



**JOB SATISFACTION AND STRESS AMONG FEMALE  
TEACHERS OF PROFESSIONAL INSTITUTES OF NAVI  
MUMBAI**

**Mrs. Manjula Bhandari<sup>1</sup> & Sushmita Patro<sup>2</sup>, Ph. D.**

<sup>1</sup>Assistant Professor, Chembur Sarvankash Shikshan Shastra Mahavidyalaya,  
Mumbai—Researcher

<sup>2</sup>Principal of Oriental College of Education & Research, Mumbai.

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**Abstract**

*This study investigated the Correlation between Job Satisfaction and Stress of women teachers of professional institutes in Navi Mumbai with respect to ten dimensions of Job Satisfaction Scale and ten dimensions of Stress Scale.*

*Study comprised purposely selected 280 teachers of professional institutes in Navi Mumbai for Job Satisfaction –Teachers Job Satisfaction Questionnaire (TJSQ-NAA) by Nasrin & A Annes (2014) was used to assess, analyse and compare Job Satisfaction among women teachers of professional institutes of Navi Mumbai with respect to Job Satisfaction Dimensions. For stress, a self-prepared tool by the researcher was used based on the components of Stress. The reliability index ascertained by Cronbach's alpha –coefficient of stress scale was 0.7 to 0.9. The analysis of results makes it clear that the correlation between job satisfaction and stress dimensions is negative and significant at .05 level in case of many dimensions. This strengthens the opinion that higher the stress, lower would be the job satisfaction.*



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The issue of job satisfaction and stress among teachers is not only important for individual teachers but for the education system itself. The problem is much more serious than many assume. If a teacher is under stress and gets little satisfaction from his/her work, it will not only impact the teachers themselves but the students as well – as the quality of teaching is bound to be affected. The teachers of professionals institute are prone to facing the problem of lack of job satisfaction and increased stress as their job is much more demanding than those of other teachers. Professional institutes vie for the best and the brightest students, and the teachers of

these institutes are under constant pressure to excel to meet the growing expectations of their students and the managements of the institutes.

Women teachers who form a large part of educational workforce, including in professional institutes, are susceptible to stress for one more reason – they usually have the additional burden of fulfilling household responsibilities. They are not able to work to their full potential and usually fall victim to emotional exhaustion and burnout. Keeping these problems in mind, the researchers chose the women teachers of professional institutes of Navi Mumbai for the study. The investigator wanted to compare the Job Satisfaction dimensions of Quality of teaching, Innovative teaching, Responsibility for teaching, Cooperative teaching behaviour, Teaching attitude, Group relationship, Job acceptance, Classroom behaviour, Social behaviour and Observational skills with Stress dimensions of Causes of Stress, Distress and Dissatisfaction, Reflection of stress through emotions, Effects of stress on behaviour, Physical symptoms of stress, Cognitive symptoms of stress, Coping with shortage of time, Stress related to travel, Stress related to household Responsibilities and Effects of stress on personal life of women teachers of professional institutes in Navi Mumbai.

### **Objective**

To compare the Job Satisfaction and Stress of women teachers of professional institutes in Navi Mumbai.

### **Hypotheses of the Study**

The hypotheses for the above objective is stated below:-

Job Satisfaction and Stress dimensions of women teachers of professional institutes in Navi Mumbai will have negative correlation.

### **Sample**

Considering the above mentioned objectives of the study, 280 female teachers from professional institutes of Navi Mumbai were taken as the sample of the study. The Researcher used Correlational Descriptive Survey method and Purposive Sampling for the present study.

### **Tool Used**

For Job Satisfaction-Teachers Job Satisfaction Questionnaire (TJSQ-NAA) by Nasrin & A Annes (2014) was used to assess, analyse and compare Job Satisfaction among Women teachers of professional Institutes of Navi Mumbai in terms of Job Satisfaction Dimensions i.e. Quality of teaching, Innovative teaching, Responsibility for teaching, Cooperative teaching

behaviour, Teaching attitude, Group relationship, Job acceptance, Classroom behaviour, Social behaviour and Observational skills. The scale comprised total 42 statements.

**For Stress**

For Stress, self-prepared tool by the researcher was used based on the Components of Causes of Stress, Distress and Dissatisfaction, Reflection of stress through emotions, Effects of stress on behaviour, Physical symptoms of stress, Cognitive symptoms of stress, Coping with shortage of time, Stress related to travel, Stress related to household Responsibilities and Effects of stress on personal life. The scale comprised total 70 statements.

