

# The Study of the Relationship Between Occupational Stress and Job Satisfaction of Private School Teachers of North India

Chandan Kumar\*, Dr. Nidhi Sharma\*\*

\*Research Scholar, Department of Psychology, Asian International University, Imphal, Manipur, India

Email: [chandramohanhathwa@gmail.com](mailto:chandramohanhathwa@gmail.com))

\*\* Supervisor, Department of Psychology, Asian International University, Imphal, Manipur, India

Email: [nidhi.soti2017@gmail.com](mailto:nidhi.soti2017@gmail.com))

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## Abstract:

This research explores how occupational stress relates to job satisfaction among 127 teachers working in private schools in North India. The study employed the Occupational Stress Scale and Job Satisfaction Scale to gather data. While the overall link between occupational stress and job satisfaction wasn't statistically significant, while some specific elements within each category did show notable connections. Occupational stress was positively associated with pay & relationship with colleagues and negatively associated with work itself, dimensions of job satisfaction scale. These results point to a complex interplay between stress and satisfaction, emphasizing the importance of a more detailed approach to improving teachers' well-being and satisfaction levels in private educational institutions.

**Keywords** — Occupational Stress, Job Satisfaction, Teacher, Private School, North India.

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## I. INTRODUCTION

Education is a key driver of societal progress, with teachers serving as the foundation of the educational system. As key facilitators of change, teachers face constant demands such as adapting to new curricula, integrating technology, meeting the varied needs of students, and handling increasing administrative responsibilities. These demands can often become significant sources of stress and discomfort. The teaching profession also involves both mental and physical challenges, requiring strong determination and energy to manage classroom dynamics alongside personal and family responsibilities. Over time, these ongoing pressures can lead to high levels of stress. This study offers important insights into how occupational stress impacts job satisfaction among private school teachers in North India.

### Occupational Stress

Occupational stress—also known as job stress, work stress, or organizational stress—refers to the adverse physical and emotional responses that

occur when an employee's skills, resources, or expectations do not align with the demands of their role. According to Rao and Chandraiah (2012), workplace stress arises when there is a conflict between the level of control an employee has and the responsibilities, they are expected to fulfil. In the field of education, teachers frequently encounter stress due to excessive workloads, challenges in managing classrooms, and pressure to meet strict deadlines (Borg & Riding, 1991). Studies have found that ongoing stress in teaching can lead to burnout, lower efficiency, and decreased job satisfaction, ultimately impacting both teachers and students (Skaalvik & Skaalvik, 2017a).

### Job Satisfaction

Job satisfaction also known as employee or work satisfaction refers to how content individuals are with their jobs, including their overall role or specific aspects such as the nature of the work and the quality of supervision. It can be assessed through cognitive (thinking), emotional (feeling), and behavioural responses. Locke (1976) described

job satisfaction as a positive emotional response resulting from evaluating one's job or work experiences. In the field of education, both internal motivators like a genuine passion for teaching and external factors such as pay and administrative backing influence job satisfaction (Dinham & Scott, 2000). Notably, dissatisfaction among teachers is one of the key reasons many leave the profession, including in countries like India. Locke (1969) also emphasized that job satisfaction depends on how well an individual believes their job fulfils what they expect or desire from it.

## II. SIGNIFICANCE OF STUDY

Work-related stress usually arises when individuals face unexpected duties or pressures that don't match their abilities, knowledge, or expectations, making it difficult for them to manage effectively. This stress tends to intensify when employees lack support from their supervisors or peers, or when they feel they have limited control over their work. Although many national and international studies have shown a clear link between occupational stress and job satisfaction, much of this topic remains underexplored—particularly in the school environment in recent years. Occupational stress can lead to emotional, physical, and behavioural problems for individuals. In schools, these effects go beyond financial costs and can negatively impact student learning. Therefore, minimizing occupational stress should be a key concern for school authorities. Low job satisfaction among teachers often leads to issues such as absenteeism, reduced motivation and commitment, poor health, and lower student achievement. Hence, ensuring teacher satisfaction should be a major objective for school systems. Given the strong connection between teacher stress, job satisfaction, and the quality of education, studying these factors among educators is crucial.

## III. REVIEW OF LITERATURE

The present study is confined to a review of existing literature that explores earlier research related to the key concepts. In recent times, significant attention in educational research has been directed toward examining occupational stress

and job satisfaction among teachers and school leaders.

