International Journal of Innovative Research in Engineering and Management (IJIREM)
ISSN (Online): 2350-0557, Volume-10, Issue-4, August, 2023
https://doi.org/10.55524/ijirem.2023.10.4.20
Article ID IJIR2449, Pages 156-161
www.ijirem.org

# A Study of the Relationship of Job Satisfaction with Self-Efficacy, Adaptation, and Occupational Stress Among the Teachers in the Changing Educational Policy in India

**Dr. Kamlesh Chandra Prasad[1], and Wagish Chandra Choudhary*[2]**

[1] Professor, Department of Education, Sai Nath University, Ranchi, Jharkhand, India
[2] Research Scholar, Department of Education, Sai Nath University, Ranchi, Jharkhand, India

Correspondence should be addressed to Wagish Chandra Choudhary; wagish_1988@gmail.com



**ABSTRACT-** Teachers always play important role in the teaching learning process. Recent changes in India's educational policy have attracted several thinkers and researchers to explore the teaching learning wellbeing of Indian education system. School teachers are very important part of this educational infrastructure. Present research is dedicated to the primary schools' teachers and their job satisfaction. A school teacher has to face multiple challenges related with students and management. Researchers have used a questionnaire with 30 questions. A survey has been conducted among 500 primary school teachers in Patna district, Bihar. The present study shows that their self-efficacy, adaption and management of occupational stress plays great role in their job satisfaction.

**KEYWORDS-** Job Satisfaction with Self-Efficacy, Adaptation, Occupational Stress

## I. INTRODUCTION

Teachers are the most important part of teaching learning process. Without them the education cannot be imagined. Recent years have seen the scope of digitalization in education. Changes in the education system does not limit to digitalization but it also has impact of new educational policy. It can be said that the teachers are going through massive changes and for their age group, new learning is usually difficult. In such scenario the level of their job satisfaction is very crucial for them. Job satisfaction is very important for any worker. When it comes to teaching profession, the role of job satisfaction become higher. Teacher has to play constructive role in development of children. He must have self believe that he could do aal the roles expected by a teacher. In primary teaching the role of teachers not only limit to the teaching but other administrative issues also surround them. Those teachers who themselves believe that they are capable for their job often do better. In teaching learning process, it is commonly known as self-efficacy [1].

The teachers are often put in different roles. They often get transferred in different branches of school. It is expected form them that they should change according to the need of their job. This dynamic role expectation forms a teacher sometimes becomes a reason of dissatisfaction with the job. The researcher has considered adaptation as the key contributor for the job satisfaction.

Another aspect that affects the teachers job satisfaction is occupational stress. As a teacher if we will try to find key skills for the job, we could end up by saying that one needs to have academic grades as well knowledge of the subject. But, the actual role of a teacher is versatile, he needs to perform multiple tasks. Government teachers are often engaged in the admiration of government schemes, like Polio eradication, election duty, census, and many other things. In such case teachers are put in a multi-tasking role. The researcher has found that the work-related stress in also a contributing factor to the job satisfaction [2].

India has a deep history in education. Knowledge management, documentation of wisdom, and passing that wisdom to next generation was practised very efficiently in ancient India. The earlier education system was called as 'Gurukul vayavstha.' The teachers select students by their interest and proven virtue. If the guru accepts him as a student, he will live at the guru's home and assist in all household activities. This not only created a strong bond between the teacher and the student, but it also taught the student everything he or she needed to know about running a household. The guru taught the child everything he wanted to know, from Sanskrit to holy scriptures, mathematics to metaphysics. The student could stay as long as she wanted or until the guru felt he had taught everything he could. All learning was inextricably linked to nature and life. Lord Thomas Babington Macaulay introduced the modern school system, including the English language, to India in the 1830s. The curriculum was limited to "modern" subjects such as science and mathematics, with metaphysics and philosophy deemed unnecessary. Teaching was confined to classrooms, and the connection with nature, as well as the close relationship between the teacher and the student, were severed [3].

