



INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT

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INDIAN TEACHER'S STRESS IN RELATION TO JOB SATISFACTION: AN EMPIRICAL STUDY

DR. B. V. PRASADA RAO

ASSOCIATE PROFESSOR

ADAMA UNIVERSITY

ETHIOPIA

S. R. PDALA

TEACHING ASSOCIATE

A. U. P. G. EXTENSION CENTRE

VIZIANAGARAM

WAKO GEDA OBSE

LECTURER

SCHOOL OF HUMANITIES AND NATURAL SCIENCES

ADAMA UNIVERSITY

ETHIOPIA

ABSTRACT

The aim of the research is to study the relationship between stress and job satisfaction among secondary school Teachers, besides testing whether the correlations obtained for the comparable sample differ significantly and concludes that both the aspects are significant statistically. The variables like Sex, Locality, Qualification, Experience, and type of management in respect of teachers stress are statically significant, while the variables like locality, Age, Experience, marital status and type of institution in respect of Teacher job satisfaction are differed significantly. The Teacher stress and job satisfaction aspects are independent but they are inter- dependent. The investigation shows that there is significance of relationship between the Dimensions of Teacher Stress and job satisfaction.

KEYWORDS

Stress, job, satisfaction, teacher, institution.

INTRODUCTION

The ultimate aim of any education is to make a man of good character and useful citizen of the universe. This aim of education we can achieve through the quality of education, quality of teachers and quality of teaching learning process. Other things remaining, the quality of education largely depends on the quality of teaching learning transaction. This Teaching learning transaction cannot be undertaken in vacuum but it positively directed action, for which teacher's are to be endeavor with creative teaching and satisfaction towards a job. This is the right time to focus the significance of Teacher Stress and Teacher job Satisfaction.

There should be enormous amount of research has to be taken place to answer the queries like- what is Teacher stress? What is teacher job satisfaction? How far Teacher stress and Teacher Job satisfaction are correlated? How far Teacher stress and Teacher Job satisfaction are related to pupil out comes in different areas of class room learning? The impacts of Teachers stress and Teacher Job satisfaction on achievement of Educational objectives are to be answered.

The absence of a high dropout rate and job turnover among Indian teachers does not necessarily mean that they do not experience stress and lack of job satisfaction. This may be due to entirely different reasons like non-availability of alternative job opportunities and fear of taking risks. It is hard to believe that they do not experience stress and are not frustrated and disillusioned with their professional life under the situation prevailed in the institutions and social condition. Experiencing constant dissatisfaction with the job has many repercussions for the individual's adjustment to work as well as in personal and social life and may have magnetic impact on individuals' total personality and resulting substandard performance.

REVIEW OF LITERATURE

Coats and Thoresen (1976) in their 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, W.Chan and Eadaoin, K.P. Hui (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 Arikwuyo and M. 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 teachers Job satisfaction the studies of Garrett, R.M (1999) 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 other the key factors of work life complexity and work centrality. The studies of Zembylas, Michalinos, papanastasiou, Elena (2004) findings “ An adapted version of the questionnaires developed by the “teacher 200 project” was translated into Greek and used for the purposes of this study that had a sample of 461 K- 12 teachers and administrators. This showed that, unlike other countries in which this questioner was used, Cypriot teachers choose 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 prompted job satisfaction, and group goals and objectives were essential parameters in determine the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

OBJECTIVES OF THE STUDY

The specific objectives of the study are:

1. To studying the relationship between Teacher stress and Teacher job satisfaction; and also find relation ship between the various dimensions of Teacher stress and Teacher job satisfaction;
2. To identify 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

1. There is no significance of relationship among the selected sample of secondary school Teachers in their stress and job satisfaction
2. There is no significance of relationship between the dimensions of Teacher stress and Teacher job satisfaction scales.
3. There is no significance of difference between the Teacher in their stress and job satisfaction taking the variables like sex, locality, qualification, Age, marital status, experience and Type of institution.

SAMPLE

The sample selected for present investigation is covering with 178 secondary school teacher from different institutions situated in different areas. Random sampling technique is followed to draw the sample for the present study.

PROCEDURE

In order to test the hypotheses the investigator is planned and executed in four phases. In the first phase developing and standardization of Teachers stress and Teacher job satisfaction self-rating scales. In the second phase measuring the Teachers' opinionative with the help of above two self-rating scales. In the third phase using appropriate statistical procedure is 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.

ANALYSIS OF DATA

The following statistics are calculated for arriving at conclusions likes co-efficient correlation to find the relationship between stress and job satisfaction and also obtained the critical ratio values variables wise.

