

Occupational Stress and Cognitive Load among Private School Teachers in Sivaganga District, Tamilnadu India

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Volume: 6

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Issue: 3

Month: June

Abstract

This research examined the relationship between occupational stress and cognitive load among private school teachers. Stress is an inherent factor in any type of vocation or career. Occupational stress is treated as a state of tension which occurs when a person senses a disagreement between the working environment challenges and their possibilities of coping. Today's teacher under more processing situation that increases teacher to work more and concentrate on the different aspects than teaching. The teacher have more like teaching, syllabus completion, some other clerical work in their without rest in working. Occupational stress, good activities affect teacher cognitive they are affecting mentally and physically, so very closely link with occupational stress and cognitive load. In the present study, only school teacher those who are worked in private schools were selected. This study is confined only to eight private schools in and around Karaikudi, Tamil Nadu, South India. The study was conducted on a random sample of private school teachers in and around Karaikudi area, Sivaganga District, Tamilnadu, India.

Year: 2018

ISSN: 2320-2653

Received:

15.03.2018

Accepted:

16.06.2018

Published:

29.06.2018

Keywords: Occupational Stress, Cognitive Load and Accomplishment.

Citation:

Sasikumar, N., & Jenifer, K. (2018). Occupational Stress and Cognitive Load among Private School Teachers in Sivaganga District, Tamilnadu India. *Shanlax International Journal of Education*, 6(3), 1–10.

DOI:

<http://doi.org/10.5281/zenodo.1299762>

Introduction

Stress is a common human experience. It is very difficult to exactly define stress in empirical term. But scientists say that stress is a force or event that impairs normal stability of functioning. Occupational stress is one of the major health hazards of the modern. It accounts for much of the physical illness, substance abuse, and family problems experienced by millions of blue and white-collar workers. Occupational stress and stressful working conditions have been linked to low productivity, absenteeism, and increased rates of accidents on and off the job. Nowadays the world has become a global village and a lot of luxuries have come to the market. People want to get them all but could not afford. As a result they develop a kind of dissatisfaction among themselves.

There are various conditions in the work life like excessive work, poor remuneration, nepotism and corruption and poor boss employee relationship that also make them unsatisfied and stressed. The main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and cognitive load demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity (Kyriacou 2001).

An occupational stress is any force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individuals. Knowledge that stress is likely to occur constitutes a threat to the individual. A threat can cause a strain because of what it signifies to the person. As occupational stress begins to take toll on the body and mind, a variety of symptoms can result. Working in organisations not only provides individuals with life sustaining income but also exerts its own pressures on them. This can ultimately have negative consequences both for achieving the goals of the organisation and meeting the needs of the individuals working in them. Thus, the work environment is a source of social and psychological stress, which has harmful effects on the well-being of the employees. Stress in general and occupational stress in particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behaviour of people, which ultimately results in personal and organisational inefficiency. Occupational stress can be described as a condition where occupation related factors interact with the worker to change (disrupt/ enhance) his or her psychological or physiological condition, so that the person's mind and/or body is forced to deviate from its normal way of functioning.

Stress had become a pervading feature of human life since time immemorial. Stress is the physiological response to the stressor occupational stress can affect your health when stressors of the

workplace exceed the employees ability to have some control over their situation or to cope in other ways. While many people experience some degree of stress and anxiety teachers during work stress, can actually in occupational stress overload work reason for private school teachers.

Cognitive load is a situation where the teacher gives too much information or too many tasks to learners simultaneously ,resulting in the learner being unable to process this information .in this situation , the language processing demands of an activity go beyond the language processing limits of the learner. It produces anxiety and stress, as well as affecting learning. Cognitive load in teachers strongly influenced by the number of elements in working memory that interact with each other.

Need and Significance of the Study

The need for higher education is with the view to prepare the students to enter in to the carrier with proper understanding and readers and physically, socially and emotionally equipped. Occupational stress and cognitive load may affect teachers psychologically, which hinder their expressions and their communication skills that is most important for proceeding their life. So working private school teachers should think of ways and means of increasing work level. So that they can perform still better to improve their qualities. Though stress is a matter of concern among private school teachers, no organized study has been carried out therefore the investigator selected topic of the present study is confined to assess occupational stress and cognitive load of private school teachers in and around karaikudi area. Sivaganga district, Tamilnadu, India.

