

# Comparison of job Satisfaction and job Stress on Mental health factors among female school Teachers

Anjali Tomar\*

Lecturer, Department of Education, Tilak Mahavidyalaya, Auraiya, U.P.

**Abstract** - The aim of the present research was to find out the effects of job satisfaction and stress job on mental health factors among female teachers working in different types of schools of U.P. For that purpose, one hundred and sixty female teachers (N = 160) were selected as a sample from government and missionary schools of U.P. An equal number of female teachers, i.e., (n = 80), were selected through random sampling method from two types of school, viz., government and missionary. Job satisfaction scale of Dr. (Mrs.) Meera Dixit, and Indore teachers Job stressors scale of Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma were used as instruments for the study. Initially, the reliability statistics of both the instruments was calculated to know the significance of the scales. According to the findings of the study, it was found that female teachers of government school were significantly better in overall Job satisfaction, Intrinsic aspect of the job, Salary, Promotional Avenues, Service Conditions, Physical Facilities, Institutional Plan and Policies and Satisfaction with authorities than the over type of school teachers. It was further revealed that female teachers of missionary school significantly suffer from overall Job Stress, Overloadness, Role Conflict, Role Ambiguity and Frail Interpersonal Relationship. As there are different job satisfaction and stress conditions among school female teachers, it is therefore necessary for every school to make their employees motivated and satisfied towards high performance by adopting different techniques and methods.

**Keywords** - Job Satisfaction, Job Stress, etc.

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## INTRODUCTION

The teachers are called as 'Guru's or 'Acharya's and are given the top most position in the Society in India. In earlier times, teachers were not to worry about their necessities of life in the olden days. They were free to pursue their quest for knowledge and research. The teachers were the best role model for the students in every aspect of life. The teachers were totally responsible for the complete process of education. They had full freedom in planning the curriculum, methods of instruction and methods of examination and evaluation. The students and the society used to 'look up' at the 'Guru's' for their guidance in all educational matters for their children.

It has been felt by large number of people in society that most of the teachers of the present day have no interest in their profession and they continue in their profession only as mechanical wage earners. The facilities and incentive offered in this profession are so little and small that many of the talented persons do not think of becoming teachers but would like to take jobs police. The Lack of recognition of the teachers in society is one of major factors that keep the most talented person out of teaching profession. They are not being given the equal respect as a medical doctor,

a lawyer or an IAS/IPS officer gets in the society. The important role of a teacher is hardly recognized in society. But it has become a fashion to observe the teacher's day on 5th September on each year. The teachers of today suffer from neglect, indifference and feeling of insecurity. The society always expects a lot from a teacher who has so little power and alarmingly meager facilities. The net result appears to be a widespread dissatisfaction in the teaching profession as a whole.

The Job satisfaction is related to one's personal adjustment in teaching students in the class as per their intelligent quotient. The researchers have studied the construct of job satisfaction in great detail. Several theoretical frameworks on job satisfaction have emerged from the various research studies conducted with multiple types of educational work. The inner desire, inner urge and strong intrinsic motivation is essential to be best teacher for the continuing growth of educational systems around the world. The professional knowledge and skills, competencies, educational resources as well as strategies play important role in determining educational success of a teacher.

The job stress is considered as detrimental to effective teaching ability of teachers. The Job stress is a negative factor affecting the teaching ability of a teacher irrespective of his personality. The Job Stress is caused by bad conditions in the workplace which affect negatively. The Job Stress also affects overall well-being of body and mind. The Job Stress at work place is a common phenomenon in modern lifestyles.

The purpose of the study was to find out the effects of job stress and job satisfaction on mental health factors among female teachers working in different types of schools of U.P.

**METHODOLOGY**

**Selection of Subjects:**

For this study, total forty schools were randomly selected i.e., twenty schools each from government and missionaries from the list of schools published by government of UP. Further four female teachers were selected randomly as subjects for the study from the above-mentioned schools. The details of the subjects being selected is as:

Type of Schools	Number of School randomly selected	Female teachers selected from each school	Total Female teacher
Government	20	4	80
Missionaries	20	4	80
Grand Total			160

The age of the selected subjects i.e. female ranged between 25 to 40 years with average age of 32 years.

**Selection of Variables:**

In order to measure Job Satisfaction and Job Stress of female teachers of U.P., the following standardized tests were selected as tools to measure the criterion variables of the study: -

1. Job satisfaction scale of Dr. (Mrs.) Meera Dixit.
2. Indore teachers Job stressors scale of Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma.

**Statistical technique:**

The Independent “t” test was employed to compare the means of Job Satisfaction, Mental health and Job Stress between female teachers’ of government and missionary schools of U.P. In order to find out

homogeneity of variance of Job Satisfaction and Job Stress between teachers of government and missionary school of U.P., “Levene’s test” for equality of variances was used. The level of significance was set at 0.05.