Table 1: Table showing significance of 'r' between Teacher stress and Teacher job satisfaction

Variable category	N	Df	'r'	Probability
Teacher stress Teacher job satisfaction	178	176	0.69	Significant at 0.01 level

Table 2: Table showing the inter-correlation Matrix of various Dimensions of Teacher stress of Uday's scale

	Intensity of work	Students' Behavior	Professional growth	Extrinsic Annoyers	Total Teacher Stress
Intensity of work	1.00	0.46	0.36	0.58	0.41
Students' Behavior	-	1.00	0.62	0.45	0.38
Professional growth	-	-	1.00	0.54	0.61
Extrinsic Annoyers	-	-	-	1.00	0.45
Total Teacher stress	-	-	-	-	1.00

Table 3: Table showing the inter-correlation Matrix of various Dimensions of Teacher Job satisfaction scale

	professional	Teaching learning	Innovation	Inter-personal Relations	Total Teacher job satisfaction
professional	1.00	0.56	0.48	0.37	0.29
Teaching learning	-	1.00	0.65	0.45	0.34
Innovation	-	-	1.00	0.39	0.47
Inter-personal Relations	-	-	-	1.00	0.38
Total Teacher job satisfaction	-	-	-	-	1.00

Table 4: Table showing the significance of difference of Mean between Teachers Taking the various variable into consideration in their stress

Variable Category	Mean	S.D	N	C.R
Male Teachers	92.65	22.97	86	2.01*
Female Teacher	99.28	20.91	92	
Rural area Teachers	100.11	22.13	62	2.16*

Urban area Teachers	93.15	18.61	111	
Teachers with TTC	94.74	22.36	56	2.29*
Teachers with B. Ed,	102.54	19.33	122	
Below 35 years Experience	85.37	22.91	80	1.54@
Above 35 years Experience	90.64	22.74	92	
Married Teachers	102.37	19.31	94	1.8@
Unmarried Teachers	96.74	22.09	84	
Below 15 Years Age	97.29	20.86	98	2.06*
Above 15 years Age	103.51	19.46	80	
Residential School Teachers	96.72	21.73	74	3.87**
Non-residential School Teaches	91.14	17.85	104	

** Significant 0.01 level *Significant 0.05 level @ Not significant at any level

Table 5: Table showing the significance of difference of mean Between Teachers Taking the various variable into consideration in their job satisfaction

Variable Category	Mean	S.D	N	C.R
Male Teachers	94.65	21.62	86	1.78@
Female Teacher	100.26	20.22	92	
Rural area Teachers	99.49	18.71	67	2.65**
Urban area Teachers	92.12	16.87	111	
Teachers with TTC	95.54	20.44	56	1.84@
Teachers with B.Ed,	101.45	18.51	122	
Below 35 years Age	94.75	21.69	98	
Above 3 years Age	85.73	22.72	80	2.69**
Married Teachers	100.85	22.29	94	2.27*
Unmarried Teachers	93.74	19.43	84	
Below 15 Years Age	102.15	19.63	92	2.36*
Above 15 years Age	93.69	20.86	86	
Residential School Teachers	101.52	21.37	74	1.98*
Non-residential School Teaches	92.59	18.52	104	

** Significant 0.01 level *Significant 0.05 level @ Not significant at any level

Table 6: Table showing the mean values of the Dimensions in respect of job satisfaction and stress

(N= 178)

Job satisfaction			Stress		
Dimension	Mean	S.D	Dimension	Mean	S.D
Professional	24.38	4.29	Intensity of work	24.8	5.99
Teaching Learning	19.88	3.94	Student's Behavior	22.36	4.72
Innovation	16.57	3.71	Professional Growth	25.63	6.11
Inter-personal relations	18.45	3.29	Extrinsic annoyers	45.67	9.98

RESULTS & DISCUSSION

1. There is significance of relationship between stress and job satisfaction among the secondary school Teachers.
2. There is significance of relationship between the dimensions of Teacher stress.
3. There is significance of relationship between the dimensions of teacher job satisfaction
4. In respect of teacher stress, there is significance of difference between the variables sex, Locality qualification, Age and Type of Institution. Whereas the Teachers in respect of Experience and marital status categories do no differ significantly.
5. In respect of Teacher job satisfaction, there is 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.
6. In respect of job satisfaction professional aspect is highest in the merit order followed by teaching learning. Inter- personal Relations and innovation. While in the case of stress- Extrinsic Annoyers aspect is in the highest in the merit order follow by professional Growth, intensity of work and student's Behavior.

CONCLUSIONS

The result of the study disclosed that the job satisfaction aspect influenced in respect of variables sex, locality, Qualification, Age, Experience and type of institution, whereas the stress aspect influence in respect of variables locality, age experience, marital tutus and type of institution. There is significance of difference between the teachers in their job satisfaction and stress in respect of variables – locality, experience and type of institution from the above findings it is concluded that the Teacher stress and job satisfaction aspects are independent and interdependent.

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