### **Scoring**

The scheme scoring responses categories involved differential weighting such that the response category, strongly Agree carried a weight of 5, Agree a weight of 4, Undecided a weight of 3, Disagree a weight of 2 and Strongly Disagree was given a weight of 1 in respect of response pertaining to positive statements. The scoring was reversed for the statements that were negative. Marks according to the positive and negative statements were given on all the items.

### **Statistical Analysis**

The data was analyzed through descriptive as well as inferential statistics. Karl Pearson Correlation was applied to find relation between Job Satisfaction and Stress of women teachers of professional institutes in Navi Mumbai.

True level of significance was considered that is 0.05 level of significance as the two arbitrary standards for accepting or rejecting null hypothesis.

**Table 1: Shows relationship between each dimension of Stress and Job Satisfaction of women teachers of Professional institutes in Navi Mumbai.**

JOB SATISFACTION DIMENSIONS →		Quality teaching	Innovative teaching	Responsibility teaching	Cooperative teaching behavior	Teaching attitude	Group relationship	Job acceptance	Classroom behaviour	Social behavior	Observation skills
↓ STRESS DIMENSIONS											
STRESS_CAUSES	Pearson Correlation	.058	-.026	-.049	-.017	-.047	-.066	-.054	.071	-.077	.026
	Sig. (2-tailed)	.337	.661	.415	.775	.435	.274	.369	.237	.200	.664
	N	280	280	280	280	280	280	280	280	280	280
STRESSDistress_Dissatisfaction	Pearson Correlation	.050	.017	-.014	.072	-.035	-.058	-.119*	.106	-.032	.000
	Sig. (2-tailed)	.407	.774	.818	.227	.557	.332	.047	.076	.595	.999
	N	280	280	280	280	280	280	280	280	280	280
STRESS_EMOTION	Pearson Correlation	.020	-.031	-.061	-.053	-.111	-.094	.039	.057	-.102	.081
	Sig. (2-tailed)	.744	.610	.312	.375	.064	.115	.512	.339	.087	.179
	N	280	280	280	280	280	280	280	280	280	280
STRESS_BEHAVIOUR	Pearson Correlation	-.005	-.047	-.028	-.028	-.046	-.091	.111	-.027	-.103	.043
	Sig. (2-tailed)	.928	.437	.643	.641	.448	.128	.064	.648	.085	.469
	N	280	280	280	280	280	280	280	280	280	280
STRESS_PHYSICALSYMPTOM	Pearson Correlation	-.058	-.112	-.097	-.149*	-.145*	-.118*	-.003	.058	-.122*	.073
	Sig. (2-tailed)	.335	.061	.105	.012	.015	.049	.964	.332	.042	.225
	N	280	280	280	280	280	280	280	280	280	280
STRESS_COGNITIVESYMPTOM	Pearson Correlation	-.011	-.057	-.093	-.127*	-.148*	-.121*	.046	.035	-.094	-.131*
	Sig. (2-tailed)	.855	.339	.119	.033	.013	.043	.440	.561	.117	.028
	N	280	280	280	280	280	280	280	280	280	280

STRESS_COPIN GTIME	Pearson Correlation	- .002	- .012	.002	-.030	-.070	-.077	-.007	.077	-.068	.075
	Sig. (2-tailed)	.975	.843	.970	.618	.241	.201	.901	.201	.254	.208
	N	280	280	280	280	280	280	280	280	280	280
STRESS_TRAVE L	Pearson Correlation	.061	- .035	-.070	-.003	-.055	-.043	-.007	.074	-.006	.027
	Sig. (2-tailed)	.312	.565	.240	.955	.360	.472	.901	.216	.927	.651
	N	280	280	280	280	280	280	280	280	280	280
STRESS_HOUSE RESPON	Pearson Correlation	.047	.010	.005	-.040	-.018	-.030	.013	.075	-.029	.056
	Sig. (2-tailed)	.437	.864	.933	.502	.767	.614	.829	.212	.631	.346
	N	280	280	280	280	280	280	280	280	280	280
STRESS_PERSO NALLIFE	Pearson Correlation	- .015	- .047	-.039	-.072	-.093	-.044	.052	.055	-.086	.046
	Sig. (2-tailed)	.807	.434	.514	.227	.119	.462	.389	.357	.150	.441
	N	280	280	280	280	280	280	280	280	280	280
*. Correlation is significant at the 0.05 level (2-tailed).											

