

Impact of Burn out and Remuneration among Higher Secondary School Teachers of Gangtok, Sikkim

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Abstract

Teacher burnout is a condition of physical, emotional, and mental exhaustion that occurs because of prolonged stress, frustration, and overwhelm experienced by educators in their professional lives. It is a common problem in the education sector and can have serious negative consequences on both the teacher and the students. There are several factors that can contribute to teacher burnout, such as excessive workload, lack of support from colleagues and administrators, difficult or unmotivated students, low pay, and lack of autonomy or control over the classroom environment. Over time, these stressors can lead to feelings of exhaustion, cynicism, and detachment from one's work, which can ultimately result in a decrease in the quality of teaching and student learning outcomes. The objectives of the study are to find out significant difference if any in the burn out and remuneration of teachers in relation to gender, locale and type of management. The descriptive method of survey was adopted. The sample of this study consisted of higher secondary school teachers of Gangtok, Sikkim. The findings of the study were that there was significant difference in burn out of teachers in relation to gender and locale and non-significant in type of management variations. There was significant difference in remuneration of teachers in relation to locale and type of management and non-significant in gender variations. In each case the relationship between burn out and remuneration was significant.

Keywords: Burn out; Remuneration; Higher Secondary School teachers

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1. Introduction

We A teacher, who is happy with his job, plays a vital role in the upliftment of society. A satisfied teacher can contribute a lot to the well-being of his/her students whereas a dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process, and it consequently affects their academic growth. A teacher who is satisfied with his job is amongst the foremost factors contributing to educational improvement. After independence, crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on committees and commissions to deliberate and recommend methods of bringing about qualitative improvement in education. As a result, workers in the educational field have endeavored to develop better curriculum, textbooks and teaching aids. Considerable effort has been made to devise better means of assessing students' achievement and techniques of teaching. But all of this is of no use and the developmental targets are bound to remain unachieved unless schools are staffed with satisfied teachers. It is they who influence and shape the competence and character of boys and girls, the future generation of the country.

International research has indicated that teachers have an increased risk of mental disorders and work-related stress, compared with those working in other fields. In Japan, the deterioration of teachers' mental health has recently become a serious social issue. Teaching is a high-stress occupation, and job stress can affect teachers' physical and mental health.

Today, the workload of teachers working in schools should not be defined only as paperwork. In addition to a responsibility that includes colleagues, administrators, students and parents with whom they have social relationships in their environment, their personal lives also participate in this cycle. The constant change of the system and the lack of organizational support of teachers cause an excessive workload. Institutional and organizational support is important for more effective and efficient occupational status.

Teacher stress, which may lead to burnout, is a genuine concern in education, and it should be taken seriously by teachers, administration and school districts. If symptoms of teacher stress are not handled correctly, it may result in teachers feeling overwhelmed or highly stressed and causing teachers to potentially leave the profession permanently. Habermen (2005) shares that stress is higher in urban teachers compared to rural teachers. The different demands that can add to teacher stress may be from parents of students, additional assignments from administration and the district office, student behaviors in the classroom, stress from colleagues, and the list continues. New teachers need to learn very quickly how to handle these daily demands in a proficient and professional manner in addition to learning how to teach and manage their new classroom. Veteran teachers may feel worn down and exhausted after years of handling these demands and stress, which may result in burnout.

According to Brewster and Railsback (2001), the interest in ways to enhance positive first year teaching experiences to prevent teachers from leaving the profession in the first few years of entering this profession and leaving for jobs in other fields has been ongoing since the 1980s.

