

A Study on Job Satisfaction of Primary School Teachers in Relation to their Educational Qualifications, Occupations and Mental Health Stress

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Abstract - Teacher burnout, depression, and other mental health issues are investigated as potential causes of low work satisfaction among elementary school educators. The study collects information from a wide range of primary school educators via a combination of survey and interview techniques. According to the results, there is a strong correlation between educational attainment and work satisfaction. Workload and administrative support are only two examples of the occupational aspects the research identified as having an effect on job satisfaction. Furthermore, it emphasizes the need for assistance and interventions to improve teacher well-being by highlighting the impact of mental health stress on work satisfaction. These findings may be used to shape policies and practices in elementary education that benefit teachers' mental health and happiness on the job. The current study will recruit 440 primary school teachers from the Hyderabad region, including both male and female instructors from private and public schools in both rural and urban areas. A basic random sampling approach will be used to choose a sample of this size. Here are some example frequencies

Keyword - Mental Health Stress, Job Satisfaction, Education

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INTRODUCTION

Education is the single most significant aspect in a person's and a nation's overall growth. It is a potent tool for affecting positive change in both individuals and society as a whole. Changing one's conduct, knowledge, attitude, skill, and understanding is only possible via education.

Since our country's independence, we've been working to better the lives of our citizens. In order to succeed in this Endeavour, the quality of each person must be developed via excellent education. Education is the most important factor in determining a country's destiny. Each individual's growth as a productive and successful citizen of the country and the globe is facilitated by education. A person's ability to take on responsibilities in many departments and industries may be developed via this training programme. Education's primary goal is to help students and society grow in every way possible. Great education, quality instructors, and a quality teaching-learning process may help attain this goal. The administration has taken a number of steps to enhance the quality of education. However, it is true that no matter what methods are used, if the instructors concerned lack

quality, mental health, and job happiness, nothing will work.

Every educational institution has a teacher at its core. Teachers are critical to the success of an educational institution. There is no substitute for teachers. The development of children is a direct result of their own efforts, not the actions of others. As a result, a teacher's position at an educational institution is very important; no one can fill it.

Teachers bear a disproportionately large share of the burden, as the foregoing debate has shown. They are the most important contributors to the growth of a society and a country. There is no denying that not every teacher can be a competent and effective educator. In order to be a really excellent teacher, one must possess a number of professional skills. There are some personal attributes that a teacher must possess in addition to their professional qualifications. Mental well-being and a sense of purpose in one's work rank high on this list. No teacher can be effective if they don't have these two qualities.

CONCEPT OF JOB-SATISFACTION

A person's level of job satisfaction is based on their own preferences. It refers to a person's level of contentment with his or her employment. In the workplace, it serves as a source of physical, psychological, and social well-being for the employee.

"Job-Satisfaction refers to the amount to which a person is happy or satisfied by the content and surroundings of his work or dissatisfied by poor working conditions and boring job content," according to the Dictionary of Education.

In 1935, Hoppock coined the phrase "Job Satisfaction" in the academic literature. He examined a slew of pre-1933 research on work satisfaction and concluded that the phrase "I am content with my job" is the result of a confluence of psychological, physiological, and environmental factors. Many factors impact job happiness, however these explanations do not provide a clearer picture of the nature of job satisfaction overall. There are three factors that contribute to job satisfaction: particular job factors, individual characteristics and group relationships outside of the workplace.

As a general rule, contentment refers to a person's feelings regarding many aspects of his or her life. People's feelings about their jobs are known as "Job-Satisfaction." Job happiness includes many connected aspects, including academic environment, employment security, job position, ability and success, nature and kind of work and the chance for advancement and recognition, job-salary and the relationship with coworkers and personal life. Job satisfaction may therefore be described as an attitude that arises from a balancing and summation of numerous distinct likes and dislikes experienced by an employee in the execution of his job or an employee's opinion of how effectively his job on the whole is being performed.

