

Organizational Role Stress and Burnout Among Government and Private School Teachers in Delhi City: A Comparative Study

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Abstract: *Studies on Organizational Role stress and Burnout of employees have been conducted in various occupational sectors. Although several studies have been reported in field of medical, banking, corporate and health services, the most emergent field i.e. teaching sector especially in India is still neglected. It is observed that female teachers working in the private sectors are with more work burden compare to their male counterparts. In this context the present study was planned to find out organizational role stress and burnout among the government and private school teachers in Delhi city, India. The study was conducted with a sample of 100 teachers (n1=50 Govt. school teachers and n2=Private school teachers). Along with the descriptive profile of the participants, the researcher used Organizational Role Stress Scale (Sen, 1981) and Maslach Burnout Inventory (Maslach, Jackson & Leiter, 1996). From the result it is found that there is a significant difference of organizational role Stress and Burnout between the Government and Private School teachers ($p=0.01$). Also, the private male teachers are more stressed compared to the government male teacher and their female counterparts ($p=0.01$).*

Keywords: *Organizational Role Stress, Burnout, Private School teachers, Government School teachers, work load, administrative pressures.*

I. INTRODUCTION

Stress in organizations is an extensive observable fact with far reaching practical and economic consequences. The consequence of job stress can adversely affect the emotional, psycho-social and physical health of workers indirectly resulting low productivity, less satisfied, and less healthy workers as well as the organizations. Along with teaching work teachers have been engaged in various other works like census survey, election duty and so on. Compare to government school teachers the mental health of private school teachers are more pitiable especially in metro cities. The school administration assign them number of other school works besides the teaching. After all job insecurity and low salary are some of the important factors of teachers' stress.

Now days the role and responsibility of a teacher is multitasked in the present day school system. Further it can be said that, teaching also become one of the most stressful professions just like other stressful occupations in the world. Job insecurity, low salary package, lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching are some of the sources of work place stress among school teachers in metro cities especially for private school teachers. As a result the low grade teaching, poor moral teaching, poor teacher-student relationship and low performance of students are some of the common problems occur in school settings. In this regard Kyriacou (2001:2) viewed that teaching manifest the experience of a teacher's stress through unpleasant teaching, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work stress. The study of Wilson (2002) affirmed that stress can have a negative effect on teacher's well being (physically, behaviorally or mentally and also emotionally), and thereby affects not only teachers, but also the school and more

importantly, the students (e.g. Students' perceived relation with teacher).

The work place of teacher is a constant socially isolated environment surrounded by hostile views and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. Some other problems in school sector are suggested by Kyriacou (2001; Austin et al (2005); Adams (2001); Jenkins & Calhoun (1991) and Fimian (1987) that teaching is the most stressful experiences for teachers however, lack of adequate teaching resources, adequate time to deal effectively with students, as well as issues such as salary, lack of feedback for teaching performance, unclear methods of evaluation, lack of peer support and dealing with colleagues, students' misbehavior and home life quality have also been mentioned as sources of stress among the teachers. In metro cities even in some middle class cities the new trend in school setting i.e. summer camp, excursion, study tour etc are also some of the extra burden for the teachers especially in private school sectors. So teaching a pleasant job and dedicated job for students now become more stressful job like other stressful work field.

Burnout is the result of remorseless stress, but it isn't the same as too much stress. People who are stressed can imagine that they can get everything under their control and therefore feel better. Burnout, on the other hand, is not easy enough to get escaped from. In this context Maslach, Jackson & Leiter (1996) defined burnout as a "syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with people in some capacity". Further Maslach, Schaufeli & Leiter, (2001) they again stated that emotional exhaustion refers to the feeling of being emotionally over-extended, tired

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and fatigued. Depersonalization refers to the tendency to develop negative, cynical, callous or detached attitudes towards the people with whom one works. The Third component is the loss of or reduced feeling of personal accomplishment derived from jobs and employees often evaluate themselves negatively. In lay men's language it can be said that being burned out means feeling empty, and being devoid of motivation. People experiencing burnout often don't see any hope of positive change in their situations. The other important difference between stress and burnout is that while an individual can be aware of being under a lot of stress, he cannot always notice burnout when it happens.