Statement of the Problem

The investigator, studied in three different types of management at different area with varied environment during studies, experienced occupational stress and cognitive load among herself and peer group from the teachers 'point of view. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal relations and ultimately affects the student's education which forms the very core for the success of education

department. Hence occupational stress situations and their perceived impact on private school teachers are taken up for the present study. The researcher has made an attempt to study the “Occupational Stress and Cognitive Load among Private School Teachers in Sivaganga District, Tamilnadu India”

Objectives

1. To find whether gender, locality of School, locality of teachers, types of school, medium of instruction, qualification, monthly salary, types of family, teaching experience of private school teachers associate with their occupational stress.
2. To find whether gender, locality of school, locality of teacher, types of school, medium of instruction, qualification, monthly salary, types of family, teaching experience of private school teachers associate with their cognitive load.
3. To find out the relationship between occupational stress and cognitive load of private school teachers.

Hypotheses

1. There is no significant difference in gender, locality of School, locality of teachers, types of school, medium of instruction, qualification, monthly salary, types of family, and teaching experience of private school teachers associate with their occupational stress.
2. There is no significant difference in gender, locality of school, locality of teacher, types of school, medium of instruction, qualification, monthly salary, types of family, and teaching experience of private school teachers associate with their cognitive load.
3. There is no significant relationship between occupational stress and cognitive load of private school teachers.

Variables

The present investigation is an attempt to study the “occupational stress and cognitive load among private school teachers. The variables involved are:

1. occupational stress
2. cognitive load. Intervening variables used in this study are
 1. Gender
 2. School locality

3. Locality of teacher
4. Types of school
5. Medium of instruction
6. Qualification
7. Monthly salary
8. Types of family
9. Teaching experience

Population

A complete set of elements, persons or objects that possess some common characteristic defined by the sampling criteria established by the researcher is known as population. It consists of all the subjects we want to study. Statistically, it may be defined as a list of element from which sample is drawn. Nowadays globalization and privatization policy to broking many ethical issues, very particularly Indian context to open the gate of educational institutions. Privatization policy to make low number of workers to manage large marginal works, this kind of ethical issues to create occupational stress in some of private educational initiations. In present study the private school teachers of Tamilnadu constitute the population of the study.

Sample and Sampling Techniques

The process of sampling is one of the most fundamental aspects of the total methodology followed in particular research study. It is an act of determining how many elements in a population are to be sampled and how they are to be selected as sample keeping in mind shortage of time, money and resources. The sample for the present study consisted of 200 private school teachers in and arounding of Karaikudi, Sivagang District, TN, India. The teachers of both genders coming from both rural and urban areas were included in the study. The sampling technique employed in the present study was simple random sampling.

Delimitation of the Study

1. In the present study, only school teacher those who are worked in private schools were selected.
2. This study is confined only to eight private schools, in and around Karaikudi area, Tamil Nadu, South India.
3. The study was conducted on a random of 200

sample of private school teachers in and around Karaikudi area, Sivaganga District, Tamilnadu

4. The present study has selected the variables like occupational stress and cognitive load of private school teachers.

Method of the Study

The present study attempts to find out the occupational stress and cognitive load of private school teachers. Since the problem is concerned with “survey” type, the investigator has selected the normative survey method for conducting the study. Since this study attempts to bring out relevant details of occupational stress and cognitive load from private school teachers in self-financed educational institutions. Normative Survey method was found appropriate for this study. Normative survey or studies also serve as direct source of valuable knowledge concerning human behaviour. These studies are helpful for us in planning various educational programmes. School surveys are conducted to help solve the problems of various aspects of school i.e. school plants, school maintenance, teaching staff, curriculum, teaching methods, learning objectives etc. That is why researcher had used this method to conduct the present study.

Construction and Validation of the Tool

Tool Used in the Study

Any research to obtain accurate and dependable results reliability and validity of tools used in the study is very important. If the tools used in the study are not valid and reliable the whole purpose of the research will be hampered. For this purpose, the investigator selected the tools by minutely observing their reliability, validity, sample size etc. in present study occupational stress and cognitive load tools will be used. The scale for the present study was developed by the investigator on the basis of experience gained through the review of literature.

