To Study the Occupational Stress and Job Satisfaction Experienced By School Teachers

Afrida Nazir[1]* Tabasum Mehraj[2]

[1] Research Scholar

[2] Associate Professor, Department of Psychology, Government College for Women, Nawakadal, Srinagar

Abstract – The research can help to examine the connection between workplace stress and job satisfaction. This research will help to learn the degree of stress and work satisfaction of school teachers and the analysis findings will also help to explain the behavior of school teachers and private schools.

Teaching is not an straightforward task as it is a dynamic process involving the willingness of teachers to communicate with pupils, their performance in school-related jobs, gaining value in information and the ability to establish a cordial relationship with their colleagues. The entire cycle of instruction, learning and interaction rests on the willingness of a instructor to be embraced without delay, who transforms a child's apparent potentialities into actuality. The method of teaching and learning cannot be performed in isolation, but it is a positive-directed practice for which teachers must be provided with teaching skills. The teacher is the main individual and the progress of the education system depends solely on the competence and skill of the teachers who are important in society.

Keywords – Stress and Job Satisfaction, Education Level, School Teachers

- x -

INTRODUCTION

A country's strong education system plays a significant part in the growth of a community. Indian culture is dynamic with varied cultures and various social classes. Human capitals are a country's most valuable tools and the educational aim is to improve the human capital. It covers region, language, community, social standing, faith, etc. Such causes have placed the school teachers under pressures. Stress is inevitable of a teacher's work. This has significant pathological and practical implications on a teacher's behaviour. This has important consequences for a teacher's wellbeing and productivity of his teaching work. For good teaching results, then it is important to explore some of the aspects of stress on wellbeing.

Stress has been a significant modern-day issue, because it may affect the safety and efficiency of workers. Stress has been described widely by the various psychology and physiologists. Stress applies, in plain terms, to the stresses or stresses that people experience in life. When human life produces endless expectations, it generates anxiety, i.e. tension. Therefore tension is a normal and necessary feature of human life. Stress above a certain point, though, may trigger psychological and physiological symptoms that in effect will influence the efficiency of the person in the organization. Therefore, conflict reduction has been a daunting task for corporate organizations

Stress symptoms will only be adequately described if we interpret it as negative and friendly. Physiologically, pressures can be good; the activation condition can be strong

SYMPTOMS OF STRESS:

Every responds differently to the tension. Yet that signs of stress still occur. Those are the following:

Intellectual symptoms: trouble with recall, problems in decision making, uncertainty, bad decisions and loss of focus.

Physical symptoms: stomach illness, sleep disruption, exhaustion, elevated blood pressure, weight gain or loss, skin condition, asthma or shortness of breath, low sex desire and heart palpitation.

Emotional symptoms: attitude and hypersensitivity, restlessness and agitation, fatigue, frustration and dissatisfaction, irritation, loss of trust, apathy, and desire improper moments to chuckle or scream out.

Symptoms of behavior: consuming more or less, sleepiness, loneliness, ignoring duties, excessive usage of alcohol and narcotics, scraping or jawing of teeth, twitching, overthinking tasks such as exercise

www.ignited.in

877

or shopping, losing patience, reacting badly to unexpected problems.

STRESS EFFECTS:

The essence of living is heat. Total relief from pain just arrives through death. Stress is anxiety as we start sensing a lack in our sense of stability and adequacy. As discussed below: This can cause physical, behavioral and psychological consequences.

(I) **External Effect.** The medical or physical consequences of stress influence the physical health of a person. Heart attacks and stroke have been attributed to depression involving migraine, backaches, ulcers and associated gastrointestinal and digestive problems, including skin issues such as acne including hives, among other things.

(II) **Effect on behavior.** The behavioral consequences of stress may affect the depressed individual, or others. Smoking is one such behavior. Study has explicitly established that when you encounter discomfort, people who smoke appear to smoke more. There is also proof that alcohol and substance addiction are related to tension, even if it is not well known in this connection. Accident proneness, aggression and eating disturbances are other psychological consequences.

