



Occupational Stress and Job Satisfaction: A comparative study of Government and Private School Teachers

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The present study was conducted to compare Occupational Stress and Job Satisfaction among Govt., and Private School teachers. A sample of 160 teachers was selected from Ramgarh tehsil of Jammu. Out of 160 teachers 80 were government school teachers and 80 were private school teachers. Both having 40 males and 40 females. To measure occupational stress, scale developed by Dr. A.K. Srivastava and Dr. A.P. Singh was used and to measure job satisfaction, scale developed by Dr. Amar Singh and Dr. T.R.Sharma was used. Workload was found to be most significant risk factor of occupational stress among the teachers. Students' behavior and individual teacher's performance of last year were the other important risk factors associated with stress. Significant difference, on the level of occupational stress and job satisfaction of private and govt. School teachers was found.

Index Terms: Occupational Stress, Job Satisfaction, Private, Government, Teachers.

Introduction

Today's life is full of challenges. In everyday life we come across many situations. The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine, forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation

Teaching has been identified as one of the most stress full professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of the various jobs by the Health and Safety Executive, teaching came out top. Further analysis of the impact of demographic factors and type of job, published in 2000, found that 41.5% of teachers reported themselves 'highly stressed', while 58.5% came into a 'low stress' category, while 36% of teachers felt the effects of stress all or most of the time. This is indeed an alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress.

1. OCCUPATIONAL STRESS

Occupational Stress is stress at work. Stress is defined in terms of its physical and physiological effects on a person. Stress is mental, physical or emotional strain or tension or it is a situation or factor that can cause this. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demand. Often a stressor can lead the body to have a physiological reaction which in turn will result on a strain on a person physically as well as mentally. One of the main causes of occupational stress is workload without the addition of employees to take on that additional work. Instead the increased amount of work is given to the current employees to finish in the same time span that they would be asked to finish their regular or standard workload.

Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, occupation stress can eventually affect both physical and emotional well-being if not managed effectively.

2. JOB SATISFACTION

Job Satisfaction is defined as a personal evaluation based on positive or negative feedback associated with a job. According to another similar definition, it includes an individual's job and evaluation about his/her job. Within dissatisfaction about job, it was discovered to lead to job stress as a basis for negative attitude towards job. Also, some jobs due to their nature have been reported to lead to more job dissatisfaction than others do. Attitudes towards job had been also found to influence job performance. Variable associated with mental health have been found to have relationship with job satisfaction as well. A review of literature has shown that job dissatisfaction led to burnout, changing jobs, and missing work days. A review of studies on teachers indicated that increase in teachers' education levels and ages brought about increased job satisfaction. Also, it is found that the variable that affects the job satisfaction the most, way the pay. Thus, it has been reported that individuals tend to be happier when they have job satisfaction. Teachers with high levels of job satisfaction are found to have high levels of psycho – social motivation and internal satisfaction. Hence, based on the studies mentioned above, it may be said that positive evaluations towards individuals' professional lives can reflect positively in other areas; that job satisfaction may differ based on professions; and that job satisfaction is associated with variables such as pay, age, attitudes toward profession, and education levels.

Significance of the study

Occupational stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills' or expectations, inhibiting one's ability to cope. Occupational stress can increase when workers do not feel supported by supervisors or colleagues' or feel as if they have little control over work processes. Though the association between job satisfaction and occupational stress has long been established by national and international research, a considerable chunk of this area remains unnoticed, as it has not been investigated comprehensively, especially in the context of schools in recent years. Occupational stress can often result in psychological, physical as well as behavioral consequences for individuals. For schools, these costs are not just monetary, affecting student learning adversely. Hence, reducing occupational stress should be a matter of great priority to the schools and their management. Reduced job satisfaction has been associated with several outcomes for schools, often leading to the added cost of disrupted learning for students. Among the most prominent of these, are absenteeism, lowered commitment and motivation, diminished health of the teachers and lowered learning outcomes for students. In this scenario, measures to keep teachers satisfied with their work should be a priority for school systems and a goal for school managements. Considering the effect of teacher stress and satisfaction upon the quality of education being imparted, the need to study the stress and job satisfaction among members of the teaching community.