Each state has its department or Ministry of Education, which regulates school education within its jurisdiction. India has a high literacy rate of 74.04% for individuals aged seven and above, with 82.14% for males and 65.46% for females. The Gross Enrolment Ratio (GER) for higher

education is 26.30%, with over 700 universities and 37,000 colleges. However, the education system is not up to par, with poor quality, corruption, and inadequate government efforts. Private schools provide good quality education, but high fees make them accessible only to the rich. Public schools are also lacking quality education, and the government is not doing enough to improve conditions. The dropout rate is high, with many students dropping out before completing their education. India has two types of education: formal and informal. Formal education is followed by schools, colleges, and universities, consisting of five years of primary schooling, three years of middle school, and two years of high school. After high school, students can pursue higher education at a university or college. Informal education, provided outside the formal education system, includes training programs, workshops, and internships. It can be beneficial for students seeking specific skills or knowledge not covered in the formal education system or for gaining work experience before entering the workforce.

Education is a Concurrent List subject in India, which means that both the Indian central government and state governments are responsible for enacting and implementing education policy. The central board and the majority of state boards all follow the "10+2" education pattern. In this pattern, students spend ten years in school, two years in junior colleges or higher secondary schools, and three years studying for a bachelor's degree. The first ten years are further divided into eight years of elementary education (5 years of primary school and three years of middle school), two years of secondary education, and two years of higher secondary schools or junior colleges. This pattern was inspired by the recommendation of Education Commission of 1964–66[4,5].

The National Education Policy (NEP), approved in 2020 is set to replace the schooling system in the country with a new 5+3+3+4 system. Under the new schooling system, three years of kindergarten or playschool education will be brought under the ambit of formal education.

As of 2022, India is estimated to have 14,89,115 schools, which is more than 14 lakhs. These schools are classified according to their educational level, such as primary, secondary, and so on, as well as their gender specifics, such as girls-only schools, boys-only schools, and co-educational schools. After 2018, there was a decrease in the number of schools in India. Prior to that, there had been a significant increase in the number of schools, with the figure rising to 15,58,903 in 2017 from 15,18,160 in 2014. However, the downward trend does not indicate a poor educational standard. The reduction in the number of schools was caused by the amalgamation of schools across India. This downward trend, however, came to an end in 2021, when the number of schools increased to 15,09,136, up from 15,07,708 in 2020. Due to the amalgamation of schools across the country, the number of schools in 2022 will be 14,08,115. Schools in India are dispersed throughout the country's rural and urban areas. According to the most recent UDISE+ report for 2021-22, urban India has 2,54,327 schools, while rural India has 12,34,788 schools. In India, schools are divided into three levels of education: primary, secondary, and higher secondary. According to the most recent government reports, primary schools account for the vast majority of schools in India, with 11,96,265 primary schools, 1,50,452 secondary schools, and 1,42,398 higher secondary schools. The researcher has discussed the key issue considered in the study. In the growing Indian context education is very useful means of success. The researcher has defined the issue as, 'A Study of the Relationship of Job Satisfaction with Self-Efficacy, Adaptation, and Occupational Stress Among the Teachers in The Changing Educational Policy in India [6,7].'

## II. LITERATURE REVIEW

Skaalvik, E. M., & Skaalvik, S. (2015) have analyzed job satisfaction, work-related stress, consequences, and coping strategies among Norwegian teachers, revealing high satisfaction but severe stress and exhaustion. Results showed age-related differences in coping strategies and consequences.

Barari, R., & Barari, E. (2015) have investigated the relationship between emotional intelligence, self-efficacy, and job burnout among primary school teachers in Babol, Mazandaran, Iran. 225 teachers completed questionnaires, and Pearson correlations showed mutual correlations. Structural equation modeling (SEM) showed a good fit, and burnout was explained by emotional intelligence and self-efficacy. All model path coefficients were significant.