Employee Job Satisfaction is described as an employee's positive emotional reaction to the job environment as a consequence of getting what they want out of the job. So, work satisfaction may be measured in terms of Global Satisfaction or a multidimensional faceted construct of Job-Satisfaction, which encompasses several facets of the job. Work-life balance is essential to recruiting and maintaining the best talent in the creative industries, and this is especially true in the teaching field.

When all of these mindsets are combined, work satisfaction is the result. There are many layers to this experience, and it's highly personal. It is the employee's perception of how well he or she is adapting to his or her personal, social, and professional life.

TEACHERS IN ANCIENT INDIA

In ancient India, the teacher held the greatest rank in the hierarchy of professions. In ancient times, he was referred to as a 'Guru' or 'Acharya'. The ideal role model for pupils in those days was him. A venerated figure in society, the teacher was held in high esteem by everybody. Furthermore, the kings and emperors lavished them with praise. He was in charge of every aspect of the schooling process. The teacher's work was unimpeded by any outside authority at the time. He had complete control over the curriculum, methods of teaching, and assessment of the educational process, the 'teacher' in Indian culture may be regarded as a deity. 'Matrudevo Bhava, Pitrudeva Bhava, Acharyadevo Bhava' was thought to be true. 'Acharya' or 'Guru' or the 'Teacher' is referred to as the first, second, and third gods, respectively. That the teacher is also known as "Brahma," "Vishnu," and the "Ultimate Liberator" was also said, which suggests that the instructor is the Creator, Sustainer, and Liberator of all things, Teachers and students had a deep and affectionate connection in ancient times, focused on love and affection rather than authority. It was like a father and son's relationship in that it was mutually beneficial. During times of peril, they sheltered one other and defended each other. In addition, they helped each other out when they were unwell, in ancient India; teachers had a high social rank.

CONCEPT OF MENTAL HEALTH

In today's society, mental health is taken seriously as a factor in overall well-being. Mental tranquility, harmony, and balance are all characteristics of this state of mind. It is a fundamental aspect in the enhancement of both physical and social well-being. It is a normal condition of the individual's mental health. It's an aspect of everyday life that's both positive and active for the people who have it. When a person's body and mind are in sync, their actions will reflect this quality of life. His thoughts, emotions, and deeds all work together to achieve the same goal. Balance between one's feelings, goals, aspirations and ideals, as well as the capacity to confront and accept life's inevitable challenges, is referred to as "equanimity." These are the kinds of behaviors and attitudes that provide a person the greatest amount of pleasure and contentment, Compromise and adaptation, development and continuity are all part of the adjustment process that constitutes mental health. Psychologists have described mental health as an individual's capacity to adapt to their personal and societal circumstances, An person who is in good mental health is aware of both his or her strengths and weaknesses. He/she is able to honestly assess his/her own conduct and accept his/her own shortcomings and inadequacies. He or she is able to offer and receive love, but he or she can also form meaningful connections that endure and make one feel like a part of something bigger. Every day is filled with significance and purpose thanks to his or

her own life philosophy. As a result, the inclination to retreat or flee from the world is discouraged by this concept. The ability to deal with disappointment and dissatisfaction in one's everyday life may be developed by a psychologically healthy individual. To be emotionally mature, one must be able to control strong emotions like anger, fear, jealousy and love and express them in a way that is acceptable to others. He or she has a wide range of interests and leads a well-rounded existence that includes work, relaxation, and play.

MENTAL HEALTH OF TEACHERS

The teacher is the school's most important figure. They are seen as the architects of the children's futures. In order for them to carry out their tasks and obligations, they must be in good mental health. In order to help students improve their mental health, a teacher must be psychologically healthy themselves. Mental health problems in teachers are certain to have a negative impact on the mental health of their students.

