

An Effect Of Occupational Stress On Job Satisfaction Of Private School Teachers



Dr. Prakash b. Kunderagi¹

This research study is an attempt to assess the occupational stress (Distress) felt by the private school teacher and its effect on their job satisfaction. A Cluster sampling method has been followed to select the respondents. There are 94 private schools under Mudalagi BEO Zone, among them 25 schools were selected. 100 (four teachers from each school) teachers were selected from different private schools. Stress is an inevitable phenomenon in everybody's life. So teachers are also not free from distress. The research found that an increase in occupational stress (Distress) leads to a decrease in the job satisfaction of the teachers. Stress is negatively and significantly related to the job satisfaction of the teachers. Occupational stress is not only affecting job satisfaction but also the performance of the teachers.

Key words: Occupational stress, Job satisfaction, Private school, teachers, performance

1. Introduction

Stress is a natural, physical and mental reaction to life experiences (American Institute of Stress). An unpleasant state of mind is also known as distress. Stress always varies from person to person; time to time and place to place. It depends on how one can experience that situation. Each and every life on earth have felt stress (distress) one or the other way. Robbins and Judge (2007) have viewed stress in their text "Organizational Behaviour" as "an ever changing condition in which individuals are confronted with opportunities, demands, the desire regarding resources and the perceived outcomes are uncertain and important". An unpleasant and negative emotions experience by the teachers such as, anger, frustration, anxiety, depression and nervousness due to some of the factors relating to their work as teachers (Kyriacou, 2001) can be defined as teacher stress. Stress not only effects teachers' job satisfaction but also effects job performance, turnover, and quality of work life. Teachers stress can be managed with the help of changing their working condition. Better working condition may lead to decrease in the stress and motivate to perform work effectively and efficiently.

2. Statement of the problem:

No place in this world is free from stress or occupational stress (distress). Every person is possessed to have a job and every job has stress. Every individual or professionals in the work environment is suffering

from stress (Distress) one or the other way. The level of stress only differs. Teaching professionals i.e. School teachers also not free from the stress and it affects their job satisfaction. However, this research is aimed at to know the level of stress (Distress) and its effect on job satisfaction of the teachers of private schools. Therefore, this research aims to study the effect of occupational stress on job satisfaction of private school teachers.

3. Review of literature:

Surinder Kaur (2011) has opined in the research on "Comparative Study of Occupational Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching Experience", Occupational stress is gradually increasing universally in teaching profession mainly because of enlarged work-related complexities and higher monetary force on individuals. A main source of distress among teachers is result of failure of school to meet the social needs and job's demands of the teachers.

Sukumar, A. and Kanagarathinam, M. (2016) in their research study "A STUDY ON OCCUPATIONAL STRESS AMONG COLLEGE TEACHERS IN SELF FINANCING COLLEGE IN COIMBATORE DISTRICT" have found that teachers are *the* most stressed occupational group and stress is become a current hazard of occupation in the field of education.

Merike Darmody and Emer Smyth have done research on "Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland" and have found that 45 percent of teachers and 70 percent of the principles are suffering from occupational stress. Though they are suffering from the stress, they are satisfied.

Alan Chan, H.S., Chen, K., and Elaine Chong Y.L. (2010) have opined in their research work "Work Stress of Teachers from Primary and Secondary Schools in Hong Kong" there is increase in the level of perceived stress. Heavy workload, time pressure, educational reform etc are the most stress creating factors and it is effecting on the teachers' job satisfaction.

Eres Figen and Atanasoska Tatjana (2011) in their research article on "Occupational Stress of Teachers: A Comparative Study between Turkey and Macedonia" had the aim to study and to find out the level of stress among Turkish and Macedonian teachers those living in diverse socio-cultural and economic circumstances. They had chosen 416 Turkish teachers and 213 Macedonian for the study. The self-structured scale had followed to collect the primary data. They found that Turkish teachers had a little mild stress while Macedonian teachers had moderate level stress. The researchers were concluded that there is a significant difference found in the stress level among both Turkish and Macedonian teachers. Further advised that Policymakers should be analyzing the teachers' training and assessment system that should be considered personal and social characteristics and working situation because that might be an effect on teachers' stress.