### Occupational Stress among Teachers

Sharma (2008) conducted a study titled "Occupational Stress among Teachers Working in Secondary Schools of Karauli District of Rajasthan State" to determine the level and causes of job-related stress among secondary school teachers in the district. The sample included 350 teachers randomly chosen from both government and private schools. Using multiple logistic regression analysis, the study identified teaching experience, workload, student behaviour, and previous year's performance as major factors contributing to teachers' occupational stress. The results showed that 57% of teachers experienced no stress, 16.9% had mild stress, and 26.2% suffered from severe stress.

Similarly, Sing and Katoch (2017) investigated occupational stress among secondary school teachers in the Mandi district of Himachal Pradesh. Their findings revealed that teachers experienced varying levels of stress—high, moderate, and low—and that there were significant gender differences in stress levels between male and female teachers.

Rao (2016) also found significant differences in overall occupational stress levels between male and female upper primary school teachers, with female teachers reporting higher stress levels than their male counterparts.

### Job Satisfaction among Teachers

Kaur and Sharma (2023) recently examined job satisfaction among secondary school teachers in India and discovered that teachers working in private institutions faced higher levels of stress, which negatively influenced their job satisfaction.

Earlier, Das (1988) conducted a study on job satisfaction and motivation among secondary school teachers in the Cuttack district of Odisha. The study found that 77.6% of government school teachers and 25.33% of private school teachers were positively motivated, and those who were motivated also reported higher job satisfaction.

Similarly, Nasir and Zaki (2009) investigated how gender, employment status, and educational qualifications affect job satisfaction among senior secondary school teachers. Their findings indicated

that female teachers experienced significantly greater job satisfaction than their male counterparts. Additionally, full-time and postgraduate-qualified teachers reported higher satisfaction levels compared to part-time and Ph.D. holders.

### **Relationship between Occupational Stress and Job Satisfaction among Teachers**

Abdul Qayyum Chaudhry (2012) examined the connection between occupational stress and job satisfaction among university professors in Pakistan. The study revealed no significant overall relationship between the two variables. However, an inverse relationship was observed between occupational stress and job satisfaction among faculty members in private universities, while no such connection was found in public universities. The results also indicated that gender and employment type (visiting, contractual, or permanent) did not influence this relationship. Additionally, younger university teachers were found to be more affected by occupational stress and job satisfaction issues.

In another study, Resmi (2018) explored the link between occupational stress and job satisfaction among IT professionals in the Ernakulam district. The findings showed a positive correlation between stress and job satisfaction, suggesting that higher job satisfaction did not necessarily lead to lower stress levels, implying that job satisfaction alone may not act as a stress-reducing factor.

Similarly, Akomolafe et al. (2014) investigated the impact of psychological factors such as job stress and self-efficacy on job satisfaction among secondary school teachers. Their study found that both factors influenced satisfaction levels—self-efficacy had a positive effect, while occupational stress had a negative effect on job satisfaction.

## **IV. RATIONALE OF PRESENT STUDY**

The main aim of this study is to examine the connection between occupational stress and job satisfaction among private school teachers in northern India. Previous research has consistently shown that there is a significant link between occupation-related stress and the level of job satisfaction among teachers.

## **V. RESEARCH HYPOTHESIS**

There will be no significant correlation between Job satisfactions and occupational stress amongst private school teachers of north India.

## **VI. VARIABLES**

In the present study, Occupational Stress is the independent variable, while Job Satisfaction is the dependent variable.

## **VII. RESEARCH METHODOLOGY**

To ensure the research objectives are supported by a strong methodological foundation, this section outlines details about the sample, sampling process, research tools, their reliability and validity, ethical guidelines followed, and the statistical techniques used for analysis.

### **Research Design**

A descriptive correlational research design was adopted to examine the link between occupational stress and job satisfaction. The study employed a quantitative approach, gathering data through surveys administered to a stratified sample of school teachers from North India.

### **Research Sample**

For the present study, the data was collected from private school teachers of North India. A sample of 127 teachers was selected from different states of North India.

### **Research Instruments**

The Occupational Stress Index and the Job Descriptive Index questionnaires were utilized as tools for gathering sample data. A detailed explanation of these measurement scales is provided below:

#### Occupational Stress Index

The Occupational Stress Index was designed by Dr. A.K. Srivastava and Dr. A.P. Singh in 1981. It includes 46 statements rated on a five-point scale. Among these, 28 items are positively keyed, while the remaining 18 are negatively keyed. The items address various aspects of job life that may contribute to stress. The scale measures twelve key dimensions: Role Overload, Role Ambiguity, Role

Conflict, Unreasonable Group and Political Pressures, Responsibility for Others, Under-participation, Powerlessness, Poor Peer Relationships, Intrinsic Impoverishment, Low Status, Strenuous Working Conditions, and Unprofitability.

