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"A STUDY OF JOB SATISFACTION AND OCCUPATIONAL STRESS AMONG GRANTED AND NON-GRANTED SCHOOL TEACHERS, A SPECIAL REFERENCE TO AURANGABAD DISTRICT"



Jivrakh Bharat Vishwnathrao
Research Scholar

Short Profile

Jivrakh Bharat Vishwnathrao is a Research Scholar. He has completed B.Sc., Diploma., B.Ed., M.A.(English)., M.A.(Psychology).,M.Phil.(Psychology).



ABSTRACT:

Aim of the Study: 1.To discovers the job satisfaction among granted and non-granted school teachers. 2. To explore the occupational stress among granted and non-granted school teachers. Hypotheses: 1.There is significant difference between granted and non-granted school teachers dimension on job satisfaction. 2. There is significant difference between granted and non-granted school teachers dimension on occupational stress. Sample: Total 80 school teachers were selected and belonging to

Aurangabad district. Among them 40 granted school teachers and 40 non-granted school teachers. The age range of school teachers were 20 to 30 years ($M = 24.58$, $SD = 5.78$). Non-probability purposive sampling was used. Tools 1. Teacher Job Satisfaction Questionnaire (TJSQ): (1996) this scale was constructed and standardized by Dr. Pramod Kumar and D. N. Mutha. Occupational Stress Index (OSI): This scale was constructed and standardize by Dr. A. K. Srivastava and A. P. Singh. Variable: Independent variable: Type of School Teacher a) Granted b) Non-Granted. Dependent Variable: 1. Job Satisfaction 2. Occupational Stress Conclusion: 1. Granted school teachers have significantly high job satisfaction than the non-granted school teachers. 2. Non-granted school teachers have significantly high occupational stress than the granted school teachers.

KEYWORDS

Job Satisfaction and Occupational Stress , educational opportunity.

INTRODUCTION

Teachers are an essential link in the transmission of educational opportunity to poor children. Teacher job satisfaction has, in turn, been tied to teachers' work performance, including teachers' involvement, commitment, and motivation on the job. Teacher job dissatisfaction is closely associated with teacher absenteeism and a tendency toward attrition from the teaching profession. Teacher commitment may also be an important factor determining the successful implementation of educational reforms in schools. In China, the current era of educational reforms aims to bring about a shift toward more student-centered teaching and learning, a greater emphasis on critical thinking and the application of skills, and the establishment of a more democratic classroom environment. The implementation of these reforms will likely require greater levels of teacher initiative and innovation, making teacher commitment and motivation increasingly important. Disengaged teachers are unlikely to inspire student engagement or, consequently, student achievement.

According to Locke (1969) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981). For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management. Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Job satisfaction also an extension over a staff member has favorable or positive feeling about work or the work environment (De Nobile 2003). It refers to the employee reactions towards their work experiences (Berry 1997) and work situations in the organizations (wood, wood and Boyd 2007). Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Despite the fact that high-quality teachers are more difficult to recruit and retain in rural communities, there has been little investigation of the association between teacher satisfaction and such community characteristics as poverty, remoteness, and social resources. To date, researchers have focused on the relationships between teacher job satisfaction and individual and job characteristics. This research has taken two main approaches: a focus on facet-specific job satisfaction and an emphasis on understanding teachers' overall sense of satisfaction with their job. The first approach has sought to measure the extent to which teachers are satisfied with specific aspects of their job. These include remuneration, physical working conditions, and quality of relationships with supervisors and colleagues, quality of supervision, workload, teachers' social status, opportunities for personal growth and promotion, teachers' skills and professional accomplishments to date, degree of decision-making autonomy, and characteristics of the educational system.

