

A STUDY OF STRESS AND JOB SATISFACTION AMONG SCHOOL TEACHERS OF CHITRAKOOT

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The teacher is the key person and the success of the educational system wholly depends upon the quality and capability of the teachers who are indispensable in the society. The success of the educational system depends on the character and ability of the teacher. Therefore, in any plan of University reform, the main concern must be for securing an adequate staff with necessary qualification for the discharge of its duties.

Indian society is complex with various social group with diversified the backgrounds. It includes region, language, culture, social status, religion etc. These factors have put stress on school teachers.

Stress is inevitable to the life of a teacher. It has positive functional and negative dysfunctional effects on the behavior of a teacher. It has significant implication on the health and effectiveness of a teacher in his teaching job. Hence it is necessary to examine some of the dimensions of stress on health for effective teaching performance.

Key words: School Teacher, Job Stress, Job Satisfaction

Stress has become a major concern of the modern times as it can cause harm to employee's health and performance. Different psychologists and physiologists have defined stress differently. In simple words, stress refers to pressures or tensions people feel in life. As living human makes constant demands, so it produce pressures, i.e., stress. Stress is, therefore, a natural and unavoidable feature of human life. However, stress beyond a particular level can cause psychological and physiological problems which in turn would affect the individual's performance in the organization. Thus, management of stress has become a challenging job for the modern organizations.

Every individual displays a tendency to formulate goals in life and aspires to achieve them and seek satisfaction and enjoyment through them. This results in a sense of achievement and success. The efforts put forward to obtain satisfaction of these desires may vary from one person to other, and the same person from one situation to the other. The realization of a goal, which has cost more sustained efforts, provides immense satisfaction, like failure to realize it leads to a sense of frustration.

Job satisfaction has been the most attention seeking psychological variable in the last few decades. Among all the humanistic industrial goals, job satisfaction is assumed to be the

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first and the uppermost goal because to achieve this is not only the desire of the worker but also aspired by the management and industrialist.

According to the National Education Policy (NEP) 2020, teacher stress is likely to be addressed through a focus on professional development opportunities, improved working conditions, greater autonomy in teaching methods, and a more supportive school culture, aiming to ultimately increase teacher job satisfaction by mitigating stressors like excessive workload and inadequate resources; however, the policy's full impact on teacher stress and job satisfaction remains to be seen as its implementation is still ongoing

S. No.	College	Science	Language	Social Science	Physical Education
1	S.P.S	1	1	1	1
2	V.D.H.S.S	1	1	1	1
3	S.P.G.V	1	1	1	1
4	E.M.R.S	1	1	1	1
5	Y.I.S	1	1	1	1
Total		5	5	5	5

OBJECTIVES

- To find the stress and job satisfaction among school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among government school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among private school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among female school teacher of different subjects of chitrakoot.
- To find the stress and job satisfaction among male school teacher of different subjects of chitrakoot.

SELECTION OF SUBJECTS :-

The subjects were both male and female teachers working in Private schools and Government School teaching science, language, social science and physical education separately. They were selected randomly from the whole population of school teachers working in secondary and higher secondary schools of Chitrakoot district.

Five school teachers of different subjects were selected randomly from each school i.e. S.P.S. Jankikund. Citrakoot, Vidyadham Hr. Sec. School, Chitrakoot, Surrendra Paul Gramodaya Vidyalay, Chitrakoot, Ekalavya Model Residential School, Chitrakoot and

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Yardland International School, Chitrakoot. It is so because they are more popular school. Total ten teachers (5 science teachers, 5 language teachers, 5 social science teachers and 5 physical education teachers, of Chitrakoot) were selected as subject from different subjects i.e. science, language, social science and physical education.

The table- 1 Below shows the detail of 20 school teachers of Chitrakoot district:

TABLE-1
DETAILED ACCOUNT OF DATA COLLECTION OF THE
TEACHERS OF VARIOUS SCHOOL OF CHITRAKOOT
CRITERION MEASURES (TOOLS)

Following were the criterion measures chosen for testing the hypotheses in the study:

Stress was measured by Teachers Occupational Stress Scale prepared by Dr. O. P. L. Srivastava and Dr. Bina Srivastva. This scale contains 94 items and measures the teacher's occupational stress.

Job satisfaction was measured by Teacher's Job Satisfaction scale questionnaire prepared by Dr. S. K. Sexena. It has 29 items.

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of the study was to compare the stress and job satisfaction of school teachers of science, language, social science and physical education of Chitrakoot. The statistical analysis and the interpretation of data have been described in this chapter.

The data collected on the stress and job satisfaction of science, language, social science and physical education teachers of Chitrakoot were analyzed by applying Analysis of Variance (ANOVA), and level of significance was set at 0.5.

Formula of ANOVA –

$$SD = i \sqrt{\frac{\sum f x'^2}{N} - C^2}$$

Where $\sum f x'^2$ is the sum of the squared deviation in units of class interval, taken from the assumed mean.