Teacher burnout is a condition of physical, emotional, and mental exhaustion that occurs because of prolonged stress, frustration, and overwhelm experienced by educators in their professional lives. It is a common problem in the education sector and can have serious negative consequences on both the teacher and the students. Sharma's (2021) study on teacher demotivation and burnout which provides a global perspective on teacher burnout and its consequences aligns with the discussion on stress and mental exhaustion in teachers. There are several factors that can contribute to teacher burnout, such as excessive workload, lack of support from colleagues and administrators, difficult or unmotivated students, low pay, and lack of autonomy or control over the classroom environment. Over time, these stressors can lead to feelings of exhaustion, cynicism, and detachment from one's work, which can ultimately result in a decrease in the quality of teaching and student learning outcomes.

Symptoms of teacher burnout may include physical exhaustion, sleep disturbances, emotional exhaustion, feelings of helplessness, irritability, decreased job satisfaction, and a decreased ability to cope with stress. Since teacher stress is linked to student motivation and classroom performance, this strengthens the relationship between teacher burnout and student learning outcomes (Sharma, 2018). It is important for teachers and educational institutions to address the issue of burnout and take steps to prevent it. This can include promoting self-care, providing opportunities for professional development and mentorship, offering support groups or counseling services, and advocating for better working conditions and pay. By addressing teacher burnout, educators can better serve their students and promote a positive and healthy learning environment.

It is important to identify the problems experienced by the teachers. Problems can only be resolved once identified. This research aims to determine the problems experienced by teachers. Many problems are encountered in ensuring effective teaching.

To achieve this, there should be a satisfied work force in the sector. Employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high

productivity (Scott, 2004). Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction. Gilmer (1966) considers job satisfaction or dissatisfaction as “the resultant of various attitudes the person holds towards his job, towards related factors and towards life in general”. According to Hoppock (1935) it is “any combination of psychological and environmental circumstances that cause a person truthfully to say ‘I am satisfied with my job’

1.1 Rationale of the study

Being a teacher is fulfilling. It’s an ever-changing career that inspires. But it’s also exhausting, mentally and physically. Many do not see the burdens placed on schools. Not only do we try to teach the next generations the knowledge and skills needed for a successful life, but we are also being asked to play a huge societal role without adequate funding. It’s not a surprise therefore, that many leaders and classroom teachers, both new and experienced face burnout at some point in their career.

As per 2020 Teacher Wellbeing Index, 84% of teachers described themselves as stressed, 51% have considered leaving teaching over the past two years and 68% said workload was their main reason for considering leaving.

These three sources of stress are:

1. Workload stress – teachers’ sense they have too much lesson preparation, instruction or marking work in the time available to them
2. Student behavior stress – teachers’ sense that student behavior is overly disruptive or aggressive
3. Expectation stress – teachers’ sense that professional/registration bodies and parents are placing very high or unrealistic expectations on them.

Teachers consider disruptions by students during teaching (from now on referred to as ‘classroom disruptions’, a lack of student motivation, and problems with maintaining discipline in the classroom to be the main risk factors for teacher health. Stress for teachers is a growing concern, as they face conditions of overwork, job insecurity, low levels of job satisfaction, and lack of autonomy. Workplace stress has been shown to have a detrimental effect on the health and wellbeing of teachers, as well as a negative impact on workplace productivity and profits. Mishra and Sharma (2023) explore factors that impact teacher motivation and burnout, particularly in the context of teacher satisfaction and institutional support.

Teaching as an occupation is regarded as a noble profession but it requires increasing consciousness due to an increasing competition which sometimes become tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called ‘noble’ profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up secondary school teacher must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels in that teachers must be more specialized, and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress. Sharma’s (2015) research discusses how teacher engagement and student performance are interconnected, supporting the impact of burnout on student outcomes.

One of the most powerful factors related to school performance is socioeconomic status (SES), the combination of income, occupation, and level of education that describes a family or individual. A family’s SES provides a sense of their standing in a community; how much flexibility they have in where they live or what they buy, how much influence they have on political decision making, and the educational opportunities their children have. Teachers’ SES

could also affect teachers' job performance. Eggen and Kauchak (2004) even viewed SES as the most powerful factor related to school performance

Teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact directly impacts teachers' work morale and the classroom performance. Morale is defined as "the state of the spirit of a person or group as exhibit by confidence, cheerfulness, discipline, and willingness to perform assigned task" (Perumal, 2011).

