

Comparison of Job Stress and job Satisfaction on Mental Health factors among Male school Teachers

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Abstract - The job satisfaction is known as attitude of an individual towards his/her job. The Job satisfaction is related to one's personal adjustment in teaching students in the class as per their intelligent quotient. The Job stress is a negative factor affecting the teaching ability of a teacher irrespective of his personality. The aim of the present research was to find out the job stress and job satisfaction among male teachers working in different types of schools of U.P. For that purpose, two hundred and forty male teachers (N = 240) were selected as a sample from total 60 schools (government, missionary and madrasa) of U.P. with age ranged from 25 to 32 years. 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. The finding of the study revealed that no significant difference was found in mean scores of job stress and job satisfaction among male teachers of government, missionary and Madrasa School. It was concluded that male government school teachers were significantly better in terms of overall Job Satisfaction than other Schools of U.P.

Keywords - Job Satisfaction, Job Stress, etc.

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INTRODUCTION

Teachers are provided highest respect in the world for their sound knowledge, holy teaching and for their good moral character. The role depicted in Mahabharata of Guru Dronacharya for teaching the Lesson's to Pandava's for fighting the Wars is an best example for all parents in India. The teachers are gleaned from the hierarchy of their Gods: i.e. 'Matrudevo Bhava, Pitru devo Bhava, Acharyadevo Bhava'. The mother of the child is considered to be the first Guru in Hindu mythology and a father is considered as second guru. The school teacher is considered as the third guru of child. It is rightly said in India i.e. 'Guru Brahma, Guru Vishnu, Gurudevo Maheshwarah'. It means that the teacher is the creator, the sustainer and the ultimate liberator in the society.

The teachers and the students used to recite Vedic mantras together and were considered as the essence of their proper education in India. These were like "Sahanaavavatu, Sahanaubhunaktu, Sahaviryam, Karavavahai, Tejasvinaava, Dhitamastu and Ma Vidvisavahai" These mantras were recited with the sole purpose that the God may protect us both; May God save us both; May we together do great deeds; May our learning be bright and may we help each other in making peace and prosperity in the world'. This is not practiced in India now a days. Instead of these English prayers are given more importance. The

teacher's image has changed from an 'inner-directed' to that of a 'stereotype' in the modern times of the world.

Job satisfaction is an emotional affective response as a result of 'estimation' of the degree to which some facts of job reality is congruent or incongruent with values of a teacher. It is therefore important to have a good understanding of an individual's total personality and value system in order to understand and describe one's job satisfaction. Job stress is considered of as a first level outcome of job and organization; it is a feeling of discomfort that is separate and distinct from second-level outcomes or consequences of job stress. The second-level outcomes may include varying levels of satisfaction, organizational commitment, motivation, and performance. The two major classes of variables in the job stress process are job stressors and job strains. A stressor has been typically defined as a condition or situation that requires an adaptive response from a person.

The aim of the present research was to find out the job stress and job satisfaction among male teachers working in different types of schools of U.P.

METHODOLOGY

Samples:

Sixty schools were randomly selected i.e. twenty schools each from government, missionaries and madrasas from the list of schools published by government of UP. Further four male teachers were selected randomly as subjects for the study from the above mentioned twenty schools each from government, missionary and madrasa. Age of the selected male subjects ranged between 25 to 40 years with average age of 32 years. The details of the subject being randomly selected is given below:

Type of Schools	Number of School randomly selected	Male teachers selected from each school	Total Male teacher
Government	20	4	80
Missionaries	20	4	80
Madrasa	20	4	80
Grand Total			240

Selection of Variables:

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

- a. Job satisfaction scale of Dr. (Mrs.) Meera Dixit.
- b. Job stressors scale of Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma.

Statistical technique:

To compare the mean scores of Job Satisfaction and Job Stress between male teachers of government, missionary and madrasa schools of U.P, one way ANOVA was deployed. The level of significance was set at 0.05 level.

