



Occupational Stress and Job Satisfaction Among School Teachers: A Correlational Study

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Abstract

This correlational study was carried out to analyse the relationship between occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu, India. The study's sample comprises 100 school teachers from both government and private schools. Occupational stress is measured using the Occupational Stress Index (OSI) developed by Srivastava and Singh (1984), while job satisfaction is assessed with the Index of Job Satisfaction (IJS) developed by King, K. (1994). The findings reveal that gender, type of school, marital status, and monthly income do not significantly impact occupational stress and job satisfaction. However, age exhibits a significant relationship, with younger teachers reporting higher job satisfaction and lower occupational stress. The study highlights the importance of addressing occupational stress to improve teacher well-being and, consequently, educational outcomes. It also emphasizes the complexity of the relationships between occupational stress and job satisfaction. This research contributes to the understanding of factors affecting teacher job satisfaction and well-being.

Keywords: school teachers, occupational stress, job satisfaction

Introduction

In today's rapidly evolving and culturally diverse society, a robust education system is an essential for fostering community growth and development. India, with its rich cultural diversity and socio-economic variations, treasures human capital as a vital resource. Education serves as the vehicle for enhancing this invaluable human capital. Nevertheless, the role of school teachers in nurturing this capital is damaged by a myriad of challenges and pressures, frequently encapsulated in the ominous term "occupational stress." These pressures are not confined solely to professional concerns; they transcend into the realms of teacher well-being, behaviours, and the overall efficacy of their teaching. Therefore, comprehending and addressing these stressors isn't merely an issue of teacher welfare; it's an essential prerequisite for achieving positive educational outcomes.

Occupational Stress

Occupational stress, often referred to as job stress, encompasses the gamut of negative emotional states that include frustration, worry, anxiety, and depression—all rooted in work-related factors. It essentially signifies the inability to cope with the pressures arising from a misalignment between an individual's capabilities and the demands of their workload and working conditions. The ramifications of occupational stress within a workplace are profound, and organizations must grapple with the repercussions. An alarming statistic from the American Psychological Association underscores this point: 52% of employees grappling with occupational stress contemplate refusing promotions or leaving their jobs due to stress-related factors. This statistic attests to the profound impact of stress on employee commitment. A low retention rate, often associated with heightened stress levels, serves as a leading indicator of dwindling organizational commitment. Previous studies have consistently demonstrated a robust negative relationship between occupational stress and job satisfaction. While factors such as work overload, role ambiguity, work-family conflict, emotional intelligence, self-actualization, job involvement, and organizational commitment are recognized as contributors to job satisfaction, occupational stress frequently takes the blame as the primary culprit. As stress levels rise within a job environment, job satisfaction tends to fall, establishing a negatively correlated relationship between these two factors.

Job Satisfaction

Job satisfaction is a cornerstone in any organization, using a direct influence over employee well-being and an organization's performance and reputation. Dissatisfied and stressed employees not only compromise the quality of their work but also tarnish the organization's image. Job satisfaction is a multifaceted concept, encompassing both emotional and cognitive evaluations of one's work. It divides into affective job satisfaction, which reflects emotional sentiments about one's overall job, and cognitive job satisfaction, which pertains to specific job aspects such as salary and working hours. Research consistently highlights the complex negative relationship between job satisfaction and occupational stress. Teachers with low occupational stress tend to report elevated job satisfaction, underscoring the crucial role self-esteem plays in the demanding and often stressful profession of education.

Review of Literature

Methodology

Aim of the Study

The aim of this research study is to investigate the correlation between occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu.

Objectives

- To assess the difference in job satisfaction and occupational stress among school teachers based on demographic factors such as gender, type of school, teaching experience, and age.
- To examine the interrelationships between occupational stress and job satisfaction among school teachers and analyse how these variables influence each other.

Hypotheses

- Ho1. There are no significant differences in occupational stress and job satisfaction among male and female school teachers in Dharmapuri, Tamil Nadu.
- Ho2. There are no significant differences in occupational stress and job satisfaction among school teachers working in government and private schools in Dharmapuri, Tamil Nadu.
- Ho3. There are no significant differences in occupational stress and job satisfaction in marital status among school teachers in Dharmapuri, Tamil Nadu.
- Ho4. There are no significant differences in occupational stress and job satisfaction among school teachers from different age groups in Dharmapuri, Tamil Nadu.
- Ho5. There are no significant differences in occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu based on monthly income.
- Ho6. There is no significant relationship between occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu.

Research Design

The study employs correlational research design to investigate the relationships between occupational stress and job satisfaction among school teachers in Dharmapuri, Tamil Nadu.

Sample

The research sample consists of 100 school teachers (53 males and 47 females) from both government and private schools. The sample was selected using stratified random sampling method.

Tools Used for the study

Occupational Stress Index (OSI)

Occupational Stress Index (OSI) developed by Srivastava and Singh (1984). The scale consists of 46 items, comprising 28 'true-keyed' and 18 'false-keyed' and each of which is rated on a five-point scale. The reliability of the scale was measured through split-half (odd-even) method and the Cronbach's alpha-coefficient for the scales as a whole was found to be 0.935 and 0.90, respectively.

The Index of Job Satisfaction (IJS)

This scale, comprises 30 statements, each assessed on a 7-point scale: 1 = None of the time, 2 = Very rarely, 3 = A little of the time, 4 = Some of the time, 5 = A good part of the time, 6 = Most of the time, and 7 = All of the time. It's important to note that several items within the scale are subject to reverse scoring, specifically, items 1, 2, 3, 4, 6, 7, 8, 11, 13, 17, 20, 21, 23, 24, and 27. Notably, the IJS scale consistently demonstrates high reliability, typically yielding an Alpha coefficient of 0.90 or greater, affirming its effectiveness as a tool for assessing job satisfaction ().