Law, F. M., & Guo, G. J. (2016) have examined the correlation between hope and self-efficacy in correctional officers in the Taiwan prison system. Participants were 133 officers from two institutions. Results showed that hope had a significant positive association with job satisfaction, while self-efficacy had a positive association with job satisfaction and organizational commitment.

Skaalvik, E. M., & Skaalvik, S. (2017) have focused on the relationship between teacher stress and self-efficacy, their influence on the school context, and their impact on teacher engagement and well-being. Teacher stress and self-efficacy are consistently negatively related, with negative correlations with job satisfaction and commitment, but positive correlations with burnout and attrition.

Bauer, S. C., & Silver, L. (2018) have tested Federici and Skaalvik's model, which examines the relationships between self-efficacy, burnout, job satisfaction, and principals' intention to leave. The model is extended to include isolation as a precursor. Path analysis results support the model's hypotheses and reveal isolation as a significant predictor of all four constructs.

Sokmen, Y., & Kilic, D. (2019) investigated the relationship between primary school teachers' self-efficacy, autonomy, job satisfaction, teacher engagement, and burnout. Data was collected from 146 teachers, 32 teachers for linguistic equivalence, and 716 teachers for a correlational model. The results showed that teaching self-efficacy positively predicted teacher engagement, job satisfaction, and autonomy, while burnout negatively predicted them. Teacher autonomy positively predicted engagement. The study found high fit goodness between the theoretical model and the data [8].

Mariani, A. M., Piceci, L., & Melchiori, F. M. (2020) suggested that teaching at school is a highly regulated profession, causing stress and tension. Factors such as unmotivated students, educational changes, and unsatisfactory working conditions contribute to stress. This study analyzes the correlation between self-efficacy and

stress in 95 primary and lower secondary school teachers and proposes a psychoeducational intervention.
Eldred, S. W. (2021) has aimed to investigate self-efficacy and job satisfaction in general and special education teachers of students with ASD. It used a mixed-methods research design, examining quantitative data and qualitative data. Results showed no significant differences in self-efficacy, job satisfaction, occupational stress, social support, knowledge of ASD, or school resources. However, analyses showed significant correlations between job satisfaction and social support and occupational stress levels. The study identified four themes related to overall teacher well-being: knowledge, experience, training, support, occupational stress, and intrinsic rewards of teaching as protective factors.
García-Lázaro, I., Colás-Bravo, M. P., & Conde-Jiménez, J. (2022) have suggested that the psychological and social well-being of preservice teachers (PSTs) is a significant concern in the educational community. Perceived self-efficacy is a key indicator of PSTs' professional worth, impacting their emotional states, actions, and beliefs. This study analyzes PSTs' perceived self-efficacy predictors and job satisfaction during practicum experiences [10].

The researcher has conducted a preliminary study on the existing researchers. Researcher has found following research gaps:

- The present post-pandemic period is very crucial. Job expectations have changed. It will be relevant to conduct a study of job satisfaction among primary school teachers [11].
- Researchers have considered occupational stress, and Self-efficacy as important factors affecting job satisfaction, but the researcher does not find many studies on the adaptation skills of teachers and their contribution to job satisfaction. The present study will be an effort to bridge this gap.
- The researcher does not find a multivariate study that has included self-efficacy, occupation stress, adaptation, and job satisfaction. The present study will be relevant in this context [14].

## III. RESEARCH METHODOLOGY

### *A. Objective of Study*

Following objectives have been defined for present research

- To study the impact of self-efficacy of primary school teachers on their job satisfaction
- To study the impact of adaptation skills of primary school teachers on their job satisfaction
- To study the impact of occupational stress on primary school teachers' job satisfaction

Hypothesis Based upon the objectives, researcher has proposed following hypothesis:
H01- There is no significant impact of teachers' self-efficacy on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar
H02- There is no significant impact of teachers' adaptation on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar
H03- There is no significant impact of occupational stress on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

With the help of the literature review and established objectives the researcher hypothesised following relationship among variables:

