



Original Article

School Teachers: Job Stress and Job Satisfaction, Kaski, Nepal.

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Abstract:

In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. In the present study, the attempt was made to identify the level of job stress and job satisfaction among teachers in consideration with their gender differences along with age and experiences.

Study comprised of randomly selected 69 school teachers from Pokhara, Nepal. Socio economic data of the subjects were collected by questionnaire. Modified TJSQ and Modified TARSO were applied to identify the Job satisfaction and Job stress of the subjects. Data from acceptable returned questionnaires were analyzed by SPSS 17.

It can be concluded from the analysis that, the school teachers were partly satisfied and experiencing mild to moderate stress from their job overall. These can be the resultant of unfavorable job condition and job types for the school teachers.

Key Words: School Teacher; Job Stress, Job Satisfaction

Introduction

Stress in our society is not something that is invisible. Person whether a child, adult, men, women, employed, unemployed everyone is facing stress in his/her own way Today's life is full of challenges. In everyday life we come across many situations. Some of them act as a source of inspiration for us and some causes challenges. It is the human nature to face the challenges boldly or to escape from it. All this varies from person to person. Any challenge that exceeds the coping abilities of the individual becomes stress.

There is no doubt that teaching has become a more demanding and intense job. Not surprisingly, teaching has been identified as one of the professions associated with high to very high levels of occupational stress (Acirrt, 2002; Punch & Tuetteman, 1996).

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Teacher job satisfaction has also been the subject of considerable literature (Dinham & Scott, 1996; 1998; 2000; McCormick, 1997a; 1997b; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other negative factors such as intention to leave teaching has been studied in various contexts (De Nobile, 2003; McCormick, 1997; Woods & Weasmer, 2004).

Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997).

Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way (Manthei & Gilmore, 1996;

McKenna, 1987). According to a substantial body of literature, teaching can be a very stressful occupation and teacher stress appears to have increased in recent decades (Bernard, 1990; Chaplain, 1995; Kyriacou, 2001; Laughlin, 1984; Manthei & Gilmore, 1996; Munt, 2004; Otto, 1986; Punch & Tuetteman, 1996).

Continuous exposure to stressful situations seriously depletes teacher's emotional and physical resources, thus leaving an individual unable to cope successfully with further stress (Barmby, 2006; McLeskey et al., 2004). In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. (Ruma et al., 2010; Eichinger, 2000). Factors like excessive work, lack of administrative and parental support, inadequate salaries, disciplinary problems, lack of students' interest, overcrowded classrooms, and public criticism of teachers and their work (Rice and Goessling, 2005; Ruma et al., 2010). According to Alkhrisha (2002), major sources of stress of Jordanian teachers are workload, low salary, lack of self-esteem, lack of in-service training opportunities, and lack of access to new information and knowledge. Also, this study discovered that demographic variables are the major predicted variables of teacher distress. In addition, some demographic variables, such as age, marital status, experience and sex, were found to be related to burnout (Harris et al., 2008).

Education structure in Nepal is structured as school education and higher education. School education includes primary level of grades 1–5, lower secondary and secondary levels of grades 6–8 and 9–10 respectively. Pre-primary level of education is available in some areas. Six years old is the prescribed age for admission into grade one. Grades 11 and 12 are considered as higher secondary level.

Education management, quality, relevance, access are some of the critical issues of education in Nepal. Societal disparities based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Resource crunch has always been a problem in education. These problems have made the goal of education for all a challenge for the country.

Therefore, in the present study, the attempts with the objectives to identify the level of job stress and job satisfaction among teachers was made in consideration with their gender differences along with age and experiences.

Method

Selection of subjects

The subjects of the study comprised of 69 school teachers

(Males = 34 and Females = 35), which were randomly selected from Government aided and private schools in the city of Pokhara, Kaski district, Nepal.

Tools & Data Collection

Tools were made by reviewing the literature, consultation with experts & modifying the standard questionnaire (Lester, 1987; McCormick, 1997).

Socio economic data were on gender, age, education, total years of experience and monthly income.

