



Impact of occupational stress on job satisfaction of private higher secondary school teachers in Salem district

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ABSTRACT

The purpose of this study is to find the relationship between occupational stress and job satisfaction of private school teachers, with special reference to higher secondary teachers in Salem district. On simple random basis 250 teachers handling higher secondary classes were taken as sample. The study reveals a significant relationship between occupational stress of teachers and their level of job satisfaction

KEYWORDS : Private School Teacher, Occupational Stress, Employee Job Satisfaction

INTRODUCTION

The teachers are the builders of the nation. The Education Commission (1966) states that "The future of India is now being shaped in the classrooms." It emphasized that, to make any process of education a success, the quality competence and character of the teachers were the most important aspects. A teacher has a key role to play in communicating knowledge in specific subjects and help students grow to their fullest stature, develop suitable attitudes and unfold their personality. The role of faculty in the life of a student is immense and the effectiveness of a faculty involves not only the academic performance of the students, and they are the person who shapes the life of the student. Today the role of a teacher is not only ends with teaching, it is extended to mentoring the students, need to give additional coaching to students who are not strong in their particular subject, supporting the student for preparing competitive exams, supporting the management for seat filling., likewise they need to do a multi dimensional role, which may leads them to occupational stress. Stress may be classified into eustress and distress. eustress is positive or good stress, whereas distress is the stress reactions to those actions or events appraised as being negative. Stress-related disorders encompass a broad array of conditions, including psychological disorders like depression, anxiety, post-traumatic stress disorder and other types of emotional strains like dissatisfaction, fatigue, tension, etc., In turn, this distress may leads to less job satisfaction which will be cause of poor work Performance, higher absenteeism, less work productivity or even injury. Job stress is also associated with various biological reactions that may lead ultimately to compromised health, such as cardiovascular disease, or in extreme cases, even death. There are a total of 5 categories associated with occupational stress, Viz: 1. Factors unique to the job 2. Role in the organization 3. Career development 4. Interpersonal work relationships and 5. Organizational Structure/climate. These individual categories exhibit that the stress can occur specifically when a conflict stems from the job. According to Kyriacou (2001), 'teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher'. Teacher stress can also involve a negative emotional experience associated with the level of pressure and demands made on an individual, as well as the degree of mismatch between these demands and his/her ability to cope with those demands. Teacher stress can lead to strain (a reaction to stress) and will reduce their level of satisfaction towards their job. The term 'job satisfaction' was first utilised by Hoppock (1935), referring to a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. The importance of being satisfied with one's job is captured by a quote by Darboe (2003), according to whom, 'a job is not merely life sustaining but life-enhancing and enriching because most people continue to work even if their economic needs are met, suggesting that for most people work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from working with other people'. We are much focused on the job satisfaction of teachers because, their level of satisfaction does not only influence

their performance and teaching efficiency, but it will also influence the mindset of the students. A teacher with less job satisfaction will provide a negative view about the school, teaching methodology, evaluation system and ect., which may create a negative impact on their learning behavior. A satisfied teacher will make exemplary contribution to the improvement of students and as well the school.

STATEMENT OF PROBLEM

Several studies have been made to study the relationship between occupational stress and job satisfaction of employees of various industries. This study is specially focused on higher secondary handling private school teachers of Salem district.

NEED FOR THE STUDY

As Dr.A.P.J Abdul Kalam said teachers are the backbone of any country, the pillar upon which all aspirations are converted in to realities, they need to be give most importance for the development of the society. In today's scenario parents are rushing to get admissions form private schools, with the expectation of private schools will uplift their children in all aspects. Here the teachers are the real players, whose physical and psychological needs should be taken care by school management.

REVIEW OF LITERATURE

D P Kayastha¹, R Kayastha (2012) investigates the relationship between teacher stress and job satisfaction facets with Higher Secondary School of Nepal. The Determinants of job stress that have been examined under this study include, Role overload, Role ambiguity, Role Conflict, Unreasonable Group and Political Pressures, Responsibility for person, Under participation, Powerlessness, Poor peer Relation, Intrinsic Impoverishment, Low status, Strenuous Working conditions, Un profitability. The Determinants of job satisfaction that have been examined under this study include Work, pay, co-workers, supervision, Promotion, Job in general. The results show there is a significant relationship between Job stressors, job stress and job satisfaction.