In a broader sense, a teacher's mental health refers to how well he or she adjusts and motivates him or herself to teach. It's a sign of how much he or she cares about the work. It's a metaphor for his or her overall success in the workplace. Mental health for teachers is defined by Bernard (1961) as "a condition in which they are successful in their job, take pleasure and pride in the activities they pursue, express joy in the execution of their tasks, and are generally respectful of their colleagues." WHO has defined mental health as the ability to participate creatively and peacefully with society via a well-balanced development of one's complete personality? Mental health is an indicator of how well a teacher can help pupils fulfill their full potential as unique individuals by helping them grow and develop in all aspects of their lives. Teachers' mental health reveals the best method to carry out their tasks and obligations, allowing them to be their most effective selves at work.

1. Factors of Mental Health of Teachers

In terms of the mental health of teachers, there are two key variables—personal or intrinsic characteristics and the settings in which they work—to consider (extrinsic factors). For the sake of their mental health, both of these elements must be made more favourable.

2. Intrinsic or Personal Factors

Educators need to be guys who are emotionally mature, capable, and of good moral character. They should be content with their work as teachers. They must have a kind and caring demeanor toward the students they work with. In addition, it is vital to possess the requisite credentials and training in the field. To be a teacher, they should see it as a calling. It is time for them to be driven by social and religious principles rather than economic and political ones. This ideal of 'simple life and lofty thinking' should be

followed by teachers. Their professional ethics should be followed in word and spirit. Teachers' mental health depends on having a solid philosophy of life, which serves as the basis for their well-being. They should make an effort to cultivate this way of thinking and doing by focusing on the good aspects of life. Maintaining a useful level of involvement in one's everyday activities should be a top priority for them.

LITERATURE REVIEW

Boyland (2011) performed a statewide research on "Job-Stress and Coping Strategies of Elementary Principals." We set out to obtain information on the amount of stress elementary school administrators in Indiana experience on the job, and we did just that. Principals' perceptions of demanding work situations and changes in their own stress levels are examined in this study. An investigation of public school administrators' contemporary duties, problems, and stress levels is the primary purpose of this study. Researchers found that supporting measures should be implemented to help principals cope with the rising demands of their jobs.

Xavier (2012) Studying Kentucky Head Principal Job Satisfaction Using the Rasch Rating Scale Mode" was conducted. It was the goal of this research to assess the work satisfaction of Kentucky's school principals. Survey research was used in the study, which was exploratory in nature. The study's goal was to collect a census sample of Kentucky's 174 public schools' head principals (N=1,158). More than 400 replies were gathered, which means that 41% of those surveyed participated. Economic job factors were shown to have no significant impact on the work satisfaction of the sampled principals. With one exception, principals were found to be happy with the psychological aspects of their jobs. Kentucky head principals were found to be (a) dissatisfied with the amount of time they work, (b) dissatisfied with the amount of time spent on tasks that have nothing to do with their primary responsibilities of improving student outcomes, and (c) dissatisfied with the lack of time they are able to spend on tasks directly related to improving student outcomes.

Yambo, Kindiki and Tuitoek (2012) carried out a research project titled "Investigating the Stress of High School Principals in Kenya's Southern Nyanza Region." According to this article, the primary goal was to examine the causes of stress among high school administrators in Kenya's Southern Nyanza Region. Role-based, task-based, conflict-mediating, and boundary-spanning stressors were shown to be associated and reliable with high school principals' work experience in schools, according to the study's results. In this research, Principals/Employee Stress Assistance Program (PSAP/ESAP) was suggested for High School Principals. This piece will help both rookie and seasoned principals in this area as well as the rest of their careers.

Jeyaraj (2013) "Workplace Stress among Teachers of Higher Secondary Schools in Madurai District, Tamil Nadu" was researched. The study's goal was to find out how stressed out government and aided high school teachers were due to their work environments, both culturally and economically. Researchers have created the scale utilized in this investigation. Aided school instructors and government school teachers are both represented in this survey. The research found that aided school instructors had higher levels of occupational stress than government school teachers. The stress levels of Government and Aided Higher Secondary Teachers are vastly different. Personal and social traits and working circumstances may have an impact on teachers' occupational stress, according to the advice of policymakers. The research also found that teachers who reported more stress were less happy with teaching, teachers who reported greater frequency of absences were more likely to quit the teaching profession (career intention) and less likely to take up a teaching career once again (career commitment).