(III) **Psychological effects.** Stress' psychological consequences are linked to the emotional health and welfare of an individual. We may get discouraged as people feel too much tension at work, whether they may catch themselves sleeping too much or not enough. Stress will also give rise to family issues and sexual problems

MANAGING STRESS:

Stress, in human experience, is necessary. There is also no way out except to deal with or fend off pain. The most critical factor of handling stress is recognizing the sources of stress. To resolve stress and person should use the following techniques:

(I) **To rest**. Coping with depression calls for adaptation. Proper relaxing is a healthy means of adaptation. Relaxation can take several different types. Another way to rest is to take holidays periodically. People's behaviors about a number of occupational attributes have been found to change dramatically after a holiday. People should relax when at work, as well. It has been suggested, for example, that people take daily rest breaks during a usual workday. Sitting peacefully with eyes closed for around ten minutes each afternoon is a common way to relax.

(II) **Monitoring the Space.** Time scheduling is commonly advised to relieve tension. The theory is that if an individual does a great job of handling time, many of the everyday stresses may be eased. One common time management method is to create a list of the things to be accomplished that day through morning. The items to do can be grouped according to their importance in the chart. This approach lets us get each day some of the critical tasks accomplished. It also allows individuals to assign less important tasks to others.

(III) **Administrative function.** Under this the person operates to prevent overloading of tasks, confusion of tasks and confrontation. For e.g., if a worker doesn't know what is required of him, then he can ask his supervisor for guidance. When a worker thinks he should do something, he will welcome additional job.

(IV) **To meditate.** Meditation is another means of relieving pain. Meditation requires an inward feeling of silent reflection in order to mentally and emotionally relaxes the body. This can briefly relieve a human from a chaotic environment.

(V) **Support group.** It's a community of friends or family members that a person may express his or her feelings with. Supportive families and friends will sustainably help us deal with repetitive forms of stress.

Changes in diet or other tiny approaches may help relieve tension. The job can be assigned or pooled, so conflict with issue peers can be prevented. Stress may be minimized by learning to be assertive, take daily workout, avoiding alcohol. In the other side, consuming a good, nutritious diet abundant with fruits and vegetables, seeking fun in difficult times, chatting to friends or family members and expressing your feelings and concerns will relieve tension. The depressed individual will never take on further jobs than he feels he cannot cope with. Hearing music or calming recordings, tensioning and relaxing muscles are just two of the easiest ways to handle stress.

DETERMINANTS OF JOB SATISFACTION:

From the meanings of job satisfaction it is clear that job satisfaction is such an intimate and emotional worker interaction, the nuances and all facets of it are not so easy to grasp.

Job satisfaction is a fluid phenomenon that is affected by multiple variables including work circumstance, prospects for advancement that employee personal qualities. Job satisfaction is strongly related to the general degree of ambition of particular social classes in society. This relates to the

feeling of accomplishment on the job by the worker, which serves as a incentive to function. Work from an organizational point of view is not just an task carried out under mutual arrangement and through which benefits are paid, but it often applies to an individual's association with the company, not the particular roles and obligations that it might have. The mentality people hold about the workplace represents work satisfaction.

A number of studies have been done to figure out the variables that decide workplace satisfaction rates. The causes, depending on historical point of view, are classified in three schools of thought.

(i)   I Financial-Physical school

(ii)   the department of civil or public affairs

(iii)   Training College itself

FACTORS INFLUENCING JOB SATISFACTION:

Industrial psychologist broke work satisfaction variables into three main groups-

(1)   Staffing considerations

(2)   Factors of job, and

(3)   Management-controlled factors;

Personal considerations include worker self-concept, employment gender, employee age, amount of employee dependents, employee time spent at work, employee expectations rates, employee intellect, employment, and employee temperament. The degree of change, perceptions, wants beliefs etc. are often held under the specific work satisfaction variables.