Job satisfaction was measured by using the Modified Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1987). Some items were omitted and wordings modified to match with Nepali school systems. The modified questionnaire was consisting of items relating to supervision, recognition, colleagues, working conditions, student, feedback and responsibility. These items were categories in three sections as Job control (7 items), Job role (8 items) and Job support (9 items). Respondents were requested to rate the extent to which they agreed with each statement on a scale of 0 to 4 (strongly disagree to strongly agree).

Occupational stress was measured using the Modified Teacher Attribution of Responsibility for Stress Questionnaire (TARSQ) developed by McCormick (1997). The modified questionnaire comprised with sources of stress, such as students, school administration, communication, support structures and personal traits and categories in two sections as Physical stress (13 items) and Psychological stress (15 items). Respondents were required to rate each statement according to how stressful they are on a scale from 0 to 4 (strongly disagree to strongly agree).

Data were collected after taking administrative permission from schools & written consent from teachers. Total 80 questionnaires were distributed. Out of those 11 were rejected due to incomplete data.

Statistic

Data from acceptable returned questionnaires were entered into an SPSS (Statistical Package for Social Science; version 17) database. Factor analyses were used to identify dimensions of job satisfaction and stress. Factor means were analyzed to compare the strength of sources of job satisfaction and occupational stress for the sample. ANOVA and t-test were employed to identify and compare relationships among the variables.

Results

It was found from the study that, the school teachers are working in various conditions in Kaski district. Ages of teachers in this study varied in range of 18 years to 59 years having mean age of 30.42 years (± 7.75). Due to growing demand of teachers, along with the experienced teachers, lots of newly joined teachers were also found. The average years of experience were 8.27 years. The main disparity found in this study was monthly income of the teachers. Average income was found 12253 NPR / month, with the range of 5000 – 35000 NPR/ month. (Table 1)

Table I General information of school teachers

Variable	Score	Range
Age (years)	30.42 (± 7.75)	18 – 59
Total Years of Experience (years)	8.27 (± 6.49)	1 – 38
Monthly Income (NPR)	12253 (± 7267.66)	5000 – 35000

Among total of 69 participants, there were 35 (50.7%) women. Twenty (29%) of the total participants were ≤ 25 years, thirty five (50.7%) were >25 to ≤ 35 years and fourteen (20.3%) were >35 years of age. Majority of them (49.3%) were found having graduate degree, 24.6 % were undergraduate and 26.1% were postgraduate. Fifty eight percent of the total teachers were getting monthly income of ≤ 10000 NPR. Majority of teachers (37.7%) were newly joined (≤ 5 years) or having >5 to ≤ 10 years of experience. Only 24.6% of teachers were having >10 years of experience. (Table 2)

Job satisfaction and Job stress scores of school teachers are displayed in table 3. As the scoring was done in such a way which denotes less score meant more stress and more score meant more satisfied. According to the Job stress score the teachers were having mean Physical Stress score 35.99 and mean Psychological Stress score 40.26. By analysing Job satisfaction of the teachers, it was found that, they were having mean Job Control score 20.74, mean Job role score 22.86 and mean Job Support score 23.42.

Table 4 shows five high stress items among the school teachers. As revealed by the Job Stress score, the most stressful item for teachers was “Physical complains as migraine” (0.9 ± 1.06). Teachers also rated “No life outside work” (1.78 ± 1.24), “Excessive monitoring regimen” (1.96 ± 1.17), “Harassment in school” (2.16 ± 1.51) and “No proper break from work in

school” (2.26 ± 1.0) as stress factors.

Table II Socio demographic information of school teachers

Sample Characteristics (N = 69)	f	%
Gender		
Male	34	49.3
Female	35	50.7
Age		
≤ 25 years	20	29.0
>25 to ≤ 35 years	35	50.7
>35 years	14	20.3
Education		
Undergraduate	17	24.6
Graduate	34	49.3
Postgraduate	18	26.1
Monthly Income		
≤ 10000 NPR	40	58.0
>10000 NPR	29	42.0
Year of experience		
≤ 5 years	26	37.7
>5 to ≤ 10 years	26	37.7
>10 years	17	24.6

Table III Job satisfaction and Job stress scores of school teachers

Variable	Score	Range
Job Stress	Physical Stress^H	35.99 (± 6.46) 22 - 49
	Psychological Stress[∞]	40.26 (± 6.41) 20 - 53
Job Satisfaction	Job Control^β	20.74 (± 2.78) 8 - 26
	Job Role^Ω	22.86 (± 3.84) 13 - 32
	Job Support^α	23.42 (± 5.07) 8-33

^HMaximum value 54, [∞]Maximum value 60, ^βMaximum value 28, ^ΩMaximum value 32, ^αMaximum value 36.

