Research Article

Occupational Stress and Job Satisfaction of School Teachers in Calicut District, Kerala State

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Abstract

This study investigated the relationship between occupational stress and job satisfaction among school teachers in the Calicut District of North Kerala. It also examined hoe these two variables vary across demographic factors, specifically gender marital status and years of service. The descriptive research design was used. About 200 secondary and higher secondary school teachers were selected as sample the job satisfaction scale (Kumar and Mutha, 1975) and occupational stress scale (Srivastava and Singh, 1981) were used for data collection. The Pearson's Product moment correlation and independent 't' test were used for data analysis. The finding of the study concluded that occupational stress acts as determinant to job satisfaction among school teachers in Kerala. Female, unmarried, and more experienced teachers are particularly vulnerable to stress and diminished satisfaction. The study highlight an urgent need to create a healthy working environment in school sector.

Keywords: Rational drug use, antimicrobial therapy, antimicrobial resistance, antimicrobial stewardship, microbiological investigation, Gyssens category.

1. Introduction

In the context of Kerala, School teachers often experience occupational stress due to work overload, Examination pressure, Technological changes in education, and the need to maintain high academic standards. Excessive occupational stress can negatively influence teachers' physical and psychological well –being, ultimately effecting their professional efficiency and class room performance. At the same time, job satisfaction place a significant role in determining teachers' commitment, motivation , and effectiveness in the education process .

Studies have shown that at balanced work environment and supportive institutional climate contribute positively to teachers' job satisfaction and overall professional adjustment (Kyriacou,2001; Klassen and chiu ,2010). In Kerala were education is given considerable social importance, teachers are expected to full fill multiple academic and social responsibilities, which may increase stress levels and influence satisfaction with their profession. Understanding the relationship between occupational stress and job satisfaction is there for essential for improving teacher well –being and education quality. Research in the field of education psychology indicates that high occupational stress often leads to reduced job satisfaction, lower productivity, and emotional exhaustion among teachers (Skaalvik and Skaalvik,2017). Hence the present study attempts to examine the occupational stress and job satisfaction of school teachers in Kerala and to understand how these variables interact with in the teaching profession.

2. Review of Literature

The survey of related literature helps the research to find what is already known, what others have attempted to find out what methods of attack have been promising and what problems remains to be solved.

Daniela veronica NECSOI (2011) Stress and job satisfaction among university teachers. The aim of this study was to investigate the relationship between stress and job satisfaction among Romanian academics. Stress was indicated by the level of depression and anxiety. 70 university teachers participated in the study. Burns Anxiety Inventory, Burns depression inventory and war job satisfaction scale (adapted by Travers and Cooper) were used to collect data from respondents. The results indicated that: a) there is a negative correlation between stress and job satisfaction; b) women report a high level of anxiety and depression and a low level of job satisfaction and are found to be significantly different on these scales from their male counterparts; c) academics with tenure have substantially greater job satisfaction than their colleagues without tenure. Academic title or the types of the faculty do not produce significant differences among

subgroups of teachers with in the measured variables.

Dr. S.S.Jeyaraj (2013) Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamilnadu. The aim of the study is to determine the occupational stress level of Government and Aided higher secondary school teachers living in different socio- cultural and economic situations. The scale used in the study has been developed by researches. 185 aided school teachers and 120 government teachers have participated in the present study. At the end of the study it was seen that aided school teachers have more occupational stress level than government school teachers. There is a meaningful difference in the stress level points of government and aided higher secondary teachers. Policy makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intension), and less likely to take up a teaching career again (career commitment).

Woods & Weasmer (2004) in his study suggested that stress arising from a perceived lack of support, including support from the principal and a feeling of not being appreciated by the principal is likely to be related to how satisfied staff members are with their relationship with their principal. Lack of satisfaction with the supervisory relationship might lead individuals to report stress.

Thomas, Clark & Lavery (2003) in this study found time and over load pressure, parental expectations and negative community attitudes as high stresses than school administration.

Flynn & Mok (2002) in this study emphasized that principals should be accessible is staff members when issues arise and assistance in needed. School leadership teams need is build supportive and friendly climates and provide avenues for regular constructive feedback. This is consistent with the job satisfaction dimensions of supervision, relationship with the principal and school domain.

Carroll & Ferrara (2000) indicated that rules and procedures under which the educators operate were viewed by them as a threat to their autonomy. Therefore rules and procedures which do not impinge upon autonomy would not promote job satisfaction but rules and procedures that do encroach upon autonomy would foster job dissatisfaction, thereby putting educators at risk for turnover and eroding educational quality.