Conditions of jobs are conditions implicit in the job. Within this the key considerations are quality of employment, ability needed for work, career status, regional and physical work conditions, workforce size etc.

Management-controlled considerations include employee wages, working environments, workplace health, employee development incentives, co-workers and their performance, accountability, monitoring, awareness of employee behavior by officers and members, technical instruction, positive support and appreciation and agency or association.

The instructors arrive with their already developed conduct habits in an instructional setting, which is a dynamic combination of inherited temperament and socio-cultural environmental factors. The teacher approaches the classroom environment with a combination of several distinctive characteristics and make-up of his or her face. There is a regular interplay with several aspects as the instructor meets with the students throughout the course of teaching. John Adams claimed that teaching is a depressive cycle in which the instructor's temperament continuously affects the behavior of the learned child.

FACTORS CONTRIBUTING TO JOB SATISFACTION:

Job fulfillment is also a big factor for the worker as it gives joy when employed and in effect gives enjoyment to life. Ultimately, job satisfaction relies on several variables such as pay, work climate, development such as advancement, work community, peers, and policy on transition, etc. The wage system is usually driven by workers with a middle class context. People worked without caring the career satisfaction due to modernization. A problem emerges in this situation, whether work satisfaction is a reality. It's a root profit for someone but for everybody it's more than that.

But the most significant of all, appears to be another working climate aspect. It's always necessary for a balanced mind to function in a safe setting. A man with an enticing pay might not be happy with a career because he has not found an acceptable work climate.

That is the reason that there are many people who worked for the same company all their lives without caring of fulfillment. In the other side, in pursuit of happiness those individuals turn to another organization. The company also plays a major part in these situations. Any other considerations such as social commitments, safety and development also play an significant role in looking after all the services and salaries

DELIMITATIONS:

1.   Only the teachers in government agencies and private organizations were delimited the report.

2.   The research was also restricted exclusively to the following subject instructor discipline:

a.   Tech teachers

b.   Communication coach

c.   Teachers in Cognitive Science

d.   Teachers in Physical Education

LIMITATIONS:

1.   There was little influence over the other internal & external influences and situations

Afrida Nazir[1]* Tabasum Mehraj[2]

that were operating on the subject when questionnaire respondents.

2.	There was little influence over the respondents' moods, personality, and emotional state when they were reacting to different questionnaire items.

3.	Indifferent attitude of the participants because there is still weakness of the sample against the research.

STRESS AND HEALTH OF TEACHERS:

The wellbeing of teachers relates to the physical and working-place environments of the instructor. When a school climate is prospectively pleasant for teachers they may experience adverse consequences than fewer students. Mental wellbeing comes on more significance because much of the illness is correlated with psychological impact on a worker.

Now that India is advancing by bounds and leaps and on the brink of becoming a developing economy, we cannot afford to ignore our teachers' skills because the teacher is one of the cornerstones of civilization and culture. No nation will make headway without strong teachers. We can't forget the value of teachers in a nation's culture. Youth inexperienced brains are affected by the author. He approaches the young mind and molds it into various shapes. In today's culture the bad teacher does not possess any respect. There is a tremendous need to focus on this dimension, such that sufficient steps may be taken to address the degree of tension amongst faculty members.

Stress in the teaching profession restrains teachers 'productivity and the same causes suffering in teachers' minds owing to intense workload, unsecured job status , low pay emoluments, lack of professional growth, loss of contact, peer teachers / workers / students / others abuse at school or college, family and financial issues. Teachers tension erodes the quietness of teachers' minds and lives. This is having a detrimental impact on their success at work. Teacher stress can be described by a teacher as the experience of undesirable, negative feelings, such as rage, anxiety, distress, disappointment or depression, arising from any part of their teacher work.

In fact, people assume that in essence the life of the instructor is stress-free or less stressful. That is because of the common misconception that teachers have to operate in school or college for just two or three class hours, so they are at liberty for the next five or six hours. If that is valid or not, the education career is not free from the extreme pressures, however.