Table IV High Stress items among the school teachers

Stressors	Scores	Range
No life outside work	1.78 (± 1.24)	0 - 4
No proper break from work in school	2.26 (± 1.0)	0 - 4
Physical complains as migraine	0.9 (± 1.06)	0 - 4
Harassment in school	2.16 (± 1.51)	0 - 4
Excessive monitoring regimen; no reasonable degree of autonomy	1.96 (± 1.17)	0 - 4

Table V Less Satisfactory items among the school teachers

Less Satisfactory factors	Scores	Range
No acknowledgement of the time put in at home for school work	2.23 (± 1.19)	0 – 4
Changes occur without consultation with teachers	2.48 (± 1.11)	0 – 4
No appropriate on job training	2.38 (± 1.1)	0 – 4
No opportunity for career development	2.35 (± 1.28)	0 – 4
Not satisfied with curriculum	1.74 (± 1.2)	0 - 4

Table VI School teachers Job satisfaction and Job stress according to their gender and monthly income.

Variable	f	Physical Stress		Psychological Stress		Job Control Score		Job Role Score		Job Support Score	
		Score		Score		Score		Score		Score	
		Score	t - test	Score	t - test	Score	t - test	Score	t - test	Score	t - test
Gender											
a. Male	34	34.48 (± 3.82)	t = 2.116	39.24 (± 7.28)	t = 1.317	20.59 (± 3.36)	t = 0.442	22.38 (± 4.41)	t = 1.007	22.29 (± 5.64)	t = 2.015
b. Female	35	37.06 (± 6.03)	p = 0.038*	41.26 (± 5.35)	p = 0.192	20.89 (± 2.11)	p = 0.66	23.31 (± 3.2)	p = 0.318	24.51 (± 3.22)	p = 0.048*
Monthly Income											
Up to 10000 NPR	40	36.75 (± 5.55)	t = 1.157	40.7 (± 5.88)	t = 0.666	20.98 (± 2.14)	t = 0.826	23.23 (± 3.45)	t = 0.938	24.13 (± 4.95)	t = 1.365
More than 10000 NPR	29	34.93 (± 7.52)	p = 0.251	39.66 (± 7.16)	p = 0.508	20.41 (3.49)	p = 0.412	22.34 (± 4.34)	p = 0.352	22.45 (± 5.15)	p = 0.177

*p < 0.05

The five less satisfactory items among the school teachers are presented in table 5. From the study it was found that the teachers were mostly unsatisfied with “present curriculum” (1.74 \pm 1.2). Other items which were unsatisfied for teachers related to the Job support and Job role were, “Acknowledgement of the time put in at home for school work” (2.23 \pm 1.19), “opportunity for career development” (2.35 \pm 1.28), “job training” (2.38 \pm 1.1) and “Changes occur without consultation with teachers” (2.48 \pm 1.11).

School teachers Job satisfaction and Job stress were analyzed according to their gender and monthly income (Table 6). From analysis of stress score of male and female teachers it has been found that male (39.24 \pm 7.28) are having more psychological stress than the female (37.06 \pm 6.03). More significant (p=0.038) physical stress was observed among the male (41.26 \pm 5.35) then the female (34.48 \pm 3.82). Similarly female teachers were more satisfied in their job than the male. In this study female (24.51 \pm 3.22) are significantly (p=0.048) more satisfied in Job support part than the male (22.29 \pm 5.64) teachers. To identify the effect of monthly income on Job satisfaction and Job stress, the teachers were grouped in 2 categories. One those were having monthly income up to 10000 NPR (f = 40) and others those were

having more than 10000 NPR (f = 29). From the analysis of stress score, it was found that the group earning more than 10000 NPR (f = 29) having more job stress, both physical & psychological stress. They were also less satisfied then the other group (Table 6).