Pilot Study

The pilot study is a rudimentary study conducted by the investigator in order to get primary information. The primary information was used by the investigator preferred two schools which are located at Karaikudi city and collected 50 samples from the schools of

Maharasi Matriculation Hr.Sec.School, Alagappa Matriculation Hr.Sec.School. While administering the research tool, the investigator offered detailed instruction, to the respondents, regarding the mode of giving responses on their own. Few teachers raised their doubts and asked more clarification. The investigator gave them enough clarification and solved all of their doubts. After giving responses to all the questions by the respondents, the response, the investigator made corrections and omissions for actual data collection. The investigator gave scores for the responses of the respondents and those were tabulated and used to find out the reliability.

Reliability and Validity

The variable selected by the investigator is occupational stress and cognitive load of private school teachers for this, the investigator used the occupational stress inventory by investigator and cognitive load inventory by investigator.

Occupational Stress

Reliability: Reliability of the occupational stress scale was established by the investigator using Cronbach's Alpha method. The reliability of the tool to measure occupational stress is found to be 0.84 reliable results.

Validity: The investigator established content and face validity of the research tool. Further the experts review each item of the questionnaire. Based on their opinions some of the items are eliminated and some of them are modified. The above process brought a sufficient content and face validity to the research questionnaire of this study.

Scoring Procedure: Occupational stress tool consist of as many as 45 statements .each statement has four response i.e strongly agree, agree, strongly disagree, disagree. The maximum score for this scale is 180 and 45 is the minimum score. There is no limit to complete the research tool but most of the teachers completed within 30 minutes.

Cognitive Load

Reliability: Reliability of the cognitive load scale was established by the investigator using Cronbach's Alpha method. The reliability of the tool to measure cognitive load scale found to be 0.79 reliable result.

Validity: The investigator established content and face validity of the research tool. The times in the questionnaire were given to experts in the field of working in private school teachers stress on cognitive load to seek opinion in relation to its objectivity and worthiness of items. Further the experts review each and every items of the questionnaire and provided some suggestions to modify the items that are present in the questionnaire. Based on their opinions some of the items are eliminated and some of them are modified. The above process brought a sufficient content and face validity to the research questionnaire of this study. Scoring Procedure: Cognitive load tool consist of as many as 20 statements .each statement has four responses i.e. strongly agree, agree, strongly disagree, disagree. The maximum score for this scale is 80 and 20 is the minimum score. There is no time

limit to complete the research tool but most of the students completed within 30 minutes.

Data Collection

The investigator selected private school teachers in eight schools using random sampling technique. A group of teachers from each school was selected in a random manner. Thus the researcher used simple random sampling technique for collection of data from the in and around area of Karaikudi. The investigator herself went to various schools located in and around Karaikudi area and collected samples 200 samples from the teachers in private school. The responses of the respondents are recorded and the teachers’ personal particulars are collected through questionnaire. The collected data are used for analysis of data.

Results and Findings

Table 1 ‘t’ Value of Private School Teachers in Respect to their Occupational Stress

S.No	Variables	N	Mean	SD	“t” Value	Level of Significance
1	Male	29	118.72	13.18	0.23	Not Significant
	Female	171	119.35	13.60		
2	Rural	14	120.50	14.51	0.35	Not Significant
	Urban	186	119.16	13.46		
3	Rural	42	123.83	11.35	2.47	Not Significant
	Urban	158	118.10	13.83		
4	Girls	20	114.80	11.043	1.85	Not Significant
	Co-Education	180	119.75	13.693		
5	Tamil	3	120.66	2.30	1.81	Not Significant
	English	197	119.23	13.61		
6	Nuclear Family	108	120.39	14.43	1.29	Not Significant
	Joint Family	92	117.92	12.28		

1. It is found that, there is no significant difference between male and female private school teachers in respect to their occupational stress and therefore the null hypothesis is accepted.
2. It is found that, there is no significant difference between rural and urban locality of private school teachers in respect to their occupational stress and therefore the null hypothesis is accepted.
3. It is found that, there is significant difference between rural and urban residence of private school teachers in respect to their occupational stress and therefore the null hypothesis is rejected.
4. It is found that, there is no significant difference between girls and co-education private school teachers in respect to their occupational stress and therefore the null hypothesis is accepted.

5. It is found that, there is no significant difference between Tamil and English medium private school teachers in respect to their occupational stress and therefore the null hypothesis accepted.
6. It is found that, there is no significant difference nuclear family and joint family of private school teachers in respect to their occupational stress and therefore the null hypothesis accepted.

