



JOB SATISFACTION IN RELATION TO STRESS AND BIOGRAPHIC VARIABLES OF SECONDARY SCHOOL TEACHERS

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Abstract

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This study aimed to examine Job Satisfaction in relation to Stress and Anxiety among Secondary School Teachers using descriptive research method. The attempt was made to identify the level of job stress and job satisfaction among teachers in consideration with their gender differences along with age and experiences. Data was collected by three different tools Job Satisfaction scale by Mudgil, Perceived Stress scale (pss) by Cohen and IPAT Anxiety scale by Kapoor in January 2014 from 200 Teachers of Kapurthala district and S.B.S Nagar (Punjab). The data were analyzed using 2 × 2 Factorial Design Analysis of Variance. Job satisfaction was found to be significantly related with stress and anxiety. Further job satisfaction of government school teachers was found to be higher than private school teachers. Moreover, it was also found that interaction of stress and types of school has influence on job satisfaction of teachers.

Keywords: *Job satisfaction, Stress, Anxiety*

Introduction:

Teachers are the pillars of the society. The quality of teaching depends upon active, dedicated and satisfied teachers. Teacher job satisfaction is of very high importance as it is the reason for educational growth. It is an established fact that a satisfied teacher puts best efforts to make teaching more effective. The relevance of job satisfaction is very crucial to the long-term growth of any educational system. Job satisfaction consists of the total body of feelings about the nature of the job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors gives rise to feelings of satisfaction, the individual has job satisfaction. Morgan and O'Leary (2004) emphasize that there is a growing body of evidence that when teachers feel good about their work, pupil achievement improves. Not only does job satisfaction affect teacher roles, it also influences student achievements. As a result, the topic of teacher job satisfaction is one that needs to be examined from every aspect and angle.

Teaching has become more challenging due to a number of factors including curriculum changes, discipline problems, increased pupil/teacher ratio, increased work load and more responsibilities. These changes have created the perception of teaching being an increasingly pressurised occupation (Chaplin, 2001). Studies have suggested that teachers experience disproportionately high level of stress (Adeyemo & Ogunyemi, 2005; Borg, 1990). Stress up to moderate level is helpful for the motivation but stress above the moderate level affects the physical and mental wellbeing of the teacher. There is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment towards their job as a result of which standards of education are falling.

One of the reasons documented for this is the rising level of stress and anxiety among teaching faculty. Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work (Kyriacou 2000). The teachers are more prone to stress because dealing with students and causing for their better performance throughout the day is itself a stressful situation. For teachers the sources of stress are generally the heavy workload, time pressure, poor working environment, time pressure, lack of recognition for work, delayed salaries, etc.

Adam (2001), Brewer and Lander (2003), Ghali (2004) and Bindu (2007), found that job satisfaction and occupational stress have negative relationship with each other. There have been many studies on the relationship between job stress and job satisfaction and these studies generally indicate that job stress and satisfaction are inversely related (Sullivan & Bhagat 1992). Stress is believed to cause depression, irritation, anxiety, fatigue and thus lower self esteem and reduce job satisfaction. (Manivannan et. al. 2007). Stress is not a result of one particular variable but a combination of internal and external factors and the interplay between the individual and the environment. Job satisfaction levels may also impact teachers' stress (Ho & Au, 2006). It is argued that job dissatisfaction may contribute to high levels of stress.

De Nobile & McCormick (2010) studied the relationship between biographical variables including gender, age, experience and position in relation to aspects of occupational stress. The study found males were more stressed overall than females, younger staff reported higher levels of stress than older colleagues and classroom teachers reported the highest levels of general stress. McCormick (2010) suggested that these differences in levels of stress could be explained in terms of the coping skills of the older staff members that enable them to manage occupational stress.