To find out the effect of age, education and Year of experience on the school teachers Job satisfaction and Job stress, teachers were categories in three groups as per age, education and experience (Table 7). It was found that the teachers of >25 to \leq 35 years age were having more stress than the other two groups. They also had less job satisfaction in Job Control and Job Support item than the other two groups. There was a significant (p = 0.042) less job satisfaction in Job Role item among the teachers of >25 to \leq 35 years age than the other two groups. By analyzing the role of education level on Job satisfaction and Job stress of the teachers, it was found that the teachers having postgraduate degree (Physical Stress score = 33.94 \pm 7.13, Psychological Stress score = 40.79 \pm 8.76) were having more job stress than the Undergraduate (Physical Stress score = 36.94 \pm 4.34, Psychological Stress score = 41.59 \pm 5.22) and Graduate (Physical Stress score = 36.59 \pm 6.9, Psychological Stress score = 40.47 \pm 6.59). The teachers having postgraduate degree were having

Table VII School teachers Job satisfaction and Job stress according to their age, education and Year of experience.

Variable	f	Physical Stress Score		Psychological Stress Score		Job Control Score		Job Role Score		Job Support Score	
		Score	Anova	Score	Anova	Score	Anova	Score	Anova	Score	Anova
Age											
<=25 years	20	37.2 (±4.87)		40.9 (±3.77)		21.0 (±1.81)		23.8 (±2.31)		24.8 (±4.47)	
>25 to <=35 years	35	35.2 (±6.75)	F = 0.614 p = 0.544	39.69 (±6.65)	F = 0.281 p = 0.756	20.43 (±2.62)	F = 0.447 p = 0.642	21.8 (±3.14)	F = 3.32 p = 0.042*	22.97 (±4.33)	F = 1.077 p = 0.346
>35years	14	36.21 (±7.78)		40.79 (±8.76)		21.14 (±4.15)		24.14 (5.24)		22.57 (±7.21)	
Education											
Undergraduate	17	36.94 (±4.34)		41.59 (±5.22)		20.82 (±2.38)		22.82 (±2.01)		23.71 (±4.77)	
Graduate	34	36.59 (±6.9)	F = 1.241 p = 0.296	40.47 (±6.59)	F = 0.978 p = 0.381	20.85 (±3.05)	F = 0.134 p = 0.875	23.76 (±3.14)	F = 3.43 p = 0.038*	24.15 (±4.45)	F = 1.335 p = 0.27
Postgraduate	18	33.94 (±7.13)		38.61 (±7.05)		20.44 (±2.73)		21.17 (±4.67)		21.78 (±6.24)	
Year of experience											
<= 5 years	26	36.31 (±5.88)		40.42 (±5.03)		20.85 (±1.83)		23.19 (±3.46)		24.04 (±5.19)	
>5 to <=10 years	26	35.88 (±7.06)	F = 0.057 p = 0.944	39.35 (±6.95)	F = 0.54 p = 0.585	20.58 (±2.58)	F = 0.069 p = 0.933	22.15 (±3.89)	F = 0.705 p = 0.498	22.73 (±4.82)	F = 0.432 p = 0.652
>10 years	17	35.65 (±6.73)		41.41 (±7.54)		20.82 (±4.14)		23.41 (±4.37)		23.53 (±5.42)	

less Job satisfaction than the Undergraduate and Graduate teachers. These postgraduate teachers (21.17 ±4.67) were having significantly less (p = 0.038) Job satisfaction on Job Role item than the Undergraduate (22.82 ±2.01) and Graduate teachers (23.76 ±3.14). It was found from the study that, there were mixed

effect of year of experience on the school teacher's Job satisfaction and Job stress. Where the teachers were having >10 years of experience showed more Physical Stress (35.65 ±6.73) than the other two groups and the teachers were having >5 to <=10 years of experience showed more Psychological Stress (39.35

±6.95) than the other two groups. The teachers were having >5 to ≤10 years of experience also express less Job satisfaction than the other two groups.

Discussion

Analysing the scores of job satisfaction suggests that the teachers in this study were satisfied with responsibility for their work, the relationships they had with students and the work itself. It makes sense that these three factors have the highest means. Two were about aspects of the real work that goes on in schools - dealing with students and some level of autonomy with regard to work. If these two factors were not prominent, one would not expect satisfaction with the work itself to be high either because this factor concerns the intrinsic satisfaction obtained from planning work and dealing with the students. The mean for General Job satisfaction indicates that, on the whole, school teachers in the sample were satisfied with their job. This is encouraging, in terms of the morale of people in these schools.

