

Occupational stress and job satisfaction among college teachers of government and private colleges

Dr. Savita Gahlawat

Assistant professor, G.V.M. College of Education for Women, Sonipat, Haryana, India

Abstract

The present study was designed to assess the occupational stress and job satisfaction among the college teachers of government and private colleges. The sample consisted of randomly selected 100 (50 Government college teachers and 50 Private college teachers) college teachers 25-35 years. *Occupational stress index* developed and standardized by Srivastava and Singh and *Job satisfaction scale* developed and standardized by Singh and Sharma were administered on the subjects. The results of the study indicate that Government college teachers have better job satisfaction and less occupational stress than the teachers working in private colleges. The study also gives insight to private authorities to identify the causes behind stress and dissatisfaction to boost up the sense of security and satisfaction among private college teachers.

Keywords: occupational stress, job satisfaction, government and private college teachers

Introduction

Teaching Profession is considered as one of the best profession in this world. It is basically a competence building process which has the capacity to convert any human being into a wizard. It is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual, society and of nation. It is true to say that development of any nation depends on its citizens and development of citizens depends on the education system of which teacher occupies an important place. Teachers are responsible for creating productive and efficient citizens with proper perspective who contribute in pacing the advancement in all the fields. For an effective teaching performance, a teacher must possess a sound mental and physical health and has a deep knowledge of subject. In modern education system, teacher's life is full of physical and mental challenges. They have to play multiple roles i.e. an administrator, role models, friends, philosopher and counselor for the students which in turn increase stress in teachers and expectations of the school authorities. If the teacher is unable to do his part of work effectively, then the whole school process would collapse.

In the present world of competition and globalization, teaching profession demands a highly qualified, active, competent and dedicated teacher which puts a lot of pressure on them to achieve the targets of success. Failure to achieve the targets creates pressure, frustration, anxiety, dissatisfaction and occupational stress among teachers. Such situations has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress and dissatisfaction among teachers is result of failure of college to meet the social needs and jobs demands of the teachers.

Occupational stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. It increases when workers do not feel supported by supervisors or colleagues, or feel as if they have little control

over work processes. If the teachers face unexpected interference of administrators, over burdened with regular teaching load, unhealthy working environment and non-cooperation from colleagues, then it creates lot of stress on them which leads them towards anxiety, frustration, depression etc. They started having negative feelings towards the authorities and the job.

Occupational stress is highly linked with the job satisfaction and they both occupies as a necessary condition for a healthy growth of teacher's personality. Ahmed, Raheem and Jamal (2003) ^[1] founded that teacher who was teaching in government schools showed greater job satisfaction than teachers teaching in private schools. Chopra (2009) ^[2] founded that secondary school teachers are occupationally stressed and are less accountable. Muchhal and Chand (2010) ^[8] noted that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. Mehta (2012) ^[7] concluded that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. Nagra (2013) ^[9] revealed that teacher educators experienced moderate level of occupational stress. Hasan (2014) ^[10] concluded that the private primary school teachers have found to be highly stressed in comparison to their government primary school teacher counterparts. Rao (2015) ^[11] revealed that there is no significant difference was found between the job satisfaction of male and female teachers of secondary schools whereas government secondary school teachers are satisfied with regard to their job as compared to private secondary school teachers. Dar (2016) ^[3] founded that government teachers at elementary level enjoy better financial conditions, working conditions and management, job and personal security and opportunities for development and promotion as compared to Private school teachers.

Research studies have widely discussed about the relationship between occupational stress and job satisfaction of teachers. The work done in this regard covers broad range of disciplines like elementary and secondary education, but less attention is paid to higher education with respect to teacher

satisfaction and job stress. Therefore, on the basis of reviewed literature, the present investigation was carried to compare the occupational stress and job satisfaction of government and private college teachers.

Objectives

1. To study the occupational stress among college teachers working in government and private colleges.
2. To study the job satisfaction among college teachers working in government and private colleges.
3. To compare the occupational stress among college teachers working in government and private colleges.
4. To compare the job satisfaction among college teachers working in government and private colleges.

Hypotheses

1. There is a significant difference in the level of occupation stress among college teachers working in government and private colleges.
2. There is a significant difference in the level of job satisfaction among college teachers working in government and private colleges.

Sample

A sample of 100 college teachers (50 government teachers and 50 private teachers) working in private and government colleges of Haryana was chosen by random sampling technique. The age group of participant was 25-35.

