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Research Article

The Relationship between Occupational Stress and Job Satisfaction of Teachers of Secondary Schools

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Abstract

Education covers the entire process of life and all forms of individual interaction with the environment, whether formal, non-formal or informal, up to a certain level of maturity. Education is defined as the process of teaching and learning and of modifying the behavior through interaction.

According to Gibson (2009-39), job satisfaction in addition to performance is an essential outcome influenced by perception and employee's motivation. Both of these are also influenced by various factors, including the behavior or style of leadership, subordinate characteristics and environment factors. Besides occupational stress, satisfaction and ability, other factors that affect a teacher's performance is motivation.

Keywords: Occupational stress, Job satisfaction, Performance, Behavior, Environmental factors

Significance of the Study

The occupational stress level of the secondary school teachers will affect the job satisfaction. In order to create job satisfaction and to improve the performance of the secondary school teachers, their stress level needs to be decreased. High stress level of the secondary school teachers will decrease their performance and therefore the managements of private schools and the government have to take positive steps to decrease the level of stress among the secondary school teachers. So to give suggestions and to give appropriate measures to decrease the stress level and to motivate the sustainable job satisfaction and also to find the relationship between occupational stress and job satisfaction.

Objectives of the Study

- To find the relationship between occupational stress and job satisfaction of secondary school teachers.
- To find the significant difference between male and female teachers of secondary schools in relation to their job satisfaction.
- To find the significant difference between teachers of rural and urban secondary schools with respect to their job satisfaction.

Hypotheses of the Study

- There is no significant difference between male and female teachers of secondary schools with respect to their job satisfaction scores.
- There is no significant difference between male and female teachers of secondary schools with respect to stress scores.
- There is no significant difference between age groups (<=30 years and >=31 years) of teachers of secondary schools with respect to stress scores.
- There is no significant difference between teaching experiences (<=10 years, 11-20 years, >=21 years) of teachers of secondary schools with respect to stress scores.

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- There is no significant difference between graduate and postgraduate teachers of secondary schools with respect to stress scores.

- There is no significant difference between teachers of government, aided and unaided secondary schools with respect to stress scores.

Variables of the Study

- Gender: male/female
- Locality: rural/urban
- Age: <30 years/>30 years
- Teaching experience: <10 years,11–20 years, >21 years
- Education: Graduate/post graduate
- Type of schools: Government/aided/unaided
- Attitude: Work motivation, occupational stress, job satisfaction

Methodology

In this study, in order to do analysis, stratified random sampling method is used.

Population Studied

This study was conducted to know the effect of work motivation, attitude and occupational stress on the job satisfaction of secondary school teachers. A sample of 665 secondary school teachers of government, aided and unaided schools was selected and administered the test by using test and retest method. The two tools desired to study the work motivation and occupational stress were standardized.

Tools Used for the Study

The tools used for the study are:

- 'Teachers attitude inventory' by S.P. Ahluwalia (Sagar) 2005
- "Works motivation scale" by S. Sagarwal is standardized by Dr. Tara Sabapathy,1999.
- "Teachers occupational stress" by class (1980)
- "Teachers job satisfaction scale" MMB by Y. Mudgil, I.S. Muhar and R. Bhatia,2011.

Data Collection and Treatment

The sample for the data comprised of 665 teachers of secondary schools. Four variables were considered for collecting the data they were J.s wm, attitude and occupational stress. "The women motivation scale" and occupational stress were standardized by the scholar the data was analyzed by using:

- Differential statistics with independent "t" and one-way ANOVA.
- Crematory analysis to establish relationship between the variables with dependent variable of teachers of secondary schools.
- Regression analysis was employed to know the variable on dependent variables of teachers of secondary schools.

Statistical Techniques Employed for the Treatment

t-test

A t-test is an analysis of two populations' mean through the use of statistical examination; a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known.

ANOVA

Analysis of variance (ANOVA) is a collection of statistical models and their associated producers (such as variation among and between groups) used to analyze the differences among group means. ANOVA was developed by statistician and evolutionary biologist Ronald Fisher.

Correlation

A mutual relationship or connection between two or more things, correlation is a statistical technique that can show whether and how strongly pairs of variables are related, for example, height and weight are related.

Correlation is a bivariate analysis that measures the strength of association between two variables and the direction of the relationship in terms of the strength of relationship. The value of the correlation coefficient varies between +1 and −1.

Regression Analysis

Regression analysis is a set of statistical processes for estimating the relationships among variables. It is also used to understand which among the independent variables are related to the dependent variable and to explore the forms of these relationships in restricted circumstances; regression analysis can be used to infer causal relationships between the independent and dependent variables.

Hypotheses Tested

The hypotheses designed to study were tested and analyzed.

- There is no significant difference between male and female teachers of secondary schools with respect to stress scores.
- To achieve this hypothesis, the independent t-test was applied and the results are presented in Table 1.

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Table 1.Results of t-test between Male and Female Teachers of Secondary Schools with Respect to Stress Scores

Gender	Mean	SD	Se	t-value	p-value	Signi.
Male	119.45	14.70	0.87	3.6198	0.0003	S
Female	115.28	14.74	0.76			

From the results of Table 1, it can be seen that a significant difference is observed between male and female teachers of secondary schools with respect to stress scores (t=3.6198, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that the female teachers have significant smaller stress scores as compared to male teachers of secondary schools.