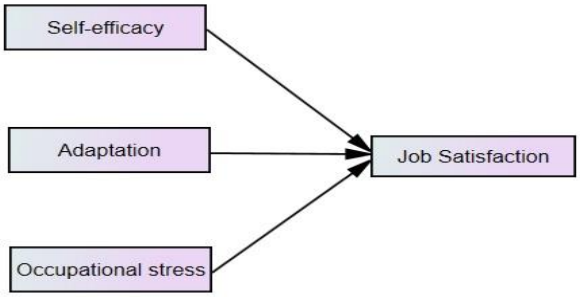


Figure 1: Job satisfaction

### *B. Population and Sampling*

Population: The study considers the primary school teachers of dist. Patna in Bihar.
Sample Size:
The researcher has done pilot sample survey with 250 respondents and the final survey has been done among 500 teachers of private and government schools.

## IV. FINDINGS OF THE STUDY

### *A. H01*

There is no significant impact of teachers' self-efficacy on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

Table 1: Correlations

| | | self-efficacy | Job Satisfaction |
|---|---|---|---|
| self-efficacy | Pearson Correlation | 1 | .612** |
| | Sig. (2-tailed) | | .000 |
| | N | 500 | 500 |
| Job Satisfaction | Pearson Correlation | .612** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 500 | 500 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The researcher has conducted correlation test among the selected variables. Correlation value from .000 to .400 is considered as low correlation. A value from 0.400 to 0.600 shows the moderate correlation among the variables. A value above 0.600 has be considered as high correlation among the variables. Present value of r is 0.612 shows high correlation among the selected variables. So, it can be said that, there is a significant impact of teachers' self-efficacy on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar [16,17].

### *B. H02*

These is no significant impact of teachers' adaptation on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar.

Table 2: Correlations

| | | Job Satisfaction | adaptation |
|---|---|---|---|
| Job Satisfaction | Pearson Correlation | 1 | .490** |
| | Sig. (2-tailed) | | .000 |
| | N | 500 | 500 |
| adaptation | Pearson Correlation | .490** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 500 | 500 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The researcher has conducted correlation test among the selected variables. Correlation value from .000 to .400 is considered as low correlation. A value from 0.400 to 0.600 shows the moderate correlation among the variables. A value above 0.600 has be considered as high correlation among the variables. Present value of r is 0.490 shows significant correlation among the selected variables. So, it can be said that, there is a significant impact of teachers' adaptation on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar [18,20].

### *C. H04*

These is no significant impact of occupational stress on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar

Table 3: Correlations

| | | adaptation | occupational stress |
|---|---|---|---|
| adaptation | Pearson Correlation | 1 | .465** |
| | Sig. (2-tailed) | | .000 |
| | N | 500 | 500 |
| occupational stress | Pearson Correlation | .465** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 500 | 500 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The researcher has conducted correlation test among the selected variables. Correlation value from .000 to .400 is considered as low correlation. A value from 0.400 to 0.600 shows the moderate correlation among the variables. A value above 0.600 has be considered as high correlation among the variables. Present value of r is 0.490 shows significant correlation among the selected variables. So, it can be said that, there is a significant impact of occupational stress on job satisfaction among the primary school teachers in primary schools in District Patna, Bihar [21].

### *D. Multiple correlation coefficient analysis and regression weight*

Table 4: Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .715[a] | .511 | .508 | 3.84828 |
| a. Predictors: (Constant), occupational stress, self-efficacy, adaptation | | | | |

The R value for the correlation among the variables is 0.715 which shows that the variables are extremely corelated. The findings supported the hypothesis testing [22].

