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OCCUPATIONAL STRESS AND JOB SATISFACTION AMONG HIGH SCHOOL TEACHERS

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ABSTRACT

This study is aimed to see the relationship between occupational stress and job satisfaction among high school teachers. 150 high school teachers from 6 schools at Namakkal district is selected as sample. The data is analyzed by statistical techniques such as mean, SD, t-test and coefficient of correlation. t-test reveals that there is no significant difference in occupational stress and job satisfaction of high school teachers in terms of gender, locality and experience. The result also indicates that there is no significant relationship between occupational stress and job satisfaction of high school teachers.

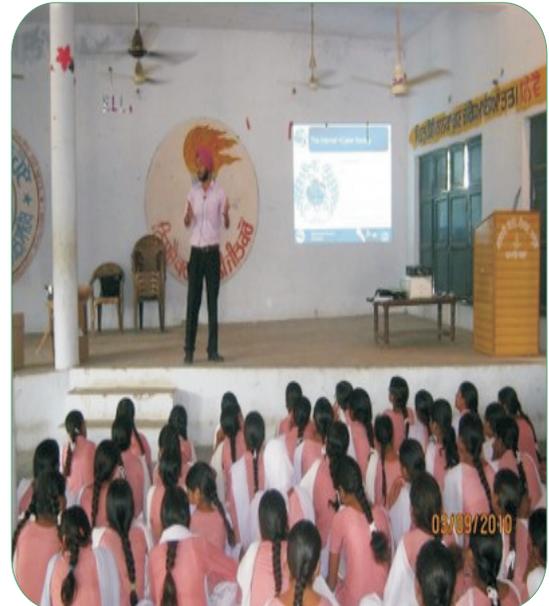
KEYWORDS : Occupational Stress and Job Satisfaction, statistical techniques.

INTRODUCTION

Teacher education cannot be improved unless we improve the professional competence of teacher educators. But more than ever before “job stress” poses a threat to the health of workers including education. Stress has long been associated with the onset of significant physical and mental health problems. Sources of occupational stress are from areas. These areas include task demands, physical demands, role demands and interpersonal demands. There is an all round perception among teachers those who study their behavior that they suffer of occupational stress. Environmental factors such as temperature variations, noise vibrations and lighting may significantly affect individual stress.

OCCUPATIONAL STRESS

The term occupational stress refers the difficulty experienced by the teachers working in school in relation to



their professional situations. Occupational stress can be defined as the physiological and emotional response that occur when worker perceive an imbalance between their work demands and their capability and resources to meet and these demands, importantly, stress response occur when the imbalance is such that the worker perceives they are not coping in situations where it is important to them that they cope. Job under load may also create higher levels of anxiety depression and physical illness than job overload. A teacher has a vital role in the educational system. The responsibility of the teacher is multi-tasks in the present curriculum. In these situation teaching and learning become more difficult task. So teaching is the most stressful profession. This creates many problems among them in

official and personal life. Hence this study focuses the occupational stress of high school teachers.

Job Satisfaction

Job satisfaction is determined by the feelings that an individual has towards content of his/her job and also related to working conditions, achievement and recognition and job security. Job satisfaction is a complex phenomenon and combination of job and satisfaction. Job satisfaction improves the performance and effectiveness of an individual irrespective of the nature of work. It is usually related to salary, employment, job security and environment. A teacher who is happy with his job plays a pivotal role, in the upliftment of society. In any school settings, teachers are the source of guidance in all the academic life of the students. Teacher's job satisfaction is one of the key factors in school. Occupational Stress may affect the job satisfaction of high school teachers. If there may be stress in their occupation the teachers may not satisfied their job. Hence to relax the teachers is the need of the hour.

SCOPE OF THE STUDY

The study was indented to find out the occupational stress and job satisfaction of high school teachers. The occupational stress and job satisfaction may differ from teachers to teachers. The study was indented to decrease the occupational stress and increase the job satisfaction. One can do anything with involvement only when he had a better occupational stress and job satisfaction toward it. In this context the investigator attempts to study the occupational stress and job satisfaction among high school teachers in various categories.