Job stress has become exceedingly prevalent in teaching career owing largely to increased occupational complexity and increased person economic strain. A significant cause of discontent for teachers is the school's inability to address the teachers' social needs and work demands. The teaching career holds a respected and significant role in society. Teachers are called founders, scholars, thinkers, activists, legislators and managers as the makers. Teacher is the primary instrument by which the instructional activities in educational institutions are enforced. The instructor needs to be conscious of his strong position in building the country. Teachers are overburdened by daily load of instruction. Occupational happiness is a required requirement for balanced personality development for the instructor. A professor actually occupies a precarious role. Teachers complain not getting compensated adequately. The value of compensation or an individual aspect has been significantly overemphasized.

Occupational stress typically occurs from a system's working conditions / environment, when we speak about teachers about tension. Some things cause teachers feel anxious. School teachers experience high tension while teaching and student handling; classes in developed nations remain overcrowded and teachers face heavy physical speaking, excessive standing, large workload. Teachers are often overburdened with daily teaching job and non-teaching job as tasks for voting, census duty; population counting, etc. teachers are also heard of moaning. With the growing socio-economic scenario and rising unemployment, teacher expectations and their work-related professional interests have experienced a transition, rising teacher stresses and hassles.

CAUSES OF STRESS IN TEACHING PROFESSION:

General Factors:

Together with regional curricula, instructor training, loss of control and punitive punishment for children, risk of school closing, media representation of teachers and incapacity to balance multiple positions, i.e. coach, mentor, psychologist and social worker, tension at home and at work, attacks on confidence by aggressive pupils, financial burdens and deteriorating group standing.

The Role of Management

Feeling exploited or abused, not treated as a reluctant employee, lack of versatility in times of need, too much focus on documentation, lack of managerial help, racial harassment and not realizing whether you are doing a decent job, lack of sufficient pay and marketing issues etc.

School Policy and Ethos

Unable to listen, fear of communicating, no definite lines of obligation, tolerance to transition, fear to parental harassment, vacation, lunch or after-school

Afrida Nazir[1]* Tabasum Mehraj[2]

duties, reporting of lost friends, fear of losing the work, etc.

Working Conditions

Big classrooms, cramped areas of students, badly lit spaces, shortage of facilities, homework during vocations, incentives do not suit efforts.

The Pupils

Lack of pupil co-operation, cultural issues, pupils use poor words, pupil responding back, physical bullying of pupils towards staff and pupils' attitude towards authorities, ego assault by discourteous students. From the outside, education looks like a special profession with summer vacations, winter vacations and spring breaks all around. Yet with all that a instructor needs to go through taking these days off daily doesn't do anything to bring an instructor back in the correct mind set. A wise instructor would know when to draw a line and avoid the intrusion in his social and personal life from his professional life. While it's really daunting to quit the school's burdens in the workplace and not have it impact your personal life, there are approaches that will help a teacher mitigate such consequences.

OUTCOMES OF TEACHER'S STRESS:

The causes that trigger stress will bring strain to bear on the victims in can scale. Outcome in action may be optimistic or harmful. Positive outcome encourages the individual involved to perform harder and negative outcome may the physical and mental wellbeing of the individuals impacted by stress.

The term stress has also usually been synonymous with detrimental effect; tension that affects the body. "Stress is a reaction symptom induced by a self-esteem or well-being appraisal of the teacher's danger." In North Carolina, approximately 28 per cent of teachers who quit every year exit the profession because of a shift in job, fitness, disappointment with working, working at a private or public school, or for unexplained causes. Although leaving for a private or charter school is mentioned above, this is unusual since private schools allow most teachers to have an advanced degree and teachers are typically not well paid / students are generally not well paid. In reality, half of teachers in private school who leave every year do so to work in a public school.

Stress and burnout at work may contribute to absenteeism and attrition from teachers.

- High instructor attrition level and absenteeism detrimental to student achievement.