**RESULTS & FINDINGS**

Results along with description of tables are presented as follows:

**Table 1: Comparison of Means of the Satisfaction and its components between Female Teachers of Government and Missionary Schools**

Components of job satisfaction		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Intrinsic aspect of the job	Equal variances assumed	22.585	0.000	-36.094	158	0.000	-2.538
	Equal variances not assumed			-36.094	154	0.000	-2.538
Salary Promotional avenues and Service conditions	Equal variances assumed	254.314	0.000	141.500	152	0.000	-15.030
	Equal variances not assumed			141.500	145	0.000	-15.030
Physical Facilities	Equal variances assumed	1.975	0.000	-7.627	133	0.000	-1.626
	Equal variances not assumed			-7.627	153	0.000	-1.626
Institutional plan and policies	Equal variances assumed	60.018	0.000	-29.287	157	0.000	-2.864
	Equal variances not assumed			-29.287	146	0.000	-2.864
Satisfaction with authorities	Equal variances assumed	81.191	0.000	-8.959	142	0.000	-0.988
	Equal variances not assumed			-8.959	146	0.000	-0.988
Satisfaction with social status and family welfare	Equal variances assumed	22.038	0.000	47.655	143	0.000	5.150
	Equal variances not assumed			47.655	150	0.000	5.150
Rapport with Students	Equal variances assumed	207.255	0.000	26.360	157	0.000	2.564
	Equal variances not assumed			26.360	153	0.000	2.564
Relationship with co-workers	Equal variances assumed	301.414	0.000	44.534	158	0.000	3.846
	Equal variances not assumed			44.534	152	0.000	3.846
Overall Job Satisfaction	Equal variances assumed	.034	0.000	-34.832	157	0.000	11.486
	Equal variances not assumed			-34.832	152	0.000	11.486

The analysis of data presented in Table 1, revealed that Levene's Test for Equality of Variances is significant in Intrinsic aspect of the job, Salary Promotional avenues and service conditions, Physical Facilities, Institutional plan and policies, Satisfaction with authorities, satisfaction with social status and family welfare, Rapport with students and Relationship with co-workers at 0.05 level of significance as the obtained p-value is less than 0.05. This implies that homogeneity of variance exists between female teachers of Governmental and missionary Teachers and lower value of independent t-test is optimally valid as homogeneity of variance is violated. Further, it is evident from the table that the t-value of Overall Job Satisfaction is -34.832 which is significant as p-value is 0.00 which is less than 0.05. It indicates the mean scores of Overall Job Satisfaction between governmental and missionary teachers differ significantly. Thus, null hypothesis i.e., there is no significant difference in mean scores of Overall Job Satisfaction between Government and missionary teachers is failed to reject at 0.05 level of significance.

**Table 2: Comparison of Means of the Job Stress and its components between Female Teachers of Government and Missionary Schools**

Components of Job Stress		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Overloadness	Equal variances assumed	0.654	0.000	87.025	155	0.000	18.118
	Equal variances not assumed			87.025	153	0.000	18.118
Role Conflict	Equal variances assumed	42.466	0.000	124.160	154	0.000	18.612
	Equal variances not assumed			124.160	148	0.000	18.612
Powerlessness	Equal variances assumed	24.430	0.000	-14.906	138	0.000	-2.708
	Equal variances not assumed			-14.906	151	0.000	-2.708
Role Ambiguity	Equal variances assumed	58.955	0.000	137.537	159	0.000	28.092
	Equal variances not assumed			137.537	149	0.000	28.092
Motivelessness	Equal variances assumed	40.794	0.000	-10.644	142	0.000	-1.416
	Equal variances not assumed			-10.644	146	0.000	-1.416
Frail Inter-personal Relationship	Equal variances assumed	39.291	0.000	30.259	146	0.000	5.332
	Equal variances not assumed			30.259	150	0.000	5.332
Over all Job Stress	Equal variances assumed	37.362	0.000	142.267	157	0.000	66.030
	Equal variances not assumed			142.267	153	0.000	55.030

The analysis of data presented in Table 2 revealed that Levene's Test for Equality of Variances is significant in Overloadness, Role conflict, Powerlessness, Role Ambiguity, Motivelessness, Frail Interpersonal Relationship and overall job stress at 0.05 level of significance as the obtained p-value is less than 0.05. This implies that homogeneity of variance exists between governmental and missionary school female teachers, and lower value of

independent t-test is optimally valid as homogeneity of variance is violated. Further, it is evident from the table that the t-value of overall Job stress is 142.26 which is significant as p-value is 0.00 which is less than 0.05. It indicates the mean scores of overall Job stress between Physical Education and Science Teachers differ significantly. Thus, null hypothesis that there will be no significant difference in mean scores of overall Job stress between governmental and missionary school teachers is failed to reject at 0.05 level of significance.

**CONCLUSION**

The main purpose of the study was to find out the job stress and job satisfaction status among female teachers working in different types of schools of U.P. The results of the study revealed that female teachers of government school were found significantly better in overall Job satisfaction, Intrinsic aspect of the job, Salary, Promotional Avenues, Service Conditions, Physical Facilities, Institutional Plan and Policies and Satisfaction with authorities than the over type of school teachers. It was further revealed that female teachers of missionary school significantly suffer from overall Job Stress, Overloadness, Role Conflict, Role Ambiguity and Frail Interpersonal Relationship. It was also revealed that there was significant difference in the mean scores of job stress and job satisfaction between female teachers of government and missionary school.

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**Corresponding Author**

**Anjali Tomar\***

Lecturer, Department of Education, Tilak  
Mahavidyalaya, Auraiya, U.P.