

To Study the Levels of Occupational Stress and Job Satisfaction Experienced By School Teachers

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Abstract – The connection between stress in the workplace and job satisfaction are examine in this research. This study will help school teachers understand the degree of stress and job satisfaction and the empirical results will also help clarify the behavior of school teachers and management of school.

Teaching is not a simple activity, because it is a complex mechanism that includes teachers' desire to interact with students, their success in school-related work, receiving interest of knowledge and the opportunity to develop a cordial connection among the colleagues. The whole continuum of teaching, learning, and engagement relies on a teacher's ability to be fully accepted, and turns the perceived potentialities of a child into actuality. The learning process cannot be practiced in parallel, but it is a successful-directed activity for which teachers ought to provide teaching skills. The instructor is the key person and the success of the educational system relies entirely on the abilities and competencies of the teachers who are relevant in society.

Keywords: Teachers Stress, Job Satisfaction, Education.

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INTRODUCTION

Stress has become a significant modern-day issue, because it may affect the safety and efficiency of workers. Stress has been described widely by the various psychology and physiologists. Stress applies, in plain terms, to the stresses or tensions that people experience in life. When human life produces endless expectations, it generates anxiety, i.e. tension. Therefore tension is a normal and necessary feature of human life. Stress above a certain point, though, may create psychological and physiological symptoms that in effect will impact the efficiency of the person in the organization. Therefore, conflict reduction has been a daunting task for corporate organizations.

Teaching is not a straightforward task but it is a dynamic process involving the willingness of teachers to communicate with pupils, their performance in school-related jobs, gaining value in information and the ability to establish a cordial relationship with their colleagues. The entire cycle of instruction, learning and interaction relies on the willingness of a instructor to be embraced without delay, who transforms a child's apparent potentialities into actuality. The method of teaching and learning cannot be performed in isolation, but it

is a positive-directed practice for which teachers must be provided with teaching skills. The teacher is the main individual and the progress of the education system relies solely on the competence and skill of the teachers who are important in society.

An instructor is really relevant to every community, state or nation as he is creating the country's worthy resident. When he has a positive attitude and is pleased with his work, he in the school will build a healthy educational climate. Yet if he has pressures and is not happy with his work, he can't build a stable and effective educational environment. The psychological variables tension and work satisfaction chosen for this analysis are closely interrelated and are factors leading to the teachers' success in affecting their pupils.

This research may help to know the degree of stress and job satisfaction among teachers and the study outcome will also help to understand the actions of Kashmir's government school teacher and private school. This research is very useful for managers and practitioners who are involved in prospective teachers such that effective

preparation services can be established in their teaching institutions.

REVIEW OF LITERATURE

Dua & Sangwan (2017) in a report called "Haryana high school girl teachers burden" This study's main objective was to work out stress among female high school teachers and it was found that female teachers are experiencing a lot of stress caused by bad working conditions, scarcity of resources, high workload, lack of social support etc.

Kamboj (2017) conducted a report on "job stress between female teachers employed in Rewa District High Schools" and it was noticed that primary school teachers were confronted with a lot of occupational stress while working in high school. The major reasons of occupational stress faced by female teachers are – heavy workload, difficulty in handling the behaviour of the students, financial issue at home, lack of family help, tension when handling the actions of the students in the classroom and wide class are seen as the most prominent triggers of the tension of female teachers in the secondary schools.

Manabete, John, Makinde & Duwa (2016) carried out research on job stress among school administrators and teachers in high schools and technical colleges in Nigeria. Throughout Nigeria, they looked at tension, job or occupational stress among teachers. Findings showed the position ambiguity; the key causes of stress among teachers are bad relationships with supervisors, job overload.

Dr. B.P. Singh (2015), published a research on the tension of administrative position among heads of government and private education. In this analysis 200 govt, use stratified sampling. And the administrators of private schools were chosen. Results from the analysis showed that the heads of private schools faced rising managerial tension than the heads of government schools.

Demjaha, Bislimovska & Mijakoshi (2015) investigated the degree of stress linked to work between school teachers. The results showed that most of the teachers examined considered their tension correlated with work as elevated or very elevated. In terms of the association between the degree of stress of teachers and other demographic and role attributes, the level of stress associated with employment has shown a significantly high connection to class, age, grade levels taught as well as job experience and a considerable link to the education level.

RESEARCH METHODOLOGY

Detailed Study Methodology focused on the implementation of survey approach has been used for this analysis.

Sampling Design

Easy Random Sampling approach for this analysis has been adopted.