The studies by Raschke (1985); Balse (1986); Hock and Roger (1996), indicated that the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation, such as inability to meet the demands of students and a lack of adequate coping mechanisms. Schools are considered as a formal organization (Hoy & Miskel, 1987), and teachers are susceptible to organizational stress of role conflict and role ambiguity. Many researchers have identified sources of stress among post-secondary faculty members. Their findings have indicate that time pressures (Astin, 1993; Barnes, Agago & Coombs, 1998; Smith et al., 1995; Thompson & Dey, 1998) and high self expectations (Gmelch et al., 1986; Smith et al., 1995) are the main sources of stress for teachers. In many countries teacher's job is often considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in USA and Europe concerning the sources and symptoms of teachers' professional stress (Kyriacou, 1996).

Recently Ravichandran and Rajendran, (2007) conducted a study to found out the occupational stress among secondary school teachers in Chennai city India. The study was conducted on 200 higher secondary teachers (Males=82 and Females=118) randomly drawn from Government, aided and private schools age ranged 20-55 years and their experience ranged from 1-25 years. The same finding have also found from the study conducted by Manthei (1988) who has reported that female teachers experience more stress than male teachers due to job over load. Further Payne (1987) has found that women teachers reported significantly more stress concerning time management. However, there are no gender differences on the remaining six factors: personal expectations, teaching evaluation, lack of support from parents and other, facilities available at school, organizational policy and parental expectation. But from the study conducted by Ravichandran and Rajendran, (2007) it can be said that there is no significant difference in relation to different age groups. They also found no significant difference between the stress factors and work experience among the teachers. From the studies of Ravichandran & Rajendran, 2007, Manthei, 1988 and Payne 1987, it can be concluded that more female teachers are stress prone compare to the male teachers in school setting and the cause might be the factor like over work load, embarrassing nature and behavior of the boss and harassment from the other sources of work place.

II. AIM

To find out the relationship of organizational role stress and

burnout among the Government and Private (public) secondary & senior secondary school teachers (class 8th - 12th) in Delhi city, India.

III. HYPOTHESES:

1. High ORS will recite a high burnout score among the school teachers.
2. The private school teachers are more stress prone in organizational set up as compared to government school teachers.
3. The intense of burnout among private school teachers will be comparatively more than government school teachers.
4. Private school teacher's high occupational stress and burnout may be due to the administrative pressure as compared to government school teachers.

IV. SAMPLE

The present study was conducted in a total of six schools, three government Co-ed School and three private co-ed schools from Delhi city, India. A total of hundred teachers ranging from class 8th to 12th (Secondary to higher Secondary) have been selected as participants of the study. 50 teachers from government school and 50 teachers from private schools irrespective of genders have been selected purposefully for the present study.

V. DESIGN

The study followed a survey method of research and purposive sampling method was used. Initially the researcher formed rapport with all the teachers participated in the present study. After taking their consent and willingness for the study, the original data collection process started. All the teachers were assessed individually during their leisure time when they were free and relaxed. They were provided with questionnaire following the standard instructions mentioned in the manual of the ORS and Burnout by giving appropriate rest whenever it was required. However the teachers were instructed not to hurry, they were told to fill up the questionnaire taking as much time as they wanted.

VI. Setting

The natural setting of the school teachers (staff common room) was taken from where the questionnaires of stress and burnout were being filled up. The permission from the school authority was already been taken. In case the teachers were absent, the data was also collected from their homes. The teachers were also told that their responses would be kept confidential so they could answer truly whatever they felt for their respective position in the job.

VII. MATERIALS

For the data collection Occupational Role Stress (ORS) developed by Sen, (1981) in Indian context and Maslow's Burnout inventory developed by Maslach, Jackson & Leiter (1996) were used.