Reliability of the scale is .935 and Validity is .59.

True keyed items are rated as 1, 2, 3, 4, 5. The False keyed items are rated as 5, 4, 3, 2, 1. The five alternatives for each 46 items are strongly disagree, disagree, undecided, agree and strongly agree.

#### The Job Descriptive Index for Job Satisfaction

Job satisfaction was assessed using the Job Descriptive Index (JDI) developed by Smith, Kendall, & Hulin in 1969. This instrument was selected because extensive research has demonstrated its reliability and validity in measuring job satisfaction. The JDI evaluates satisfaction across five dimensions: the nature of work itself, pay, promotion opportunities, supervision, and relationships with co-workers. Participants were instructed to indicate whether specific words or phrases accurately described their job by marking "Y" (True), "N" (Not True), or "?" (Unsure). Positive items were scored as 3 for True, 1 for Unsure, and 0 for Not True, while negative items were scored in the reverse order.

Reliability: Corrected split-half correlations were 0.84 (work), 0.80 (pay), 0.86 (promotions), 0.87 (supervision), and 0.88 (co-workers).

Validity: A multi trait-multimethod matrix assessed convergent and discriminant validity.

#### Statistical Methods

Pearson correlation analysis was used to examine the relationship between occupational stress and satisfaction.

### VIII. RESULT

**Table 1: Correlation table for the sample group:**

Job Satisfaction Occupational Stress	Work Itself	Supervision	Promotion	Pay	Coworker	Overall Job Satisfaction
Role Overload	-.198*	.118	-.099	.310**	.332**	.130
Role Ambiguity	-.346**	.124	-.057	.150	.371**	.058
Role	-.312**	.047	-.170	.199*	.373**	.025

Conflict						
Unreasonable Group and Political Pressures	-.136	.126	.005	.251**	.338**	.176*
Responsibility for Persons	.104	.045	.146	.157	.042	.155
Under Participation	-.296**	-.045	-.117	.043	.080	-.134
Powerlessness	-.324**	-.109	-.068	.095	.177*	-.107
Poor Peer Relations	-.311**	.164	-.134	.225*	.402**	.095
Intrinsic Impoverishment	-.388**	.054	-.150	.099	.268**	-.062
Low Status	-.496**	.101	-.228**	.100	.381**	-.070
Strenuous Working Conditions	-.439**	.185*	-.127	.243**	.371**	.043
Unprofitability	.043	-.049	.032	.278**	.120	.121
Overall Occupational Stress	-.412**	.109	-.136	.274**	.430**	.054

\*\* . P<0.01 & \* . P<0.05

The collected responses from the sample were scored and organized into two separate columns corresponding to the two measurement scales. Pearson's Correlation Coefficient was then computed, as presented in [Table 1]. The results indicated that there was no significant overall relationship between occupational stress and job satisfaction. However, certain sub-dimensions of occupational stress and specific aspects of job satisfaction showed significant correlations.

Work itself displayed a significant negative correlation with several stress factors, including role overload ( $r = -.198, p<0.05$ ), role ambiguity ( $r = -.346, p<0.01$ ), role conflict ( $r = -.312, p<0.01$ ), under participation ( $r = -.296, p<0.01$ ), powerlessness ( $r = -.324, p<0.01$ ), poor peer relations ( $r = -.311, p<0.01$ ), intrinsic impoverishment ( $r = -.388, p<0.01$ ), low status ( $r = -.496, p<0.01$ ), strenuous working conditions ( $r = -.439, p<0.01$ ), and overall occupational stress ( $r = -.412, p<0.01$ ).

Supervision showed a significant positive correlation with strenuous working conditions ( $r = .185, p<0.05$ ), while promotion was negatively correlated with low status ( $r = -.228, p<0.01$ ). Pay exhibited a positive correlation with role overload ( $r = .310, p<0.01$ ), role conflict ( $r = .199, p<0.05$ ), unreasonable group and political pressures ( $r = .251$ ,



$p < 0.01$ ), poor peer relations ( $r = .225$ ,  $p < 0.05$ ), strenuous working conditions ( $r = .243$ ,  $p < 0.01$ ), unprofitability ( $r = .278$ ,  $p < 0.01$ ), and overall occupational stress ( $r = .274$ ,  $p < 0.01$ ).