Very few studies have focused on the impact of school SES on teachers' health and well-being. Those studies reported that teachers working in lower SES schools were at increased risk of worse work outcomes such as lower job tenure and lower organizational commitment as well as of poorer health-related outcomes (burnout, sick leave and alcohol use) compared with teachers working in more affluent schools. The root cause as well as solution of the problem must be looked after. In this regard the researcher will try to answer the following questions:

1.2 Research Questions

1. Is there any significant difference between government and private higher secondary school teachers with respect towards burn out?
2. Is there any significant difference between male and female higher secondary school teachers with respect towards burn out?
3. Is there any significant difference between government and private higher secondary school teachers with respect towards remuneration?
4. Is there any significant difference between male and female higher secondary school teachers with respect towards remuneration?

To answer to these questions, the researcher has undertaken the study and stated the problem as follows.

1.3 Statement of the problem

Keeping in view of the above, the problem is stated as: "Impact of Burn out and Remuneration among Higher Secondary School Teachers of Gangtok, Sikkim"

1.4 Objectives of the study

Keeping in view the need of the problem, the researcher formulated the following objectives

- I. To study the significant difference, if any, in the burn out of senior secondary school teachers in relation to their gender, locale and type of management variations.
- II. To study the significant differences, if any, in the remuneration of senior secondary school teachers in relation to their gender, locale and type of management variations.
- III. To study the relationship between burn out and remuneration of senior secondary school teachers in respect of the intra variables of gender, locale and type of management variations.

1.5 Hypotheses of the study

Depending upon the objectives of study the following hypotheses have been formulated.

Ho1. There is no significant difference in the burn out of senior secondary school teachers due to gender variation.

Ho2: There is no significant difference in the burn out of senior secondary school teachers due to locale variation.

Ho3: There is no significant difference in the burn out of senior secondary school teachers due to type of management variation.

Ho4: There is no significant difference in the remuneration of senior secondary school teachers

due to gender variation.

Ho5: There is no significant difference in the remuneration of senior secondary school teachers due to locale variation.

Ho6: There is no significant difference in the remuneration of senior secondary school teachers due to type of management variation.

Ho7: There is no significant relationship between burn out and remuneration of senior secondary school teachers.

1.5 Operational Definitions of the Terms Used

1.5.1 Burnout

Burnout is a state of physical, emotional, and mental exhaustion that is typically caused by prolonged stress, overwork, and a lack of control over one's work environment. It is characterized by a feeling of being emotionally drained, cynical, and detached from one's work and colleagues. Burnout can affect anyone, regardless of their job or level of seniority.

There are several signs and symptoms of burnout, including:

- Feeling tired and drained most of the time
- Decreased motivation and productivity
- Cynicism and negativity towards work and colleagues
- Difficulty concentrating and making decisions
- Increased irritability and moodiness
- Reduced job satisfaction
- Physical symptoms, such as headaches, stomach problems, and sleep disturbances

1.5.2 Remuneration

Remuneration is the total compensation received by an employee. It includes not only base salary but any bonuses, commission payments, overtime pay, or other financial benefits that an employee receives from an employer. The most common type of remuneration is in the form of wages or salary. These may be supplemented with bonuses given for performance, holidays, or some other reason. Many sales positions offer a commission on the sales made by an employee, or a percentage of the amount sold. Some of these commissioned positions offer a base salary, while others are solely dependent on commissions. In addition, there are commissions, overtime payments, retirement benefits, and other benefits. These other benefits can include health insurance, retirement plan matching, sick pay, personal days, and reimbursement for work-related travel or other expenses. Sharma's (2022) study emphasizes teacher autonomy and its link to job satisfaction, which directly relates to how remuneration and work conditions affect burnout levels. Similarly, Sharma and Begam (2024) while emphasizing technology draw connections between digital education tools, teacher workload, and job stress, highlighting the evolving nature of teaching responsibilities. Sharma and Devi (2024) support recommendations on how technological integration in education may reduce teacher workload and improve job satisfaction.