Tools

Occupational stress index developed and standardized by Srivastava and Singh was used to assess the occupational stress of college teachers of government and private colleges. The inventory consists of 46 items, each item is provided with five alternatives ‘Strongly Agree’, ‘more agree’, ‘agree’, ‘disagree’, and ‘disagree’, Reliability of the inventory was found by test retest method, and it was found to be .93. The correlation between the scores on the occupational stress inventory and the measure of the job anxiety (Srivastava, 1974) was found to be .59 (N = 400). The employee’s scores on occupational stress inventory have been found to be

positively correlated with their scores on the measure on mental health, standardized by Dr. O. N. Srivastava. *Job satisfaction scale* developed and standardized by Singh and Sharma was used to assess the job satisfaction of college teachers of government and private colleges. The scale has a very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 80 statements in the pilot study. After try out only 30 statements were retained in the final. The scale has been standardized on engineers, doctors and teachers. The higher is the score, the more satisfaction towards the job and the lower is the score shows less satisfaction towards the job

Methodology

The present study was conducted on Government and private college teachers in the age group of 25-35. The investigator herself visited the concerned colleges on different dates and time. She met the principals and explained the purpose and the procedure involved in data collection and obtained written permission duly signed by them. The dates suitable to the college authorities were finalized. The investigator approached the authorities on the dates already decided and rapport was established with the teachers by exchanging introduction and purpose and objectives of study were explained in brief. The teachers were told that these test and their results had nothing to do with their personal lives and their achievement in career. It was made clear to them that the answers and results will be kept confidential and will be used for research purpose only. Before the administration of questionnaires, the instructions given in the tests were explained to the subjects verbally so that the teachers give correct answers. Only those teachers who have 3-5 years of experience of their job were selected for the study.

Results

Table 1: Significance of difference for Occupational stress variable of college teachers working in government and private colleges (N=100). The scores of mean, standard deviation and t-value of college teachers working in government and private colleges for occupational stress variable are given in the Table-1.

Table 1: Significance of Difference between college teachers working in government and private colleges for occupational stress variable (N=100)

Sr. No.	Variable	N	Government College teachers		Private College teachers		‘t’ value
			Mean	S.D.	Mean	S.D.	
1.	Occupational stress	100	135.62	10.35	143.82	10.80	3.88/**

*Significant at 0.01 level /** Significant at 0.05 level

Table-1 reveals that the ‘t’ value 3.88 for the mean scores of occupational stress variable is significant at 0.01 and 0.05 level as calculated value is greater than the table value. Hence, it may be inferred on the basis of result that government college teachers have less occupational stress as compared to private college teachers. Hence, a hypothesis 1 of the study i.e. “There is a significant difference in the level of occupational stress among college teachers working in government and private colleges” was accepted.

The result of the present study is in agreement with Jeyaraj (2013) [4] who concluded that Aided school teachers have more occupational stress levels than Government school teachers. He also revealed 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 intention), and less likely to take up a teaching career again (career commitment).

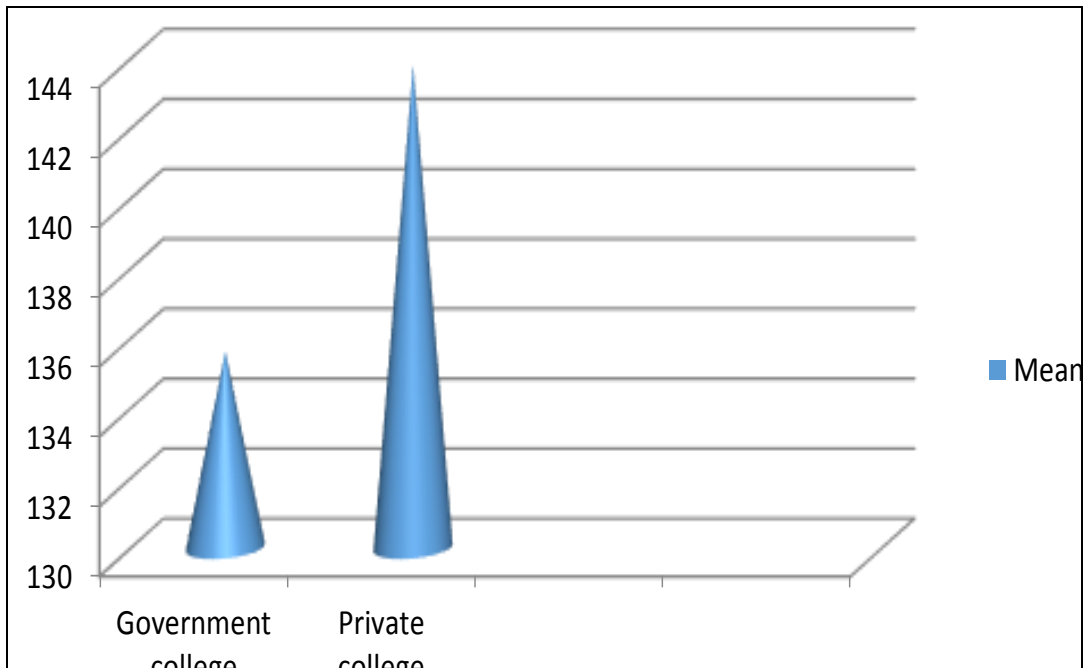


Fig 1: depicts the mean scores of occupational stress variable of government and private college teachers.

Mean scores of government and private college teachers for Occupational Stress variable

Table 2: Significance of difference for Job satisfaction variable of college teachers working in government and private colleges (N=100)

The scores of mean, standard deviation and t-value of college teachers working in government and private colleges for job satisfaction variable are given in the Table-2.