Similarly, co-worker relationships had significant positive associations with role overload ( $r = .332$ ,  $p < 0.01$ ), role ambiguity ( $r = .371$ ,  $p < 0.01$ ), role conflict ( $r = .373$ ,  $p < 0.01$ ), unreasonable group and political pressures ( $r = .338$ ,  $p < 0.01$ ), powerlessness ( $r = .177$ ,  $p < 0.05$ ), poor peer relations ( $r = .402$ ,  $p < 0.01$ ), intrinsic improvement ( $r = .268$ ,  $p < 0.01$ ), low status ( $r = .381$ ,  $p < 0.01$ ), strenuous working conditions ( $r = .371$ ,  $p < 0.01$ ), and overall occupational stress ( $r = .430$ ,  $p < 0.01$ ).

Overall job satisfaction also exhibited a weak yet significant positive correlation with unreasonable group and political pressures ( $r = .176$ ,  $p < 0.05$ ).

## IX. DISCUSSION

Occupational stress may not necessarily serve as a direct predictor of job satisfaction; as other variables could have a stronger influence on how satisfied employees feel with their jobs. It is possible for individuals to experience stress yet remain satisfied for instance, when their work is demanding but fulfilling. Conversely, some employees may feel minimal stress but still experience low job satisfaction.

Furthermore, the relationships between the five components of job satisfaction namely Work Itself, Supervision, Pay, Promotion, Co-worker and the sub-dimensions of occupational stress are discussed in detail below:

**Work Itself** was found to have a significant negative correlation with several sub-dimensions of occupational stress, including role overload, role ambiguity, role conflict, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions, and overall occupational stress. This negative relationship indicates that higher job satisfaction related to work is associated with lower levels of occupational stress, and vice versa.

When teachers experience excessive workloads, their satisfaction with work tends to decline. Unclear roles and responsibilities reduce clarity and lead to lower job satisfaction. Conflicting demands in the workplace further decrease satisfaction levels.

Limited involvement in decision-making processes results in diminished feelings of fulfilment. Similarly, a lack of control over one's job, poor relationships with colleagues, lack of challenge or interest, and feelings of low status or recognition all contribute to reduced job satisfaction. Physically or mentally demanding work environments also lower satisfaction levels.

Overall, the results indicate that teachers who view their work more positively experience significantly less stress across multiple dimensions, emphasizing that meaningful and satisfying work serves as a buffer against occupational stress. In supporting this finding, Kaur (2011) also found the consistent results and stated that teachers who are dissatisfied with their work are more prone to experiencing higher levels of job-related stress.

**Supervision** showed a significant positive correlation with the "strenuous working conditions" dimension of occupational stress. This suggests that teachers who are more satisfied with their supervisors also tend to experience more demanding work environments. Supportive supervisors may motivate teachers to perform at higher levels, which can sometimes result in heavier workloads and more challenging conditions. Additionally, teachers working in difficult or high-pressure settings may place greater value on effective supervision, leading to higher satisfaction with their superiors.

Strong guidance and support from school administrators and management can help teachers manage the pressures of strenuous working conditions more effectively. Therefore, the positive relationship between satisfaction with supervision and demanding work environments implies that teachers value supportive leadership, as it enables them to better handle the challenges of their profession.

**Promotion** showed a significant negative correlation with the "low status" dimension of occupational stress. This indicates that teachers who feel satisfied with their promotion opportunities, recognition, and career advancement are less likely to experience feelings of inferiority or low status within their institutions. On the other hand, when teachers perceive limited chances for advancement, they are more prone to feeling undervalued or

overlooked, which contributes to status-related stress.

These findings highlight the importance of fair promotion policies and clear career growth pathways in reducing occupational stress associated with professional recognition. Teachers often view promotions as acknowledgment of their skills and efforts, which enhances their sense of self-worth and professional esteem. Therefore, the negative relationship between promotion satisfaction and low-status stress implies that transparent and rewarding promotion systems help teachers feel appreciated and lessen stress linked to feelings of low standing at work. Supporting this view, Kayastha and Kayastha (2012) noted that a reduction in occupational stress is associated with greater job satisfaction concerning promotion opportunities.

**Pay** was found to have a significant positive correlation with several dimensions of occupational stress, including role overload, role conflict, unreasonable group and political pressures, poor peer relations, strenuous working conditions, unprofitability, and overall occupational stress. This indicates that teachers who express higher satisfaction with their pay also tend to experience greater stress in various aspects of their work.