OBJECTIVES OF THE STUDY

- To study the significant difference in occupational stress of high school teachers in terms of gender, locality and experience.
- To find out the significant difference in occupational stress of high school teachers in terms of gender, locality and experience.
- To examine the significant relationship between occupational stress and job satisfaction of high school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference in occupational stress of high school teachers in terms of gender, locality and experience.
2. There is no significant difference in job satisfaction of high school teachers with regard to gender, locality and experience.
3. There is no significant relationship between occupational stress and job satisfaction of high school teachers.

METHODOLOGY

The present study belongs to normative survey method. A sample of 150 high school teachers from 6 schools at Namakkal district is selected.

Tool

- Occupational Stress by Srivastva, A.K. & Singh, A.P. (1984).
- Job Satisfaction Scale is prepared by the investigator with 33 items of 16 positive and 17 negative items.

Analysis of Data

Table 1: Occupational Stress of High School Teachers with respect to Gender, Locality and Experience

| Variable | Group | N | Mean | SD | t-value | Remark |
|------------|-------------|----|-------|------|---------|-----------------|
| Gender | Male | 63 | 80.85 | 7.33 | 1.35 | Not Significant |
| | Female | 87 | 78.28 | 7.50 | | |
| Locality | Rural | 92 | 80.55 | 7.39 | 0.91 | Not Significant |
| | Urban | 58 | 79.46 | 6.94 | | |
| Experience | Below5years | 85 | 80.41 | 6.84 | 0.64 | Not Significant |
| | Above5years | 65 | 79.46 | 7.83 | | |

From Table-1, the calculated t-values 1.35, 0.91 and 0.64 are less than the table value 1.96 at 0.05 level of significance. Hence the framed null hypothesis is accepted.

Table 2: Job Satisfaction of High School Teachers with respect to Gender, Locality and Experience

| Variable | Group | Number | Mean | SD | t-value | Remark |
|------------|-------------|--------|-------|------|---------|-----------------|
| Gender | Male | 63 | 79.58 | 7.23 | 1.19 | Not Significant |
| | Female | 87 | 78.17 | 7.08 | | |
| Locality | Rural | 92 | 79.57 | 6.95 | 0.46 | Not Significant |
| | Urban | 58 | 79.03 | 7.10 | | |
| Experience | Below5years | 85 | 78.90 | 7.48 | 0.84 | Not Significant |
| | Above5years | 65 | 79.52 | 6.69 | | |

From Table-2, the calculated t-values 1.19, 0.46 and 0.84 are less than the table value 1.96 at 0.05 level of significance. Hence the framed null hypothesis is accepted.

Table 3: Correlation between Occupational Stress and Job Satisfaction of High School Teachers

| Variable | N | Mean | r-value | Remark |
|---------------------|-----|-------|---------|-----------------|
| Occupational Stress | 150 | 80.16 | 0.139 | Not Significant |
| Job Satisfaction | | 78.03 | | |

From Table-3, the calculated r-value 0.139 is not significant at 0.05 level of significance. Hence the framed null hypothesis is accepted.

MAJOR FINDINGS

1. There is no significant difference in occupational stress of high school teachers in terms of gender, locality and experience.
2. There is no significant difference in job satisfaction of high school teachers with regard to gender, locality and experience.
3. There is no significant relationship between occupational stress and job satisfaction of high school teachers.

EDUCATIONAL IMPLICATIONS

- + It could be recommended that more women teachers may be appointed in high schools for teaching.

- + Teachers should be oriented in new techniques like role play, simulation and provide opportunities to conduct experiments, inventions and some recreational programs too.
- + As administrative or academic procedure may be evolved so as to inspire the younger members of the teaching community to emulate the older ones in order to made teaching a noble profession for all categories.

CONCLUSION

The teachers are in various biological, psychological and social situations. When these situations are promptly and easily tackled by them, an individual faces no stress in their job. Thus the teachers had more involvement in occupation. Hence the teacher had satisfaction in their jobs. A good teacher should have commitment to student, parents, society and the management. To follow professional ethics and also interest in teaching profession may reduce the occupational stress and job satisfaction among teachers. So the teacher should be initiated, activated and motivated by providing incentives to and also promote the standard of education as well as students welfare and all round development.

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