

Teachers' Stress in Relation to Job Satisfaction in District Mohali

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ABSTRACT

The objective of the study was to find out Teachers' Stress in relation to their job satisfaction. For, this purpose a sample of 178 teachers with 86 male teachers and 92 female teachers was drawn both from the government and Private rural and urban areas of Mohali. The studies found out that there was significant relationship between Stress and Job Satisfaction among the secondary school teachers and job satisfaction. The study also pointed out that there was significant relationship between the dimensions of Teacher Stress and Teacher Job Satisfaction.

Introduction

Coats and Thoresen (1976) in their review of studies on Teacher anxiety quote the NEA report to show the growing incidence of teacher anxiety. Kyriacou and Sutcliffe (1978) in a study of 257 teachers of 16 schools in England noted that 15.6% found being a teacher 'very' stressful while 4.3% found it 'extremely' stressful (total 19.9%). David, Chan, W. and Eadaoin, Hui, K.P. (1998) reported that regardless of gender and guidance status, teachers with low stress and high support levels generally reported less general psychological symptoms, and teachers with high support level reported less specific symptoms related to anxiety and sleep problems. Whereas the studies of Arikewuyo & Olalekan (2004) disclosed that the average Nigerian teacher prefers to organize him/herself in such a way that his/her pedagogic duties will not be hampered by domestic chores. It also implies that, whenever the teacher is stressed, he/she consoles him/herself with the fact that work is not everything and therefore feels less stressed. The teachers never use the active cognitive strategies. Their feeling is that nothing probably can be challenged in stressful situations. The teachers also express mixed feelings about the adoption of inactive behavioral strategies.

While in the case of Teacher Job Satisfaction the studies of Garrett, R.M. (1999) shows that the evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality. "An adapted version of the questionnaire developed by

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the "Teacher 2000 Project" was translated into Greek and used by Zembylas, Michalinos; Papanastasiou, Elena (2004) for the purposes of this study that had a sample of 461 K-12 teachers and administrators. showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. While Naik, G.C. (1990) found that ad-hoc teaching assistants of the M.S. University, Baroda, were satisfied with their jobs mainly because of their favorable attitude towards the teaching profession, financial consideration and the facilities which they were getting for further studies; marital status, age, experience and gender did not affect their level of job satisfaction; leadership qualities of heads of institutions, group goals and objectives were essential parameters in promoting the job satisfaction of teachers.

Delimitations

1. The sample was delimited to 178 secondary school teachers from different Institutions situated in different areas of District Mohall.
2. Random sampling technique was followed to draw the sample for the present study.
3. Teacher Stress and Teacher Job Satisfaction was considered for the present study

Objectives of the Study

- (1) To study the relationship between Teacher Stress and Teacher Job Satisfaction;
- (2) To work out the relationship between the dimensions of Teacher Stress;
- (3) To find out the relationship between the dimensions of Teacher Job Satisfaction;
- (4) To Study the Significance of difference between demographic and professional variables like Sex, Locality, Qualification, Age, Marital Status, Experience and Type of Institution in respect of Teacher Stress and Job Satisfaction.

Hypotheses of the Study

- 1) There is significant correlation among the selected sample of Secondary School Teachers in their Stress and Job Satisfaction.
- 2) Relationship between the dimensions of Teacher Stress Scale is not significant.
- 3) Relationship between the dimensions of Teacher Job Satisfaction Scale is not significant.
- 4) There are no significant differences of Means between Teachers taking the various variables into consideration in their Stress
- 5) There are no significant differences of Means between Teachers taking the various variables into consideration in their Job Satisfaction.

Sample

The sample selected for the present investigation is covering with 178 secondary school teachers from different Institutions situated in different areas of District Mohall. Random sampling technique is followed to draw the sample for the present study.

Procedure

In order to test the hypotheses the investigation was planned and executed in four phases.

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In the first phase developing and standardization of Teacher Stress and Teacher Job Satisfaction self-rating scales was done. In the second phase measuring the Teachers' opinionative with the help of above two self-rating scales was done. In the third phase, appropriate statistical procedure was adopted to find out the significant relationship between Teacher Stress and Teacher Job Satisfaction. In the fourth phase using appropriate statistical procedures to find out the significant difference between the different demographic variables of teachers in their Teacher Stress and Teacher Job Satisfaction was done.