- In the Pacific area the instructor absenteeism was higher than in the western United States.

- Teacher tension in the Pacific area was strongly associated with the amount of days the teachers were away from classes.

- Geographical challenges and restricted exposure to higher education programs in the Pacific area render the training of teachers a major concern.

- Successful tension reduction approaches also provided education and instruction in techniques for emotional , behavioral and social coping.

- Definitions of occupational tension and methods to deal with it may differ because of cultural factors.

- Social context (e.g., school culture, teachers' social backgrounds) should be addressed when implementing tension reduction strategies in culturally diverse environments.

While describing the amount of tension today, the temperament of an instructor is a consideration. The abilities, motivations and expectations of the instructor about their job situation decide the amount of tension that will arise. A instructor who has little dispute between personal principles and those of educational authority has a strong desire for professional achievement and is not easily distracted or excited; appears to encounter the least tension.

SCHOOL EDUCATION:

STRENGTHENING EARLY CHILDHOOD CARE AND EDUCATION :

Objective: Every 3-6 year old child has access to affordable, healthy, good quality, developmentally appropriate treatment and education by 2025.

The Policy stresses the criticality of early childhood education and the continuity of its effects over the entire life of an adult.

a. Significant development and improvement of early childhood services should take place through a multi-pronged strategy based on geographic demands, location and current resources.

b. Districts / locations which are overwhelmingly socio-economicly vulnerable should obtain specific consideration and preference. Appropriate consistency and result control systems should be set up.

c. This should establish a program and pedagogical structure for early childhood education designed for educators and

parents alike. The System would provide recommendations for acceptable 0-3 year old cognitive enhancement and educational guidance for 3-8 year olds.

d.   This would also facilitate the creation of learner-friendly settings and the professionalization of high-quality early childhood education educators by stage-specific preparation, mentoring and incentives for continued institutional growth and job planning.

e.   All facets of early childhood education will come under the jurisdiction of the Ministry of Education (as the present Ministry of Human Resource Development will be renamed), directly connecting early childhood education with the rest of school curriculum-the Ministries of Curriculum, Women and Child Development and Health and Family Welfare must finalize a transition plan together by 2019.

2.   ENSURING FOUNDATIONAL LITERACY AND NUMERACY AMONG ALL CHILDREN:

Objective: Through 2025, every grade 5 and above pupil had mastered simple literacy and numeracy.

The Policy acknowledges and gives highest importance to the serious learning problem around early language and mathematics.

a.   Nutrition and learning are linked together inextricably. The midday lunch plan should be extended-there will be both a balanced breakfast and a midday lunch for pre-primary and high school children. Expenditure on the project, to guarantee the consistency of the food consumed, should be related to fuel prices and inflation.

b.   Throughout Grades 1-5, there should be an enhanced emphasis on fundamental literacy and numeracy coupled with a rigorous method of integrated evaluation and content information availability. A regional collection of information on language and mathematics should be accessible on the Regional Teacher's Portal.

c.   They will test technical solutions to act as teaching aids, and develop public and school libraries to create a community of literacy and communication.

d.   All Grade 1 students must experience a series of three months of training for the exam.

e.   Teacher curriculum should be reshaped to refocus on fundamental literacy and numeracy.

3.   ENSURING UNIVERSAL ACCESS TO AND RETENTION IN EDUCATION AT ALL LEVELS:

Objective: Ensure access to and involvement in free and obligatory standard school education by 2030 for all children in the 3-18 year age range.