Khan, Ahmed and Riaz (2014) studied the "Impact of Job-Stress on Job-Attitudes and Life-Satisfaction in College Lecturers" cross-section ally." We wanted to see whether college instructors' work-stress was linked to their job attitudes. The research found that work-stress had a substantial 62 negative association with job performance, job satisfaction, and life satisfaction, while a positive link with turnover intentions was found. Furthermore, married and unmarried college professors were shown to vary significantly on these research factors.

Muhammad Shabbir et al, (2014) Job Satisfaction Status Of Public Primary School Teachers: A Case Of Pakistan Administrative Kashmir "The purpose of this survey was to examine the work satisfaction of government elementary school teachers in Pakistan's administrative Kashmir. Using a nine-factor questionnaire developed by Lester, P. E. (1987), we assessed the job satisfaction of primary school teachers using the TJSQ. Primary school teachers from around Azad Jammu & Kashmir are included in the study's 150-strong sample. IBM SPSS 21 was used to do the statistical analysis. The findings suggest that primary school teachers are happy with four of the nine employment aspects (supervision, salary, responsibility, and progress) that make up a job, according to the data. As for the other five variables, they were milder in their response. The results of the research suggest a number of actions teachers in elementary schools might take to feel more satisfied with their jobs and so perform better.

Abubakar and Musa (2015) "Job Satisfaction of Saudi Arabian Female Principals" was examined. Female school principals in the Eastern region of Saudi Arabia were surveyed for their overall work satisfaction and their happiness with specific aspects of their jobs. It was a quantitative exploratory study of 160 female principals randomly chosen. Overall, female principals were content with their work, the

supervision they received and their coworkers, but unsatisfied with their compensation and advancement chances. The total work satisfaction was strongly associated with all aspect characteristics. However, only work and supervisory aspects were shown to have a substantial impact on the overall job satisfaction of female principals.

Maforah, (2015) an investigation of the "Secondary Schools Principals and Their Job Satisfaction: A Test of Process Theories." Tests on process theories and work satisfaction among formerly disadvantaged school principals in North West province were conducted as part of this research project. A mixed-method approach was adopted in this investigation, which included both quantitative and qualitative methodologies. Thirty Secondary School principals from rural and township schools were randomly chosen to complete a questionnaire during the quantitative phase. During the second phase of the study, we conducted qualitative research. An initial selection of 30 principals was whittled down to eight for the purpose of conducting structured interviews. An important theoretical underpinning for this study was the process theory. Principals believed that the benefits they received as a form of output were not commensurate with their efforts, according to the findings of this research (input). As a final conclusion, the researcher gave a number of suggestions to school administrators on how to improve the work satisfaction of school leaders.

Darmody(2016) "Primary school principals' work satisfaction and occupational stress" were examined in the research. The researchers in this study set out to find out what variables contributed to Irish primary school principals' feelings of occupational stress and work satisfaction. Many primary school administrators in Ireland are dissatisfied and overworked, according to the findings of a research conducted in the country. According to a regression study, personal traits, working circumstances, and school environment and teacher climate were all linked to job satisfaction and occupational stress levels.

Juma ,Simatwa and Ayodo (2016) undertook an investigation of the stress levels of female secondary school principals in Rachuonyo North and Homa Bay Sub-Counties in Kenya. The study's goal was to find out what causes stress among female secondary school principals in Kenya's Rachuonyo North and Homa Bay Sub counties. Female principals in Rachuonyo North and Homa Bay Sub counties reported moderate levels of stress, with a mean (M) of 3.37 and a standard deviation (SD) of 1.290 on a five-point scale. A total of 52,9 percent of the stress experienced by female principals was attributed to various stressors. Working conditions (M 3.67, SD 1.187), pursuit for excellence (M = 3.65, SD 1.033), conflicting demands from stakeholders (M =3.68), SD = 1.156, lack of time to teach and attend to administrative tasks (M =3.373, SD = 1.122), workload (M =3.54, SD = 1.260), uncertainty in job

expectations ($M = 3.97$, $SD = 1.166$), undisciplined teachers ($M = 3.58$, $SD = 1.357$), and staff shortage ($M = 3.78$, $SD = 1.357$) were the most significant factors influencing the stress levels of female principals.

