

## RELATIONSHIP BETWEEN JOB STRESS AND JOB SATISFACTION OF TEACHERS IN THE SPECIAL SCHOOLS

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**Abstract** – The present normative survey was aimed to study the relationship between job stress and job satisfaction of teachers in special schools. The standardised tool to measure the variables was administered on a sample of 250 teachers in the special schools selected from eight districts of Kerala. The data thus collected were subjected to statistical analysis by keeping the objectives and hypotheses in mind. The study revealed that teachers in the special schools have job stress and they have average job satisfaction. Gender, Locale of the School (Rural /Urban) and Experience have no significant influence on job stress of teachers in the special schools. There is significant co-relation was seen between job stress and job satisfaction of teachers.

**Keywords:** Job stress, Job satisfaction, Special schools.

### INTRODUCTION

Teachers are the topmost person in the professional pyramid because they mould the future generations. The success of any educational programme to a large extent is determined by the quality of teachers. National Institute of Occupational Safety and Health (NIOSH, 1999) has more specifically defined work related stress as, “The harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resource needs of the workers.” Sunita Bhadoria (2013) investigated the job stress among women teachers working in Government and Private Schools. The level of job stress was found to be high among women teachers working in private school as compared to women teachers working in Government schools. Lokanadha Reddy. G. and Poornima. R. (2012) investigated the occupational stress and the professional burnout of teachers. The analysis showed that there was a positive relationship between the occupational stress and professional burnout of teachers. Austin, Shah, and Muncer (2005) examined the causes of work place stress among high school teachers, and further considered the coping strategies teachers use to reduce stress. The study identified causes of stress were work related issues such as excessive workload, preparation, and hours worked outside of school.

Seema (2012) studied the effect of gender, academic stream and the effect of teaching experience on self-efficacy, job satisfaction and attitude towards teaching of teachers. The study reveals that male teachers had more occupational self-efficacy compared to female teachers and Job satisfaction is not influenced by the gender of teachers. Westergard (2007) conducted a study to investigate whether teachers recognize complaints from parents, and if there is a relationship between teachers’ perceptions of complaints from parents and teacher stress. Teacher job satisfaction has also been the subject of considerable research (eg. Dinham & Scott, 2000; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other negative factors such as intention to leave teaching has been studied in various contexts.

### OBJECTIVES

1. To understand the level of job stress among teachers in the special schools of Kerala.
2. To understand the level of job satisfaction among teachers in the special schools of Kerala.
3. To find out whether there is any significant difference exists in job stress of teachers in the special schools for the subsamples based on Gender, Locale of the School (Rural /Urban) and Experience.
4. To find out the relationship between job stress and job satisfaction of teachers in the special schools of Kerala.

## HYPOTHESES

The following are the hypotheses of the study

1. Teachers in the special schools have job stress.
2. Majority of teachers in special schools do not have high job satisfaction
3. There exists significant difference in the job stress of teachers in the special schools for the subsample Gender, Locale of the school (Rural/Urban) and Experience.
4. There exist significant relationships between job stress and job satisfaction of teachers in the special schools.

## METHODOLOGY

Normative Survey method was adopted for the study. Teachers working in the special schools located within the revenue territory of the Kerala state constituted the sample for the study. A stratified random sample of 250 special school teachers from Thiruvananthapuram, Alappuzha, Ernakulum, Kottayam, Palakkad, Thrissur, Malappuram, and wayanad districts of Kerala constituted the sample for the study.

### Tools Used

Job stress of the sample was assessed by administering the Job Stress Scale for Special School Teachers (Paulose & Geetha, 2018). It is a 35item, five point Likert-type scale which covers eight dimensions of job stress such as Interpersonal relationship, wage, Administration, Teaching facility, parental support, in-service training, family support and social recognition. The test is found to have concurrent validity of 0.74 with another established test and test-retest reliability of 0.86

The essential validities were established in the job satisfaction scale. The investigator used valid job satisfaction scale of Dr Sukumaran Nair and Indira (2001) to measure job satisfaction of teachers in the special schools of Kerala.

### Procedure

The tool was administered on the sample of 250 teachers. A personal data sheet was also attached with the scale so as to collect the required demographic information. The data thus obtained were subjected to appropriate statistical techniques and interpreted accordingly.

## RESULT AND DISCUSSION

Keeping the specific objectives and hypothesis in mind the investigator analysed the data using the descriptive statistics like Mean, Median, Standard Deviation, Percentages and 't' test

**Table-1: Level of job stress of teachers in the special schools**

| Sample | No  | Mean  | Median | SD    | Level of Job Stress % |         |      |
|--------|-----|-------|--------|-------|-----------------------|---------|------|
|        |     |       |        |       | High                  | Average | Low  |
| Total  | 250 | 85.78 | 89.00  | 13.38 | 22                    | 52      | 26   |
| Male   | 67  | 84.85 | 90     | 15.36 | 25.4                  | 49.2    | 25.4 |
| Female | 183 | 86.13 | 88     | 12.61 | 24                    | 49.7    | 26.2 |

As far as the job stress is concerned, the mean score of the total population under study is 85.78 with a standard deviation of 13.38. The median estimated for the distribution is 89.00 which is very close to the mean value of

85.78.the table shows that 52% of the total population has average job stress and 22 % has high job stress. A closer observation of the table 1 indicates that significant percentage of male and female teachers has average job stress.