VIII. PROCEDURE

Before conduction of data, the researchers visited each school included in this study. Verbally taking the permissions from the school authorities and from each teacher the researchers detailed about objective of the study and requested each teacher participated in the study to fill up the questionnaire. Both the questionnaires were filled up during the leisure time. There was no such restriction to fill the questionnaires in specific time limits. So the participants responded without any burden and fatigue. The researchers also assured the participants that their information will be kept confidential. Whenever the participants were confused the researchers also helped to clarify and fill the data without any blunders. After conduction of all information of both questionnaire the researchers analyzed the data using SPSS 15.0 for both descriptive data and inferential statistic followed the student's 't' distribution for comparison between government schools and private schools. The comparison also had one with occupational role stress and Burnout of both government and private school teachers.

IX. RESULTS

Out of the total participants (N=100, n1=50 from government schools and n2=50 from private schools) of the study, it was found that only 8 (16%) teachers were male in government schools and 6 (12%) were in private schools. The result indicates that, less numbers of males are interested for teaching job, it might be due to low salary and overburden work environment in school setting, especially in metro cities. The qualification of the participants participated in the study indicated that among government school teachers majority (n= 24, 48 %) were only graduate following (16, 32%) were trained graduate, (8, 16%) were post graduate and only 2 (4%) were post graduate trained teachers. In the private school sectors majority (20, 40%) were trained graduate teachers followed by (13, 26%) graduate, (9, 18%) were post graduate and 8 (16%) were post graduate trained teachers participated in the study. The result indicates that high qualified person and trained person are not willing to work in the government school setting where as they are more oriented to work in the private school sectors. The cause might be that private schools are paying more salaries and other facilities compare to the government schools.

From the present study it can be stated that, highest numbers (26, 52%) from the private schools were belonged the age group 25-35 years following (n=14, 28%) from the age group 35-45 years, (n=9, 18%) aged 45-55 years and (n=3, 6%) from the age of 55 years and more were participated in the study. the result also indicated that (n=11, 22%) teachers from government were from the age group 25-35 years followed by (n=16, 32%) from the age group 35-45yrs, n=18 (36%) from aged 45-55 years and only (n=5, 10%) from the age of 55 years or more were participated in the study. The salary statement of the participants indicated that a number of 5 (10%) of participants from government school and a number of 6 (12%) of participants from private schools were earned an income between INR. 5000-15000 per month. Further a number of 26 (52%) from government schools and a number of 23 (46%) from private schools were getting a monthly

salary of INR. 15000-25000 followed by 12 numbers (24%) of teachers from government schools and 14 (28%) of teachers from private schools were getting salaries ranging from INR. 25000-35000. Only 7 (14%) of teachers from government schools and 6 (12%) of teachers from private schools were getting salaries of more than INR. 35000 per month. The work experience profile of the participants indicates that 10 (20%) of teachers from government schools and 11 (22%) of teachers from private school participated in the present study had a work experience of more than 20 years followed by the highest percentage teachers (n=26, 52%) from government schools and (n=18, 36%) from private schools had a work experience between 10 to 19 years. Only 14 (28%) from government schools and 21 (42%) from private schools were working with the work experiences of less than nine years in their respective jobs.

The comparison results of the study indicate a (Mean = 28.96, SD = 13.77) of ORS of government school teachers and a mean Burnout score (M = 36.90, SD = 8.36) of df = 98, which indicates a 't' value = 3.48. In the other hand, the mean, (M = 45.46, SD = 11.57) of ORS score of private school teachers and the mean, (M = 49.70, SD = 9.54) of Burnout score of these teachers of df = 98 suggests a 't' score of 2.04. The mean ORS score of combined group of both government and private school teachers was (M = 37.21, SD = 15.13), and the mean Burnout of the combined group was (M = 43.34, SD = 11.03) of df = 198, which indicates a 't' value of 3.28. From the results, it can be stated that, there is a significant difference exists between the occupational role stress and burnout among government school teachers. The study also revealed that there a significant difference exist between ORS and burnout among the private school teachers at both α 0.05 and at a 0.01. The overall all results of all 100 participants also indicates a significant difference between ORS and Burnout of the participants. In other words it can be said that teachers from both government and private sector have not been suffering both organizational role stress and burnout (Table-1).

