONS

In the light of the obtained results and its interpretations the following conclusions have been drawn:

1. Significance of difference has been found between the group of male and female +2 private school teachers in North Bihar in terms of their perceived job satisfaction.
2. Female group of +2 private school teachers have shown higher degree of job satisfaction in comparison to their male counterparts.
3. Significance of Difference has not been found between the group of male and female teachers working in +2 private schools in North Bihar.
4. Out of 12 dimensions of Occupational Stress, only four dimensions viz., role overload, role ambiguity, responsibility for persons and strenuous working conditions have been found as the predictors between male and female teachers working in +2 private schools of North Bihar
5. Male teachers have been found to have greater degree of occupational stress than female teachers in +2 private schools of North Bihar.
6. Observations have revealed the fact that there is a need of provision of better physical facilities such as job security, financial benefits, etc for

maintaining the congenial environment in +2 private schools.

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