Table 5: ANOVAa

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 7671.082 | 3 | 2557.027 | 172.664 | .000[b] |
| | Residual | 7345.390 | 496 | 14.809 | | |
| | Total | 15016.472 | 499 | | | |
| a. Dependent Variable: Job Satisfaction | | | | | | |
| b. Predictors: (Constant), occupational stress, self-efficacy, adaptation | | | | | | |

Table 6: Coefficients

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 9.678 | 1.024 | | 9.449 | .000 |
| | self-efficacy | .328 | .026 | .461 | 12.754 | .000 |
| | adaptation | .083 | .031 | .105 | 2.697 | .007 |
| | occupational stress | .453 | .048 | .339 | 9.513 | .000 |
| a. Dependent Variable: Job Satisfaction | | | | | | |

### *E. Regression Weights: (Group number 1 - Default model)*

Table 6: Regression Weights

| | | | Estimate | S.E. | C.R. | P | Label |
|---|---|---|---|---|---|---|---|
| occupational stress | <--- | self-efficacy | .155 | .023 | 6.815 | *** | |
| adaptation | <--- | occupational stress | .600 | .064 | 9.351 | *** | |
| adaptation | <--- | self-efficacy | .353 | .034 | 10.340 | *** | |
| Job Satisfaction | <--- | self-efficacy | .328 | .026 | 12.792 | *** | |
| Job Satisfaction | <--- | adaptation | .083 | .031 | 2.705 | .007 | |
| Job Satisfaction | <--- | occupational stress | .453 | .047 | 9.541 | *** | |

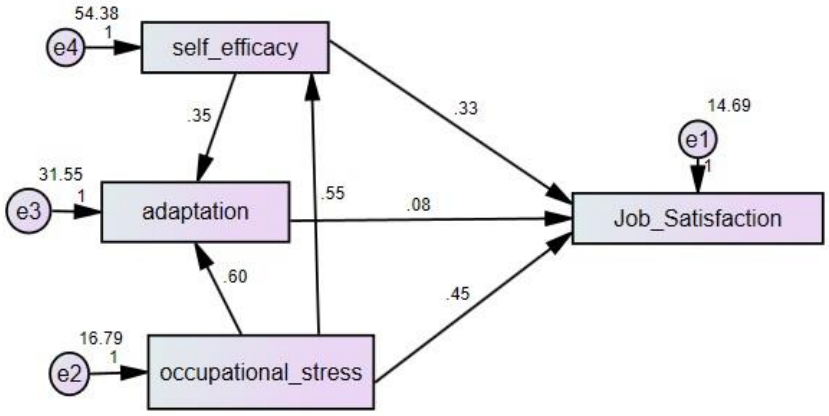


Figure 2: Job satisfaction

The researcher has used AMOS to find the impact relationship among the variables. The P value in the regression weights supports the hypothesis testing.

- In the believe of teacher's, their onion counts in the decision making for the school administration
- In the believe of teachers, for school administration and teaching learning process improvement I make suggestions
- Respondents get ITC instruments for teaching learning process from school administration
- In the believe of teacher's, they get sports kits and other extracurricular tools from school for overall development of students
- Respondents believe that they can manage classes with maximum capacity with affecting the quality of teaching
- Respondents believe that the difference in students IQ and learning abilities does not affect my teaching
- Respondents believe that students have increased completing their homework in their class
- Respondents believe that they have increased parents' participation in teaching and students' development
- Respondents believe that they can reduce school absenteeism
- Respondents believe that they are open to changes in teaching learning activities
- Respondents believe that they accept new roles and assignment in school
- Respondents believe that they often attend learning sessions for quality teaching
- Respondents believe that they their approach is to change instructions to meet the unique needs of each learner
- Respondents believe that different class room have different intellects, teacher should act accordingly
- Respondents believe that a uniform teaching pedagogy may neglect few students

