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A Study of Occupational Stress and Job-Satisfaction in relation to Professional Commitment and Background Factors of Secondary School Teachers

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Abstract:

Stress is omnipresent in our society. It is a condition of strain that has a direct bearing on emotions, thought process and physical conditions of a person. Due to the competitive nature of the job environment, many people are spending their time for job related work purposes resulting ignore the stressor those are influencing their work and life. Usually people are more worry about their outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers. The skill and expertise of the teacher as a professional who has the vision and wisdom to perceive the future and help the learners prepare for it. Occupational stress is the interaction of the worker and the conditions of work. The quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. This study was conducted to measure the effect of occupational stress and job-satisfaction of secondary school teachers in relation to their professional commitment and certain background factors.

KEYWORDS:

Occupational Stress, Job-Satisfaction, Professional Commitment

BACKGROUND

Education plays a vital role in the development of the country, particularly school education. Teaching is considered as one of the oldest profession as well as a Nobel profession. Every teacher is expected to be an ideal man imbued with a high moral character. Professionally he is supposed to have rapport with all concerned with his profession. 'Schools are the nurseries of the Nation' and 'Teachers are the architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Secondary school education becoming very important as it is a base for all developmental activities of the state as far as country. Similar views were expressed by the Indian Education Commission (1964-66) regarding the role of the teacher. The commission opined that 'of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant'.

Job or occupational stress is something we all face as employees or employers and we all handle it differently. Probably the most important step in healthy organizational change is to make a serious and sustained commitment to it. Healthy organizational change includes employee health and satisfaction as an explicit and independent outcome measure. Occupational stress has become a common and costly problem, leaving few workers untouched. Learning how to deal with and manage stress is critical to maximizing job performance, staying safe on the job, and maintaining physical and mental health.

2. **IMPORTANCE OF THE RESEARCH STUDY**

During the past decade, the education sector had under gone rapid and striking changes like policy

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changes due to globalisation and liberalisation, increased competition due to the entrance of more private (corporate) sector schools, introduction of new technologies, etc. Due to these changes, the teachers in the education sector are experiencing a high level of stress. The advent of technological revolution in all walks of life coupled with globalisation, privatisation policies has drastically changed conventional patterns in all sectors. The education sector is of no exemption.

Stress, in essence, is a feeling of doubt about being able to cope, a perception that the resources available do not match the demands made. When it persists, stress can cause physical and psychological ill-health and adversely affect social functioning. Occupational stress, also known as work stress or job-related stress, affects workers in different ways. The significance of this study was that it provided a benchmark measure of the satisfaction levels of teachers at secondary school level. By recognizing factors that contribute to job satisfaction, administration can work to enhance those factors, while factors that contribute to job dissatisfaction can be examined and reduced or removed. A focus on job satisfaction may lead to a decrease in faculty turnover, which will save the institution the costs associated with the hiring and training of replacements and the disruption to the workflow caused by new teachers in addition to attracting and keeping the most highly qualified and best faculty. The skill and expertise of the teacher as a professional who has the vision and wisdom to perceive the future and help the learners prepare for it. This area needs to strive harder to attain and sustain higher levels of quality in their secondary schools. While the former may require measures, such as higher levels of financial incentives for poor parents to send their children to school, improved quality and quantity of wide-ranging awareness programs, the latter may require changes in the learning methods and techniques, making classroom activities more experimental and enjoyable for the children, improved teacher training, and of course upgrading the school infrastructure.

The National Curriculum Framework (NCF) 2005, developed by NCERT, endeavours to reduce the curriculum load and make learning more enjoyable for children. To make teachers accountable, the above factors therefore need to be taken into account. Teachers cannot be seen in isolation. The working environment, teacher training methodologies, reducing the child's burdens of text books, working out a new curriculum, new evaluation methods, the management system, and seeking constructive involvement of community needs to be taken into consideration. The study conducted by the researcher for measuring the relationship among occupational stress, job satisfaction and occupational commitment in teachers, as well as the variables such as marital status, socio economic status, age, gender, experience in teaching and the title in the job. Hopefully this study is important to help professional level of teachers and their agencies to become more aware and sensitive to the risks and difficulties which they may face in the near future.