De Simone S., Cicotto G., and Lampis J. (2016) in their research article on "Occupational stress, job satisfaction and physical health in teachers" Had discussed regarding Changes among the teachers might be the responsible reason for the high levels of stress. The permanent change in the working environment might be affected by the political, social and economic development of the teachers. The researchers had an objective for this study that to an investigation of the relationship between occupational stress, job satisfaction and physical health in Italian teachers. They had an aim to know the role of job satisfaction as a potential intervention between the stressors of work and its effects on the physical health of teachers. The primary data was collected through questionnaire from 565 teachers who work in different secondary schools in Italy. The questionnaire was consisted of 32 items, to measure perceived occupational difficulties, job satisfaction and physical symptoms. They found that workload, perception regarding work environment and

management and attitude towards change were particular perceived occupational difficulties among the Italian teachers. Further, the researchers were found that workload and attitude concerning change had significant and directly affects physical symptoms, and indirectly affect physical symptoms through job satisfaction. They also found that there was a negative relationship between job satisfaction and physical symptoms. Finally, they concluded that the level of stress and its impact could be minimized and deter with the help of an exact detection of its sources.

4. Objective:

- To assess the stress (Distress) factors of teachers.
- To know the effect of stress (Distress) on satisfaction of teachers.

5. Hypothesis:

- H0: There is no negative and significant relationship between occupational stress (Distress) and job satisfaction of private school teachers.
- H1: There is negative and significant relationship between occupational stress (Distress) and job satisfaction of private school teachers.

6. Methodology:

The primary data has been collected through self structured questionnaire. Questionnaire was used as schedule to collect the data from 100 respondents. Cluster sampling method was used to choose the respondents from different private schools. 25 private schools were selected and data was collected from 4 teachers (4x25=100). The validity test has done i.e. Cronbach's Alpha value has found 0.737 and which is very good for collection of data through the same questionnaire. For analysis of data Pearson's correlation and ANOVA were employed to evaluate the data through SPSS 20.0.

7. Analysis and interpretation:

H1: There is negative and significant relationship between occupational stress (Distress) and job satisfaction.

To know the relationship between the occupational stress and job satisfaction of the teachers, Pearson's correlation have been employed.

Correlations			
		OS	JS
OS	Pearson Correlation	1	-.464**
	Sig. (2-tailed)		.000
	N	100	100
JS	Pearson Correlation	-.464**	1
	Sig. (2-tailed)	.000	
	N	100	100
** Correlation is significant at the 0.01 level (2-tailed)			

The above Pearson's correlation table reveals that, there is a negative (Pearson's correlation value - 0.464) relationship between the variables. It shows that as increase in the occupational stress leads to decrease in the job satisfaction of the teachers and vice-versa.

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	274.669	1	274.669	26.937	.000 ^b
	Residual	999.291	98	10.197		
	Total	1273.960	99			
a. Dependent Variable: JS						
b. Predictors: (Constant), OS						

The table reveals that there is significant relationship between the occupational stress and job satisfaction of the teachers (p-value 0.000<0.05). However the null hypothesis has been rejected and accepted that there is negative and significant relationship between the variables.

7. Findings:

*There is a negative relationship between stress and job satisfaction. The increase in occupational stress (Distress) leads to a decrease in job satisfaction and vice-versa.

*It has found that there is a negative and significant relationship between the occupational stress (distress) and job satisfaction of the teacher working in private schools. Occupational stress (distress) decreases job satisfaction of the teachers.

8. Managerial Implication:

The training intuitions or higher authorities who are in the educational department should be analyzed and find out the reasons and sources of teachers occupational. The higher authority should find out the best implications to minimize their stress. The school management could be conduct the stress management training programs and this lead to their job satisfaction.

9. Conclusion:

Stress is not the only effect on teachers' job satisfaction but also its effects on job performance, turnover, and quality of work life. Teachers stress can be managed with the help of changing their working condition. The better working condition may lead to a decrease in the stress and motivates to perform work effectively and efficiently, which to satisfy their work. There are several factors such as work-related factors (workload, more students in the class, etc), Professional (Promotions, career development, less salary etc), Discipline and

Motivation (Students, behaviour), and emotional (insecure, anxious, vulnerable), fatigue (weakness, exhaustiveness), and etc have significantly created the stress among the teachers. Stress among teachers decreases their job satisfaction and the same indirectly impact on the students' performance also.

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