## V. CONCLUSION

The government of Bihar has introduced several initiatives and policies to improve the quality of education and promote inclusive growth. The Sarva Shiksha Abhiyan (SSA) is a flagship program that provides universal access to elementary education for children aged 6-14 years. It has expanded access to education, particularly in rural areas, by constructing new school buildings, providing free textbooks and uniforms, and promoting girls' education through various incentives. The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a national initiative aimed at improving secondary education quality and access in India. The Bihar Education Project Council (BEPC) focuses on enhancing teacher performance, improving infrastructure, and promoting community participation in school management. It also targets marginalized groups, such as girls, Scheduled Castes, Scheduled Tribes, and children with special needs, to ensure equitable access to quality education. Various scholarship schemes and incentives have been introduced to support the education of marginalized groups, including scholarships for economically weaker sections, Scheduled Castes, Scheduled Tribes, and female students. Additionally, schemes like Mukhyamantri Balika Cycle Yojana and Mukhyamantri Kanya Utthan Yojana have been launched to encourage girls' enrollment and retention in schools. However, much work remains to ensure Bihar's education system is truly inclusive and equitable. By continuously evaluating the effectiveness of these policies and adapting them to address evolving challenges, Bihar can work towards providing quality education to all children and youth, regardless of their social or economic backgrounds. Many schools in rural areas of Bihar lack basic facilities such as toilets, electricity, and safe drinking water, which affects students' health and hampers their learning. The state government has launched programs like the Mukhya Mantri Balak/Balika Protsahan Yojna to provide scholarships to meritorious students from economically weaker sections. Private schools are also playing a significant role in improving education in Bihar, particularly in urban areas. The state government has also established several universities and institutes of higher education to promote research and innovation. Despite the challenges, the education system in Bihar is slowly improving, and with continued efforts from the government, private sector, and civil society, it is expected to become more inclusive and of better quality in the future.

The Bihar education system, with its rich history, has the potential to drive the state's social and economic development. However, it faces challenges such as

inadequate infrastructure, a shortage of qualified teachers, gender disparities, and high dropout rates. To address these issues and create a brighter future for Bihar's students, a collaborative and multi-faceted approach is required. This blog post explores the historical context of Bihar's education system, government initiatives, and NGOs' role in promoting quality education, advocating for policy reform, and empowering communities. To bring lasting improvements, innovative solutions like technology integration, teacher training, community engagement, and vocational education must be prioritized. Teacher job satisfaction is crucial for the success of public schools and institutions. The shortage of teachers in the US is directly linked to this issue, with only 30% of teachers satisfied with their current position. Burnout and work-life balance are serious problems, and 44% of public schools have teacher vacancies. Additionally, 55% of educators are ready to leave the profession earlier than planned, and only 10% would strongly recommend the profession to a young adult. To retain top talent, increase productivity, and boost school performance, schools and districts must improve the experiences of their teachers.

## CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

## REFERENCES


[1] Barari, R., & Barari, E. (2015). Mediating role of teacher's self-efficacy in the relationship between primary teacher's emotional intelligence and job burnout in Babol City. International Journal of Management, Accounting and Economics, 2(1), 46-63.

[2] Bauer, S. C., & Silver, L. (2018). The impact of job isolation on new principals' sense of efficacy, job satisfaction, burnout and persistence. Journal of Educational Administration, 56(3), 315-331.

[3] Eldred, S. W. (2021). Self-Efficacy and Job Satisfaction in Teachers of Students with Autism Spectrum Disorder: A Mixed Methods Study. The University of Alabama.

[4] García-Lázaro, I., Colás-Bravo, M. P., & Conde-Jiménez, J. (2022). The Impact of Perceived Self-Efficacy and Satisfaction on Preservice Teachers' Well-Being during the Practicum Experience. Sustainability, 14(16), 10185.

[5] Gautam, J. (2020). A study of emotional marketing in changing context of Indian product advertisements: the nationalism perspective in India 2020. International Journal of Advanced Science and Technology, 29(3s), 1665-70. Retrieved form http://sersc.org/journals/index.php/IJAST/article/view/6224

[6] Jaiswal, G. (2018). Business Viability of Street Vending: A Study of Various Factors of Pest Model of Street Vending in The Geographical Area of Uttar Pradesh, Journal of Management Research and Analysis (JMRA), ISSN: 2394-2770, Impact Factor: 4.878, Volume 05 Issue 02, June 2018, Pages: 25-28