1.5.3 Higher Senior secondary teachers

Higher secondary school teachers are educators who teach students in the final two years of secondary education, typically ranging from grades 11 and 12. Their primary role is to provide advanced instruction in academic subjects such as mathematics, science, social studies, language arts, and foreign languages. In addition to teaching subject-specific content, higher secondary school teachers may also be responsible for preparing students for standardized tests and college admissions exams, providing guidance on college and career choices, and helping students

develop the skills and knowledge necessary for success in higher education and the workforce.

1.6 Scope and Delimitation

Scope of the study covers assessment of impact of burn out and remuneration of senior secondary school teachers in relation to gender, locale and type of management variations. The study was delimited to higher secondary school teachers. The study was delimited to 50 male and 50 female teachers.

2. Materials and Methods

2.1 Design

The design of the study was a descriptive study design. But the method is correlational study of ex-post facto in nature.

2.2 Population

The teachers at higher secondary schools of Gangtok, Sikkim.

2.3 Sampling Technique

Simple random sampling technique was taken for the selection of the teachers.

2.4 Sample

100 teachers (50 male and 50 female) from four higher secondary schools of Gangtok were selected.

2.5 Tools Used

A self-developed tool (Pema, 2024) was used for data collection. There are 3 sections of tools; in first section there are 29 statements, in 2nd section there are 50 statements, in 3rd section there are 19 statements and towards the ending, there are 5 Open Ended Questions where respondents can give their suggestion or leave some comment.

2.6 Analysis and Interpretation of Data Design

To find out the results of the study mean, median, mode, standard deviation and test of significance of difference between means were calculated for all three variables of burn out and remuneration.

2.7 Differential Analysis on Burn out

The data were analysed through descriptive as well as inferential statistics. The normality of distribution was studied through calculation of mean (24.32), median (24.64), mode (25.28), standard deviation (6.08), Q3 (28.57), Q1 (19.93), Q (4.32), P90 (33.63) and P10 (15.82). The skewness was found to be - 0.148 and the value of kurtosis was found out to be 0.242 as against the normal values of zero and 0.263 respectively in case of a normal curve which indicated the curve to be slightly negatively skewed and leptokurtic. Basing upon the mean and standard deviation on the scores on burn out categorization of the sample was made. It was observed that almost 14 percent had high burn out, 16 percent above average, 52 percent of average level, 10 percent below average and 8 percent of teachers had poor burn out. To find out significant differences between two contrasting sub-samples, 't' ratios were calculated. Mean, standard deviation, standard error difference and 't' values of all the sub-samples wise calculated and the

result has been presented in a table 1.

Table 1: Summary of 't' ratios between the two sub-samples on Burn Out

Variation	Sub samples	N	M	SD	SED	't' Ratio	Remarks
Gender	Male	55	25.35	6.8	1.49	5.6	p< 0.01
	Female	45	18.68	6.5			
Locale	Rural	54	25.98	5.9	1.78	5.12	p< 0.01
	Urban	46	20.27	5.3			
Type of Management	Private	44	25.21	6.2	1.29	0.85	NS
	Government	56	24.40	6.9			

t 0.05 for df 109 = 1.98; t 0.01 for df 98 = 2.61

On perusal of the above table, it was evident that the 't' ratio in case of gender variation was highly significant, the male showing supremacy in the degree of burn out compared to the female. The 't' ratios in case of the sub-samples of locale variation group was also significant. Hence the null hypothesis that there does not exist significant difference in burn out was rejected. But the null hypothesis in relation to type of management could not be rejected because the 't' ratio was not significant. The results obtained in the study is in conformity with the earlier studies conducted by Singh (2015) & Zada et.al (2021). Hence the investigator desires to conclude that the result obtained was appropriate.