Sample Size

The overall sample size in this research was 800 teachers randomly selected from the existing population of school teachers from various subjects i.e. technology, language, social technology and physiological training employed in lower and higher secondary schools in ten districts of the division of Kashmir.

RESULT AND INTERPRETATION OF DATA:

The research aimed to assess the tension and work satisfaction of Kashmir Division school teachers in learning, language, social learning and physical education. This chapter represented the statistical analysis and the interpretation of results.

The data gathered on the tension and work satisfaction of Kashmir 's technology, literature, social science and physical education teachers were examined by applying "S.D," "t" test and variance analysis (ANOVA),

FINDINGS:

- To know the level of occupational stress among school teachers.

Table 1

Level of Occupational Stress	No. of Teachers	Percentages
Highly Stressed	488	61%
Moderately Stressed	232	29%
Low level of Stress	80	10%
Total	800	100%

From table 1 it is reported that the estimate of extremely pressured school teachers stands at 488. This means that 61 percent of teachers consider themselves extremely anxious. Therefore, the null hypothesis no.1, "There is no substantial gap between the teachers in the degree of workplace tension," is dismissed.

- Descriptive Statistics of School Teachers of Different Subjects on Stress:

Table-2

Groups	Mean	S.D
Science	75.60	32.54
Language	68.95	32.29
Social science	71.80	32.12
Physical Education	88.22	32.65
Total	76.17	33.18

The table above indicates that for Science Teachers the mean and standard deviation on stress variable are 75.60 ±32.54; for Language Teachers are 68.95 ±32.29; for Social Science Teacher was 71.80 ±32.12; and for Physical Education Teacher was 88.22 ±32.65. Table 2 reveals that the level of stress of Physical Education teacher is far higher than the teachers in the other topic.

- Analysis of Variance (ANOVA) of School Teachers of Different Subjects on Stress:

Table -3

Source	Sum of Squares	df	MSS	F	Sig
Between Group	43824.670	3	14608.223	13.913*	.000
Within Group	835792.21	796	1049.990		
Total	879616.88	799			

*Significant at the point of .05, *MSS= Mean square sum, *df = Degree of freedom, *Sig. = Significance and Transmission * F= F

Table – 3 indicates that there was a substantial difference in the tension of school teachers of different Kashmir faculties as the "F" ratio obtained was higher than the tabulated value of 2,65 needed for the "F" ratio to be relevant at the level of 0.05 with (3,796) degree of freedom. After the "F" stress ratio was shown to be important, the post-hoc test (Least Importance Differential Measure) was used to evaluate the importance of the discrepancy between school teachers' paired instruments, i.e. technology, language, social science, and physical education.

- To compare the occupational stress of government and private school teachers.

Table 4

Groups	No. of teachers	Mean	Standard deviation	't'-value	Level of significance
Private School Teachers	400	60.26	3.65	2.14	0.05
Government School Teachers	400	44.64	2.03		

Table 4 indicates the t-value is 2.14, which is important at 0.05 level. Thus, the null statement, "There is no substantial gap in the degree of government and private school teachers' occupational tension," is dismissed. This indicates that there's a major gap between government and private school teachers' rates of workplace tension. Private teachers are shown to have slightly more burden than their peers in government schools.

- To compare the occupational stress of government and private school male teachers

Table 5

Groups	No. of teachers	Mean	Standard deviation	't'-value	Level of significance
Private school Male teachers	200	58.4	3.98	4.41	0.01
Govt. School Male teachers	200	43.49	2.01		

From table 5 it is obvious that the t-value is 4.41, which would be important at level 0.01. Therefore, it contradicts the null statement, "There is no substantial gap in the degree of workplace tension among male and male school teachers in government school and private school." It indicates that there is a substantial gap in the degree of job stress among male and male school teachers in the government school and private school. The private school male teachers find themselves slightly more depressed than their male instructor peers in government schools.

- To compare the occupational stress of government and private school female teachers

Table 6

Groups	No. of teachers	Mean	Standard deviation	't'-value	Level of significance
Private School Female Teachers	200	62.12	2.02	2.41	0.05
Govt. School Female Teachers	200	45.36	1.8		

From table 6 it is obvious that t-value is 2.41 which is important at level 0.05. Therefore, it supports the null hypothesis, "There is no substantial gap in the degree of workplace tension of female school teachers in the government and private school." This indicates that there is a major gap in the degree of workplace tension among female school teachers in the government and private sector. Private school teachers have found themselves slightly more depressed than their female instructor peers in government school.