3. Objectives

- To study the relationship of occupational stress and job satisfaction among school teachers.
- To study the difference on occupational stress & job satisfaction among school teachers based on gender.
- To study the difference of occupational stress & job satisfaction among school teachers based on marital status.
- To study the difference of occupational stress & job satisfaction among school teachers based on years of service.
- Hypothesis
- There is significant relationship between occupational stress & job satisfaction among school teachers.
- There is significant difference on occupational stress & job satisfaction among school teachers based on gender.
- There is significant difference on occupational stress & job satisfaction among school teachers based on marital status.
- There is significant difference on occupational stress & job satisfaction among school teachers based on years of service.

4. Methodology

4.1 Sample

The sample of the study was the school teachers working secondary & higher secondary schools in Calicut district of north Kerala. Random sampling technique was used in the study. About 200 teachers were approached at random for collecting data.

4.2 Tools Used

In order to collect the necessary data to achieve the objective of the study the psychological tools mentioned below were used.

Questionnaire 1: Job satisfaction scale (1975) by Pramod Kumar and D.N Mutha
Questionnaire 2: Occupational stress scale (1981) by Dr.A.K Srivastava and A.P Singh

4.3 Description Tools

Questionnaire 1 : Job Satisfaction Scale

This scale was constructed and standardized by Pramod Kumar and D.N Mutha (1975) for the purpose of measuring the level of job satisfaction. It consist of 29 items. Each items are responses like "Yes or No".
Reliability and Validity

Questionnaire 1 : Job satisfaction scale by Pramod and Mutha

The split –half reliability (correlating the odd-even items) of the took applying Spearman-Brown formula is 0.95(N=100) with an index of reliability of 0.97.

The test –retest reliability of the tool is 0.073 (N=60; Time interval of 3 month) with an index of reliability 0.85.
Questionnaire 2: Occupational stress scale (1981) by Dr.A.K Srivastava and A.P Singh
This scale was constructed and standardized by S Dr. A K Srivastava and A.P Singh (1981) for the purpose of measuring degree of stress. This scale consist of 49 items. Each items have five alternative viz. (a) Strongly Disagree (b) disagree (c) undecided (d) agree (e) Strongly disagree.

4.4 Reliability and Validity

Questionnaire 2 : Occupational stress scale (1981) by Dr.A.K Srivastava and A.P Singh

The reliability index ascertained by split half (odd-even) method and cronbach's alpha-coefficient for the scale as a whole were found to be 0.935 and 0.90, respectively.

The validity of the O.S.I Was the determined by computing coefficients of correlation between the scales on the O.S.I and various measure of job attitude and job behavior. The coefficient of correlation between the scores on the O.S.I and measures of the job involvement (Lodhal and Kejner,1965) work motivation (Srivastava,1980). Ego –strength (Hasan,1970) and job satisfaction (Pestonjee,1973) were found to be -0.56 (N=225) -0.44 (N=200).-0.40 (205) and -0.51 (N=500) respectively.

4.5 Statement of Research Problem

The study taken by the investigator stated as "Occupational stress and job satisfaction among school teachers in Calicut district in kerala".

5. Statistical Method

The following statistical method were used to verify the formulated hypothesis.

1. The product moment correlation method was used to verified hypothesis 1
2. The independent T test was used to verify Hypotheses 2,3 & 4.

6. Discussion

The result and discussion is presented hypothesis wise:

Hypothesis 1

There is significant relationship between occupational stress and job satisfaction among school teachers.
In order to verify hypothesis 1, the product moment correlation was calculated and the result is presented in table 1.

Table 1 showing correlation coefficient between the scores on occupational stress and job satisfaction of school teachers.

Variables	Occupational stress
Job satisfaction	-0.664**

**p<0.01

The correlation coefficient between job satisfaction and occupational stress was found to be -0.664 and it is significant at 0.01 level. The result indicates a strong negative and statistically significant relationship between job. Satisfaction and occupational stress among school teachers. Hence the hypothesis is accepted.

The negative correlation means that as the occupational stress increases, job satisfaction decreases and vise-versa. The present study aligns with Nemours studies in psychology. Kyriacou (2001), Klassen and chin (2010) and Skaalvita and Skaalvita (2017) reported strong negative correlations between teachers" occupational stress and job satisfaction.