RESULTS OF THE STUDY

Table 1: Comparison of Means of the Job Satisfaction and its Components between Male Teachers of Government, Missionary and Madrasa School

Components of job satisfaction	Groups	N	Mean	SD	Sig
Intrinsic aspect of the job	Government School	80	30.34	1.60	0.053
	Missionary School	80	24.23	1.45	
	Madrasa School	80	22.23	2.22	
Salary Promotional avenues and service conditions	Government School	80	33.78	1.56	0.083
	Missionary School	80	30.00	1.86	
	Madrasa School	80	23.56	1.45	
Physical Facilities	Government School	80	28.29	1.34	0.066
	Missionary School	80	30.22	1.92	
	Madrasa School	80	21.12	1.34	
Institutional plan and policies	Government School	80	27.00	1.44	0.055
	Missionary School	80	30.78	1.98	
	Madrasa School	80	20.19	1.04	
Satisfaction with authorities	Government School	80	31.00	1.93	0.061
	Missionary School	80	28.98	1.73	
	Madrasa School	80	20.11	1.08	
satisfaction with social status and family welfare	Government School	80	34.33	1.51	0.086
	Missionary School	80	27.92	1.65	
	Madrasa School	80	29.50	1.45	
Rapport with students	Government School	80	28.13	1.06	0.059
	Missionary School	80	26.98	1.25	
	Madrasa School	80	25.00	1.88	
Relationship with co-workers	Government School	80	24.00	1.99	0.071
	Missionary School	80	26.87	1.94	
	Madrasa School	80	23.00	1.23	
Overall Job Satisfaction	Government School	80	236.87	5.33	0.093
	Missionary School	80	225.98	5.43	
	Madrasa School	80	184.71	5.76	

The analysis of data presented in Table 1, reveals that there was no significant difference of 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 greater than 0.05. This implies that there was no significant difference of job satisfaction and its components between male teachers of governmental, missionary and madrasa school.

Table 2: Comparison of Means of the Job Stress and its Components between Male Teachers of Government, Missionary and Madrasa School

Components of job stress	Groups	N	Mean	S D	Sig
Work Overload	Government School	80	28.34	2.88	0.053
	Missionary School	80	30.11	1.90	
	Madrassa School	80	20.23	1.34	
Role Conflict	Government School	80	32.66	2.10	0.083
	Missionary School	80	29.00	2.33	
	Madrassa School	80	22.56	1.99	
Powerlessness	Government School	80	25.29	1.98	0.066
	Missionary School	80	33.22	2.00	
	Madrassa School	80	28.12	1.99	
Role Ambiguity	Government School	80	28.00	1.45	0.055
	Missionary School	80	33.78	1.66	
	Madrassa School	80	23.19	2.01	
Motivelessness	Government School	80	30.80	1.23	0.061
	Missionary School	80	27.98	1.76	
	Madrassa School	80	20.11	1.28	
Frail Interpersonal Relationship	Government School	80	33.33	1.28	0.083
	Missionary School	80	25.92	1.54	
	Madrassa School	80	27.50	1.87	
Over all Job Stress	Government School	80	178.42	1.43	0.066
	Missionary School	80	180.01	1.78	
	Madrassa School	80	141.71	2.84	

From the Table 2, reveals that there was no significant difference, as p-value was greater than 0.05. It indicates the mean scores of overall Job stress between Governmental, missionary and madrasa school male Teachers had no significantly difference. Thus, null hypothesis that there will be no significant difference in mean scores of overall Job stress between government, missionary and madrasa school teachers was accepted at 0.05 level of significance.

CONCLUSION

The main purpose of the study was to find out the mean scores of job stress and job satisfaction among male and female teachers working in different types of schools of U.P. The study was delimited to government, missionary and madrasa school of U.P. The results of the study revealed that male 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 male teachers of missionary school significantly suffer from overall Job Stress, Overloadness, Role Conflict, Role Ambiguity and Frail Interpersonal Relationship. Many research studies have confirmed that job satisfaction is one of the important factors that contribute to a high level of teaching performance. Some researchers have pointed out that the low levels of job satisfaction may lead to lower productivity, associated apathy and loss of interest, as well as, the low level of organizational commitments. This affects the quality of education and student achievement levels. Hence Job satisfaction

has a significant impact on the level of Organizational commitments of physical education teachers (Narimawati, 2007; Reyes, 1989; Iermakova, 2014; Podstawski et al., 2014; Radchenko, 2015; Nowak et al., 2016).

The results of this present study are also supported by many other research findings (Kumari & Mishra 2009; Baglioni 2001; Cooper & Palmer 2001; and Rout & Rout, 1996). However, the research finding of Wezermes is contrary and not identical to the findings of the present study with regard to overall job satisfaction. He concluded that there are no significant differences in overall job satisfaction between physical education teachers and teachers of other disciplines in Jordan.

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