



A Fact-Finding Research on the Employment Stressors and its Imprint on the Work Satisfaction of the Teaching Fraternity working in Public and Private Schools

K.A.Harish, B.Jeya Prabha

Abstract: *Stress for teachers is a growing concern, as they incessantly adhere to long working hours and conditions of overwork, unpredictable and the fearness of safety of job, low morale and motivation leading to dissatisfaction in job and lack of authority and responsibilities in roles of decision making. These factors contributing to workplace stress has proved to stand as a detrimental effect on the health conditions, both mentally and physically thereby affecting the wellbeing of teachers. Stress is considered unavoidable in a person's life due to heavy workload and increasing stressors which lead to more complex and multiple problems in everyday life of oneself. This leads to the negative impact on workplace productivity affecting the development and the progress of the workplace. Teaching as an occupation is regarded as a noble profession but it requires increasing the mental abilities due to an overwhelming and cut-throat competition which sometimes becomes highly tedious. A sample size of N=500 is taken for the study and the sample population was identified within the teachers of Chennai and its outskirts of both private and government schools. This study emphasizes the factors that cause stresses amongst the teachers and a comparative study between the private and the government teachers is also carried out to analyze the level of occupational stress and job satisfaction on various stressors.*

Keywords: *Job Satisfaction, Stressors, Workload, Attrition & Mental Health.*

I. INTRODUCTION

Studies prove that the Stress incurred to the human force at the workplace is looking to be a major concern today. It is almost understood that many of such lifestyle diseases are due to stresses, which is found to be either in the work place or otherwise. Stress refers to the wear and tear, a person undergoes due to the continuous changing environment.

Stress creates an impact on a person both physically and emotionally and creates positive and terrible deteriorating emotions. The encouraging positive note, it can help a person to stay alert and keep him in action and as negative it can lead a person to depression. It creates fatigueness, anguishness and puts a person in deep vain and agony.

Occupational stress refers to stress at work/ stress involving work. It takes place when there is a difference seen discrepancy between the needs of the environment/place of job and a person's capacity to perform and cater to these needs. International health corporation's (WHO) defines work or job oriented strains as, "the response, one encounters due to the work demands and pressures, which is not substantiated to their acquired knowledge and abilities."

Several of these issues which can inhibit school effectiveness can also be attributed to causing work related stress among teaching professionals. Stress, be portrayed as, "the experience of a teacher with unpleased, un-pleasant, depressed emotions such as anger, tension, frustration or a state of monotony arising from their work" (Kyriacou, 2001, p. 28). Studies show that work related stress which manifests itself into a variety of emotional and physical ways in addition to factors such as administrative support, employee empowerment, collegiality among staff members, relationships among stakeholders, excessive workload, less salary, and student motivation and discipline. (Crute, 2004; Sumsion, 2003; Plash and Piotrowski, 2006; Brown, Ralph, and Brember, 2002; Reig, Paquette, and Chen, 2007) causes the teachers leave the profession frequently.

A diffusion of factors make a contribution to administrative center stress including immoderate workload, isolation, excessive work-hours deployed, poor working conditions, loss of individuality, deprived relationships with peer workers and management, self-harassment and less opportunities or lack of motivation to development in a single's skill degree. A problem with stress research is that research frequently forget about to consider the wider organizational context. Work place stress experience has been subjected to larger amount of research. While causes of occupational stress will not go away, school systems can examine sources of stress among certified teachers in order to determine commonalities and differences in order to provide professional support which will meet the needs of all teaching professionals, regardless of their educational path and experience level.

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A. Background of the study

Teacher attrition historically has been a critical issue and continues to be one outstanding factor facing public school administrators in the 21st century.

In colonial times, teachers were typically men who tutored the sons of wealthy families in the home, or who taught in schools which charged a fee. Most used this experience as a springboard to a more prestigious career in law or the ministry (Bradley, 2000). By the mid to late 1800's the growth of public schools, especially in cities opened doors for young women to teach. Teaching was considered to be a respectable job for a woman prior to marriage. By 1870, approximately two thirds of the nation's teachers were women, and by 1900 that number rose to about 75% (Bradley). Regulations prohibited married women from working; consequently there was a constant turnover of teachers. Poor pay deterred men from entering the field of education because industrial jobs provided better pay and more status. The above mentioned two factors became the cause of teacher shortages throughout the first half of the 1900's. By the 1950's rules were relaxed allowing married women to retain their jobs in order to fill the increased need for teachers created by the post World War II baby boom (Bradley).

The challenge to keep teachers in public education in tact is becoming an herculean task off late. For example, Hare and Heap (2001) found that approximately 50 % of new teachers leave the profession within the first five years. The National Commission of Teaching and America's Future (NCTAF) report that 14 % of new teachers resign after just one year (Colgan, 2004) and according to data gathered by Luekens, Lyter, and Fox (2004) a greater number of the government /public oriented school teachers quit the profession during the years' 1999-2000 and 2000- 2001 school years than did between 1987 and 1992.

