

An empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in government & private sectors

By

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Abstract:

Stress for teachers is a growing concern, as they incessantly adhere to long working hours and conditions of overwork, unpredictable and the fairness of safety of job, low morale and motivation leading to dissatisfaction in job and lack of authority and responsibilities in roles of decision making. These factors contributing to workplace stress has proved to stand as a detrimental effect on the health conditions, both mentally and physically thereby affecting the wellbeing of teachers. This leads to the negative impact on workplace productivity affecting the development and the progress of the workplace. Teaching as an occupation is regarded as a noble profession but it requires increasing the mental abilities due to an overwhelming and cut-throat competition which sometimes becomes highly tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called 'Noble' profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up, secondary school teachers must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels, where teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress. The root cause as well as solution of the problem must be looked after. A sample size of N=200 is taken for the study and the sample population was identified within the teachers of Kutch both private and government schools. This study emphasizes the factors that causes stresses amongst the teachers and a comparative study between the private and the government teachers is also carried out to analyze the level of occupational stress and job satisfaction on various stressors.

Introduction:

Stress at the workplace has been subjected to a larger amount of research studies in the past but shows no development or enrichment on the outcome. Medical practitioners agree that continuous and extensive stress within a person would lead to a monotonous life cycle affecting the physical conditions of the body, which inturn would tamper the physical health of the person leading to mental disorders and agony. Different occupations face different types of stresses and different kinds of job profiles also face serious and varied stresses. All these factors have been discussed by various authors at various perspectives and at different levels, for example, ambulance service (Young and Cooper, 1999), healthcare (Cooper et al., 1999) for teachers (Travers and Cooper, 1993) and the nurses and social workers (Kahn, 1993). Some of these authors have identified that caregivers like nurses and social workers are the community affected from emotional exhaustion because they are required to display intense emotions within their jobs, while some of the other authors feel that job security, threat of violence and overload are the stressors. Work overload has been the predominant stressor in the teaching field.

Review of Literature :-

1. MOHANTY (1992) the study conducted on “Occupational stress and mental health in executives: a comparative study of the public and private sectors”. The find of the study shows that, private-sector executives, in general, experienced greater job stress, mental health problems and perceived greater organizational support than public -sector executives.
2. Pervez and Rubina (2002) conducted study on stress level of different school teachers, their analysis of data revealed that women teacher of secondary schools displayed high levels of stress as compared to primary school teachers. It was found that secondary school teacher show more stress. The difference was also significant between government and private school teachers. It was found that government school teachers show more stress. The comparison was also made on some demographic variables and it was found that teachers with more job experience, more number of students in a class show more stress. Singhal(2004) conducted study on stress of teachers, It was found out that female teachers experience higher anxiety and stress compared to male teachers but had more positive self-confidence because of scholastic competence.
3. Mohanty (2007) conducted a study on feeling of stress of teachers and its effect on their self-concept and teaching behavior. The findings were that the male teachers showed high degree of teaching stress compared to female teachers and the teachers having higher qualification beyond the minimum qualification showed higher degree of stress as compared to the counterpart of that contrast.
4. Rajendran (2007) conducted a study on stress on gender basis. His study reported that female teachers experienced more stress as compared to their male counterpart. Likewise on the factor of teaching assignment both male and female teachers differ significantly in their perception of this source of stress.
5. Hore (2008) conducted study on perception of stress of higher secondary school teachers and found that, female teachers experience more teaching stress than the male teachers Studies have also shown that teachers in their early years of teaching are reported to have experienced higher level of stress related to many factors in the school. The stress for teachers is expected to arise from the imbalance between the work demands and recourses in the school environment.

Objectives of the study The objectives of the study are:

- 1) To analyze the level of job satisfaction amongst the male and female teachers
- 2) To measure the level of job satisfaction amongst the government and the private school teachers
- 3) To assess the level of work stress between the private teachers and the government school teachers

Hypothesis:

- 1) There is no widespread difference in the level of job satisfaction amongst the male and female teachers
- 2) There is no widespread difference in the level of job satisfaction amongst the government and the private school teachers
- 3) There is no substantial difference in the level of occupational stress amongst the government and the private school teachers.

Data analysis and Interpretations :-

Table 1.1.

