

A STUDY ON STRESS AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

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Abstract

The present study was aimed at studying the occupational stress and job satisfaction among secondary school teachers. A sample of 110 secondary school teachers (60 M, 50 F) from 11 secondary schools (5 government-aided, 6 private) of Bareilly district affiliated to U.P. Board, Allahabad was chosen, using stratified random sampling technique. Occupational Stress Index (OSI) by Dr. A.K. Srivastava and Dr. A.P. Singh and Job Satisfaction Questionnaire (JSQ) by Dr. Pramod Kumar and D. N. Mutha were employed to collect the requisite data. The data so collected was analyzed using mean, S.D., t-test and Pearson's product moment correlation. The findings of the study revealed that the occupational stress among secondary school teachers working in government-aided and private schools differs significantly as does the occupational stress among male and female teachers. It was also found that the job satisfaction among secondary school teachers working in government-aided and private schools differs significantly as does the job satisfaction among the male and female teachers. The study also revealed a strong negative correlation between the occupational stress and job satisfaction of secondary school teachers.

Introduction

Teaching is a noble but very exacting profession. It demands much from the self, from the resilience and integrity of the person within. It has often been attributed to be a physically wearing and psychologically stressful occupation. Teachers form the crux of the education system, acting as social engineers and custodians of the future. The stressors operating in the lives of teachers is a critical issue with far reaching implications, influencing not only the quality of teachers but also the quality of the nation at large, thereby gaining prominence in academic circles. Like many of their counterparts across the world, teachers in India also struggle on a day to day basis coping with the stressful work conditions while trying to live up to the great many expectations of the society at large. In addition to routine work like preparing lessons, teaching, evaluating assignments, they are expected to pay individualized attention to the students, be innovative and creative, to adapt to new changes and meet new challenges. They are also expected to handle the expectations of students, their parents and their own colleagues and the school administration. This is indeed a humongous task that puts too much strain on the teacher resulting in high levels of stress.

The word stress is derived from the Latin word "stringere" which means "to be drawn tight". The term stress as is currently used was coined by Hans Seyle (1936) and is defined as "the non-specific response of the body to any demand for change." It is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress is a subjective feeling or tension experienced in the physical, mental and/or emotional realms as a response to environmental events that are perceived as threatening. According to Lazarus (1966), stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. Infact, stress has been widely described as a person-environment relationship (Folkman, 1984; Quick, Sekade & Eakin, 1986; Baron and Byrne, 1997). Stress related to work environment is known as occupational stress. It may be defined as the physical and emotional responses that occur when workers perceive an imbalance between their work demands and their capability and/or resources to meet these demands. Leka, Griffiths & Cox (2004) have described occupational stress as "the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope." Teachers are perennially exposed to high levels of stress, cutting across all cultures (Cooper & Kelly, 1993; Gaziel, 1993; Reglin & Reitzammer, 1997; Chan 1998; Mokdad, 2005).

Coping with the numerous stressors associated with the teaching profession often adversely affects the job satisfaction of the teachers. Any feeling of satisfaction or content with one's job situation may be described as job satisfaction. One of the most comprehensive definitions of job satisfaction has been given by Locke (1976) as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". The success of any human capital enterprise ultimately depends upon the quality and commitment of its workforce. Satisfaction among workers is generally perceived to be linked to productivity (Brown, 1996; Cranny, Smith &

Stone, 1992; Rice, Gentile & Mcfalin, 1991). In a sensitive and highly demanding profession like teaching, the role of teachers becomes even more crucial. With the entire edifice of educational progress poised on the teachers' shoulders, ensuring their job satisfaction is a prime concern. Some of the most pertinent issues related to the teaching community such as teacher motivation and retention (Cockburn 2000; Darling- Hammond & Green 1990; Mgbako-Ezennia, 1999) have been found to be linked to their level of job satisfaction. A complex array of intrinsic and extrinsic factors affect the job satisfaction among teachers, primary among them being the level of stress experienced by the teachers.

In India, numerous studies have been conducted to study the relationship between occupational stress and job satisfaction among teachers. According to Chandraiah, Agrawal, Marimuthu and Manoharan (2003) higher level of job stress and job satisfaction has been found significant relationship between different age groups and also shown that the age was found to be negatively correlated with occupational stress and positively with job satisfaction. Bindu (2007) in a study investigating the relationship between job satisfaction and stress coping skills of primary school teachers reported an inverse relationship between the two. Similarly, Satvinderpal (2011) in his study on job satisfaction and occupational stress among secondary school teachers found male teachers to be more satisfied and less stressed with their jobs as compared to their female counterparts. Also a strong inverse relationship between the job satisfaction and occupational stress of the teachers was established. Muthuvelayutham and Mohanasundaram (2012) in the course of their study on the impact of occupational stress among teachers on job satisfaction and job involvement found that there is a considerable level of impact of stress on job satisfaction and job involvement among teachers.

Need and Significance

Though the association between job satisfaction and occupational stress has long been established by national and international research, a considerable chunk of this area remains has not been investigated comprehensively, especially in the context of schools in recent years. Occupational stress can often result in psychological, physical as well as behavioural consequences for individuals. For schools, these costs are not just monetary, affecting student learning adversely. Hence, reducing occupational stress should be a matter of great priority to the schools and their management. Reduced job satisfaction has been associated with several outcomes for schools, often leading to the added cost of disrupted learning for students. Among the most prominent of these are absenteeism, lowered commitment and motivation, diminished health of the teachers lowered learning outcomes for students. Given this, so measures to keep teachers satisfied with their work should be a priority for school systems and a goal for school managements. Considering the effect of teacher stress and satisfaction upon the quality of education being imparted, the need to study the stress and job satisfaction among members of the teaching community.