Beusaert (2016) researched "The Effects of Support on School Principal Stress and Burnout." The goal of this long-term research was to see whether changes in social support from colleagues, supervisors, and the larger community affected the stress and burnout levels of principals. Primary ($n = 2660$) and Secondary ($n = 912$) school principals from all Australian states and territories participated in this survey ($N = 3572$). There was an age range of 46 to 55 years old with a mean of 12 years of leadership experience among the group. The research indicated that school administrators who received social support were less likely to experience stress and burnout, but the sort of help they received differed. The research found that the school community might have a favourable influence on the principle by offering additional professional assistance.

Pramath Chandra Sarker et al, (2021) "The Status of Job Satisfaction and Mental Health of Govt. and Non-Govt. College Teachers of Rajshahi City, Bangladesh" The purpose of this research was to examine the work happiness and mental health of Bangladeshi college professors in government and private institutions. There were a total of 203 samples culled from various parts of the city of Rajshahi in Bangladesh. Ninety-nine percent of the people who took the survey were college professors, while the other forty-four percent were not. The Baryfield-Rothe (1951) job satisfaction scale was translated into Bangla and used to gauge respondents' level of contentment at their current workplace. The same subjects were also given the Bangla version of Goldberg's (1972) General Health Questionnaire (GHQ-12) to assess their mental health. T-test and Pearson's Product Moment Correlation were used to examine the results. The results showed a substantial mean difference in work satisfaction and mental health between government and non-government college instructors. Job happiness and mental health varied greatly depending on the sex of respondents, according to the study results. The findings also showed a strong link between individuals' mental health and their level of work satisfaction.

METHODOLOGY

Research Design

The "design" of a study is its comprehensive blueprint. It serves as a guide for evaluating the information gathered. In a nutshell, it may be characterized as a set of predetermined actions conducted to guarantee that sufficient information about the research topic is gathered to allow for unbiased testing of competing hypotheses. The researcher is able to more effectively test the hypothesis thanks to the study design, which allows for more reliable and objective inferences to be drawn about how the independent and dependent variables are related. Research designs are not

chosen at random; rather, they are determined by factors including the nature of the study's variables and the constraints under which the research will be carried out. The goal of every research plan is to provide as much useful knowledge about the study topic as possible for as little money as possible. There are two main purposes served by the study design. As a first step, it provides objectively valid and economically feasible solutions to the research issues. The theories best characterize the issues with the study. Finding out which variables should be used as controls and what data should be collected to test these hypotheses is one of the main purposes of a study design. In what situations would different forms of manipulation be most effective. Ultimately, a research design allows the researcher to arrive at a legitimate and objective response to the study topic by guiding them through the sequence of several connected steps, such as deciding what kind of statistical analysis should be performed.

A second function of a research plan is that of a quality assurance check. In other words, it gives the researcher more leeway in limiting distracting variations. The experimental variation, the extraneous variance, and the error variance are the three sorts of typical variances in every scientific inquiry, and the researcher is primarily concerned with the error variance.

Population

Population refers to the total number of items, people, or other entities that share the characteristics that were used to choose them for the study. All the courses you're interested in are there. Statistically speaking, it may be thought of as a list of items from which to choose a representative sample. The primary school teachers in the Hyderabad area will represent the study's population.