Although acknowledging the increase in attendance, the Policy raises disappointment about our inability to keep children in kindergarten.

a.   The 100% Aggregate Enrolment Level in pre-school to high school is to be achieved through different initiatives through 2030.

b.   Access gaps can be filled by growing enrollment in established schools, creating new facilities in under / unserved areas and promoting school streamlining by transportation and hostel facilities, thus ensuring the protection of all students, particularly girls.

c.   Both children's engagement and success can be monitored by monitoring participating children's enrollment and learning results, measuring dropouts and out-of-school children through instructors, social workers and clinicians, and long-term out-of-school teen services. Through the expansion of the accessible and distance schooling and development networks, several paths to learning, including formal and non-formal modes would be possible.

d.   Throughout the case where students are unable to attend school due to health issues, steps to insure where they return to school as quickly as possible would involve recruiting health staff throughout classrooms, raising knowledge among teachers, parents and the broader community and linking them to adequate health care.

e.   The Right to Education Act provisions should be made considerably less stringent, thus maintaining health (physical and psychological), transparency and equity, schools' non-profit existence, and basic expectations for learning results. This will require local variations and alternative models, thus promoting the creation of a school for governmental and non-governmental organizations.

4.   NEW CURRICULAR AND PEDAGOGICAL STRUCTURE FOR SCHOOL EDUCATION:

Objective: Curriculum and pedagogy must be updated by 2022 to eliminate rotary learning and then encourage integrated growth and 21st-century skills such as analytical thought, imagination, logical mind, teamwork, cooperation, multilingualism,

Afrida Nazir[1]* Tabasum Mehraj[2]

problem solving, ethics , social accountability, and interactive alphabetic.

a. Therefore, a 5 + 3 + 3 + 4 concept must direct the curriculum and pedagogical layout, and the program system for school education:

• Founding period (age 3-8): accelerated brain development; play-based learning and successful discovery;

• Preparatory stage (8-11 years): building on play and discovery; beginning a move into formal learning

• Middle stage (11-14 years): mastering topics of subject matter; beginning to experience adolescence;

• Secondary school (14-18 years): preparedness for life and higher education; transfer to young adulthood;

b. The Secondary Stage will consist of four years of multidisciplinary research and will develop breadth of topic, analytical thought, and commitment to life goals with versatility for preference of students.

c. To build comprehensive pupils, the scope and structure of the school curriculum must be reoriented. The burden on the program would be minimized to core topics and basic thoughts, making space for deeper and more experiential learning.

d. Both students will be motivated to improve language skills, analytical mindset, sense of beauty and fashion, communication, ethical thinking, digital literacy, Indian citizenship and awareness of important issues affecting local societies, the region and the globe.

e. Training in the local language / mother tongue should be at least until Grade 5, but hopefully until Grade 8, with a versatile (bilingual) language solution where possible.

5. TEACHERS – TORCHBEARERS OF CHANGE:

O**bjective:** Make sure that students are taught by committed, inspired, highly educated, fully skilled and well prepared teachers at all stages of school education.

It proposal contemplates teachers as the 'most critical leaders of our community and torchbearers of progress.' The effectiveness of the attempt to encourage better education relies on the teacher's competence.

a. Merit-based scholarships would be introduced to enable the four-year comprehensive B.Ed. to be completed by exceptional candidates from underprivileged, remote or tribal regions System. In certain instances jobs in their local communities would be assured. Particularly the female students will be targeted.

b. Recruitment of teachers should be carried out in all schools through a rigorous mechanism focused on extensive teacher curriculum preparation, with priority provided to local teachers and others who are proficient in the local language, thus maintaining diversity. The first step will be a revised Eligibility Examination for Teachers, accompanied by a presentation of interview and instruction. This is now practiced in other States, teachers should be hired to the district and assigned to a school structure, and preferably will provide a set term and rule-based transition into a consistent technology-based framework. Teaching in rural areas should be welcomed to them.

c. Continuous professional learning for teachers should be focused on a versatile and holistic framework, with teachers deciding what they want to know and how to know. Attention should be given to new teacher's recruitment, and mentoring mechanisms should be set in motion. States should implement a technology-driven framework to allow professional growth driven on preference and to monitor each individual's career trajectory. There would be no unified program selection, no cascade-model instruction and no hierarchical standards. The resource people should be specifically chosen for implementing such services, well-educated and will have tenure in the position.