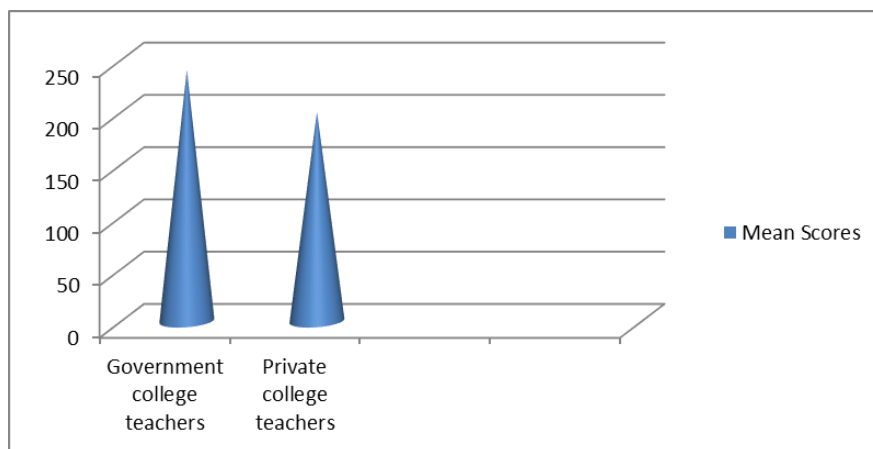
Table 2: Significance of Difference between college teachers working in government and private colleges for job satisfaction variable (N=100)

Sr. No.	Variable	N	Government College teachers		Private College teachers		‘t’ value
			Mean	S.D.	Mean	S.D.	
1.	Job Satisfaction	100	240.44	32.31	200.10	28.59	6.61 */**

*Significant at 0.01 level /** Significant at 0.05 level

Table-2 reveals that the ‘t’ value 6.61 for the mean scores of job satisfaction variable is significant at 0.01 and 0.05 level as calculated value is greater than the table value. Hence, it may be inferred on the basis of result that government college teachers have more job satisfaction as compared to private college teachers. Hence, a hypothesis 2 of the study i.e. “There is a significant difference in the level of job satisfaction among college teachers working in government

and private colleges” was accepted. The result of present study is in agreement with Mehta (2012)^[7] revealed significant difference in the level of job satisfaction of Govt. and private schools teachers. Kumar (2015)^[5] also concluded that a significant difference is found in satisfaction level of female teachers in relation to facilities provided by Government and private schools.



Mean scores of government and private college teachers for Job satisfaction variable

Fig 2: depicts the mean scores of job satisfaction variable of government and private college teachers.

Conclusion

The present study gives evidence that government college teachers have less occupational stress and more job satisfaction as compared to private college teachers. There are number of factors such as high salary, less burden, good status in society, benefits of various government schemes which reduce the stress and increase the satisfaction and security of government teacher. Hence, it may be inferred on the basis of results that there is a dire need to identify the causes laying behind the stress and dissatisfaction of private college teachers and to give them equal benefits and status in society. It is the responsibility of the authorities to provide congenial and healthy environment for advancement not only in government colleges but also in private ones and take necessary steps like counseling to reduce the frustration, anxiety, depression and occupational stress of the teachers. It is suggested to create good organizational climate in order to boost up the feelings of the teachers leading to reduction in occupational stress and increasing the job satisfaction.

References

1. Ahmad N, Raheem A, Jamal S. Job satisfaction among school teachers. *The Educational review*. 2003, 7.
2. Chopra R. A study related to accountability of secondary school teachers in relation to their occupational stress. *Edutracks*. 2009; 9(8):36-38.
3. Dar MD. Job satisfaction among teachers working in Government and Private Schools at Elementary Level. *International Journal of Science and Research*. 2016; 5(3):172-176.
4. Jeyaraj SS. Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. *IOSR Journal of Business and Management (IOSR-JBM)*. 2013; 7(5):63-76.
5. Kumar A. Job Satisfaction among Female Teachers: A comparative study. *International Journal of Core Engineering & Management (IJCEM)*. 2015; 2(5):50-63.
6. Mehta DS. Teachers and their attitude towards teaching. *Journal of research in Business Management*. 2011; 2(9):32-43.
7. Mehta DS. Job Satisfaction among Teachers. *International Journal of Research in Commerce IT & Management*. 2012; 2(4):77-83.
8. Muchhal MK, Chand S. A Study of Accountability of Primary School Teachers in Relation to their Job Satisfaction. *Gyandodaya* 2010; 32(1).
9. Nagra V. Occupational Stress among teacher educators. *Global Online Electronic, International Interdisciplinary Research Journal*. 2013; 2(2):12-23.
10. Hasan A. A Study of Occupational Stress of Primary school teacher. *Educationia Confab*. 2014; 3(4):11-19.
11. Rao J. Job satisfaction among secondary school teachers. *International Journal of Academic Research*. 2015; 2(2-5):92-96.