Objectives

1. To compare the occupational stress among secondary school teachers working in government-aided and private schools.
2. To compare the occupational stress among male and female secondary school teachers.
3. To compare the job satisfaction among secondary school teachers working in government-aided and private schools.
4. To compare the job satisfaction among male and female secondary school teachers.
5. To investigate the relationship between occupational stress and job satisfaction among secondary school teachers.

Hypotheses

1. There exists no significant difference between the occupational stress among secondary school teachers working in government-aided and private schools.
2. There exists no significant difference between the occupational stress among male and female secondary school teachers.
3. There exists no significant difference between the job satisfaction among secondary school teachers working in government-aided and private schools.

4. There exists no significant difference between the job satisfaction among male and female secondary school teachers.
5. There exists no significant relationship between occupational stress and job satisfaction among secondary school teachers.

Methodology

Method

Researcher used descriptive survey method for data collection.

Sample

A representative sample of 110 secondary school teachers (60 M, 50 F) from 11 secondary schools (5 government-aided, 6 private) of Bareilly district affiliated to U.P. Board, Allahabad was chosen, using stratified random sampling technique. Here, as the researcher was interested in particular strata (groups) within the population, stratified random sampling technique was employed to select the sample.

Tools

Researcher used Occupational Stress Index (OSI) constructed by Srivastava and Singh (1984); it consists of 46 items pertaining to various aspects of work stress like role overload, ambiguity, conflict, peer relations, working conditions etc. While 28 items are positively worded, 18 are negatively worded. It is scored on 5 point scale with the maximum possible score on the OSI being 230 while the minimum is 46. High scores on the OSI are indicative of high levels of occupational stress. Beside to measure the Job Satisfaction researcher used Job Satisfaction Questionnaire (JSQ) developed by Kumar and Mutha (1996), it consists of 29 items pertaining to various aspects of job satisfaction. While 27 items are positively worded, 02 are negatively worded. It is scored with 1 and 0, with the maximum possible score on the JSQ being 29 while the minimum is 0. High scores on the JSQ are indicative of high levels of job satisfaction.

Analysis and Discussion

Table - 1
Occupational Stress among Secondary School Teachers

School Teachers	N	Mean	S.D.	t-value	df	Level of Significance
Type of School						
Government-aided	55	130.51	11.22	7.50	108	0.01
Private	55	148.22	13.45			
Gender						
Male	60	133.43	14.87	5.04	108	0.01
Female	50	146.48	12.33			

Perusal of table-1 reveals that the teachers working in private secondary schools exhibited significantly higher levels of occupational stress ($t=7.50, p<0.01$) as compared to their counterparts working in government-aided secondary schools. Hence, the first null hypothesis is rejected. Thus, we may conclude that that the occupational stress among secondary school teachers working in government-aided and private schools does differ significantly.

Table-1 also indicates that the female secondary school teachers reported significantly higher levels of occupational stress ($t= 5.04, p<0.01$) as compared to their male counterparts. Hence, the second null hypothesis stands rejected. Thus, we may conclude that that the occupational stress among male and female secondary school teachers differs significantly.

Table – 2
Job Satisfaction among Secondary School Teachers

School Teachers	N	Mean	SD	Calculated t-value	df	Significance
Type of School						Significant*
Government-aided	55	19.80	2.75	17.96	108	
Private	55	11.07	2.33			
Gender						Significant*
Male	60	18.90	3.85	12.33	108	
Female	50	11.28	2.60			

*significant at .01 level of significance

Perusal of table-2 reveals that the teachers working in private secondary schools exhibited significantly lower levels of job satisfaction ($t=17.96$, $p<0.01$) as compared to their counterparts working in government-aided secondary schools. Hence, the third null hypothesis is rejected. Thus, we may conclude that the job satisfaction among secondary school teachers working in government-aided and private schools does differ significantly.

Table-2 also indicates that the female secondary school teachers reported significantly lower levels of job satisfaction ($t=12.33$, $p<0.01$) as compared to their male counterparts. Hence, the fourth null hypothesis stands rejected. Thus, we may conclude that the job satisfaction among male and female secondary school teachers differs significantly.

Table - 3
Correlation between Occupational Stress and Job Satisfaction of Secondary School Teachers

Variable	Value of Coefficient of Correlation (r)	Coefficient of Determination (r^2)	Level of significance
Occupational Stress Job Satisfaction	- 0.8146	0.664	0.01

Table-3 reveals a strong negative correlation between the occupational stress and job satisfaction of secondary school teachers ($r= -0.8146$, $p<0.01$) with the coefficient of determination being high ($r^2=0.664$). This implies that when occupational stress levels are low, the secondary school teachers are more satisfied with their jobs and vice-versa.

Conclusions

The teachers working in private secondary schools have significantly higher levels of occupational stress as compared to their counterparts working in government-aided secondary schools. The female secondary school teachers have significantly higher levels of occupational stress as compared to their male counterparts. The teachers working in private secondary schools have significantly lower levels of job satisfaction as compared to their counterparts working in government-aided secondary schools. The female secondary school teachers have significantly lower levels of job satisfaction as compared to their male counterparts. A strong negative correlation exists between the occupational stress and job satisfaction of the secondary school teachers.

Educational Implications

Secondary school teachers experience varied levels of occupational stress and lower levels when type of school (government/ private) and gender are taken into consideration, thus implying that the working conditions are different for the teachers. Also, a negative relationship between job satisfaction and occupational stress reflects that when teachers are not satisfied with their jobs they will definitely feel the stress of the occupation; in order to reduce the level of occupational stress the job satisfaction should be increased. Efforts should be done to reduce the occupational stress and increase the job satisfaction. The concerned authorities including the school management and policy makers need to delve into the causes for high levels of occupational stress and low levels of job satisfaction among certain sections of the teaching community.

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