Detailed Information of the target audience (N=200) are as follows:

| Srn. | Parameter | Target Audience | Sample size |
|------|----------------|-----------------|-------------|
| 1 | school | Government | 100 |
| | | Private | 100 |
| 2 | Designation | PRT | 100 |
| | | PGT | 100 |
| 3 | Gender | Male | 100 |
| | | Female | 100 |
| 4 | Age | Below 30 | 50 |
| | | 30-39 | 50 |
| | | 40-49 | 50 |
| | | Above 50 | 50 |
| 5 | Marital Status | Married | 150 |
| | | Unmarried | 50 |
| 6 | Qualification | Bachelor | 25 |
| | | Master | 125 |
| | | Phd | 50 |

Analytical Results:

T-test is conducted to find if there is any significant difference between the satisfaction level of male and female teachers amongst the government and the private schools. If the value is found to be greater than 0.05, it would imply that there is no significant difference between the satisfaction level of male and female teachers amongst the government and the private schools. This test is conducted primarily to study and reveal if there is difference in the satisfaction level of male and female teachers amongst the government and the private schools.

Table 1.2. Overall Level of Teachers Job Satisfaction (N=200)

| Srno. | Parameters of Performance | Mean | Standard Deviation |
|-------|------------------------------------|------|--------------------|
| 1 | Work Satisfaction | 4.47 | 0.59 |
| 2 | Interesting & Challenging Work | 4.43 | 0.692 |
| 3 | Job Satisfaction | 4.31 | 0.873 |
| 4 | Working hours | 3.94 | 0.980 |
| 5 | Development of employee | 3.84 | 0.881 |
| 6 | Training | 3.90 | 1.016 |
| 7 | Scope for skill development | 3.23 | 1.021 |
| 8 | Scope for skill development | 3.81 | 1.33 |
| 9 | Salary as per norms | 3.84 | 1.02 |
| 10 | Rewards as per norms | 4.47 | 0.922 |
| 11 | Authority & Responsibilities | 3.72 | 0.751 |
| 12 | Involvement in the work & school | 4.37 | 0.991 |
| 13 | Involved in decision making | 4.11 | 0.93 |
| 14 | Respect by colleagues | 3.84 | 0.71 |
| 15 | Utilisation of individual skills | 4.11 | 0.76 |
| 16 | Opportunity for career development | 3.84 | 0.81 |

| | | | |
|----|----------------------------|-------|-------|
| 17 | Satisfied with the success | 3.91 | 0.88 |
| | Toatal | 68.21 | 15.16 |

Table 1.2 indicates that the Mean and Standard Deviation of teachers. As the mean score is greater than 3, it implies positive response. From the above table, it is clear that the teachers have highest significant level regarding the statement they enjoy their work (Mean=4.47, S.D=0.873). The results also further reveal that overall satisfaction of teachers is high as the mean value pertaining to all the factors is greater than 3. The table further reveals that the overall mean value for job satisfaction of teachers is 68.21 with a standard deviation of 15.16 which indicates that the satisfaction level of majority of the teachers is on the higher and at satisfactory zone.

Table 1.3.

Outcome of the difference between Mean score of various dimensions of job satisfaction for male vs female teachers.

| Sno | Parameters of Performance | Male (N=200) | | Female (N=200) | | Significance value of ttest |
|-----|------------------------------------|--------------|-------|----------------|------|-----------------------------|
| 1 | Work Satisfaction | 4.54 | 0.636 | 4.45 | 0.57 | 0.245 |
| 2 | Interesting & Challenging Work | 4.51 | 0.761 | 4.39 | 0.65 | 0.61 |
| 3 | Job Satisfaction | 4.47 | 0.929 | 4.22 | 0.76 | 0.32 |
| 4 | Working hours | 4.21 | 1.08 | 4.13 | 0.82 | 0.751 |
| 5 | Development of employee | 4.1 | 0.798 | 3.91 | 0.91 | 0.432 |
| 6 | Training | 3.77 | 1.13 | 3.83 | 0.9 | 0.89 |
| 7 | Scope for skill development | 3.66 | 1.19 | 3.9 | 0.84 | 0.29 |
| 8 | Promotion by norms | 3.23 | 1.326 | 3.27 | 1.32 | 0.77 |
| 9 | Salary as per norms | 3.89 | 0.786 | 3.76 | 1.2 | 0.51 |
| 10 | Rewards as per norms | 4.11 | 0.929 | 3.65 | 0.91 | 0.07 |
| 11 | Authority & Responsibilities. | 4.23 | 0.939 | 4.62 | 0.51 | 0.012 |
| 12 | Involvement in the work & school | 3.79 | 1.1 | 3.89 | 0.87 | 0.91 |
| 13 | Involved in decision making | 3.77 | 1.0 | 3.61 | 0.89 | 0.41 |
| 14 | Respect by colleagues | 4.33 | 0.777 | 4.36 | 0.59 | 0.591 |
| 15 | Utilisation of individual skills | 3.93 | 0.823 | 4.09 | 0.69 | 0.62 |
| 16 | Opportunity for career development | 3.82 | 0.856 | 3.76 | 0.67 | 0.72 |
| 17 | Opportunity for career development | 3.91 | 0.898 | 3.95 | 0.77 | 0.887 |