Kyriacou (2001) lists the main sources of stress facing teachers: teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; and poor working conditions (ibid.: 29). Overall, the factors that have been found to impact on the job satisfaction of teachers and principals can be divided into three broad categories: micro level (teacher background factors); meso level (school level factors); and macro level (factors associated with society and the education system). Meso-level factors can further be divided into different domains, namely, school, teacher and student domains.

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, and teachers of different ages and length of teaching experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and

pupil behavior/ attitude. Female teachers scored higher than men on professional concerns. According to the author, just over one-third of all teachers were satisfied with their job. When specific facets of job satisfaction were examined, teachers were most satisfied with their professional performance and least satisfied with teaching resources. Teacher stress and job satisfaction were found to be negatively correlated, with high reports of occupational stress related to low levels of job satisfaction.

OBJECTIVES

1. To study the level of stress among the secondary school teachers of private school
2. To study their level of job satisfaction
3. To study the relationship between stress and job satisfaction

HYPOTHESIS

H0: There is no significant relationship between stress and job satisfaction

H1: There is a significant relationship between stress and job satisfaction

METHODOLOGY

Descriptive research design was used in this study the data was collected from 150 teachers of private higher secondary school in Salem district on a simple random basis. Self administered questionnaire was used to collect information about occupational stress and job satisfaction. Simple percentage analysis is used to find the level of stress and job satisfaction among teachers. Correlation was used to find relationship between occupational stress and job satisfaction and chi-square test was used to test the significance of relationship.

ANALYSIS

1.1 Table showing the gender wise distribution of stress among the higher secondary teachers

| VARIABLES | N | % |
|-----------|-----|----|
| MALE | 95 | 46 |
| FEMALE | 110 | 57 |

82 % of teachers are feeling stress in their occupation, their work load (6-7Hours per day), additional works like paper correction, special classes are the main stress creators. Especially female teacher are experiencing more stress (Distance between home and school, Lack of support from family people are also influencing their stress)

1.2 Table showing the gender wise distribution of Job satisfaction of the higher secondary teachers

| VARIABLES | N | % |
|-----------|-----|----|
| MALE | 102 | 48 |
| FEMALE | 109 | 52 |

84% of the teachers are satisfied about their job and organizational climate, form reaming 16%

Majority of the teachers got dissatisfied due their administration related task (work like fees collection, supporting for admission) which is irrelevant to their job description.

1.3 Table showing the relationship between stress and job satisfaction of teachers

| VARIABLES | N | CORRELATION |
|---|-----|-------------|
| Job related stress and Job satisfaction | 250 | -0.87023 |

There is a negative relationship exist between job related stress and teacher's job satisfaction. Which shows whenever they got more stress their level of job satisfaction reduces.

1.4 Table showing the level of significance between stress and job satisfaction

| Observed Frequency | Expected frequency | [O-E] ² / E |
|--------------------|--------------------|------------------------|
| 72 | 50 | 230.39 |
| 43 | 50 | 137.53 |
| 43 | 50 | 137.53 |
| 39 | 50 | 124.72 |
| 53 | 50 | 169.52 |

Calculated value 799.69

Table value at 5% level of significance and 16 degree of freedom 7.26

Tabulated Value < Calculated value

The Null Hypothesis can be rejected

So there is a significant relationship between Level of occupational stress and Job satisfaction.

FINDINGS AND SUGGESTIONS

The higher secondary teachers of private schools in Salem District feel significant level of occupational stress and it has considerable impact on their job satisfaction. When the Teachers love teaching than the students love learning. ... So the job satisfaction of teachers has considerable impact on learning of the students. The private schools must consider the academic workload and suggested to relieve the teachers from their administrative responsibilities.

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