ORGANIZATIONAL STRESS AND
JOB SATISFACTION OF TEACHERS

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Job Satisfaction

The problem of promoting mental health, in the educational context, in a developing country like India, occupies high priority on the agenda for human development. Pursuing education and attaining its goals requires achieving an optimally minimum level of health for the learners and instructors. Any disturbance or disruption in this process is borne to create risks and health hazards. At the same time, the educational process itself may have implications for the health status of teachers, students and the community. In other words, there is a reciprocal relationship between the health status of the broader community education Since the institutions and processes of education are embedded within the broader social, economic and cultural systems, a comprehensive treatment of the issues of mental health in the educational setting cannot be undertaken in isolation from the broader societal context (Philips, N., 1992; Ramlingaswami, P.1990). This makes the task more difficult as the country is undergoing a rapid and large scale socio-economic transformation.

Traditionally, the teaching job enjoyed a considerably high level of prestige and only dedicated and selected individuals joined this profession. The teachers were usually held in very high esteem by the different sections of people, and society was sensitive enough to take care of the needs of teachers. With the changing socio-economic scenario and increasing unemployment, the values of teachers and their professional concerns associated with the job have forcibly undergone a change. Many of them are now treating 'teaching' like any other profession, and making money has become very important. Extrinsic motivation has become important for them. Notwithstanding this fact the stresses and hassles of teachers have also augmented The economic condition of teachers also varies,banking on the nature and type of institutions they belong to. The teachers experience stress owing to the family setting and working condition. The changing relations between the teachers and the students also create problems (Crank, K.1987). Under these conditions, the participation of teachers in the educational process is often rated to be at below the optimum level of functioning.

The term job relates to the total relationship between an individual and the employer for which he is paid. Satisfaction means the simple feeling-stage accompanying the attainment of any goal. It is feeling accompanying the attainment by an impulse of its objectives. Thus, job satisfaction

refers to a person's feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Job dissatisfaction means absence of motivation at work.

Human resource is sum-total of inherent abilities, acquired knowledge and skills represented by the talents and aptitudes of the employed persons comprising executives, supervisors, and the rank and file employees. Human resources should be utilised to the maximum possible extent, in order to achieve individual and organisational goals. The employee's performance ultimately decides the attainment of goals. The employee performance in its turn is influenced by motivation and job satisfaction.

According to R. Hoppoch. job satisfaction refers to any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

In the words of E.A.Locke,Job satisfaction is defined as the "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values". In contrast, job dissatisfaction is defined as "the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues." Satisfaction and dissatisfaction were seen as, "a function of the perceived relationship between what one perceives it as offering or entailing".

Common Job Satisfaction of Teachers

In weighing the possibility of satisfying needs through teaching, it is well to be aware of some of the "realities," frustrations, and disappointments encountered in public school education. It was noted that a teacher will need to balance theories proposed by educators, scientists, and humanists; that his personal inclinations toward a given style of teaching may be thwarted by the preferences of his superiors; that he must allow for the influence of school boards, administrators, and parents; that he may have to abide by curriculum decisions made by state and local committees who have not asked for his opinions and that he will have to learn to live with some rather frustrating conditions imposed by lack of funds, by types of buildings, etc.

Listed below are the views   of most of the teachers Frustration:

1. Larger and class load classes. The commonest response to the question was to reduce class load. It was the opinion of one teacher that "more teachers leave the teaching profession for this one reason than any other even skin-flint salaries."
2. Supervision. Many teachers complained that the demands of supervising pupils during so-called "free" or "preparation" periods or at lunchtime prevented them from ever having a relaxing moment to themselves during the school day or even from getting off their feet for ten minutes.
3. More clerical help. The amount of paper work and busywork teachers are forced to do is another big reason given for leaving or thinking about leaving the field. Much of this

work is regarded as unrelated to the actual process of education, and most teachers feel that it could be done by relatively unskilled clerks.

4. More supplies, equipment, and textbooks. This pretty much boils down to need for more money to finance education.

5. Better education colleges and courses. The main plea here was for more emphasis on practical applications and less on theory.

6. Less preparation time. Quite a few teachers reported that they had no free time at all during the school day to devote to class preparation.