## **Interpretation**

Karl Pearson Correlation was applied to find relation between Job Satisfaction and Stress of women teachers of professional institutes in Navi Mumbai.

### **From the above Table 1, it can be observed that**

1. Causes of stress dimension among teachers of professional institutes in Navi Mumbai was found to have negative correlation with innovative teaching ,responsibility of teaching ,cooperative teaching behaviour, teaching attitude, group relationship, job acceptance and social behavior dimension of the job satisfaction which was not found significant. However, it was found to have no significant relation with quality of teaching dimension, classroom behavior, and observation skills dimension of job satisfaction.
2. Distress and dissatisfaction dimension was found to have significant negative correlation with Job Acceptance dimension (-0.119,p=0.047).However it shows negative relationship with, responsibility teaching, teaching attitude, group relationship and social behaviour dimension of job satisfaction which was not found significant. Further it was found to have no significant relation with quality of teaching, cooperative teaching behaviour, innovative teaching, classroom behavior, and observation skills dimension of job satisfaction
3. Reflection of stress through emotions dimension shows negative relationship with innovative teaching, responsibility teaching, cooperative teaching behaviour, teaching attitude, group relationship and social behaviour dimension of job satisfaction which was not found significant. However, it was found to have no significant relation with quality of teaching, Job Acceptance, classroom behavior, and observation skills dimension of job satisfaction.
4. Effects of stress on behaviour dimension shows negative relationship with quality teaching, innovative teaching, responsibility teaching, cooperative teaching behaviour, teaching attitude, group relationship, classroom behaviour, social behaviour dimension of job satisfaction which was not found significant. However, it showed no significant correlation with Job Acceptance and Observation skill dimension of job satisfaction.
5. Physical symptoms of stress dimension shows significant negative correlation with cooperative teaching behavior (-0.149,p=0.012), teaching attitude (-0.145,p=0.015), group relationship (-0.118,p=0.049)social behavior dimension (-0.122,p=0.042)of Job satisfaction.

However, it was found to have no significant negative correlation with quality teaching, innovative teaching, responsibility teaching, job acceptance dimension of Job satisfaction. It was found to have no significant correlation with classroom behaviour and observation skills dimension of Job satisfaction.

6. Cognitive symptoms of stress dimension was found to have significant negative correlation with observation skills (-0.131,  $p=0.028$ ) dimension with cooperative teaching behaviour

(-0.127,  $p=0.033$ ), with teaching attitude (-0.148,  $P=0.013$ ), with group relationship (-0.121,  $P=0.043$ ) dimension of Job satisfaction.

However, it was found to have no significant negative correlation with quality teaching, innovative teaching, responsibility teaching and group relationship and Social behaviour dimension of Job satisfaction. The remaining dimensions of Cognitive symptoms of Stress was not found significantly correlated job acceptance and classroom behavior dimension of Job satisfaction.

7. Coping with shortage of time dimension shows negative relation with innovative teaching, quality teaching, cooperative teaching behavior, teaching attitude, group relationship, job acceptance and social behavior dimension of Job satisfaction. However, it was found to have no significant correlation with responsibility teaching, classroom behavior and observation skills dimension of Job satisfaction.

8. Stress related to travel dimension shows negative relationship with innovative teaching, cooperative teaching behavior, teaching attitude, group relationship, job acceptance, responsibility teaching and social behavior dimension of Job satisfaction. However it was found to have no significant correlation with quality teaching, classroom behaviour and observation skills dimension of Job satisfaction.

9. Stress related to household responsibilities dimension was found to have no significant negative relationship with, cooperative teaching behavior, teaching attitude, group relationship and social behavior dimension of Job satisfaction. However it was found to have no significant correlation with innovative teaching, quality teaching, responsibility teaching, classroom behavior, job acceptance and observation skills dimension of Job satisfaction.

10. Effects of stress on personal life dimension shows no significant negative correlation with quality teaching, innovative teaching, responsibility teaching, cooperative teaching behaviour, teaching attitude, group relationship, and social behavior dimension of Job satisfaction.

However, it was found to have no significant correlation with classroom behavior, job acceptance and observation skills dimension of Job satisfaction.

### **Conclusion**

The analysis of results makes it clear that the correlation between job satisfaction and stress dimensions is negative and significant at .05 level in case of many dimensions. This strengthens the opinion that higher the stress, lower would be the job satisfaction.

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