Job satisfaction of teachers being one of the most important factors in the field of education has been studied profusely, and many studies have reported inverse relationship between job satisfaction and stress. But the studies reporting interactions of stress with demographic variables like, experience in teaching and type of school are scarce. Therefore in the present study influence of these interactions of stress and demographic variables on job satisfaction was examined. The purpose of present investigation was to study Job Satisfaction in relation to Stress and Demographic variables of Secondary School Teachers. The specific research questions addressed were:

1. Is Job Satisfaction of Secondary School Teachers related with Stress?
2. Is there any influence of interaction between Stress and the Demographic Variables (Gender, Experience in Teaching, Nature of Job, Type of School) on Job Satisfaction of Secondary School Teachers?

METHOD

Sample

The sample comprised 200 Senior Secondary School teachers Kapurthala and Shaheed Bhagat Singh Nagar districts of Punjab State. The sample was selected by random sampling technique. Out of 200, 112 teachers belonged to government schools and 88 were from private schools. Moreover, Gender – Wise, 71 were Males and 129 were Females.

Tools

Job Satisfaction Scale: The Job Satisfaction scale developed by Mudgil, Muhar and Bhatia was used as a measure of Job Satisfaction. The scale consists of 75 items which were based on likert scaling technique. Each statement of scale is followed by the five response categories i.e., strongly Agree, Agree, Indifferent or uncertain, disagree, Strongly Disagree. These items are given a score from 5 to 1 i.e. strongly agree to disagree. The sum of these values gives the job satisfaction scale for the subject. There is no time limit and right or wrong responses. The reliability coefficients were 0.85 and 0.95 respectively. The scale was validated against Brayfield and Rother's (1951) job satisfaction index and the validity coefficients were worked out and it was found to be 0.87.

Perceived Stress Scale (PSS)-14: Stress was assessed with the help of Sheldon Cohen's perceived stress scale (PSS)-14. This scale has been developed by Sheldon Cohen. It is a measure of the degree to which situations in one's life are appraised as stressful. PSS is a self reported instrument with 14 items, which is widely used psychological instrument for measuring the degree to which situation in one's life are appraised as stressful. Each item is rated on a five point scale and total scores for PSS-14 range from 0 to 56.

Design

Survey method was employed for the present study. The present research aimed to study the influence of Stress, (i) Gender; (ii) Experience in Teaching; (iii) Nature of Job; (iv) Type of School and their Interaction, separately on Job Satisfaction of Secondary School Teachers. The teachers were categorized into three stress levels namely, high, average and low. There were two levels of experience as teachers having experience more than 5 years and having experience less than 5 years. Likewise there are teachers having permanent jobs and working on ad-hoc basis. Similarly teachers are categorized into two groups working in two types of school i.e. private and government schools. Since there are two categories of experience,

nature of job and type of school, therefore, the data were analyzed with the help of 3×2 Factorial Design Analysis of Variance.

RESULTS AND DISCUSSION

The data were analyzed objective wise. As a result of analysis the results obtained are summarized and discussed as follows:

TABLE 1: VARIABLE - WISE N AND R

Variables	N	R
Job Satisfaction	200	-.59**
Stress	200	

**Significant at the 0.01 level

From Table 1, it can be seen that r is $-.59$, which is significant at 0.01 levels. It indicates that the correlation between Job Satisfaction and Stress of secondary school teachers was significant. In this context, the null hypothesis, “There is no significant correlation between Job Satisfaction and Stress among secondary school teachers” is rejected. Further from the table it can be seen that correlation between Job Satisfaction and Stress of secondary school teachers is negative. It indicates inverse relationship between Job Satisfaction and Stress, with the level of job satisfaction decreasing with the increase in stress levels. The finding is in line with other studies like Adam (2000), Brewer and Lander (2003), Ghali (2004), Haberman (2005), Ho & Au, (2006), Bindu (2007), and Reddy & Anuradha (2013), who reported that job stress and satisfaction are inversely related. This study is an extension of literature on the relationship between stress and job satisfaction. The research studies quoted above differ in respect of sample, tools, duration, age, grade and place and therefore there is need to conduct more researches so that generalizations may be drawn.