7. More special classes and vocational schools. The teachers felt that more classes should be established for the mentally retarded, for the disadvantaged, for the emotionally handicapped, and for students entering professional courses.

8. Additional reasons for teachers becoming disenchanted to the point of resigning include; lack of response from students, lack of a discernible impact on pupils, and problems in controlling the class – particularly in schools where there is a "tradition" of unruliness.

Suggestions for Dealing with Job Frustration

Here is a list of suggestions on how to cope with Job frustration.

1. Develop self-awareness

2. Recognize new possibilities in teaching.
3. Evaluate dissatisfaction.
4. Reevaluate total load.
5. Look for help on specific questions.
6. Deliberately expose yourself to new experiences.
7. Seek satisfaction elsewhere.
8. Talk it over with friends.
9. Stimulate group discussion.
10. Get physical release of tension.
11. Avoid talking out your frustration on the class.
12. Get professional help.
13. In extreme cases, execute a strategic withdrawal.

ORGANIZATIONAL STRESS

According to Van Wyk (in Olivier & Venter, 2003), stress is derived from the Latin word "strictus" that translates into taut, meaning stiffly strung. Oliverand V enter (2003) rely on the definition of Dr. Hans Seyle, who defined stress in physiological terms, as a non-specific or generalized bodily response. This response results when any demand is made on the body, whether it is an environmental condition to survive or a demand that we make on ourselves in order to accomplish a personal goal.

Kruger (1992, p. 92) maintains that "stress is a phenomenon that manifests in, the individual person as a result of various stressors that arise from the self and the environment and affect the individual person in accordance with the way in which he or she attributes meaning to the events, stimuli or demands affecting him or her, and in accordance with the way in which he or she experiences and enters into or handles such events, stimuli or demands." Whether potential stressors invoke negative stressful emotion~ depends upon a person's cognitive appraisal of a given situation (Dewe, 1993), and this varies according to their beliefs and whether they perceive it as personally relevant.

Kyriacou (1978), on the other hand, defines stress as a response syndrome of negative effect that develops when there are prolonged and increased pressures that cannot be controlled by the coping strategies that the individual has.

According to Fisher (1994) and Keiper and Buselle (1996) positive or good stress, referred to as eustress can act as a motivating agent for achievement. Moderate levels of stress may induce improved effort to do work , improved diligence and stimulate creativity (Schermerhorn, Hunt & Osborn, 2000).

Teacher Stress

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; Troman & Woods 2001; Vandenberghe & Huberman 1999). However, very few studies reported to date have explored teacher stress in India. Social, cultural, economic and educational differences between countries mean that one must be very cautious in generalising from research done in one country to another. Furthermore, it can also be deduced that there are two distinct types of stressors; those which are found within the individual, which include personal values, attitudes and self-concepts, and those that originate outside the individual, which include environmental and work-related stressors (Goodall & Brown, 1980).

Objectives of the study

The following objective have been framed for the study

1. To measure the degree of Organizational Stress among the teachers.
2. To find out the extent of Job Satisfaction of the teachers working in schools.

Methodology

Hypotheses

1. There exists no significant difference in the mean scores of Job Satisfaction among the teachers in terms of Type of Institutions, gender, type of institutions, qualification and experience.
2. There exists no significant difference in the mean scores of stress among the teachers in terms of Type of Institutions, gender, type of institutions, qualification and experience.

3. There exist no correlation between Job Satisfaction and Organization Stress of the teachers.

Population and Sample for the Study

The sample for the study consists of teachers serving in Higher Secondary School run by Government and Management and Teachers belonging to both genders with varied experience. The teachers working in rural and urban area have been included in the study for the purpose of the investigation. The sample is random sampling.

The following table furnishes the details

S.No.	Type of Institutions	SG Teachers	Total
1	Government	60	100
2	Management	60	100
	Total	120	200

The Job Satisfaction consists of 30 items. These items are presented in the simple statements and provide five alternative response options graded on a five point scale.

Administration

The present scale is a self-administering scale and hence it can be administered either individually or in groups.

Scoring

It is objective measure of reactions to Job Satisfaction. It is a five point scale; the scoring of which has been objectified by assigning 'Five to One' scores respectively for six alternatives of the positive items; sequentially rated from "Most liked" to Lest Liked. For negative items, the scores assigned to each of the alternatives have been reversed. They range from 'One to Five' for Five alternatives sequentially placed from 'Least Liked' to 'Most Liked'.