Literature Review

Dr. Nain Singh and Anupama Katoch (2017) made an attempt to measure the occupational stress of secondary school teachers of district Mandi in Himachal Pradesh. It was found that the secondary school teachers generally had occupational stress having high, moderate and low levels. Further significant differences were found in the occupational stress of male and female secondary school teachers.

Rao (2016) observed that males and females of upper primary school teachers differed significantly on overall occupational stress levels. It was also found that female upper primary school teachers had more occupational stress level than that of the male counterparts.

Essiam, Mensah, & Gyamfi, (2015) examined in their article that an organization work cannot be done under pressure as it could be the reason of the low production, disappointment and bad physical health. A number of factors effect on employee's job satisfaction such as overload of work, separation, wide hours worked, harmless work atmosphere, tough affairs between co – workers and role uncertainty, irritation and shortage of chances or inspiration to development in one skill level.

Job satisfaction of employees is very crucial to the success of any organization. It mediates the relationship between working conditions and organizational outcomes (Dormann & Zapt, 2001; Akomolafe & Olatomide, 2013).

RESEARCH OBJECTIVES

The present study is aimed to understand the level of Occupational stress and Job satisfaction among government and private school teachers of Ramgarh tehsil of Jammu province. The specific objectives of the study are as under:

1. To compare the Occupational stress, Job satisfaction among government and private school teachers.

HYPOTHESIS

1. There will be no significant difference between government and private school teachers on Occupational stress, Job satisfaction.

SAMPLE

For the present study, the data was collected from both male and female teachers of government and private schools of Ramgarh tehsil of Jammu province. A sample of 160 teachers was selected from Ramgarh tehsil of Jammu. Out of 160 teachers 80 were government teachers and 80 were private teachers. Both having 40 males and 40 females.

SCALES USED

Occupational stress

This scale has been developed by Dr. A.K. Srivastava and Dr. A.P. Singh. The scale consists of 46 items each to be rated on the five-point scale. Out of 46 items, 28 are true-keyed and rest 18 are false-keyed. The items relate to almost all relevant components of the job life which cause stress in some way or the other. The 12 dimensions of this scale are:

1. Role Overload
2. Role Ambiguity
3. Role Conflict
4. Unreasonable Group and Political Pressures
5. Personal Responsibility
6. Under participation
7. Powerlessness
8. Poor Peer Relations
9. Intrinsic Impoverishment
10. Low Status
11. Strenuous Working Conditions
12. Unprofitability

Reliability of the scale Occupational Stress is .935 and Validity of this scale is .59.

The Occupational Stress Index consists of True keyed and False keyed items. True keyed items are item no. 1, 2, 3, 4, 5, 9, 11, 12, 13, 16, 17, 20, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 39, 42, 44, 45, 46. These 28 items are rated as 1, 2, 3, 4, 5. The False keyed items are item no. 6, 7, 8, 10, 14, 15, 18, 19, 21, 22, 30, 31, 32, 33, 38, 40, 41, 43 which are rated as 5, 4, 3, 2, 1. The five alternatives for each 46 items are strongly disagree, disagree, undecided, agree and strongly agree.

Job satisfaction

This scale has been developed by Dr. Amar Singh and Dr. T.R.Sharma (Patiala). The scale consists of 30 statements both positive and negative with five alternatives. Out of which item no. 4, 13, 20, 21, 27 and 28 are negative, others all are positive. Reliability and validity of this scale is 0.97 and .74 respectively.

The five dimensions of this scale are:

1. Job Concrete
2. Job Abstract
3. Psycho-Social
4. Economic
5. Community/National Growth

The Job Satisfaction Scale consists of 30 items both positive and negative. The negative items are item no. 4, 13, 20, 21, 27, 28 which are rated as 0, 1, 2, 3, 4. The rest 24 items are positive items which are rated as 4, 3, 2, 1, 0.