Table 2 ‘F’ Value among Qualification Private School Teachers in Respect to their Occupational Stress

Sources of Variation	Sum of Square	DF	Mean Square	“F” Value	Level of Significance
Between	191.55	2	95.7	0.52	Not Significant
Within	36132.92	197	183.41		

(Table value 3.00 >calculated value0.52 at 0.05 level.) Max score: 180

From the above table, it is observed that the calculated ‘t’value 0.52 is less that the table value 3.00 at 0.05 level of significant. Hence, it is found that there is no significant difference among qualification private school teachers in respect to their occupational stress and therefore the null hypothesis accepted.

Table 3 ‘F’ Scores among Monthly Salary of Private School Teachers in Respect to their Occupational Stress

Sources of Variation	Sum of Square	DF	Mean Square	“F” Value	Level of Significance
Between	244.62	2	122.31	0.66	Not Significant
Within	36079.8	197	183.14		

(Table value 3.00 > calculated value0.66 at 0.05 level.) Max score: 180

From the above table, it is observed that the calculated ‘t’value 0.66 is less then that the table value 3.00 at 0.05 level of significant. Hence, it is found that there is no significant difference among the monthly salary of private school teachers in respect to their occupational stress and therefore the null hypothesis accepted.

Table 4 ‘F’ Value among Teaching Experience of Private School Teachers in Respect to their Occupational Stress

Sources of Variation	Sum of Square	DF	Mean Square	“F” Value	Level of Significance
Between	1834.54	3	611.51	3.47	Significant
Within	34489.93	196	175.96		

(Table value 3.00 <calculated value3.47 at 0.05 level.) Max score: 180

From the above table, it is observed that the calculated ‘t’value 3.47 is greater then that the table value 3.00 at 0.05 level of significant. Hence, it is found that there is significant difference among the teaching experience of private school teachers in respect to their occupational stress and therefore the null hypothesis rejected.

Table 5 ‘t’ Value of Private School Teachers in Respect to their Cognitive Load

S.No	Variables	N	Mean	SD	“t” Value	Level of Significance
1	Male	29	52.68	9.21	1.53	Not significant
	Female	171	49.80	9.36		

2	Rural	14	50.85	6.90	0.26	Not significant
	Urban	186	50.17	9.55		
3	Rural	42	52.11	7.796	1.41	Not significant
	Urban	158	49.84	9.630		
4	Girls	20	47.10	10.74	10.20	significant
	Co-Education	180	50.57	9.18		
5	Tamil	3	54.66	9.50	0.82	Not significant
	English	197	50.15	9.38		
6	Nuclear Family	108	50.09	10.27	0.21	Not significant
	Joint Family	92	50.38	8.25		

1. It is found that, there is no significant difference between male and female private school teachers in respect to their cognitive load and therefore the null hypothesis is accepted.
2. It is found that, there is no significant difference between rural and urban locality of private school teachers in respect to their cognitive load and therefore the null hypothesis is accepted.
3. It is found that, there is no significant difference between rural and urban residence of private school teachers in respect to their cognitive load and therefore the null hypothesis is accepted.
4. It is found that, there is significant difference between girls and co-education private school teachers in respect to their cognitive load and therefore the null hypothesis rejected.
5. It is found that, there is no significant difference between Tamil and English medium private school teachers in respect to their cognitive load and therefore the null hypothesis accepted.
6. It is found that, there is no significant difference nuclear family and joint family of private school teachers in respect to their cognitive load and therefore the null hypothesis accepted

Table 6 ‘F’ Scores among Qualification of Private School Teachers in Respect to their Cognitive Load

Sources of Variation	Sum of Square	DF	Mean Square	“F” Value	Level of Significance
Between	183.84	2	91.92	1.04	Not Significant
Within	17321.03	197	87.92		

(Table value 3.00 > calculated value 1.04 at 0.05 level.) Max score: 80

From the above table, it is observed that among qualification of private school teachers in respect to their cognitive load and therefore the calculated ‘t’ value 1.04 is less than the table value 3.00 at 0.05 level of significant. Hence, null hypothesis accepted it is found that there is no significant difference

Table 7 ‘F’ Scores among Monthly Salary of Private School Teachers in Respect to their Cognitive Load

Sources of Variation	Sum of Square	DF	Mean Square	“F” Value	Level of Significance
Between	61.83	2	30.91	0.34	Not Significant
Within	17443.04	197	88.54		

(Table value 3.00 > calculated value 0.34 at 0.05 level.) Max score: 180

From the above table, it is observed that the calculated 't' value 0.34 is less than that the table value 3.00 at 0.05 level of significant. Hence, it is found that there is no significant difference among

the monthly salary of private school teachers in respect to their cognitive load and therefore the null hypothesis accepted.