Organizational Stress

Teacher's Organizational Scale Consist of 63 statements covering the following components namely factors intrinsic to the job, role related factors, work relations, responsibility and accountability, career prospects, and organizational and structure and climate.

Validity of the Tool

Validity of the tool was established with the panel of experts. The tool has higher validity.

Reliability of the Tool

The reliability coefficient of the tool is 0.86.

Scheme of Analysis of Data

Mean, Standard Deviation and 'T' values were computed for finding out the significance of difference among the mean for the variables. 'r' value was computed to trace the significance of relationship between the job satisfaction and teachers stress.

Data Analysis

Null hypothesis-1

There exists no significant difference of the mean scores in Job Satisfaction among the Post Graduate teachers in terms of Type of Institutions, gender and experience.

Table 1 Mean, SD and 't' values for job satisfaction of teachers

Gender	N	Mean	SD	df	"t" value	Significance
Men	60	123.33	7.85	118	2.98	S**
Women	60	127.84	8.37			
Types of Institutions	N	Mean	SD	df	"t" value	Significance
Government	60	127.33	7.58	118	2.86	S**
Management	60	123.83	5.33			
Experience	N	Mean	SD	df	"t" value	Significance
High	72	126.33	6.45	118	3.06	S**
Low	48	121.96	9.01			

Null hypothesis-2

There exists no significant difference of the mean scores in stress among the Post Graduate teachers in terms of Type of Institutions, gender and experience.

Table 2 - Mean, SD and 't' for stress among the teachers

Gender	N	Mean	SD	df	"t" value	Significance
Men	60	146.60	6.19	118	5.12	S**
Women	60	152.85	7.19			
Types of Institutions	N	Mean	SD	df	"t" value	Significance
Government	60	146.16	5.77	118	4.78	S**
Management	60	151.23	6.45			
Experience	N	Mean	SD	df	"t" value	Significance
High	72	141.44	5.77	118	4.74	S**
Low	48	146.75	6.45			

Findings

1. There exists significant difference in the mean scores of Job satisfaction between the post graduate teachers in terms of Type of Institutions.
2. There exists significant difference in the mean scores of Job satisfaction between the post graduate teachers in terms of Gender.
3. There exists significant difference in the mean scores of Job satisfaction between the post graduate teachers in terms of Experience.

4.   There exists significant difference in the mean scores of stress between the post graduate teachers in terms of Type of Institutions.
5.   There exists significant difference in the mean scores of stress between the post graduate teachers in terms of Gender.
6.   There exists significant difference in the mean scores of stress between the post graduate teachers in terms of Experience.

Interpretation

The job satisfaction of women teachers are greater than that of man as they are getting additional income. The salary that have received promotes higher standard of living. They are able to accommodate their children with higher education, dress and food. They are able to get their house of own.

Teachers with higher experience have higher mean scores for job satisfaction due to the higher salaries and ease of controlling the students.

Teachers in Government school enjoy more job satisfaction due to the freedom and less accountability to the authorities and the public.

The stress of women teachers are greater than that of man as they are sensitive to criticism and have a sense of more accountability.

Teachers with higher experience have low mean scores for stress due to their experiences which annuals the stress. They are adept in class room management.

Teachers in Government school enjoy less stress due to the low extent of accountability to the public and authority, whereas the teachers working in management schools are subjected to pressure from all the sources.

Implications and Suggestions

Occupational stress is negatively correlated with the effectiveness of the teacher. It is in fact a serious finding. Something serious has to be done to reduce the level of occupational stress among teachers. Workload of the teachers should be maintained by establishing the proper pupil-teacher ratio. Healthy academic atmosphere should be encouraged among schools. Special orientation programmes should be organized with the objective of overcoming the occupational stress among teachers: YSoga and meditation camps may be beneficial for this purpose.

Job satisfaction is an important factor in enhancing teaching effectiveness. Job satisfaction has positive correlation with teaching effectiveness. Hence the head of the institution may have knowledge of the level of job satisfaction attained by the concerned teachers working in his institution. The head of the institutions and the management may do their best in doing the necessary things to foster job satisfaction among the teachers.

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