3.OBJECTIVES OF THE STUDY

The investigator set forth the following objectives -

1. To know the level of job satisfaction, occupational stress and professional commitment of secondary school teachers in Bikaner region.
2. To study the relationship between occupational stress and professional commitment in secondary school teachers in Bikaner region.
3. To study the relationship between job satisfaction and professional commitment in secondary school teachers in Bikaner region.
4. To study the relationship between job satisfaction and occupational stress in secondary school teachers in Bikaner region.
5. To study main and interaction effects of professional commitment on occupational stress among secondary school teachers in relation to the following background factors:
 - i. Sex
 - ii. Marital status
 - iii. Teaching Experience
 - iv. Service area
 - v. Family size
 - vi. Socio-Economic Status
6. To study main and interactional effects of professional commitment on Job satisfaction among secondary school teachers in relation to the above background factors.

4. HYPOTHESES OF THE STUDY

The following hypotheses of the study were constructed by the investigator.

1. There is no significant correlation between occupational stress and professional commitment in secondary school teachers in Bikaner region.
2. There is no significant correlation between job satisfaction and professional commitment in secondary school teachers in Bikaner region.

3. There is no significant correlation between job satisfaction and occupational stress in secondary school teachers in Bikaner region.
4. There is no significant difference in three-factor interaction of sex, marital status, and professional commitment on teacher's job satisfaction.
5. There is no significant difference in other main effects, such as, sex and marital status and interaction effects, that is, sex and marital status, sex and professional commitment, marital status and professional commitment have not been found to exhibit significant difference on job satisfaction of teachers.
6. There is no significant difference in the high and low professionally committed teachers on occupational stress.
7. There is no significant three factor interaction effect of sex, marital status, and professional commitment on occupational stress of the teachers.
8. There is no significant difference in other main effects, such as, sex and marital status and interaction effects, that is, sex and professional commitment, marital status and sex, marital status and professional commitment do not exhibit significant difference on occupational stress of teachers.
9. There is no significant difference in job satisfaction of long and short period served teachers.
10. There is no significant difference in job satisfaction of teachers in three-factor interaction that is, teaching experience, service in area and professional commitment.
11. There is no significant difference in job satisfaction of teachers. Other main effects, such as, teaching experience, and two factor interactional effects, that is, teaching experience and professional commitment, service areas and professional commitment, teaching experience and service.
12. There is no significant difference in Teachers having more and low teaching experience in occupational stress.
13. There is no significant difference in two factor interaction of teaching experience and service area on teacher's occupational stress.

5. SAMPLE AND DELIMITATION OF THE STUDY

There were four districts i.e. Bikaner, Sri Ganganagar, Hanumangarh and Churu include in the Bikaner region. These were taken in the study for research by the investigator. The sample of 400 secondary school teachers has been appropriately drawn through random sampling from Bikaner Region of Rajasthan. The study was delimited to 200 male 200 female teachers of Bikaner Region of Rajasthan.

6. METHOD, TOOLS AND TECHNIQUES

The survey method was employed for the study. The four tools for measuring occupational stress, job satisfaction, professional commitment and socio-economic status of the teachers were constructed by the investigator. Mean, median and SD were computed to know the nature of the data and for further analysis and interpretation correlation and ANOVA techniques was suitably used.

7. Main Findings of the Study

There are following major findings of the study:-

1. The majority of the male teachers (32%) responded about low stress at work.
2. Most of the frequencies (22.25%) fall in the class interval of 31- 35 which showed low occupational stress in teachers.
3. 45% female teachers felt average commitment. 37.75 % frequencies fall in the class interval of 31-35 which showed their average satisfaction.
4. About 41% teachers felt average commitment and high commitment was found in 30.25% teachers of Bikaner region at work.
5. There is no significant correlation between occupational stress and professional commitment in secondary school teachers in Bikaner region.
6. There is no significant correlation between job satisfaction and professional commitment in secondary school teachers in Bikaner region.
7. There is no significant correlation between job satisfaction and occupational stress in secondary school teachers in Bikaner region.
8. There is no significant difference in three-factor interaction of sex, marital status, and professional commitment on teacher's Job satisfaction.
9. The calculated F-value of main effect of marital status in relation to job satisfaction has found 4.93 that is greater than standard critical value of $F(.05; 1, 398) = 3.86$. It can be inferred that the there is significant main effect of marital status in relation to Job satisfaction.
10. The FOBS = 0.15 is less than FCRIT= 3.86; thus the means are not significantly different and researcher decides that the effect is not real. The p value (.69) is greater than .05. It can be said that there is not significant difference between high and low professional committed teachers. Therefore, null (H0) hypothesis has retained.

