

A STUDY OF OCCUPATIONAL STRESS AMONG TEACHERS IN RELATION TO JOB SATISFACTION WITH REFERENCE TO SPECIAL EDUCATION SCHOOLS

Geeta Rani, Ph.D.

Assistant Professor, M.D.College of Education, Abohar, Punjab.

Abstract

In today's schools stress is becoming increasingly more common for teachers. In teachers Special Education Schools this problem of Occupational stress is more prominent due to different needs of differently abled students. Teachers manifesting high level of stress also show signs of high level of psychological distress, usually demonstrated by high anxiety and low psychological well being as well as decreased job satisfaction. Keeping in view these factors the investigator has planned the present study on 50 teachers(25 male and 25 female) of Special Education Schools of Dehradun district of Uttrakhand State. Occupational Stress Index by Dr. A.K Srivastava and Dr. A.P Singh and Job Satisfaction Questionnaire for Teachers by Kumar and Mutha was used to collect the data. Karl Pearson's Coefficient of Correlation, mean and t test was used for data analysis. Findings showed that occupational stress and job satisfaction are significantly negatively related. Male and Female teachers of Special Education schools do not differ significantly in terms of occupational stress and job satisfaction.

Keywords: Occupational Stress, Job Satisfaction, Special Education Schools.



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Teachers occupy a place of paramount importance in any system of education. No other aspect of education is so vital for its progress as the teachers. They are the pivot of the education system. Society has given these teachers the highest respect because they were committed to bring about comprehensive and harmonious development of students' personality. The world today is rapidly changing and new goals are being set up and new techniques are being devised in order to achieve readjustment of society to new situation. Teachers are expected to keep up effectively with the changes initiated that are being made continuously in the techniques of education. Teacher's effectiveness depends on various factors among which aspirations and job satisfaction are important. Both of these are very crucial factors which largely and directly affect the efficiency of a teacher. Job satisfaction improves the performance as well as mental health of an individual irrespective of his nature of work. Satisfaction of a teacher with his/her job depends upon various factors, like teacher's own interests and intrinsic work commitment. Whether he/she joined the teaching profession with the view of remaining in it for life or leaving it for better prospects if appears, teacher's participation in school policy making, professional leadership of headmaster / principal the evaluation of colleagues abilities, students attitudes, parent's attitude, community attitude, suitability of teacher's qualification with his/her job tenure, salary and other conducive working conditions. The cumulative effect of all these variables ensures and

increases the satisfaction of the teacher. But if these conditions are not favourable it can cause stress among teachers. The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organizational climate, strained relationship with colleagues make the conditions stressful for teachers. Teachers are perennially exposed to high level of stress cutting all cultures (Copper and Kelly, 1993; Reglin and reitzammer, 1997; Chan, 1998; Mokdad, 2005). Teachers manifesting high level of stress also show signs of high level of psychological distress, usually demonstrated by high anxiety and low psychological well being as well as decreased job satisfaction.

NEED OF THE STUDY

In today's schools stress is becoming increasingly more common for teachers. In teachers Special Education Schools this problem of Occupational stress is more prominent due to different needs of differently abled students. This means that while teaching to the group, they have to keep in mind the needs of individual learners. Occupational stress of teachers can be inadvertently linked to their success or failure on the job. At times the work stress becomes so extreme that teachers grow aversive of it and the teachers grow aversive of it and they try to avoid it by withdrawing either psychologically (through disinterest or lack of involvement in the job etc.) or physically through absenteeism, frequently reporting late for work and even while working an attitude of lethargy persists.

In the present study, the investigator made an attempt to assess the level of occupational stress experienced by teachers teaching in Special Education schools and its effects on their job satisfaction.