2.7 Differential Analysis on Renumeration

In case of renumeration, the mean of the distribution was 78.25, median 78.70 and mode 79.6. The standard deviation of the distribution was 9.55. When the normality in distribution of renumeration scores was studied, it was formed that there are 75 percent of cases within $\square$ 16 and 97 and 100 percent of cases within $\square$ 26 & $\square$ 36 respectively as against 68.26, 95.4 and 99.97 percent of cases in a normal curve. The skewness and kurtosis of the curve was calculated which were found to be 0.141 and 0.236 respectively as against 0 and 0.263 for a normal curve. This revealed that renumeration of the teachers was not normally distributed. The mean, SD and 't' ratios of the sub samples have been calculated and presented in a table 2.

Table 2: Summary of 't' ratios of sub samples due to gender, locale and type of management variations on Renumeration

Variation	Sub samples	N	M	SD	't' Ratio	Remarks
Gender	Male	55	79.24	9.35	1.27	NS
	Female	45	77.15	9.38		
Locale	Rural	54	79.49	9.69	2.36	p< 0.05
	Urban	46	76.38	9.56		
Type of Management	Private	44	81.22	9.6	3.92	p< 0.01
	Government	56	75.87	9.8		

On perusal of the above table, it was observed that the 't' ratio in case of locale and type of management variations was significant but in case of gender, it was not significant. Male and female teachers did not differ in their renumeration. The result indicated that locale and type of management are good predictors of renumeration. The result was in conformity with earlier studies of Singh (2015) & Zada et.al (2021). On above basis the investigator concluded that the

result obtained in the present study was appropriate.

2.8 Relationship Study

In this study also the investigator attempted to find out relationship between burn out and remuneration in the context of the viewpoint that less burn out is the acquired tendency and disposition to strive for success with same standard of excellence. In that context, relationship between burn out and remuneration in relation to the gender, locale and type of management variables were computed and the result was presented in a table 3.

Table 3: Co-efficient of co-relation between Burn Out and Renumeration

Variation	Sub-sample	N	R	Remarks
Gender	Male	55	0.42	p<.01
	Female	45	0.32	p<.05
Locale	Rural	54	0.43	p<.01
	Urban	46	0.33	p<.05
Type of Management	Private	44	0.43	p<.01
	Government	56	0.30	p<.05
	Total	100	0.44	P<.01

From the table, it was observed that in each case the relationship was significant. The study was in conformity with earlier studies of Singh (2015) & Zada et.al (2021).

2.9 Main Findings

The findings of the study are summarized below:

- There is significant difference in burn out of male and female teachers.
- There is significant difference in burn out of teachers in relation to locale variation.
- There is non-significant difference in burn out of teachers in relation to Type of management variation.
- There is non-significant difference in remuneration of teachers in relation to gender variation.
- Locale and type of management have a role to play in remuneration.
- In each case the relationship between burn out and remuneration is significant.

3. Discussion

The findings of this study highlight the significant impact of burnout and remuneration on higher secondary school teachers in Gangtok, Sikkim. The results indicate notable differences in burnout based on gender and locale, with male teachers and those in rural areas experiencing higher levels of burnout. Additionally, remuneration varied significantly based on locale and type of management, with rural teachers and those in private institutions facing lower financial rewards. The study further confirms a significant relationship between burnout and remuneration, suggesting that teachers who experience lower compensation are more likely to suffer from burnout.

These findings align with previous research on teacher burnout and job satisfaction. Haberman (2005) found that stress levels among teachers vary based on location, with urban teachers experiencing different stressors than their rural counterparts. The current study supports this by demonstrating that rural teachers face higher burnout levels, likely due to limited resources, fewer professional development opportunities, and additional workload pressures. Similarly, Brewster and Railsback (2001) highlighted that inadequate remuneration contributes to job dissatisfaction, leading to teacher attrition, which mirrors the results of the current study.