From the above table, it is clear that the level of job satisfaction of the female teachers is very low compared to the level job satisfaction of the male teachers. Factors such as Working hours, further advancement, salary, rewards have been high for male teachers and very low for the female teachers. Apart from these factors, the satisfaction level of female teachers is found to be satisfactory for the rest

of the parameters as seen in the above table. Further, from the table is clearly revealed that there is no significant difference in the satisfaction level of male & female teachers as the value of t-test is found to be greater than 0.05 in all the cases.

Table 1.4.
Outcome of difference between Mean score of various dimensions of job satisfaction for Government vs Private School teachers.

| Sr. No | Parameters of Performance | Male (N=200) | | Female (N=200) | | Significance value of t test |
|--------|------------------------------------|--------------|-------|----------------|-------|------------------------------|
| | | Mean | S.D | Mean | S.D | |
| 1 | Work Satisfaction | 4.51 | 0.567 | 4.5 | 0.65 | 0.119 |
| 2 | Interesting & Challenging Work | 4.54 | 0.571 | 4.31 | 0.77 | 0.824 |
| 3 | Job Satisfaction | 4.32 | 0.89 | 4.34 | 0.87 | 1.01 |
| 4 | Working hours | 4.2 | 0.952 | 4.21 | 1.11 | 1.05 |
| 5 | Development of employee | 3.99 | 0.841 | 3.97 | 1.01 | 0.321 |
| 6 | Training | 3.71 | 0.929 | 3.91 | 1.05 | 0.712 |
| 7 | Scope for skill development | 3.82 | 0.87 | 3.77 | 1.12 | 0.239 |
| 8 | Promotion by norms | 3.46 | 1.29 | 3.17 | 1.25 | 0.004 |
| 9 | Salary as per norms | 3.51 | 1.10 | 4.29 | 0.8 | 0.054 |
| 10 | Rewards as per norms | 3.64 | 0.9 | 4.11 | 0.966 | 0.791 |
| 11 | Authority & Responsibilities. | 4.42 | 0.71 | 4.39 | 0.91 | 0.11 |
| 12 | Involvement in the work & school | 3.71 | 0.927 | 3.99 | 1.09 | 0.39 |
| 13 | Involved in decision making | 3.66 | 0.91 | 3.72 | 1.05 | 0.425 |
| 14 | Respect by colleagues | 4.47 | 0.55 | 4.19 | 0.81 | 0.72 |
| 15 | Utilisation of individual skills | 3.99 | 0.77 | 4.12 | 0.86 | 0.451 |
| 16 | Opportunity for career development | 3.76 | 0.72 | 3.99 | 0.97 | 0.891 |
| 17 | Opportunity for career development | 3.71 | 0.81 | 3.92 | 0.925 | 0.089 |

From the above table, it is clear that the level of satisfaction is found to be more with the government school teachers compared to the private school teachers. This reveals that there is significant difference in the satisfaction level of the Government and the Private school teachers regarding parameters such as Salary and hence can be concluded that the level of satisfaction is greater with the government school teachers compared to the private school teachers. As the value of t-test is greater than 0.05 in all the other parameters, there is no significant difference in the satisfaction level between the private school teachers and the government school teachers.

Conclusion :-

The study revealed that the satisfaction level of the government teachers is very high compared to the private school teachers. Male teachers are found satisfied and pleased with the job compared to the female teachers. The factors seen concrete satisfaction for male teachers of the government sector are profile and work role flexibility, security of job, high wage and freedom in the autonomy or decision making in the job profile. This looks the opposite in the case of private school teachers as factors such as salary, decision making seems to be dissatisfied for the teachers. The study reveals that private school teachers are very much sensitive and dissatisfied with the salary payment compared to government school sectors. Surprisingly, the study also claims poor promotion procedures for both the private and government school teachers. Unbiased and Fair Policies on decision-making in sensitive matters of

concern can increase the level of satisfaction among the teachers in this regard. Occupational Work stress has found to be high for private school teachers compared to the government school teachers. Amongst the school teachers, female teachers have high amount of occupational stress compared to male teachers. The teachers working in private secondary schools are found more level of dissatisfaction in their work profiles compared to their counterparts working in government-aided secondary schools. The female secondary school teachers have significantly lower levels of job satisfaction as compared to their male counterparts. A strong negative correlation exists between the occupational stress and job satisfaction of the secondary school teachers

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