OBJECTIVES OF THE STUDY

1. To Study the significance of relationship between Occupational Stress and Job Satisfaction of male teachers of Special Education schools.
2. To Study the significance relationship between Occupational Stress and Job Satisfaction of female teachers of Special Education schools.
3. To Study the significance of difference between Occupational Stress of male and female teachers of Special Education schools.
4. To Study the significance of difference between Job Satisfaction of male and female teachers of Special Education schools.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between Occupational Stress and Job satisfaction of male teachers of Special Education schools.
2. There exists no significant relationship between Occupational Stress and Job Satisfaction of female teachers of Special Education schools.
3. There will be no significant difference in Occupational Stress of male and female teachers of Special Education schools.
4. There will be no significant difference in Job Satisfaction of male and female teachers of Special Education schools.

RESEARCH METHODOLOGY

(i) Research Method

The investigator has used Survey method of research for the present study.

(ii) Sample of the study

The sample in the present study was comprised of 50 teachers (25 male and 25 female teachers) teaching in Special Education Schools of Dehradun District of Uttarakhand State. Teachers were selected from 5 Special Education Schools.

(iii) Research tool used

a) Occupational Stress:-Occupational Stress Index by Dr. A.K Srivastava and Dr. A.P Singh

b) Job Satisfaction:-Job Satisfaction Questionnaire for Teachers by Kumar and Mutha

(iv) Statistical techniques used

The investigator has used correlation, mean, standard deviation and t-test for the analysis and interpretation of data of the present study.

ANALYSIS AND INTERPRETATION

Table 1. Relationship between Occupational Stress and Job Satisfaction of male teachers of Special Education Schools:

Variables	r	Significance
Occupational Stress Job Satisfaction	-0.27	Significant at 0.05 level

The correlation between job satisfaction and occupational stress was found to be -0.27 which shows negative relationship between job satisfaction and occupational stress. This value of $r=-0.27$ is significant at 0.05 level of significance. Hence the hypothesis 1 that no significant relationship exists between occupational stress and job satisfaction of male teachers is rejected.

Table 2. Relationship between Occupational Stress and Job Satisfaction of female teachers of Special Education Schools:

Variables	r	Significance
Occupational Stress Job Satisfaction	-0.32	Significant 0.05 level

From the table given above it is evident that the correlation between job satisfaction and occupational stress of female teachers was found to be -0.32 . This value is significant at 0.05 level of significance. It shows a significant negative relationship between job satisfaction and occupational stress of female teachers. Hence hypothesis 2 is rejected.

Table 3. Difference between Occupational Stress of male and female teachers of Special Education Schools:

Group	N	Mean	SD	t-value	Significance
Male	25	127.15	16.73	1.11	Not
Female	25	132.27	15.81		Significant

From the table given above it is clear that female teachers have more occupational stress (Mean=132.27) than their male counterparts (Mean=127.15). But this difference is not statistically significant as t value 1.11 is less than the critical value at 0.05 level of significance. Thus male and female teachers working in Special Schools do not differ significantly in terms of Occupational stress. Therefore hypothesis 3 is accepted.

Table 4 Difference between Job Satisfaction of male and female teachers of Special Education Schools:

Group	N	Mean	SD	t-value	Significance
Male	25	23.15	4.17	.94	Not
Female	25	22.07	3.90		Significant

Table 4 depicts that mean value for job satisfaction of male and female teachers is 23.15 and 22.07 respectively. The difference between job satisfaction of male and female teachers is found to be insignificant as t value .94 is less than the critical value at 0.05 level of significance. Therefore hypothesis 4 was accepted.

CONCLUSION

Occupational Stress and job satisfaction of male and female teachers are significantly correlated. Also occupational stress and job satisfaction is negative relationship. The more is the occupational Stress the less is the job satisfaction. Male and female teachers of Special Education schools do not differ significantly in terms of occupational stress, though female teachers have more occupational stress than male teachers. Male and female teachers also do not differ significantly in terms of job satisfaction.

IMPLICATIONS

- 1) As occupational stress and job satisfaction is negatively correlated ,we should try to give good working conditions to the teachers of Special Schools so that their job satisfaction can be increased.
- 2) The Govt. can give additional training to such teachers to lesser their Occupational Stress.
- 3) Special benefits should be given to such teachers.
- 4) Female teachers are more stressed than male teachers so extra holiday and aid should be provided to female teachers of such schools.

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