The cost to replace departing teachers is very expensive (Reese, 2004). According to Chicago's Association of Community Organizations for Reform Now, the average cost to replace a teacher is \$64,000 (Reese). Reasons for leaving the teaching profession in the 21st century are similar to those of teachers over the past 100 years; Poor pay, difficult working conditions and lack of public support (Bradley, 2000; Wilhelm, Dewhurst-Savellis, & Parker, 2000) are factors contributing to teachers attrition ratio and numbers being very high..

One additional factor that contributes to teacher attrition is occupational stress. Individuals enter the profession with expectations of making a positive difference in the lives of children but are often unprepared for the demands of the job.

Studies conducted from 1970 to 2015 focused greatly on the causes of work related /job related stress in teaching and the impact of those identified stress factors on teachers and the educational process (Kyriacou, 2001). Stress factors commonly cited include excessive workloads, the demand of meeting the requirements of all corners, lack of communication with the higher authorities, lack of fundamental resources, lack of involvement in decision making, poor peer-to-peer relationships and also ineffective communication with students, parents and other teachers, no proper guidance in student discipline matters etc., (Brown et

al.; Alliance for Excellent Education 2005; Anhorn, 2008; Smethem and Adey, 2005; Barmby 2006).

While workloads cannot typically be lessened, and resources are not always readily available, developing effective relationships among stakeholders and creating a sense of empowerment can mitigate stress factors, instead it being a source of such stressors. Work related stress and stressors causing stress make teachers ineffective thereby pulling out their efficiencies in carrying out their job responsibilities. Increased levels of stress may result in anxiety, poor behavioral activities and increased absenteeism. Frequent hospitalization due to medical illness causing due to stressors have been quoted a major reason for teachers taking early retirement (Harris, Halpin, & Halpin, 2001). Kelly and Colquhoun (2005) suggest that it is the responsibility of school systems to provide institutional support to assist teachers in managing work stress in order to ensure effective operations of schools.

B. Significance of the study

Stress Management always plays a key and a vital role in an organization as it directly coincides with the increase in productivity leading to the benefits and upliftment of the organization. In many organisations, occupational pressure isn't being given the eye it merits and so very little has been accomplished as some distance as assessing the position of pressure on process performance inside agencies. it's far inside the mild of this that this observe is deemed critical, because it will create consciousness many of the academic establishments on the want to provide the wanted platform to assist staff address their stresses.

Stress, being common to all, irrespective of the profession in which a person is employed, the study is focused at analyzing the teachers of educational institutions in Chennai and its outskirts, where teachers spend considerable time on their job at least more than 12 hours for work and commuting.

The issue of occupational stress does not just affect individual teachers, but also impacts the efficient management of school systems. Job related stress causes ineffectiveness in job performance characterized by unsatisfactory relationships with students, an unwillingness to implement new instructional strategies, higher rates of absenteeism and resignation of teaching positions. The study seeks to evaluate the stress elements skilled by using instructors to determine if there's a hyperlink between gender, grade degree taught, years of teaching revel in and trainer perspectives and extracts of the pertinent factors that contribute to stress.

The study hopes to gain a better understanding of the different stressors that affect teachers which will act as a path guide to the administrators to take a proactive approach in providing support to teachers. Often the unofficial task of supporting and mentoring new teachers falls to veteran educators, who in turn, increase their workloads by providing assistance to inexperienced colleagues. Mentoring and collaboration are the two important sides of a coin that dominate the successful running of a school, however,

school administrators must be cognizant of variations in the degree of job stressors among all teachers and the effect that may have on a teacher's ability to carry out the required job functions.

C. Research gap

The key factors of stress such as Work insecurity, undue behavior of the students, poor intolerable attitude of the students, Weak leadership at all hierarchical levels, undefined management policies, Absence of Motivation, de-morale of the employees, poor peer relationships, Excessive workload, Non-teaching assignments, Lack of self-development and Growth, Absence of Participative management, Poor Amenities and Perks, Demoralization, Induced to reduction in Job satisfaction, Lack of Ownership commitment on the organization, Inadequate Career Opportunities, Absence of adequate safety and healthy measures, salary at beyond par, Lack of Team spirit in work etc. are the factors considered for the study. There are several factors and ranging dimensions that are found untouched. These factors always have a great role in affecting the quality of work life. Moreover, these factors if not addressed and if not arrived with a remedial solution may reduce and deeply affect the growth of the organization which in-turn would result in lower profitability to the organization and would create negativity towards organization citizenship, behavior and personality.

II. REVIEW OF LITERATURE

The present examine examines the job satisfaction, i.e. the degree to which process capabilities that are fairly valued by using individuals are present in their paintings surroundings. Although a number of studies have been performed inside the subject of teachers, however some had been undertaken to evaluate the work satisfaction of male and female respondents in public and self financing schools.