d. To promote the function of teachers, sufficient physical amenities, services, and learning opportunities must be assured along with required pupil-teacher ratio. Remedial strategies should be placed in motion at all stages to support teachers ensure that pupils are studying.

e. Both teachers will be willing to work after school hours in the context of non-teaching tasks (e.g. preparing midday meals, procuring school materials, etc.) without any interruptions. Teachers, in effect, would be kept responsible for being absent from school without reason or on authorized leave.

www.ignited.in

6. EQUITABLE AND INCLUSIVE EDUCATION FOR EVERY CHILD IN THE COUNTRY:

This strategy seeks to create an education program that supports all children in India such that no child misses the opportunity to learn and excel because of birth or context circumstances.

Objective: Achieve an effective and sustainable education program to provide fair opportunity for all children to succeed and grow, and to equalize engagement and learning results in all gender and social groups by 2030;

a. Targeted focus and resources for children from under-represented communities should be extended to government initiatives relating to early childhood education, fundamental literacy and numeracy, school enrollment, enrolment and attendance.

b. Special Education Zones shall be formed throughout the nation in deprived areas. States will be allowed to designate these areas on the basis of specific social growth and socio-economic metrics, and the central government will offer 2:1 financial assistance for each State expended rupee. The main concept would be to make such areas work in a coordinated manner on anything specified in this Policy for the integration of under-represented communities, with tight, mutual oversight by the Center and States.

c. Several primary interventions are capacity-building of teachers by constantly sensitizing them, developing innovative methods of hiring teachers from under-represented educational groups, reducing the pupil-teacher ratio in schools with a large proportion of learners from under-represented educational groups to no more than 25:1, establishing healthy learning environment by stables

d. Up-to - date records for each pupil should be stored in the National Data Repository, with data analyzes carried out by the Central Division of Educational Statistics.

7. GOVERNANCE IN SCHOOL EDUCATION THROUGH SCHOOL COMPLEXES:

Objective: Schools are organized into school complexes to promote resource sharing and render school governance more centralized, accessible and competitive.

Establishing school complexes would help alleviate many of the resource shortage issues currently experienced by public schools, particularly small schools. Because many public schools would be pulled together under a common corporate and functional entity, without needing actual movement of pupils, that can serve to establish effective management structures without reducing barriers of entry for children.

a. By 2023 state governments must divide schools into complexes focused on demographic density, accessibility, and other local factors. The classification exercise would also require the evaluation and restructuring of very low-enrollment schools (e.g., < 20 students). Around the same period, connectivity to steps such as transport provision should not be affected in the process. It will therefore give States an ability to determine the quality of public colleges.

b. School complexes can disrupt small school alienation and build a group of teachers and administrators that will work together to help each other – both academically to administratively. The school building will be the Public School system's main operating structure.

c. A school complex may consist of a cluster of roughly 10-20 public schools providing education within a connected / contiguous regional area from the initial Foundational stage to Grade 12. The high school Principal will be the head of the school building.

d. Every school system will be a semi - independent entity that will provide basic / preparatory and middle school education in its community from the Fundamental level to Grade 12 consisting of one high school (Grade 9-12).

e. The aggregation of schools into school districts would allow it easier to distribute staff around campuses, including teachers in subjects, athletics, music and art instructors, psychologists and social workers. It would also entail a well-organized sharing of physical capital, such as labs, libraries, ICT facilities, musical instruments, athletic equipment, athletic fields etc.

8. REGULATION OF SCHOOL EDUCATION:

Objective: India's school education program is driven by strong supervision and accreditation processes upholding credibility and accountability, and promoting efficiency and creativity to consistently enhance educational results.