In contrast, the second approach has sought to link characteristics of schools and teachers to overall job satisfaction. This approach uses a global measure of teacher satisfaction against which a variety of school and teacher explanatory variables are tested via multivariate analyses. Teacher stress seems to be a universal phenomenon in Western countries, a phenomenon that has been recognized for over more than 25 years and across many (e.g., Borg & Riding, 1991). Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work (Kyriacou 2000). Since

the early 1970s, the amount of research on teacher stress has

Increased steadily, and it is now a major topic of research in many countries (Kyriacou 2001). In research globally, a consistent correlation has been found between changing education policies of the government and heavy workload of teacher. Recently Dr. Joseph Singh et.al.2011 studied the comparison of the occupational stress among physical education teachers in different management of schools in Uttar Pradesh, India and found out to be significant difference in occupational stress of physical education teachers in different management of schools. A number of surveys have been pointed out the comparatively stressful nature of teaching profession. T. Cox, Mackay, S. Cox, Watts, and Brockley (1978) reported that more than 60 per cent of teachers considered working as the main source of stress in their lives. Kyriacou (1980) revealed that teachers, when compared to people in other professions, teachers do experience a higher level of stress than many other professionals.

Aim of the Study:

- 1.To discover the job satisfaction among granted and non-granted school teachers.
- 2.To explore the occupational stress among granted and non-granted school teachers.

Hypotheses:

- 1)There is significant difference between granted and non-granted school teachers dimension on job satisfaction.
- 2)There is significant difference between granted and non-granted school teachers dimension on occupational stress.

Sample:

Total 80 school teachers were selected and belonging to Aurangabad district. Among them 40 granted school teachers and 40 non-granted school teachers. The age range of school teachers were 20 to 30 years ($M=24.58$, $SD=5.78$). Non-probability purposive sampling was used.

Tools

1)Teacher Job Satisfaction Questionnaire (TJSQ): (1996)

This scale was constructed and standardized by Dr. Pramod Kumar and D. N. Mutha. That test consists of 29 items, each item 'YES' 'NO' type alternatives. Reliability of the test was found by test retest method, and it was found to be .85. Validity Face validity in that questionnaire is very high.

2)Occupational Stress Index (OSI):

This scale was constructed and standardize by Dr. A. K. Srivastava and A. P. Singh. 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. Shrivastava.

Procedures of data collection

The Data was collected from granted and non-granted school teachers in Aurangabad district of Maharashtra state. To ensure the sampling representative in Aurangabad district was approached with equal male and female school teachers. The teacher was instructed to the teacher that their responses were kept confidential.

Instruction for each test was also given separately before they were asked to fill the responses. It was also assured that no item would be left blank. After collection the data were tabulated and total score were obtained for each test.

Variable:

Independent variable:

- Type of School Teacher a) Granted b) Non-Granted
- Dependent Variable: 1. Job Satisfaction
- 2. Occupational Stress

Statistical Analysis And Discussion

Least significance difference between granted and non-granted school teachers in term of their job satisfaction and occupational Stress.

Dimension	Type of School Teachers						t- ratio	df	p
	Granted (N =40)			Non-Granted (N = 40)					
	Mean	SD	SE	Mean	SD	SE			
Job Satisfaction	26.31	4.80	0.76	19.06	5.79	0.92	6.10**	78	< .01
Occupational Stress	121.20	6.45	1.02	138.47	6.01	0.95	12.39**	78	< .01

0.01= 2.62, 0.05= 1.98

From the above table mean of job satisfaction score of granted school teachers mean was 26.31 and non-granted school teachers mean was 19.06. The difference between the two mean is highly significant at both level ('t'= 6.10, df =78, P < 0.01) and it is concluded that the granted school teachers have significantly high job satisfaction than the non-granted school teachers. Similar result found that the Kaur Sarbjit and Kumar Dinesh (2008) government college teachers are more satisfaction than the non-government college teachers.

From the above table mean of occupational stress score of granted school teachers mean was 121.20 and non-granted school teachers mean was 138.47. The difference between the two mean is highly significant at both level ('t'= 12.39, df =78, P < 0.01) and it is concluded that the non-granted school teachers have significantly high occupational stress than the granted school teachers. Similar result found that the Kaur Sarbjit and Kumar Dinesh (2008) government college teachers are more

occupational stress than the non-government college teachers.

CONCLUSION:

- 1) Granted school teachers have significantly high job satisfaction than the non-granted school teachers.
- 2) Non-granted school teachers have significantly high occupational stress than the granted school teachers.

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