Table-1: Comparison of ORS vs Burn out of Government and Private school teachers

Categories	Number	df	Mean	SD	t	P value
ORS government teachers	50	98	28.96	13.77	3.48	0.001
Burn out government teachers	50		36.90	8.36		
ORS private teachers	50	98	45.46	11.57	2.04	0.044
Burn out private teachers	50		49.79	9.54		
ORS combined group teachers	100	198	37.21	15.13	3.28	0.001
Burn out combined group teachers	100		43.34	11.03		

In accordance to the gender difference of ORS between male and female school teachers, the mean score of ORS (M = 26.81, SD = 13.37) of government male teachers (n= 8) and the mean score of ORS (M = 26.81, SD = 13.37) of government female (n= 42) of df = 48 indicates a 't' value of 0.47. In this regard, the result indicated no significant difference of ORS between government male and female teachers. Similarly the mean score of ORS (M = 49.33, SD = 8.51) of private male, (n= 6), and the mean score of ORS (M = 44.93, SD = 11.91) of private female (n= 44) of df = 48

indicate a 't' score of 0.87. The result also signifies no difference of ORS between private male and female teachers. The ORS mean score of combined gender of government school teachers, (n= 50) was (M = 28.96, SD = 13.77), and the ORS of combined gender (n=50) private school teachers was (M = 45.46, SD = 11.57) of df = 98, suggest a 't' score of 6.48. The result indicated that there is a significant difference of ORS between government and private school teachers (Table-2).

Table-2: Gender wise Comparison of ORS of both Government and Private School Teachers

Categories	Number	df	Mean	SD	t	P value
ORS government male	8	48	26.81	13.37	0.47	0.635
ORS government female	42		29.36	13.97		
ORS Private male	6	48	49.33	8.51	0.872	0.388
ORS private female	44		44.93	11.91		
ORS Combined Government	50	98	28.96	13.77	6.48	0.000
ORS Combined Private	50		45.46	11.57		

Further, from the analysis of burnout score of government and private school teachers, the mean burnout score (M = 35.47, SD = 11.53) of government male teachers (n = 8), and the mean burnout score (M = 37.17, SD = 7.77) of government female, (n = 42) of df = 48 indicated a 't' score of 0.522. In this context the result indicates that there is no significant difference of burnout between male and female government teachers. Similarly the mean burnout score (M = 49.33, SD = 5.68) of private male (n = 6) and the mean burnout score (M = 44.85, SD = 9.99) of private female school teachers, (n = 4) of df = 48 suggests a 't' score of 0.124 which indicates no significant difference between private male and female school teachers. But the combined gender mean burnout score (M = 36.90, SD = 8.36) of government school teachers, (n = 50), and combined gender mean burnout score of private school teachers (n = 50) reveals a 't' score of 7.17, which indicates a significant difference of burnout between government and private school teachers (Table-3).

Table-3: Gender wise Comparison of Burnout of both Government and Private School Teachers

Categories	Number	df	Mean	SD	t	P value
Burnout government male	8	48	35.47	11.53	0.522	0.604
Burnout government female	42		37.17	7.77		
Burnout Private male	6	48	49.33	5.68	0.124	0.902
Burnout private female	44		49.85	9.99		
Burnout Combined Government	50	98	36.90	8.36	7.17	0.000
Burnout Combined Private	50		49.79	9.54		

ORS results across school setting among individual gender indicates the mean score of ORS (M = 26.81, SD = 13.37) of government male teachers (n = 8) and the mean score of ORS (M = 49.33, SD = 8.51) of private male teachers (n = 6) of df = 12 suggests a significant difference (t = 3.59). In other hand the mean score of ORS (M = 29.36, SD = 13.97) of government female teachers, (n = 42) and the mean score of ORS (M = 49.85, SD = 9.99) of private female teachers, (n = 44) of df = 84 suggests a significant difference of ORS

between the female from government and private school (t = 7.84). The mean score of ORS (M = 36.46, SD = 16.05) of combined male teachers (n = 14) and the mean score of ORS (M = 37.33, SD = 15.07) of combined female teachers, (n = 86) of df = 98 reveals no significant (t = 0.198) difference (Table-4).