Hypothesis 2

There is significant difference on occupational stress and job satisfaction among school teachers based on Gender.
The independent 't' Test was calculated to verify the formulated hypothesis and the result is presented in table 2.

Table 2 showing the Mean ,SD and t – value for occupational stress scores and job satisfaction scores on the basis of their

Variables	Group	N	Mean	SD	t-Value	LS
Occupational stress	Male	107	82.35	28.62	7.030	0.01
	Female	93	221.43	45.83		
Job Satisfaction	Male	107	21.59	4.50	6.48	0.01
	Female	93	15.72	8.06		

The ' t' Value of 7.030 is statistically significant at the 0.01 level. This indicates a significant difference in occupational stress between male and female school teachers. Therefore, the hypothesis 2 is accepted.

Female teachers reported substantially higher occupational stress (Mean-221.43) compared to male teachers (Mean 82.35). The Mean difference is extremely large and practically meaning full. Female teachers in many contexts face a '"double burden" of professional duties plus domestic responsibilities. Child care, elder care, and house hold work often fall more heavily on women. Findings of stress among female teachers are consistent with the Indian and international studies. Antoniou et al (2006) and Klassent and Chin (2010) found female teachers reported higher stress. It also revels that there is significant difference on job satisfaction among school teachers based on gender. The ' t ' value of 6.48 is statistically significant at 0.01 level. Based on Mean value, the male teachers have higher level of job satisfaction (Mean 21.59) compared to female teachers (Mean 15.72) thus the hypothesis 2 is accepted.

Hypothesis 3

There is significant difference on occupational stress and job satisfaction among school teachers based on their marital status.

Table 3 showing the Mean, SD and t – value for scores of occupational stress and job satisfaction on the basis of their marital status.

Variables	Group	N	Mean	SD	t-Value	LS
Occupational Stress	Married	132	79.97	26.71	12.36	0.01
	Unmarried	68	138.29	39.47		
Job satisfaction	Married	132	22.28	4.55	12.97	0.01
	Unmarried	68	12.23	6.24		

The t value of 12.36 statistically significant at 0.01 level. This indicates a significant difference in occupational stress between married and unmarried school teachers. There for, the present hypothesis is accepted.

Unmarried teachers reported markedly higher occupational stress (Mean -138.29) compared to married teachers(Mean-79.97).The higher standard deviation for the unmarried group (39.47) also indicates greater variability in stress levels with in that group. It may be the result of younger age and less experience.

The result of the present study also reveals that the significant difference on job satisfaction between married and unmarried teachers. The t value of 12.97 is also statistically significant at 0.01 level. This indicates a significant difference in job satisfaction between married and unmarried teachers. Thus the hypothesis 3 is accepted. This finding is in line with the study conducted by Sargent and Hannum (2005).

Hypothesis 4

There is significant difference on occupational stress and job satisfaction among school teachers based on Years of service.

Table 4 showing the Mean, SD and t value for scores of occupational stress and job satisfaction on the basis of the years of service.

Variables	Group	N	Mean	SD	t- Value	LS
Occupational Stress	Below 10 years	88	82.03	27.66	5.71	0.01
	Above 10 Years	112	111.75	45.96		
Job satisfaction	Below 10 years	88	21.53	4.56	5.04	0.01
	Above 10 Years	112	16.77	7.99		

The result indicate that the obtained t-value of 5.71 is statistically significant at 0.01 level on occupational stress. This shows a significant difference in occupational stress between teachers based on their years of service. Therefore, hypothesis 4 is accepted.

Contrary to what might be intuitively expected, teachers with more experience reported significantly higher occupational stress (Mean-111.75). Compared to Teachers with less experience (Mean-82.03). It may be effected by additional duties beyond classroom teaching, mentoring juniors exam duties , administrative work , and accountability for school result.

It also shows that there is significant difference on job satisfaction among school teachers based on years of service. The

obtained t-value of job satisfaction is 5.04 it significant at 0.01 level. Teachers with less experience reported significantly higher satisfaction (Mean 25.53) . Compared to teachers with more experience.

7. Conclusion

- There is a relationship between occupational stress and job satisfaction among school teachers.
- The female teachers are higher on occupational stress compared with male teachers.
- The male teachers have higher levels of job satisfaction than female teachers.
- The unmarried teachers have higher occupational stress than married teachers.
- The married teachers are job satisfied compared to unmarried teachers.
- Teachers having more experience feel higher level of occupational stress compared with less experienced teachers.
- Teachers with less experience have higher job satisfaction compared with more experienced teachers.

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