Table 8 'F' Value among the Teaching Experience of Private School Teachers in Respect to their Cognitive Load

Sources of Variation	Sum of Square	DF	Mean Square	"F" Value	Level of Significance
Between	649.047	3	216.34	2.51	Not Significant
Within	16855.828	196	85.99		

(Table value 3.00 > calculated value 2.51 at 0.05 level.) Max score: 180

From the above table, it is observed that the calculated 't' value 2.51 is less than that the table value 3.00 at 0.05 level of significant. Hence, it is found that there is no significant difference among

the teaching experience of private school teachers in respect to their occupational stress and therefore the null hypotheses is accepted.

Table 9 Relationship between Occupational Stress and Cognitive Load of Private School Teachers

S.No.	Variables	N	"r" Value	Level of Significance
1	Occupational Stress	200	0.61	Significant
2	Cognitive Load	200		

The above table shows that the calculated 'r' value 0.61 is greater than the table value 0.139 at 0.05 level of significance. There is significant relationship between occupational stress and cognitive load of private school teachers. Hence, it is found that there is significant relationship between occupational stress and cognitive load of private school teachers and therefore the null hypotheses is accepted.

should increase the teacher - class ratio with the aim of reducing the workload of private school teachers. Besides, and if possible more subsidies should be granted to each school so that more clerical staff can be employed to relief the non-teaching duties of teachers.

Discussion of the Study

The findings in this study indicate a positive relationship between occupational stress and cognitive load. In the present study, it was found that many cognitive load aspects contributed to the teachers' stress factors. The Teacher Education Department should play a role in reducing this problem. The Teacher Education Department should see to the genuine needs of the teachers by discussing with the government with the hope of increasing the welfare benefits and upgrading the social status of the teachers. Work cognitive load was found to be the cause of tremendous stress and strain to the teachers. The self financing school management

Educational Implications

The present findings of the study reveal the following recommendations may be carried out to reduce the occupational stress and cognitive load in private school teachers.

1. The private school authority should try to see that there are more interactions between the teachers as well and to create more opportunities for communications among members of the staff. This can be achieved by organizing social gatherings on an informal basis and also various kinds of extra-curricula activities for the teachers with the aim to help and promote mutual understanding amongst the teachers. The principal should strive to see that a friendly and supportive relationship with the staff takes place.

2. The school principal/Heads should find ways and means to lessen the heavy workload of teachers by distributing workload among the teachers in a proper and even manner. Studies of occupational stress have shown that workload and lack of proper communications are the significant causes of increasing stress among the teachers.
3. 'Efforts should be made in school to see that teachers have the opportunity to fulfill their needs in self-actualization, autonomy and esteem in order to avoid the feeling of strain. The school authority should help teachers to develop their potential in teaching by allowing them a higher degree of flexibility and independence in teaching. Besides, the school authority should promote the image of teachers as deserving respect.

Suggestions for Further Research

1. The study should be replicated in Government schools, colleges, and for heads of the Institution and results should be compared with that of the present study.
2. Other job stress factors as role-based stress, job complexity, organizational climate in school, teachers' participation in decision making, teachers' expectation about teaching, communication of teachers with school authority and colleagues, principal's leadership style and career development factors should also be taken into account in future stress-strain research.
3. The present research is a study on teachers' perceived stress, perceived social support, perceived strains and cognitive load. It is worthy to include for future research objective measures of stress, strain, and support, and to understand their relationship to each other and with perceived stress, strain, mental health and support.
4. The student teachers studying in private institutions can be compared with Government institutions in other districts of tamilnadu, India.
5. The same study may be undertaking with larger samples and a wider area.

Conclusion

The present study has provided comprehensive information about occupational stress and cognitive

load among the teachers of private schools in karaikudi educational district in the state of Tamil Nadu, India. Occupational stress and cognitive load in the workplace is becoming a major concern for all teachers and headmasters, owing to the occupational health and safety legislations requiring employers to practice 'duty of care' by providing teachers with safe working environments which also cover the psychological well being of their staff. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress among the private school teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress there can be increased education standard, decrease in cognitive load, increased schools enrolment, reduced drop-out rate, improved teachers morale, decrease in compensation claim and reduction in workplace accidents. The most important benefit in reducing occupational stress is that it will promote a pleasurable work environment for all.

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