Regulation will become a catalyst for developing education and energize India's school education network.

a. Separate authorities must oversee and run the schools (service provision) to avoid conflicts of interest. Simple, independent

Afrida Nazir[1]* Tabasum Mehraj[2]

structures should be in effect for decision development, legislation, procedures and scholarly matters.

b. For each State, a separate state-wide regulatory agency named the State School Regulatory Authority will be established, with a quasi-judicial role, whilst the Directorate of School Education will manage the activities of the state-wide public schooling program.

c. The Legislation should be focused on a School Standard Assurance and Accreditation Process educated accreditation scheme. The System should only discuss specific requirements, and the License to Begin a School must then be told. Although schools will auto-accredit, an evaluation process must be placed in effect. The method extends to both private and public colleges.

d. Regulatory compliance should not be guided by the present inspectorial approach; rather, parents should become de facto authorities on the basis of any applicable details pertaining to the public domain of the schools.

e. The State Council for educational research should be in charge of education issues like quality development and curricula throughout the City. Certification of student skill sets at the school leaving level would be done by the State Certification / Examination Boards and will carry out practical tests for this purpose; furthermore, they would have little position in deciding the curricula (including the textbooks).

CONCLUSION

The research showed that there was substantial variation between the teachers in the degree of workplace tension. The aim of the research was to investigate the connection between stress and job satisfaction in teachers and to decide whether school teachers from various disciplines, i.e. technology, language, social technology and physical education, react to the school's favorable setting.

The paper's research aim was to examine the tension and work satisfaction among government and private school teachers, males and females. The study's secondary aim was to examine the differences in stress and job satisfaction among school teachers of various topics, i.e. research, language, social research and physical education, and also to examine the relationship between males and females with respect to job satisfaction. The findings centered largely on the connection between tension and work satisfaction, as well as the interaction among government and private teachers.

REFERENCES

1. Richards, Jan (2012). Teacher stress and coping strategies: A national snapshot, The Educational Forum.

2. Roger, A., et. al. (2012). Impact of Organizational Role Stressors on Faculty Stress & Burnout.

3. Suvitha, D. & Rajakumari, A. J. A. (2012). Stress among Secondary School Teachers.

4. Manjula, C. (2012). A study on Personality Factors causing Stress among School Teachers.

5. Muthuvelayutham, C. and Mohanasundaram, H. (2012). A Study on the Impact of Occupational Stress among Teachers on Job Satisfaction and Job Involvement.

6. Aburahma, Mohammed (2012). Work stress and its relation with job satisfaction among supervisors in the Gaza Strip.

7. Vijayashree, L. & Mund, P. (2011). Role stress and coping: A case in ITES company.

8. Ankireddy S., et. al. (2013). Sources of Job Stress in Engineering Faculty: A Statistical Study.

9. Jeyaraj S.S. (2013). Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu.

10. Azar, Eskandaricharati (2014). The study of teachers organisational commitment and the factors effective on organisational commitment. Department of sociology.

11. Raj, T. & Lalita (2013). Job Satisfaction among Teachers of Private and Government School.

12. Reddy G.L. and Anuradha R.V. (2013). Occupational stress of higher secondary teachers working in Vellore district.

13. Talafha, Hamid (2013). Work Stress on Social Studies Teachers of Public Basic Schools in Jordan and its Resulting Problems.

14. Suresh, K.J. (2013). Stress and Coping strategies in Relation to Emotional Intelligence of Student Teachers of Kerala.

Afrida Nazir[1]* Tabasum Mehraj[2]

15. Hasan, A. (2014). A Study of occupational stress of primary school teachers.

16. Ganpa, P. & Sreedevi, A. (2015). A comparative study of work related stress among government and private school teachers of Kurnool town.

17. Kamboj, M. (2017). A study of occupational stress among female teachers working in secondary schools in Rewa District.

18. Dua, K., & Sangwan, V. (2017). Study on stress among Female high school teachers of Haryana.

19. Rajarajeswari, S. (2010). Role stress among the aided and self-financing college teachers.

20. Anbuchelvan, C. (2010). Occupational stress of high school teachers.

Corresponding Author

Afrida Nazir*

Research Scholar

Afrida Nazir[1]* Tabasum Mehraj[2]