Results

Table 1: Gender-Based Comparison of Occupational Stress and Job Satisfaction Among School Teachers

Variables	Gender				t	p
	Male (53)		Female (47)			
	M	SD	M	SD		
Occupational Stress	137.55	7.82	136.87	7.99	0.42	0.67
Job Satisfaction	41.21	6.15	42.96	4.38	1.61	0.10

$p=0.05$ level

The table presents a gender-based comparison of Occupational Stress and Job Satisfaction among a sample of school teachers. The t-statistic yielded a value of 0.42, and the associated p-value was 0.67, indicating the absence of a statistically significant gender-based difference in occupational stress ($p > 0.05$). Similarly, in the context of Job Satisfaction, the t-statistic was 1.61, with a p-value of 0.10, suggesting that no statistically significant gender-based variation exists in job satisfaction ($p > 0.05$). This outcome aligns with earlier findings that also demonstrated no significant gender difference in the overall occupational stress of secondary school teachers (Hussain, Suleman, & Jumani, 2018). However, it should be noted that certain other studies have reported significant gender differences (Aftab & Khatoun, 2012).

Table 2: Comparison of Occupational Stress and Job Satisfaction Between Government and Private School Teachers

Variables	Type of School				t	p
	Government (32)		Private (68)			
	M	SD	M	SD		
Occupational Stress	136.06	8.57	137.78	7.52	1.01	0.31
Job Satisfaction	41.69	5.63	42.19	5.38	0.43	0.66

$p=0.05$ level

This table presents a comparison of Occupational Stress and Job Satisfaction between teachers in Government and Private schools. In terms of Occupational Stress, the t-statistic is 1.01, with a p-value of 0.31, indicating no statistically significant difference in occupational stress between teachers in Government and Private schools ($p > 0.05$). Regarding Job Satisfaction, the t-statistic is 0.43, with a p-value of 0.66, suggesting no statistically significant difference in job satisfaction between the two types of schools ($p > 0.05$).

Table 3: Comparison of Occupational Stress and Job Satisfaction Based on Marital Status Among School Teachers

Variables	Marital Status				t	p
	Married (39)		Unmarried (61)			
	M	SD	M	SD		
Occupational Stress	138.03	8.20	136.72	7.67	0.80	0.42
Job Satisfaction	41.69	5.45	42.25	5.46	0.49	0.62

$p=0.05$ level

This table compares Occupational Stress and Job Satisfaction scores among teachers based on their Marital Status. For Occupational Stress, the t-statistic is 0.80, and the p-value is 0.42, indicating no statistically significant difference in occupational stress between married and unmarried teachers ($p > 0.05$). Concerning Job Satisfaction, the t-statistic is 0.49, and the p-value is 0.62, suggesting no statistically significant difference in job satisfaction between the two marital status groups ($p > 0.05$).

Table 4: Comparison of Occupational Stress and Job Satisfaction by Age Group among School Teachers

Variables	Age Group								F	p
	Less than 25 years (50)		25-30 years (27)		31-40 years (11)		Above 40 years (12)			
	M	SD	M	SD	M	SD	M	SD		
Occupational Stress	135.94	7.28	140.15	6.96	132.55	9.59	140.33	7.87	3.92	0.01
Job Satisfaction	41.76	5.76	43.19	4.65	38.00	1.61	44.25	6.31	3.34	0.02

$p=0.05$ level

This table examines the difference of teachers' age groups on their levels of Occupational Stress and Job Satisfaction. The result of Occupational Stress revealed a statistically significant difference in Occupational Stress among these age groups ($F = 3.92$, $p = 0.01$). Regarding Job Satisfaction, the ANOVA indicates a statistically significant difference in Job Satisfaction among these age groups ($F = 3.34$, $p = 0.02$).

Table 5: Comparison of Occupational Stress and Job Satisfaction by Monthly Income among School Teachers

Variables	Monthly Income (In Rupees)						F	p
	10000-20000 (66)		20001-30000 (17)		Above 30001 (17)			
	M	SD	M	SD	M	SD		
Occupational Stress	137.64	7.35	138.18	7.80	134.71	9.72	1.08	0.34
Job Satisfaction	41.80	5.10	42.76	6.48	42.18	5.87	0.21	0.80

$p=0.05$ level

This table explores the influence of Monthly Income (in Rupees) on teachers' levels of Occupational Stress and Job Satisfaction. The result of Occupational Stress, resulting no statistically significant difference in Occupational Stress

based on Monthly Income ($F = 1.08$, $p = 0.34$). Regarding Job Satisfaction, the ANOVA suggests no statistically significant difference in Job Satisfaction related to Monthly Income ($F = 0.21$, $p = 0.80$).

Table 6: Correlations Between Occupational Stress and Job Satisfaction among School Teachers

	Occupational Stress	Job Satisfaction
Occupational Stress	1	0.116
Job Satisfaction	0.116	1

* Correlation is significant at the 0.05 level

The table shows the correlation coefficients between Occupational Stress and Job Satisfaction. The correlation between Occupational Stress and Job Satisfaction is not statistically significant, as the coefficient is 0.116. This suggests that there is little to no meaningful relationship between these two variables in this context. Other factors may have a more substantial impact on Job Satisfaction among school teachers.

Conclusion

The research aimed to examine the relationship between occupational stress and job satisfaction among school teachers. The study found that occupational stress but had limited direct impact on job satisfaction. Additionally, the study found that there were no significant differences in occupational stress and job satisfaction based on gender, type of school, marital status, and monthly income. However, age appeared to be a significant factor, with younger teachers reporting higher levels of job satisfaction and lower occupational stress.

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