Table-4: Comparison of ORS of both Government and Private School Teachers across gender

Categories	Number	df	Mean	SD	t	P value
ORS government male	8	12	26.81	13.37	3.59	0.004
ORS private male	6		49.33	8.51		
ORS government female	42	84	29.36	13.97	7.84	0.000
ORS private female	44		49.85	9.99		
ORS combined male	14	98	36.46	16.05	0.198	0.844
ORS combined female	86		37.33	15.07		

In regard to the mean score of burnout (M = 35.47, SD = 11.53) of government male teachers, (n = 8) and the mean score of burnout (M = 49.33, SD = 5.68) of private male teachers, (n = 6) of df = 12 indicates a significant difference (t = 2.68). Similarly the mean burnout score (M = 37.17, SD = 7.77) of government female teachers (n = 42) and the mean burnout score (M = 49.85, SD = 9.99) of private female teachers (n = 44) of df = 84 suggests a 't' score of 6.54 which also indicates a significant difference. Finally the mean burnout of combined male (n = 14) was (M = 41.41, SD = 11.60) and the mean burnout score (M = 43.66, SD = 10.97) of combined female teachers (n = 86) indicates no significant difference (t = 0.705, df = 98) between male and female teachers from both government and private school settings (Table-5)

Table-5: Gender wise Comparison of Burnout of both Government and Private School Teachers

Categories	Number	df	Mean	SD	t	P value
Burnout government male	8	12	35.47	11.53	2.68	0.020
Burnout private male	6		49.33	5.68		
Burnout government female	42	84	37.17	1.20	6.54	0.000
Burnout private female	44		49.85	1.50		
Burnout combined male	14	98	41.41	11.60	0.705	0.482
Burnout combined female	86		43.66	10.97		

X. DISCUSSION

Now days teaching has been identified a stressful occupation similar to any other jobs in corporate setting. Besides the work related stress, psychological burnout among teachers has been one of the major reason for capable teachers for leaving their profession to opt other careers interest. The cause might be lack of job satisfaction among the teachers working in the school settings. In this regard Schwab & Iwanicki, (1982); Mark & Anderon (1978) and Mwamwenda (1995) from their study affirmed that, lack of job satisfaction results in frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the teaching profession, and psychological withdrawal from the work. In this regard the present study was planned to found out the relationship between

organizational role stress and burnout among teachers of government and private schools in Delhi city in India. Primarily the objective of the study was to compare the occupational stress and burnout among government and private school teachers. Secondly it was also aimed to compare the occupational stress and burnout among male and female teachers working in both settings. The present study was conducted following a survey method of research. The total sample of the study was comprised 100 secondary and senior secondary school teachers ($n_1 = 50$: government school teachers and $n_2=50$: private school teachers). Information in relation to the objective were collected using Organisational Role Stress (ORS) scale (Sen 1981) and Maslach 's Burnout Inventory (Maslach ,Jackson & Leiter, 2001).The data analysis have been done using SPSS 16.0. Comprising the descriptive statistics and the researcher conducted student's 't' test to compare both government and private school teachers along with the male and female genders.

The participants included in the study indicate a less number of males interested for teaching job in metro cities as compared to females. A similar result was also found from the study of George, Louw and Badenhorst,(2008). In their study aiming to found out the job satisfaction among urban secondary-school teachers in Namibia, it was seen that less number of males (33.2%) had opted teaching job as their profession as compared to females (66%). The cause might be that in metro cities male persons are not interested for teaching job due to low salary package and over burdened work. In this context Wisniewski (1990) affirmed that there were mainly three related factors that influenced the job satisfaction experienced by polish teachers such as good pay, good organization of the school, and the atmosphere in the school.