**Table-2: Level of job satisfaction of teachers in the special schools**

| Sample | No  | Mean  | Median | SD    | Level of Job Satisfaction % |         |      |
|--------|-----|-------|--------|-------|-----------------------------|---------|------|
|        |     |       |        |       | High                        | Average | Low  |
| Total  | 250 | 55.83 | 55.5   | 16.35 | 21.2                        | 51.2    | 27.6 |
| Male   | 67  | 54    | 55     | 15.52 | 23.9                        | 46.2    | 29.9 |
| Female | 183 | 56.50 | 57     | 16.63 | 22.4                        | 51.9    | 25.7 |

As far as the job satisfaction is concerned, the mean score of the total population under study is 55.83 with a standard deviation of 16.35. The median estimated for the distribution is 55.5 which is very close to the mean value. The table shows that 51.2% of the total population has average job satisfaction and 27.6 % has low job satisfaction. A closer observation of the table 2 indicates that majority of the female teachers and significant percentage of male teachers has average job satisfaction.

**Table-3: Comparison of job stress scores of the sub-sample**

| Sub-samples      | Groups        | N   | Mean   | SD    | t-value          |
|------------------|---------------|-----|--------|-------|------------------|
| Gender           | Male          | 67  | 84.85  | 15.36 | 0.67<br>(p>0.05) |
|                  | Female        | 183 | 86.13  | 12.61 |                  |
| Locale of school | Rural         | 95  | 86.72  | 12.83 | 0.86<br>(p>0.05) |
|                  | Urban         | 155 | 85.21  | 13.72 |                  |
| Experience       | Up-to 5 years | 154 | 84.91  | 13.22 | 1.31<br>(p>0.05) |
|                  | Above 5 Years | 96  | 87.199 | 1.59  |                  |

It is clear from the table 2 that critical ratio obtained for the gender is not significant at 0.05 level (t=0.67; p>0.05).This reveals that there is no gender difference on job stress of teachers in the special schools. Based on the locale, the t-value obtained is not significant at 0.05 level (t=0.86; p>0.05).It reveals that the rural and urban school teachers do not differ significantly with respect to their level of job stress. The t-value obtained on comparing the job stress based on experience of teachers is not significant, indicating that groups are alike with regard to their job stress.

**Table-4: Coefficient of correlation between job stress and job satisfaction for relevant subsample**

| Variables | N   | Coefficient of correlation (r) | SV(shared variance) |
|-----------|-----|--------------------------------|---------------------|
| Total     | 250 | -0.258*                        | 6.66                |
| Male      | 67  | -0.02                          | 0.04                |
| Female    | 183 | -0.214**                       | 4.58                |

|             |     |         |       |
|-------------|-----|---------|-------|
| Rural       | 95  | -0.27** | 7.209 |
| Urban       | 155 | -0.108  | 1.17  |
| Below 5     | 154 | -0.132  | 1.74  |
| 5 and above | 96  | -0.201* | 4.04  |

\*Significant at .05 level of significance\*\* Significant at .01 level of significance

The correlation between job stress and job satisfaction for the total sample is 0.258. It is significant at .05 level of significance. Hence the relationship between these two variables is considered to be real. For the male teachers the coefficient of correlation is 0.02. It shows that there is no relationship seen between job stress and job satisfaction of teachers in the special schools. For the female teachers correlation value is -0.214, it is significant at .01 level of significance. Hence the relationship between job stress and job satisfaction is considered to be real. The estimated 'r' value for the teachers in rural school is significant at .01 level. The obtained correlation is negative. For the urban sample, the coefficient of correlation is -0.108. It is interpreted that no relationship is seen. Teachers with Up-to 5 years of teaching experience the 'r' value is -0.137, it is interpreted that there is no relationship perceived between job stress and job satisfaction of teachers in the special schools in this regard. The 'r' value obtained of teachers with above 5 years of experience is -0.201, which is significant at .05 level of significance. Hence the relationship between job stress and job satisfaction is considered to be tangible.

### CONCLUSIONS

The present study revealed that 52% of the total population has average job stress and 22% of the teachers has high jobs stress. Close observation reveals that 49.2 % of male and 49.7% of female teachers have average job stress and 25.4% of male and 24% of female have high job stress. In this context the Hypothesis 1 is hence accepted. Majority of them (51.2%) possess average and 27.6% of teachers have low job satisfaction. Hence the Hypothesis 2 is also accepted. While comparing the subsample the 't' value obtained for Gender, Locale of School and Experience is not significant at 0.05 level. Hence it clearly stated that these components are not a significant factor on job stress of teachers in the special school. So Hypothesis 3 is rejected. The coefficient of correlation values obtained for the total sample -0.258 and for the teachers with above 5 years experience (-0.27) are significant at 0.01 level. The 'r' value for the female and rural school teachers are significant at 0.05 level. So there exists relationship between job stress and job satisfaction. The obtained correlation is negative. This means that increase in one variable will result in a corresponding decrease in the other variable. In this context Hypothesis 4 is accepted.

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