[7] Jaiswal Gautam. (2018) Emerging trends in street vending businesses and its relation with street vending: a business acceptance and viability study of street vending business in Uttar Pradesh, International Research Journal of Management and Commerce 2018, 5(2). ISSN: (2348-9766) February 2018 available on http://aarf.asia/management2.php?p=Volume5,Issue2,February%202018, last accessed on 12 Jan 2022

[8] Jaiswal, G. (2021). Impact of Advertising Appeal on Branding of Consumer Goods in The Contemporary World. HYPOTHESIS -National Journal of Research in Higher Studies Volume- IV, Issue 1, January 2021 – June 2021 ISSN-2581-8953.

[9] Jaiswal, G. (2020). A quantitative evaluation of customer marketing impact by artificial intelligence in hospitality industry. Pranjana: The Journal of Management Awareness, 23(2), 40-44.

[10] Jaiswal Gautam, S. D. Sharma, Saman Khan, (2019). Identifying Informal Markets for Sustainable Urbanization: Developing Sustainability Index for Informal Economy, Sri JNPG College COMMERCE TODAY (A Peer Reviewed Annual Journal) Vol. 14, No. 1 (2019), 45-49

[11] Jaiswal, G. (2019), Emerging Trends in Informal Economy in the Context of Street Vending, PhD Thesis, IFTM University, Moradabad, http://hdl.handle.net/10603/256773

[12] Law, F. M., & Guo, G. J. (2016). Correlation of hope and self-efficacy with job satisfaction, job stress, and organizational commitment for correctional officers in the Taiwan prison system. International journal of offender therapy and comparative criminology, 60(11), 1257-1277.

[13] Mariani, A. M., Piceci, L., & Melchiori, F. M. (2020). Protective factors for teachers' work stress: psychoeducational programs based on self-efficacy and hope to reinforce personal resources. Italian Journal of Educational Research, (25), 127-136.

[14] Mehrotra, A. N., & Yetman, J. (2015). Financial inclusion-issues for central banks. BIS Quarterly Review March

[15] Mehrotra, M. S., Sharma, S. D., & Jaiswal, G. (2019). A descriptive study of transformational leadership style on employees' innovative work behaviour and organizational performance (A case study on employees of Tata group). JETIR, April 2019, Volume 6, Issue 4 www.jetir.org (ISSN-2349-5162)

[16] Mehrotra, M. S., Sharma, S. D., & Jaiswal, G. (2018), A Systematic Review of Transformational leadership upon vital organizational aspects: An Imitation of Meta-Analysis methodologies of PRISMA and Meta Essentials., IJARIIE-ISSN(O)-2395-4396, Vol-4 Issue-1 2018

[17] Srivastava, M., Sharma, S. D., & Jaiswal, G. (2021). An Evaluation of the Effect of Banking Sector Reforms on Service Quality of Public and Private Sector Banks: A Comparative Case Study of SBI and ICICI Bank in Uttar Pradesh. Webology, 18(5), 2454-2465.

[18] Srivastava, M., Sharma, S. D., & Jaiswal, G. (2021). An Evaluation of the Effect of Banking Sector Reforms on Service Quality of Public and Private Sector Banks: A Comparative Case Study of SBI and ICICI Bank in Uttar Pradesh. Webology, 18(1), 1188-1200.

[19] Agarwal, S., Agarwal, P., & Jaiswal, G. (2022). Liquidity, Risk and Performance Measurement: An Analytical Study in Steel Industry. AAYAM: AKGIM Journal of Management, 12(2), 70-73.

[20] Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. Psychological reports, 114(1), 68-77.

[21] Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. Teaching and Teacher Education, 67, 152-160.

[22] Sokmen, Y., & Kilic, D. (2019). The Relationship between Primary School Teachers' Self-Efficacy, Autonomy, Job Satisfaction, Teacher Engagement and Burnout: A Model Development Study. International Journal of Research in Education and Science, 5(2), 709-721.