Sharma (2021) emphasized that teacher burnout is a global concern, with common contributing factors including excessive workload, lack of institutional support, and financial stress. The present study confirms these findings by demonstrating a direct correlation between

remuneration and burnout, reinforcing the notion that underpaid teachers experience heightened stress and job dissatisfaction. Mishra and Sharma (2023) explored teacher motivation in relation to burnout, arguing that institutional support plays a crucial role in mitigating stress. The current study's findings also indicate that type of management influences remuneration levels, with private school teachers receiving lower compensation, potentially leading to higher burnout levels.

Additionally, Sharma and Begam (2024) examined how technology integration can reduce teacher workload and burnout. While the present study does not directly address the role of technology, its findings suggest that enhanced institutional support, which could include digital teaching aids, may alleviate some of the pressures leading to burnout. Similarly, Sharma and Devi (2024) advocate for flexible teaching models to improve job satisfaction, which could be a potential solution for addressing teacher burnout in Gangtok's higher secondary schools.

The correlation between burnout and remuneration has been established in various studies. Singh (2015) and Zada et al. (2021) found that financial stability significantly affects teachers' mental well-being, with lower salaries leading to greater stress and reduced job performance. The current study confirms these conclusions, indicating that improved remuneration structures could mitigate burnout among teachers in Gangtok.

The study's findings underscore the critical need for policy interventions aimed at improving teacher remuneration and reducing burnout. Ensuring equitable pay across different school management types, providing adequate professional support, and implementing strategies to reduce workload can enhance teacher well-being. Additionally, incorporating technology and flexible teaching methodologies, as suggested by Sharma and Devi (2024), could alleviate some of the pressures contributing to burnout. Future research should explore long-term solutions for teacher burnout, particularly through systemic changes in education policies and institutional support mechanisms.

4. Conclusion

This Remuneration and job satisfaction play a crucial role in maintaining the mental well-being of teachers. A supportive management, along with a friendly and collaborative work environment, enhances teacher motivation, productivity, and job satisfaction. Teachers should be empowered to transmit cultural values, traditions, and heritage to their students while enjoying workplace freedom for professional growth. Furthermore, their involvement in decision-making processes can foster a sense of ownership and engagement, leading to a more fulfilling professional experience. Management and administration must be approachable, supportive, and reliable to build an environment of trust and professional security. As Holbah and Sharma (2022) emphasize, innovative solutions such as digital learning and inclusive assessment strategies can help mitigate teacher burnout and enhance job satisfaction.

4.1 Recommendations

To improve teacher job satisfaction and mental well-being, institutions should enhance teacher autonomy by involving them in decision-making processes, ensuring their voices are heard in curriculum development, assessment strategies, and policy formulation (Sharma, 2022). Integrating technology-driven solutions, such as AI-supported educational tools and online assessment platforms, can help reduce workload and administrative stress, allowing teachers to focus on effective instruction and student engagement (Sharma & Devi, 2024). Additionally, fair remuneration policies should be implemented to match teacher expertise and workload, fostering job satisfaction and long-term commitment (Mishra & Sharma, 2023). Schools must also prioritize professional development opportunities by offering continuous training programs, research collaborations, and intercultural exchange initiatives, helping educators expand their skill sets and remain engaged in their profession (Sharma et al., 2023). Furthermore, establishing a supportive and trustable administration that promotes a collaborative work environment, wellness programs,

and flexible work policies can significantly reduce job-related stress and burnout, leading to a healthier and more productive teaching community (Sharma, 2021). By implementing these measures, educational institutions can foster a motivated and well-supported teaching force, ultimately ensuring quality education and a sustainable learning environment for future generations.

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Conflicts of Interest

The author declares no conflict of interest.

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