RESULTS AND DISCUSSIONS

Table no. 1.1:- Showing the difference of private and govt. Teachers on occupational stress

Variables	Teacher	Mean	S.D.	't' Value	Level of Significance
Occupational Stress Index	Private	139.6750	14.16876	4.931	.000
	Govt.	129.9500	10.51087		
Role Overload	Private	21.9375	2.84335	2.473	.014
	Govt.	20.8000	2.97415		
Role Ambiguity	Private	10.2125	2.08487	1.256	.211
	Govt.	9.8000	2.07090		
Role Conflict	Private	16.2125	2.34220	8.794	.000
	Govt.	13.3500	1.72913		
Unreasonable Group and Political Pressures	Private	13.2375	2.93492	1.092	.276
	Govt.	12.7500	2.70723		
Personal Responsibility	Private	9.4125	1.82593	-1.197	.233
	Govt.	9.8000	2.24680		
Under Participation	Private	11.5000	2.55075	-.033	.974
	Govt.	11.5125	2.24451		
Powerlessness	Private	8.5750	2.51464	-1.765	.080
	Govt.	9.2125	2.02949		
Poor Peer Relations	Private	10.4000	1.89336	2.493	.014
	Govt.	9.6875	1.71806		
Intrinsic Impoverishment	Private	10.3375	2.23858	.430	.668
	Govt.	10.2125	1.31874		
Low	Private	7.2250	.89972	7.008	.000

Status	Govt.	5.9250	1.39416		
Strenuous Working Conditions	Private	12.7875	2.46850	4.562	.000
	Govt.	11.3125	1.50605		
Unprofitability	Private	7.8250	1.20940	10.887	.000
	Govt.	5.5875	1.38430		

The above table indicates that there is a significant difference between govt. and private teachers as far as Occupational Stress Index is concerned ($t=4.931$, significant at .000 level). There is also a significant difference between govt. and private teachers as far as following dimensions of occupational stress are concerned as role overload ($t=2.43$, significant at .014 level), role conflict ($t=8.794$, significant at .000 level), strenuous working conditions ($t=4.562$, significant at .000 level), Unprofitability ($t=10.887$, significant at .000 level), poor peer relations ($t=2.43$, significant at .014 level), low status ($t=7.008$, significant at .000 level) are concerned. As rest of the dimensions like role ambiguity, unreasonable group and political pressures, personal responsibility, under participation, powerlessness, intrinsic improvements are concerned there is no significant difference between private and government teachers.

Table no. 1. 2:- Showing the difference of private and govt. Teachers on job satisfaction

Variables	Teacher	Mean	S.D.	't' Value	Level of Significance
Job Satisfaction Scale	Private	68.7750	9.75001	-5.384	.000
	Govt.	77.0375	9.66063		
Job Concrete	Private	14.9750	3.20196	-.153	.879
	Govt.	15.0500	3.00590		
Job Abstract	Private	13.8625	2.45848	-11.489	.000
	Govt.	18.8625	3.01785		
Psycho-Social	Private	18.1125	3.47138	-2.893	.004
	Govt.	19.5750	2.89817		
Economic	Private	6.6750	2.37484	-.914	.362
	Govt.	7.0125	2.29746		
Community/National Growth	Private	15.1625	2.23575	-4.252	.000
	Govt.	16.5375	1.83457		

The above table indicates that on Job Satisfaction Scale, the 't' value is -5.384 which is significant at .000 level. This indicates that there exists significant difference among private and govt. teachers. Despite that, the mean value of the private teachers is

68.7750 and that of the govt. teachers is 77.0375 which show that the govt. teachers have higher mean value than the private teachers. However the value of mean indicates that the govt. teachers are more satisfied with their jobs than the private teachers. The table also indicates that on dimensions like Job abstract ($t = -11.489$, significant at .000 level), psychosocial ($t = -2.893$, significant at .004 level), community and national growth ($t = -4.252$, significant at .000 level) there is a significant difference between private and govt., teachers are concerned. As far as job concrete and economic dimensions are concerned there is no significant difference between govt. and private teachers.

CONCLUSION

The study reported high level of stress among teachers. Workload was found to be most significant risk factor of occupational stress among the teachers. Students' behavior and individual teacher's performance of last year were the other important risk factors associated with stress.

Significant difference was found on the level of occupational stress, job satisfaction of private and govt. teachers. Private school teachers articulated more stress experience as compared to their counterparts working in Govt. schools. It can be inferred that private school teachers have more workload and work constraints. It can be due to the fact that, the work of private school teachers is physically and mentally more challenging and that they have to be updated and use technology and in present education system private teachers are expected to be more active and techno-savvy, but they are unable to cope up with situation due to their serious domestic and economic reasons. Further, they have been trained in old system which does not prepare them for use of new developments. The school authorities are sometimes not co-operative which also cause stress among teachers.

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