One possible explanation is that teachers receiving higher salaries often occupy more demanding roles that involve heavier workloads, conflicting responsibilities, and challenging work conditions. In such cases, they may view the financial rewards as compensation for the pressure and strain associated with their jobs. Additionally, well-paid positions may come with increased expectations, stronger group dynamics, and heightened peer competition, all of which can contribute to stress.

Therefore, the positive link between pay satisfaction and multiple stress dimensions suggests that while teachers may feel fairly compensated, the financial benefits often coincide with or justify the pressures of a highly demanding work environment.

**Co-Worker** showed a significant positive correlation with multiple dimensions of occupational stress, including role overload, role ambiguity, role conflict, unreasonable group and political pressures, powerlessness, poor peer

relations, intrinsic improvement, low status, strenuous working conditions, and overall occupational stress. This suggests that teachers experiencing higher stress may depend more on their colleagues for support, resulting in greater satisfaction with co-worker relationships even in challenging work environments.

Stressful conditions such as heavy workloads, conflicting demands, and unclear roles often encourage stronger bonds among colleagues, as teachers collaborate to manage difficulties. In highly demanding, political, or low-status settings, co-workers may serve as the primary source of support, leading to high satisfaction with peer relationships despite elevated stress levels.

Therefore, the positive correlation between co-worker satisfaction and various stress dimensions indicates that while teachers highly value supportive peer networks, this satisfaction frequently arises in response to and alongside intense workplace stress.

**Overall job satisfaction** showed a positive correlation with unreasonable group and political pressures, indicating that teachers who report higher overall satisfaction also tend to perceive greater group or political pressures within their schools. Highly engaged and satisfied teachers may be more involved in school activities and decision-making, which exposes them to organizational demands, politics, and group pressures.

Despite these pressures, teachers may tolerate such challenges because other aspects of their job such as pay, promotions, supervision, and peer support are satisfactory. Therefore, the positive relationship between overall job satisfaction and group or political pressures suggests that teachers can remain satisfied even in politically charged environments, possibly because such involvement provides opportunities for influence, engagement, or career growth. Supporting this view, Dr. Resmi R (2018) found a positive correlation between occupational stress and job satisfaction.

## X. CONCLUSION

In contemporary workplaces, it is not entirely accurate to assume that occupational stress always has a negative impact on job satisfaction. This study highlights that the relationship between job

satisfaction and occupational stress is complex and multifaceted. While satisfaction with the work itself can significantly reduce stress, other factors such as pay and relationships with co-workers may coexist with, or even contribute to, workplace stress rather than mitigating it.

## XI. RECOMMENDATION

Following the recommendation for the future research:

1. Future studies could aim to recruit a larger and more diverse sample of teachers from different regions and types of schools.
2. A longitudinal design could provide insights into the causal relationships between occupational stress and job satisfaction over time.
3. Combining quantitative and qualitative methods could provide a more comprehensive understanding of the complex dynamics between occupational stress and job satisfaction.
4. Future research could explore the effectiveness of interventions aimed at reducing occupational stress and improving job satisfaction among private school teachers.
5. Comparing the experiences of private and public-school teachers could provide valuable insights into the differences and similarities between these two groups.

## XII. LIMITATIONS

1. *Sample size and representation:* The sample size is too small, so it may not be representative of the entire population of private school teachers in North India.
2. *Geographical limitation:* The study is limited to North India, which may not be generalizable to other regions.
3. *Methodology:* The study relies on self-reported measures, which may be subject to bias.
4. *Cross-sectional design:* The study's cross-sectional design limits the ability to establish causality between occupational stress and job satisfaction.

## XIII. KEY IMPLICATIONS

1. Understanding the complex relationships between occupational stress and job satisfaction can

inform strategies to improve teacher well-being and job satisfaction.

2. School administrators and policymakers can use these findings to develop targeted interventions to reduce stress and enhance job satisfaction among private school teachers.

## XIV. FUTURE RESEARCH DIRECTIONS

1. *Exploring specific stressors:* Investigating specific stressors and their impact on job satisfaction could inform targeted interventions.
2. *Investigating coping mechanisms:* Examining the coping mechanisms used by teachers to manage occupational stress could provide valuable insights for supporting teacher well-being.
3. *Impact on student outcomes:* Future research could explore the relationship between teacher occupational stress and job satisfaction and student outcomes, such as academic achievement and well-being.

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