TABLE 2: SUMMARY OF 3×2 FACTORIAL DESIGN ANOVA (STRESS \times GENDER FOR JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS)

Source of Variance	Sum of Squares	DF	Mean Sum of Squares	F- Ratio	Result
Stress (A)	16769.45	2	8384.72	20.14*	$p < 0.01$
Gender (B)	21.94	1	21.94	.05	
A × B	289.44	2	144.72	.34	
Error	80334.65	193	416.24		

Stress: From Table 2, it can be seen that the F – Ratio for Stress is 20.14, which is significant at 0.05 level of significance with $df = 2/193$. So, null hypotheses, namely, “There is no significant influence of Stress on Job Satisfaction of Secondary School Teachers”, may be rejected. Further, mean scores of Job satisfaction of teachers having lower stress (249.57) is significantly higher than that of teachers having higher stress (221.50). Thus, it may, therefore be concluded that Job Satisfaction of teachers having lower stress was found to be significantly higher than teachers having high stress.

This finding is aligned with the earlier studies mentioned above and further suggests that Stress affects the efficiency of the individual. So, there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. It is recommended that regular assessment of stress level should be conducted for preventive measures (Aftab & Khatoun, 2012).

Gender: From Table 2, it can be seen that the F – Ratio for Gender is .05, which is not significant at 0.05 levels. It may, therefore, be said that Gender was not found to be a correlate of Job Satisfaction of Secondary School Teachers.

Stress × Gender: From the Table 2, it may be observed that the F-Ratio for Interaction between Stress and Gender was 0.34, which is not significant at 0.05 levels. It indicates that there was no significant influence of the resultant of the Interaction between Stress and Gender on Job Satisfaction. It can, therefore, be said that Job Satisfaction was found to be independent of the Interaction between Stress and Gender.

TABLE 3: SUMMARY OF 3 × 2 FACTORIAL DESIGN ANOVA (STRESS × TYPE OF SCHOOL FOR JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS)

Source of Variance	Sum of Squares	DF	Mean Sum of Squares	F- Ratio	Result
Stress (A)	3096.42	2	1548.21	6.54**	p < 0.01
Type of school (B)	35157.66	1	35157.66	148.57**	p < 0.01
A × B	1843.25	2	1843.25	7.78**	p < 0.01
Error	46144.50	193	236.63		

Stress: The result and interpretation in respect of influence of Stress on Job Satisfaction is same as given above (Vide Table 2).

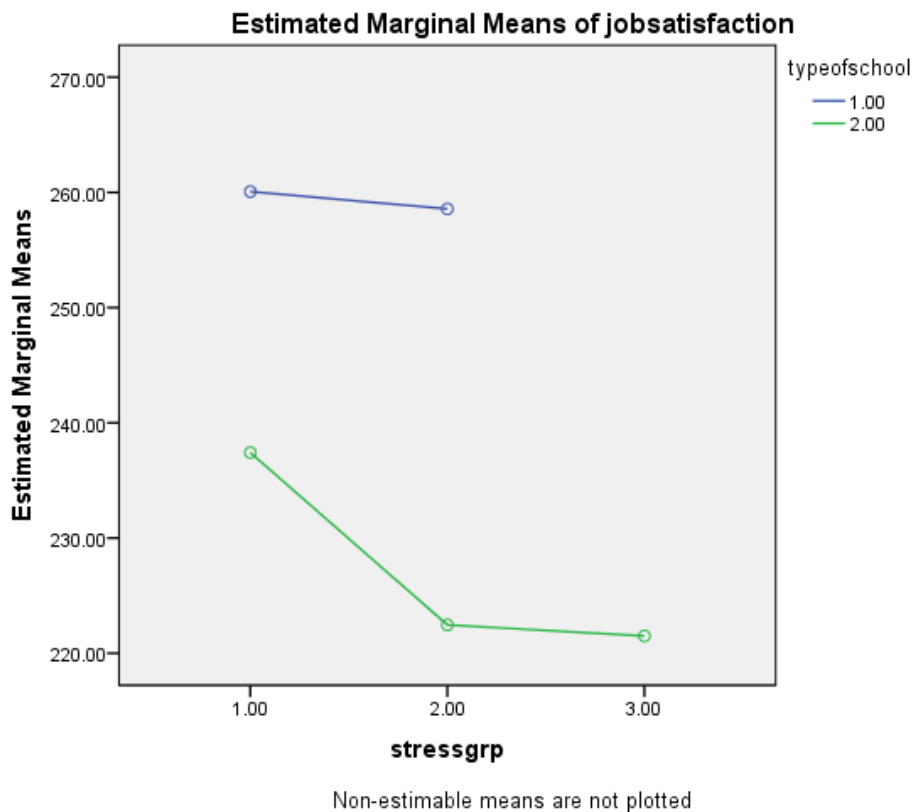
Type of School: From Table 3, it can be seen that the F – Ratio for Type of Schools is 148.57 which is significant at 0.01 levels of significance with $df = 1/193$. It indicates that mean scores of Job Satisfaction of secondary school teachers belonging to two different types of schools did differ significantly. Further mean scores of government school teachers (257.31) is significantly higher than that of private school teachers (227.12). Thus, it may, therefore be concluded that Job Satisfaction of government school teachers was found to be significantly higher than private school teachers.