Analysis of Data

The following statistical techniques were employed for arriving at conclusions like co-efficient of correlation to find the relationship between Stress and Job Satisfaction and also obtained the Critical Ratio values variables wise

Table-1: Significance of 'r' between Teacher Stress and Teacher Job Satisfaction

S. No	Variables	r-value	N	Df
1.	Teacher Stress	0.69	178	176
2.	Teacher Job Satisfaction			

Table-2: Inter-correlation Matrix of various Dimensions of Teacher Stress of Uday's Scale

Dimensions	Intensity of work	Students' Behavior	Professional growth	Extrinsic Annoyers	Total Teacher Stress
Intensity of work	1.00				
Students' Behavior	0.46	1.00			
Professional growth	0.36	0.67	1.00		
Extrinsic Annoyers	0.58	0.56	0.54	1.00	
Total Teacher Stress	0.41	0.75	0.61	0.59	1.00

Table-3: Inter-correlation Matrix of Various Dimensions of Teacher Job Satisfaction Scale

Dimensions	Professional	Teaching Learning	Innovation	Inter-Personal Relations	Total Teacher Job Satisfaction
Professional	1.00				
Teaching Learning	0.56	1.00			
Innovation	0.48	0.65	1.00		
Inter-Personal Relations	0.37	0.45	0.39	1.00	
Total Teacher Job Satisfaction	0.29	0.34	0.47	0.38	1.00

Table-4: Significance of differences of Means Between Teachers taking the various variables into consideration in their Stress

Variable category	Mean	S.D	N	t-ratio
Male Teachers	92.65	22.97	86	
Female teachers	99.28	20.91	92	2.25*
Rural area Teachers	100.11	22.13	67	
Urban area Teachers	93.15	18.61	111	2.16*
Teaches with TIC	94.74	22.36	56	
Teachers with B.Ed.	102.54	19.33	122	2.29*
Below 35 years Experience	85.37	22.91	80	
Above 35 years Experience	90.64	22.74	92	1.54@
Married Teachers	102.37	19.31	94	
Unmarried Teachers	96.74	22.09	84	1.8@
Residential School Teachers	96.72	21.73	74	
Non-residential School Teachers	91.14	17.85	104	3.87**

**Significant at 0.01 level, *Significant at 0.05 level

@Not Significant at any level

Table-5: Significance of difference of Mean Between Teachers taking the various variables into consideration in their Job Satisfaction

Variable category	Mean	S.D	N	t-ratio
Male Teachers	94.65	21.62	86	
Female teachers	100.26	20.22	92	1.78@
Rural area Teachers	99.49	18.71	67	
Urban area Teachers	92.12	16.87	111	2.65**
Teaches with TIC	95.54	20.44	56	
Teachers with B.Ed.	101.45	18.51	122	1.84@
Below 35 years Experience	94.75	21.69	98	
Above 35 years Experience	85.73	22.72	80	2.69**
Married Teachers	100.85	22.29	94	
Unmarried Teachers	93.74	19.43	84	2.27*
Residential School Teachers	101.52	21.37	74	
Non-residential School Teachers	92.59	18.52	104	1.98*

**Significant at 0.01 level, *Significant at 0.05 level

@Not Significant at any level

Conclusions

- 1) There was significant relationship between Stress and Job Satisfaction among the Secondary School Teachers.
- 2) There was significant relationship between the dimensions of Teacher Stress.
- 3) There was significant relationship between the dimensions of Teacher Job Satisfaction.
- 4) In respect of teacher stress, there were significant differences between the variables – sex, locality, qualification, age and type of Institution. Whereas the teachers in respect of

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experience, and marital status categories do not differ significantly.

- 5) In respect of Teacher Job Satisfaction, there was significance of difference between the variables – Locality, Experience, Age, Marital Status and Type of Institution. Whereas, the teachers in respect of sex, and qualification categories do not differ significantly.

From the above findings it is concluded that the Teacher Stress and Job Satisfaction aspects are independent and interdependent.

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