The five less satisfactory items among the school teachers are pointed out from this study were present curriculum, acknowledgement of the time put in at home for school work, opportunity for career development, job training and Changes occur without consultation with teachers. The major dissatisfaction among the teachers was related to the curriculum they are following. Also they reported that they were not getting any acknowledgement of the time they put at home for school work even they complained they were not getting any proper job training or any consultation before any changes, which made them reluctant towards their job and role in school. Major parts of teachers were in doubt with their opportunity for career development in the institution. It is to be expected that stress attributed by teachers to lack of support and appreciation would be associated in a negative way with job satisfaction attributable to this facet of organizational life. This finding is consistent with other studies that suggest job satisfaction and stress, associated with support and recognition from the principal, were related (McCormick, 1997b; Woods & Weasmer, 2004).

From the stress factors it revealed that the support and personal domains were the most stressful aspects of school life for these participants. The mean score for Job stress indicated that teachers in the participating schools were experiencing mild to moderate stress from their job overall.

Identifying as stressors for the school teachers job stress, the five high stress items were Physical complains as migraine,

No life outside work, Excessive monitoring regimen, Harassment in school and No proper break from work in school. These revealed the job condition and job types for the school teachers in some point were not favourable and which can be capable cause for the job stress of the school teachers. Job stress may influence one's perceptions of working conditions. Research by Brown and Ralph (1992) identified working conditions, in terms of staff facilities, as a source of teacher stress. Punch and Tuetteman (1996) reported a similar finding.

Analysis of stress score of male and female teachers showed that, those males were having more psychological stress than the female. Physical stress was more significant among the male than the female. On the other hand, female teachers were significantly more satisfied in their job than the male. This was to be expected because job satisfaction is an indication of positive attitudes towards work, while occupational stress relates to negative aspects of work. Previous studies have also found job stress and job satisfaction to be negatively related (Borg et al, 1991).

In this study it was found that the teachers of >25 to ≤35 years age were less satisfied in Job Role item than the other two groups. From this finding it can said that the age has a significant role on the job stress and job satisfaction. The mid age teachers were having more stress and less satisfaction, might be because these age people were ambitious and building their career. This time they need more support from the management. Conversely, job stress may work to lessen satisfaction with over supervision, especially if the stress is partly attributed to less than adequate performance and supervisory support is not forthcoming. Other studies also found low supervisory support to be related to more job stress (Luthans, 2002).

The present study showed that postgraduate teachers were having significantly less Job satisfaction on Job Role item than the Undergraduate and Graduate teachers. This indicates that the higher educated teachers were not able to cope up with their role in institution. Even they tried to do some implication or innovation at their job it was not accepted by job role. Innovative teaching practices were likely to have a greater chance of success when support from the school and its administration is present.

The year of experience on the school teachers were not showing any significant effect on Job satisfaction and Job stress. Where the teachers were having >10 years of experience showed more Physical Stress and the teachers were having >5 to ≤10 years of experience showed more Psychological Stress.

The teachers were having >5 to <=10 years of experience also expressed less Job satisfaction. It has been seen that the new teacher were not having that stress or dissatisfaction than the others. These might be because the teachers were working for long time; they became frustrated when they were not getting any positive support or any recognition from the institution. The link between support and recognition from principals and job satisfaction and stress were consistently established in the literature. Support and recognition has been consistently associated with job satisfaction, while lack of it has been identified as a source of stress (Dinham & Scott, 1996).

Conclusion

It can be concluded from the analysis that, the school teachers were partly satisfied with responsibility for their work, the relationships they had with students and the work itself. But they need some more support and recognition from the institution or management. The participating school teachers were experiencing mild to moderate stress from their job overall. These can be the resultant of unfavorable job condition and job types for the school teachers.

There some major points should be taken care by the institution or management that, supervision, support and relationship with the teachers need to be corrected and enhanced most strongly. Some other areas like, frustration, ignorance and recognition, need to be taken care to reduce the stress and dissatisfaction of the teachers.

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