- There is no significant difference between age groups (<=30 years and >=31 years) of teachers of secondary schools with respect to stress scores.
- To achieve this hypothesis, the independent t-test was applied and the results are presented in Table 2.

Table 2.Results of t-test between Age Groups (<=30 years and >=31 years) of Teachers of Secondary Schools with Respect to Stress Scores

Age Groups	Mean	Sd	Se	t-value	p-value	Signi.
<=30 years	119.21	15.11	1.03	2.5800	0.0101	S
>=31 years	116.05	14.64	0.69			

From the results of Table 2, a significant difference is observed between teachers of secondary schools belonging to <=30 years and >=31 years of age groups with respect to stress scores (t=2.5800, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that the teachers belonging to >=31 years of age group have significant lesser stress scores as compared to teachers of secondary schools belonging to <=30 years of age group.

- There is no significant difference between teaching experiences (<=10 years, 11–20 years, >=21 years) of teachers of secondary schools with respect to stress scores.
- To achieve this hypothesis, the one-way ANOVA test was applied and the results are presented in Table 3.

Table 3.Results of ANOVA Test between Teaching Experiences of Teachers of Secondary Schools with Respect to Stress Scores

Source of Variation	Degrees of Freedom	Sum of squares	Mean sum of squares	f-value	p-value	signi.
Between experiences	2	1727.82	863.9097	3.9485	0.0197	s
Within experiences	662	144843.27	218.7965			
Total	664	146571.09				

From the results of Table 3, a significant difference is observed between teaching experiences (<=10 years, 11–20 years, >=21 years) of teachers of secondary schools with respect to stress scores (f=3.9485, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that the teachers of secondary schools belonging to different teaching experiences (<=10 years, 11–20 years, >=21 years) have different stress scores.

- There is no significant difference between graduate and postgraduate teachers of secondary schools with respect to stress scores.
- To achieve this hypothesis, the independent t-test was applied and the results are presented in Table 4.

Table 4.Results of t-test between Graduate and Postgraduate Teachers of Secondary Schools with Respect to Stress Scores

Education	Mean	SD	Se	t-value	p-value	Signi.
Graduate	118.87	14.61	0.74	3.6885	0.0002	S
Postgraduate	114.57	14.79	0.90			

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From the results of Table 4, it can be seen that a significant difference is observed between graduate and postgraduate teachers of secondary schools with respect to stress scores (t=3.6885, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that the post graduate teachers have significant smaller stress scores as compared to graduate teachers of secondary schools.

- There is no significant difference between teachers of government, aided and unaided secondary schools with respect to stress scores.
- To achieve this hypothesis, the one-way ANOVA test was applied and the results are presented in Table 5.

Table 5.Results of ANOVA Test between Teachers of Government, Aided and Unaided Secondary Schools with Respect to Stress Scores

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Sum of Squares	f-value	p- value	Signi.
Between managements	2	5639.05	2819.53	13.2442	0.0001	s
Within managements	662	140932.04	212.89			
Total	664	146571.09				

From the results of Table 5, a significant difference is observed between teachers of government, aided and unaided secondary schools with respect to stress and alternative hypothesis is not rejected. It means that the teachers of government, aided and unaided secondary schools have different stress scores (f=13.2442, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected.

Limitations of the Study

- This study includes only secondary school teachers of Kolar district.
- This study is conducted by selecting women motivation, occupational stress and attitude of secondary school teachers as independent variables. Other variables may be considered.
- This study has included only age, qualification, type of schools, locality, marital status and experience as intervening variables.

Findings of the Study

- The female teachers have significant smaller stress scores as compared to male teachers of secondary schools.
- The teachers belonging to >=31 years of age group have significant lesser stress scores as compared to teachers of secondary schools belonging to<=30 years of age group.
- The teachers belonging to >=31 years of age group have significant higher job satisfaction scores as compared to teachers of secondary schools belong to<=30 years of age group.
- The teachers of secondary schools belonging to different teaching experiences (<=10 years, 11–20 years, >=21 years) have different stress scores.
- The postgraduate teachers have significant smaller stress scores as compared to graduate teachers of secondary schools.
- The teachers of government, aided and unaided secondary schools have different stress scores.
- The urban secondary school teachers have significant smaller stress scores as compared to rural secondary school teachers.
- The married and unmarried teachers of secondary schools have similar stress scores.

Suggestions for Further Research

- Similar study can be conducted in other districts of Karnataka, as this study is conducted in Kolar district only.
- Studies on job satisfaction of primary schools teachers and senior secondary schools teachers can be conducted.
- Job satisfaction of head masters and principals can be studied.
- The study can also be conducted by considering psychological and other organizational variables.

Conclusions

The study has been conducted for a sample of 665 secondary school teachers hailing from both rural and urban areas.

The data collection tools like teachers' attitude scale, work motivation scale, occupation stress and job satisfaction scale are used. The validity and reliability of the tests are found and show very significant.

The study significantly arrived at showing the higher level of job satisfaction by women teachers, and women teachers are expressing higher work motivation levels, and it is also shown that the stress levels are also very low when compared with that of male teachers.

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