The better job satisfaction among government school teachers may be attributed to factors such as better service conditions, job security and prestige along with many more. There are aspects such as feeling of the sense of achievement and independence, autonomy, feedback on quality of performance and completion which might be the contributing factors for higher job satisfaction among teachers working in government schools than their other two counterpart groups (Singh, Sharma, & Kaur, 2009). Pal (2001) also found in his study significant difference on job satisfaction among teachers working in government, private and public schools of Chandigarh, Mohali and Panchkula.

Stress × Type of school: From Table 3, it may be observed that the F-Ratio of 7.78 for the interaction between Stress and Types of Schools is significant at 0.01 levels with $df = 2/193$. It means that interaction between Stress and Types of Schools produced significant influence on Job Satisfaction of secondary school teachers. Graph 1 has been plotted for this interaction

in order to know the trend of effect of Interaction between Stress and Types of Schools on Job Satisfaction of secondary school teachers. In the graph government schools are depicted as type 1 and private schools is depicted as type 2. From Graph 1, it can be seen that in case of government school teachers as the stress level increases from low to average Job Satisfaction decreases only mildly. This might be because of existing working conditions and salary package of government schools. On the other hand, in private school teachers as the stress level increases low to average, job satisfaction decreases sharply. It can be seen from the graph that as stress levels rises job satisfaction decreases but the decreases is more sharp and noticeable in teachers working with private school.

GRAPH 1: TREND OF INFLUENCE OF INTERACTION BETWEEN STRESS AND TYPE OF SCHOOL ON JOB SATISFACTION



This result is in tune with the results of Balaswamy (2011) and Vijayalakshmi (2004), who found that private school and college teachers are more stressed than their counterparts respectively. John (2007) and Ravichandran & Rajendran (2007) also found the significant influence of type of school on the occupational stress of special education teachers and higher secondary teachers respectively. This is in contradiction with the results of (Reddy &

Anuradha, 2013), who reported that the government school teachers are more stressed than the private school teachers.

In a private school, the teachers are accountable to the authorities (who can fire them), and, the parents (who can withdraw their children). These teachers also face a different recruitment and reward structure from those at government schools. less salary, more workload and authoritarian environment may be the cause of high stress and low job satisfaction in private school teachers.

TABLE 4: SUMMARY OF 3 × 2 FACTORIAL DESIGN ANOVA (STRESS × EXPERIENCE IN TEACHING FOR JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS)

Source of Variance	Sum of Squares	DF	Mean Sum of Squares	F- Ratio	Result
Stress (A)	13381.61	2	6690.80	20.07**	p < 0.01
Experience (B)	2751.89	1	2751.89	8.25**	p < 0.01
A × B	126.07	2	63.03	0.19	
Error	64656.47	193	333.28		

Stress: The result and interpretation in respect of influence of Stress on Job Satisfaction is same as given above (Vide Table 2).