From the present study it is found that there is a significance difference between occupational stress and burnout among private school teachers. In other words it can be said that the people who suffer occupational stress may not suffer burnout in their organizational setting. Similarly the result of occupational stress and burnout among government school teachers indicates a significant difference. The combined results also indicated a difference of Ors and burnout among school teachers. From the above results it can be said that 99% of private school teachers have no such difference in organizational stress and burnout but in case of government school teachers there is a significant difference in occupational stress and burnout among school teachers. In other words teachers who have been suffering occupational stress may not be suffering burnout on same intensity. Therefore the first hypotheses of the study: High ORS will recite a high burnout score among the school teachers is rejected.

The comparison result of the organizational role stress between the government and private school teachers indicate a significant difference at ($p=0.01$) level. In other words it can be said that private school teachers are more stressed than government school teachers. The result was quite similar with the study conducted by Sinkpal, Negi and Vashishtha (2010), from which it can be said that private employees are more occupationally stressed compared to the government employees.

The second hypothesis of the study: The private school teachers are more stress prone in organizational set up as compared to government school teachers is also fully satisfied. The burnout among government and private school teachers also indicated that the private school teachers have more burnout in the organizational sector compared to the government personnel. In this context it can be said that our third hypothesis: The intense of burnout among private school teachers will be comparatively more than government school teachers are also completely retained.

From the result of both organizational role stress and burnout combined groups of school teachers it is stated that the teachers especially in private school settings are suffering more stress and burnout compared to the teachers from government schools. In this context, it is important to say that although government school teachers are comparatively less stressed, but they are not totally free from organizational role stress. In this regard the qualitative analysis (report of teachers) reported that the organizational role stress and burnout are mainly due to additional work, high performance expectations, job turnover and contractual packages in private sector, which are responsible for organizational role stress and burnout among private school teachers. In the present instance, the fourth hypothesis of the study: Private school teacher's high occupational stress and burnout may be due to the administrative pressure as compared to Government school teachers is also contented.

The gender comparison results of ORS and burnout indicates no significant difference between the male and female participants teaching in both government and private school settings This study is supported by another similar study done by (Olaitan 2009) which confirmed that there is no significant difference in the job stress experienced by teachers based on their gender. However the comparative burnout score of both male and female results no significant difference. In this regard it can be said that there is no such discrimination of occupational stress among male and female school teachers working both in government and private school settings

The comparison result of organizational role stress indicates a significant difference in occupational stress between male participants teaching in private and government schools. Similarly, there is a significant difference of ORS between the female participants working in both government and private school sectors. In this regard it can be said that males and females teaching in private schools settings are more stressful than the one teaching in government school because of high performance expectations, too many administrative assignments, additional workload and tedious meetings. The participants of the study done by Daniël Louw, & Badenhorst (2008) reported that the other extrinsic factors such as quality of school management and administration, level of teacher salary, and quality of classroom supplies are also some of the factors that are considered as important for the teacher's work satisfaction in private schools.

The result of burnout indicated a significance difference between the male teachers teaching in government and private school. The result is also similar for the female working in government and private school sector. In an earlier study, Anderson and Iwanicks (1984) indicated that,

teachers from high school are found to be more burnout than teachers from elementary schools. The causes are clear to say that, over burden work, administrative pressure and numbers of demands and criteria to fulfill. The results of combined ORS indicated no significant difference in organizational role stress for male and female participants in the study. The results are in conformity to the study done by Chitra & Mahalakshmi (2012). The results of their study indicated that both male and female employees' in organizational setup feel stressed relatively on same intensity.

Finally, it can be said that the teachers teaching in private school are more stressed than the ones teaching in government school settings. Among the school teachers mostly male teaching in private school are occupationally stressed as compared to others due to the over work load, low salary, tedious meetings and stressful situations. Similarly females teaching in private schools are also comparatively stressed from their government school counterparts. From the study it is interesting to say that no significant relationship exists between the organizational role stress and burnout among the government school teachers. The cause might be that their burnout may not be organizational related, it might be due to some other resources.

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