11. F-value of interaction effect of sex, marital status and professional commitment in relation to occupational stress has found .77 that is less than standard critical value of $F(.05; 1, 398) = 3.86$, $p=.49$. According to above table p-value (.37) is greater than .05. It means, there is a no significant interaction between the effects of sex, marital status and professional commitment in relation to occupational stress. Therefore, null (H_0) hypothesis has retained.

12. F-value of interaction effect of sex and marital status in relation to occupational stress has found 0.66 that is smaller than standard critical value of $F(.05; 1, 398) = 3.86$. It can be said that there is no significant interaction effect of sex and marital status in relation to occupational stress.

13. There is no significant difference in job satisfaction of long and short period served teachers.

14. F-value of interaction effect of teaching experience, service area and professional commitment in relation to job satisfaction has found 0.001 that is less than standard critical value of $F(.05; 1, 398) = 3.86$, $p=.98$. According to above table p-value (.98) is greater than .05. It means, there are no significant interaction effects between the teaching experience, service area and professional commitment in relation to job satisfaction.

15. There is no significant difference in job satisfaction of teachers. Other main effects, such as, teaching experience, and two factor interactional effects, that is, teaching experience and professional commitment, service areas and professional commitment, teaching experience and service.

16. The t-value between mean scores of long and period served teachers with respect to occupational stress has been found to be .04. This value is much below than the required table value (0.05 value at 398 df = 1.98). From the above analysis, it can be inferred that there is no significant difference of occupational stress of long and short period served teachers. Then Null hypothesis (H_0) has retained.

17. F-value of interaction effect of teaching experience and service area in relation to occupational stress has found .07 that is smaller than standard critical value of $F(.05; 1, 398) = 3.86$. It can be said that there is no significant interaction effect of teaching experience and service area in relation to occupational stress.

8. IMPLICATIONS OF THE STUDY

Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teachers face the constant danger of burn-out in an increasingly intensified work environment. The findings from this study support the growing body of literature that challenges the current literature in a highly significant way. As discussed previously, the current literature conceptualizes teacher occupational stress, job satisfaction and commitment in a way that relates it to external issues. This study challenges the view that teacher occupational stress, job satisfaction and commitment are focused exclusively on external dimensions and explores the relationship between teacher beliefs and teacher commitment in a way that characterises teacher commitment as a highly personal way of viewing the self and its relationship to education.

The implications of the findings of the present study are expected to produce far-reaching positive influence. The findings will be attracting the attention of the concerned authorities and agencies. The present findings will give feed back to the Directorate of Education, Bikaner to review the occupational stress, job satisfaction and professional commitment for improving of school education system. Secondary schools and other institutions will also be benefitted by the findings of the study.

These findings have significant implications for both school authorities and systems of education. Ignoring the connection between occupational stress and teacher commitment could be considered to be perilous. School authority is considered to be highly significant in influencing teachers' levels of job satisfaction and commitment with new initiatives and reforms. Thus, school authorities are of crucial importance in establishing and maintaining connections between the new educational ideas and teachers' existing passions and ideological frameworks.

9. SOME RECOMMENDATIONS FOR FURTHER STUDY

This study provides some information regarding the issue of occupational stress and job satisfaction in relation to professional commitment and background factors of secondary school teachers and whether they benefit or hinder the academic performance of students who participate. The study recommends the following:-

- v Job design should stimulate and provide ample opportunities for workers to use their skills.
- v Teachers should participate in making decisions for those actions affecting their interests.
- v Introduce more job oriented training programs, which improve teachers' skill and their confidence to work effectively.

- v Undertake stress audit at all levels in the organization to identify stress area improving conditions of job and alleviating job stress.
- v Ensure justified use of grievance handling procedures to win trust and confidence of teachers and reduce their anxiety and tension related to job related problems.
- v Provide counseling on work related and personnel problems and support from a team of welfare health and counseling staff.

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