- To compare the job satisfaction of government and private school teachers.

Table 7

Variable	No. of teachers	Mean	Standard deviation	df	't'-value	Level of significance
Private	400	144.39	22.835	398	2.41	P<.01
Government	400	158.31	26.082			

From table 7 it is obvious that t-value is 2.41 which really is important at level 0.05. Therefore the null hypothesis is dismissed that, "There is no substantial gap in the degree of work satisfaction of government and private school teachers." It indicates that the degree of job satisfaction of government and private school teachers is substantially different. State education workers consider themselves slightly happier with employment whereas the private school instructor peers.

- To compare the job satisfaction of male and female government and private school teachers.

Table 8

Variable	No. of teachers	Mean	Standard deviation	df	t-value	Level of significance
Female	400	43.51	9.27	398	3.72	P<.01 S
Male	400	49.302	10.17			

From table 8 it is obvious that t-value is 3.72 which is important at level 0.01. Therefore the null hypothesis is dismissed, "There is no substantial gap in work satisfaction between male and female government and teachers at private schools." It indicates that there is a major gap in career satisfaction rates between male and female government and teachers at private schools. Teachers in male government and private schools are shown to have slightly greater work satisfaction than teachers in female government and private schools.

The results belonging to the stress level of school teachers in various faculties i.e. research, language, social research and primary learning, job in lower and higher secondary schools in Kashmir division mean and standard deviation were measured and presented.

The mean tension of Kashmir Division school teachers has been demonstrated graphically in Fig. – 1.

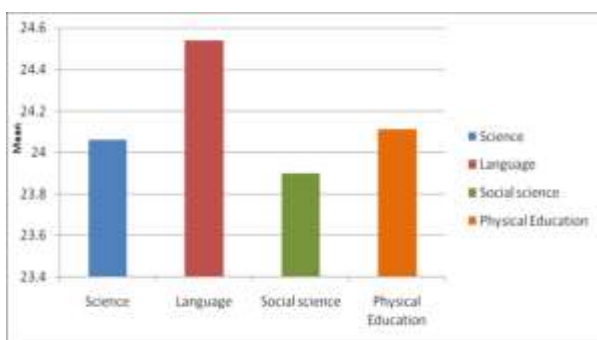


Fig. – 1 Graphical representation of Mean on stress level of school teachers of Kashmir Division

CONCLUSION

The following results are made, based on the observations and under the limits of the study:

- The research showed that the degree of workplace stress among teachers was dramatically different.
- The research showed that the level of workplace tension between government and private school teachers is substantially different.
- The research showed that the level of workplace tension between male and female school teachers in government schools were substantially different.
- According to the report, there is a substantial gap in the degree of workplace stress among female teachers from government schools and private schools.
- The research showed that there is a substantial gap in work satisfaction between government and private schools.
- The research showed a major gap in work satisfaction between male and female government and private school teachers.
- The analysis showed major differences in stress among school teachers in different subject areas such as research, language, social research and physical education in Kashmir.
- The research also showed that teachers in private schools had higher rates of occupational tension relative to teachers in government schools.
- The research showed that there is no major tension gap between teachers from various language topics. Which means language instructor tension is often the same irrespective of their topics in the field.
- The research also showed a large mean gap in the tension of science and language school instructors, science and physical education, language and physical education, social science and physical education.
- The educational problems should be considered very strictly and will function effectively. Let there be a separate Jammu and Kashmir Council for Educational Research and Training as suggested in the JRM Report (2013) to focus solely on

curriculum creation, textbook planning and human capital growth for school education. This council will operate separately on the contrast between NCERT and NUEPA and serve as expert panel on school education issues for the former administration. This council will have an accumulated faculty and appropriate budgetary arrangements. Similarly, the facilities should be granted first preference at government colleges. Separate funds will be accessible to provide learning content that has been unavailable for the last two years. The development of unique subject-matter teachers requires the hour.

Training at the school must become a reflection of social inclusion. Not just this, the government should produce the unemployed youth no less than 10,000 work prospects. In doing so, the government will pull together elite and subaltern parties on the same table that I claim would never enable the former state to happen. Similar studies may be repeated among school teachers by dividing the subjects into different areas that is cities, districts, and states. This study may be helpful for government to make policies to reduce stress of school teachers. And may be valuable for education administrator to know the psychological characteristics of school teachers. Future research may address this phenomenon by examining more factors such as age, work setting, psychologist to student ratio, etc.

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