C^2 is the squared correction in units of class interval

i is the class interval

FINDINGS

The finding pertaining to stress level of school teachers in different faculties i.e. science, language, social science and physical education, working in secondary and higher secondary schools in Chitrakoot mean and standard deviation were computed and presented in table- 2.

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TABLE- 2
DESCRIPTIVE STATISTICS OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Groups	Mean	Std. Deviation
Science	75.60	32.54
Language	75.60	32.54
Social science	71.80	32.12
Physical Education	88.22	32.65
Total	76.17	33.18

The above table shows that the mean and standard deviation on stress variable for Science Teachers was 75.60 ± 32.54 ; for Language Teachers was 68.95 ± 32.29 ; for Social Science Teacher was 71.80 ± 32.12 ; and for Physical Education teacher was 88.22 ± 32.65 . The table 2 shows that the stress level of Physical education teacher is much higher than the other subject's teachers.

The mean of stress of school teachers of Chitrakoot has been graphically exhibited in Fig. – 1

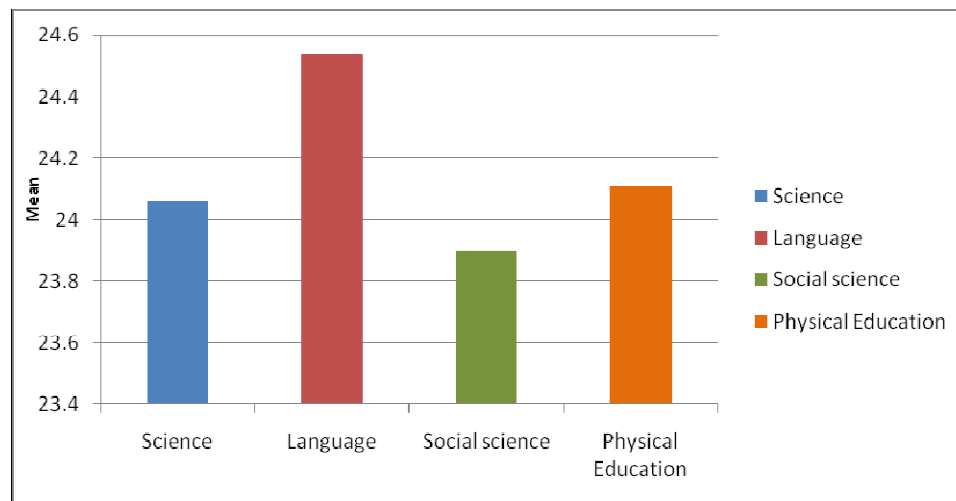


FIG. – 1 Graphical representation of Mean on stress level of school teachers of Chitrakoot.

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TABLE—3
ANALYSIS OF VARIANCE (ANOVA) OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Source	Sum of Squares	df	MSS	F	Sig
Between Group	43824.670	3	14608.223	13.913*	.000
Within Group	835792.21	796	1049.990		
Total	879616.88	799			

*Significant at .05 level.

Table – 3 reveals that there was significant difference in stress of school teachers of different faculties of Chitrakoot as the obtained 'F' ratio 13.913 was higher than tabulated value of 2.65 required for the 'F' ratio to be significant at .05 level with (3,796) degree of freedom. As the 'F' ratio of stress was found significant, the post hoc test (Least significance difference test) was applied to test the significance of difference between the paired means of school teachers i.e. science, language, social science, and physical education.

The Least Significant Difference (LSD) and the difference between the means have been presented in **table no. 4-7**.

TABLE-4
PAIR WISE LSD COMPARISON OF SCHOOL TEACHERS OF
DIFFERENT SUBJECTS ON STRESS

Groups	Groups	Mean Difference	Sig
Science	Language	6.6550*	.041
	Social Science	3.80000	.241
	Physical Education	12.71500*	.000

*Significant at .05 level.

Post Hoc test using LSD shows that significant difference was exist between science and language teachers as the MD = 6.6550, $p = 0.041$. Where as there was insignificant difference was seen in case of science and social science teachers as the MD = 3.8, $p = 0.241$. Also significant difference were found in case of science and physical education teachers as the MD = 12.72, $p = 0.000$. We can, therefore, conclude that the stress level is

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higher in Science and Physical Education teachers when compared with the Social Science and Language teachers.

CONCLUSIONS / SUGGESTION

On the basis of the findings and within the limitations of the study, the following conclusions are drawn:

The study revealed that there were significant differences in stress among school teachers of different subjects i.e. science, language, social science and physical education in Chitrakoot.

The result of the study further revealed that there were significant mean difference obtained in stress of school teachers of science & language, science & physical education, language & physical education, social science & physical education.

The result of the study also revealed that there was insignificant difference obtained in stress of school teachers of science & social science, language & social science.

The result of the study also revealed that there were insignificant difference obtained in job satisfaction among school teachers of different subjects i.e. science, language, social science and physical education.

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