Experience in Teaching: From Table 4, it can be seen that the F – Ratio for Experience in Teaching is 8.25 which is significant at 0.01 levels of significance with df = 1/193. It indicates that mean scores of Job Satisfaction of secondary school teachers belonging to teachers with less experience (E < 5 Years) and more experience (E > 5 Years) in teaching did differ significantly. Further mean scores of teachers with less experience is 227.41 and mean scores of teachers with more experience is 243.40, which is significantly higher. It may therefore be concluded that as teachers gain in experience they are more satisfied in their jobs. It may be because they become more capable of handling problems at the work place. The finding is supported by (Aftab & Khatoon, 2012), (Kyriacou & Chien, 2004) and (Fisher,

2011). But, this result is in contrast to the results by Anbuchelvan (2010) and Balaswamy (2011). These contradictory studies emphasized the need of more studies in this area.

Stress × Experience in teaching: From the Table 4, it may be observed that the F-Ratio for Interaction between Stress and Experience in Teaching was 0.19 which is not significant. It indicates that there was no significant influence of the resultant of the interaction between Stress and Experience in Teaching on Job Satisfaction. It may, therefore be concluded that Job Satisfaction of secondary school teachers was found to be independent of interaction between Stress and Experience in Teaching.

TABLE 5: SUMMARY OF 3 × 2 FACTORIAL DESIGN ANOVA (STRESS × NATURE OF JOB FOR JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS)

Source of Variance	Sum of Squares	DF	Mean Sum of Squares	F- Ratio	Result
Stress (A)	10126.43	2	5063.21	14.67**	p < 0.01
Nature of Job (B)	11269.31	1	5634.65	16.32**	p < 0.01
A × B	1640.97	2	546.99	1.58	
Error	66263.27	193	345.12		

Stress: The result and interpretation in respect of influence of Stress on Job Satisfaction is same as given above (Vide Table 2).

Nature of job: From Table 5, it can be seen that the F – Ratio for Nature of Job is 16.32 which is significant at 0.01 levels of significance with df = 1/193. It indicates that mean scores of Job Satisfaction of regular and ad-hoc secondary school teachers did differ significantly. Further mean scores of Job Satisfaction for regular teachers was 255.24, while the mean scores of ad-hoc teachers was 228.77. It may therefore be concluded that regular

teachers have more Job Satisfaction as compared to ad-hoc teachers. This may be because the regular teachers have more autonomy and decision making powers in the work place as compared to ad-hoc teachers. Moreover the social security of the job makes them less stressed in certain areas which in turn enhance the job satisfaction of these teachers as compared to their counterparts.

Stress × Nature of job: From the Table 5, it may be observed that the F-Ratio for interaction between Stress and Nature of Job was 1.58 which is not significant. It means that there was no significant influence interaction between Stress and Nature of Job on Job Satisfaction of secondary school teachers. It may, therefore be concluded that Job Satisfaction of secondary school teachers was found to be independent of interaction between Stress and Nature of Job.

IMPLICATIONS

1. The study indicates the need for strengthening and reinforcing teacher's self-confidence and positive attitude, and weakening the stress creating factors. The first step towards tackling stress is to acknowledge its existence. Recognizing the manifestation of stress among teachers and identifying the major stressors could go a long way designing suitable stress coping mechanism for teachers.
2. Prevention of stress should be done through organizational interventions at the management level, like, selection of suitably qualified teachers, proper job designing and training, adequate work conditions, effective supervision and incentive system, effective communication system and participative management etc.
3. Participation in decision making, performance appraisal, team work, timely promotions and good salaries are the main factors contributing to job satisfaction. So, careful managing of these tasks should be done in order to cope up with stress and effectively enhance job satisfaction of teachers.
4. Teachers should be provided proper guidance and counselling in the organization so that they will be aware of their duties, working conditions in the schools. By knowing this can adjust with the school conditions effectively.

Teachers are the key members of the society on whom the whole education system is based. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. Therefore their well-being and job satisfaction should be the top priority for school

managements. Thus proper environment, good working conditions, better salary will help the teachers to have job satisfaction while working in the school.

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