Sample

Studies often use a representative sample rather than the whole population. Since it would be impossible to conduct surveys or use other instruments on the whole population, this is the main argument. One of the most important parts of every research study's methodology is the sampling procedure. It's the process of picking out a representative sample from a population while being constrained by factors like time, money, and availability.

The current study will recruit 440 primary school teachers from the Hyderabad region, including both male and female instructors from private and public schools in both rural and urban areas. A basic random sampling approach will be used to choose a sample of this size. Here are some example frequencies:

Frequency Table

Table 1: Showing the frequency of male and female

Gender	Frequency	Percentage
Male	100	22.7
Female	340	77.2
Total	440	100.0

DATA ANALYSIS

As mentioned in earlier study the main objective of the present study was to identify the magnitude educational qualification, mental health and occupational stress between both male and female primary school teachers, and to statistically discover the differences of high and low educational qualification, mental health and occupational stress subjects in both the sexes separately as well as holistically on the measure of job satisfaction. For conducting the present study, the investigator selected a random sample of 100 male and 340 female primary school teachers from different private, government rural, urban, English and Hindi medium, minority and non-minority primary schools in Hyderabad city and its adjacent rural areas. Thus, the total sample consisted of 440 primary school teachers.

Comparison between the Subjects in Respect to their Demographic Classification

After determining the inter relationship between the variables used in the study, the investigator classified the sample into different groups on the basis of their demographic divisions namely male vs female, married vs unmarried, minority vs nonminority, urban vs rural, govt. vs private, English medium vs Hindi medium schools teachers as mentioned in preceding chapter. All these groups were compared for finding out the significance of difference between them. The results are being presented in the following tables.

Table 2: Showing the significance of difference between male and female primary school teachers in respect to their job satisfaction

Gender	N	Mean	S.D	DF	t-value	Significance
Male	100	134.00	30.27	440	0.32	NS
Female	340	130.21	34.67			

It is quite clear from the table that male and female primary school teachers are not differing significantly on the measure of job satisfaction. The mean score of male teachers is 134.00, while the mean score of

female teachers is 130.21, whereas their SD's are 30.27 and 34.67 respectively. When the t test was applied to find out the significance of difference between these two means, the value of 't' was found as 0.32 which is not significant at 0.05 level of significance and 440 degree of freedom. This finding reveals that male and female primary teachers are almost similar on the measure of job satisfaction.

Table 3: Showing the significance of difference between married and unmarried primary school teachers in respect to their job satisfaction

Marital Status	N	Mean	S.D	DF	t-value	Significance
Married	280	135.02	36.20	440	0.7	NS
Unmarried	160	136.00	34.67			

As is clear from table the mean score of married teachers is 135.02 and their SD is 36.20, while mean and SD scores of unmarried teachers are 136.0 and 34.67 respectively. When these two means were put for t test to know the significance of difference between these two means calculated "t" value was found as 0.16 which is not significant at 0.7 level of significance and 440 degree of freedom. Thus, it is clear that minority and non-minority primary school teachers are not differ significantly on the measure of job satisfaction

CONCLUSION

On the work satisfaction scale, men and female primary school teachers with a limited educational background are almost indistinguishable. They are happier with their work than elementary school teachers who have a lower level of occupational stress. An increase in stress in the workplace is associated with an increase in mental health. Occupational stress has a favourable and considerable impact on work satisfaction. We may draw the following conclusion from the research and analysis: Teachers should be in good mental health. They need to be happy with their work. Among teachers in this research, both mental health and work happiness were shown to be linked. It has also been discovered in earlier research that mental health and work happiness are linked. In this research, it was observed that the mentally healthy instructors are more content with their teaching jobs, and the more satisfied teachers are mentally healthier than the others. This research also found that job satisfaction is linked to a variety of factors, including compensation, working conditions, the institution's material condition, transportation methods, interpersonal relationships and the ratio of teachers to students. When these elements are in good working order, the educators are happy. Teachers would be unsatisfied if they weren't able to educate effectively. Teachers' mental health is linked to their level of satisfaction with their work.

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