Mohdsuki and Suki (2011) in their study showed that the gender has no widespread response and that each men and women have the same degree of organizational dedication. Kumar & Bhatia (2011) in their research concluded that the gender, the marital reputation, minimum qualification or the earnings group has no lots impact on stage of task pride and attitude of the academics closer to coaching. Kumari and Jafri (2011) found out that typical percent of girl instructors Organizational commitment changed into plenty higher than male instructors. Zilli and Zahoor (2012) conducted a observe to find out the organizational commitment amongst male and woman better schooling teachers and found out that the ladies had appreciably higher degree of agency commitment. From the study of Mehta (2012) it is found that there may be massive difference inside the level of process pride of public and self financing school instructors. Nagar (2012) in their studies research discovered that the mean score for girl teachers became better than male instructors in phrases of process satisfaction & organizational dedication. Mehta (2012) of their research tried to look at the activity satisfaction amongst instructors whether or not the belief of process pride among instructors was laid low with the sort of institutions (private vs. executive.) and the gender (men vs. women), the consequences revealed big difference within the degree of job pleasure of executive and personal faculties

instructors. Raj & Lalita (2013) tried to measure the extent of process pride most of the self financing and public colleges trainer and found no sizeable distinction inside the degree of satisfaction level of instructors of both the genders. Moorthy (2013) in his take a look at to observe the extent of satisfaction of woman instructors and it changed into carried out in the district of Theni, wherein the outcomes showed that the task delight of woman trainer in Theni District is best at slight stage. A study on the comparative analysis of job satisfaction performed by Achanta & Reddy (2014) amongst number one school instructors in Krishna District proves that the female teachers have low mean score than their counterparts.

III. OBJECTIVES OF THE STUDY

The objectives of the study are:

- To analyze the quantum of work satisfaction amongst the male and female respondents
- To analyze the quantum of work/job related stress amongst the teachers of public and self financing schools
- To analyze the quantum of work satisfaction between the teachers of public and self financing schools
- To study the factors that contributes to work/job related stressors and dissatisfaction between the public and self financing schools
- To investigate the correlation between the work/job related stress and satisfaction of the teachers of the public and self financing schools

IV. HYPOTHESES

- There is no convincing difference among the respondents employed in public and self financing schools with respect to job satisfaction
- There is no convincing difference among both the genders employed in public and self financing schools with respect to job satisfaction
- There is no convincing difference among the members employed in public and self financing schools with respect to occupational stress
- There is no convincing difference between both the genders employed in public and self financing schools with respect to occupational stress
- There exists no widespread correlation among the respondents employed in public and self financing schools with respect to occupational stress and the job satisfaction

V. ANALYSIS & DISCUSSION

Table- I shows that the teachers employed in self financing secondary schools face widespread high level of occupational stress ($t=6.65$, $p < 0.01$) when compared with the teachers employed in public schools.

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Hence, the first hypotheses is not accepted. As there exists a substantial difference between the occupational stress among the respondents employed in schools, the Null Hypothesis 1 is not accepted and the Alternate hypothesis is accepted.

It is also found from the Table-I that the women respondents face substantial high level of occupational stress ($t=4.91$, $p < 0.01$) when compared with the male respondents. Hence, the second null hypotheses is not accepted.

As there exists a substantial difference between the occupational stress among the male and the female respondents employed in public and self financing schools, the Null Hypothesis 2 is not accepted and the Alternate hypothesis is accepted. Fig. 1 shows the Mean and Standard Deviation of School Teachers pertaining to Occupational Stress.

Table- I: Occupational Stress among the male and female respondents of Public and Self Financing schools

School Teachers	N	Mean	Standard Deviation	t-value	df	Significance Level
Public	200	125.77	10.09	6.65	398	Significant (0.01)
Self Financing	200	142.91	12.35			
Male	225	131.33	14.17	4.91	398	Significant (0.01)
Female	175	144.96	12.09			

It is identified from the Table-II that the teachers employed in self financing schools face low level of job satisfaction ($t=17.15$, $p < 0.01$) when compared with the teachers working in public schools. Hence, the third null hypotheses is not accepted.

Since there exists a widespread difference between the work satisfaction among the respondents working in public and self financing schools, the Null Hypothesis 3 is not accepted and Alternate hypothesis is accepted.

Also from the Table-II it is found that the female respondents face low level of job satisfaction ($t=11.89$, p

< 0.01) when compared with the male respondents. Hence, the fourth null hypothesis is not accepted.

As a substantial difference prevails amongst the work satisfaction among the male and the female respondents working in public and self financing schools, the Null Hypothesis 4 is not accepted and Alternate hypothesis is accepted. Fig. 2 shows the Mean and Standard Deviation of School Teachers pertaining to Job Satisfaction.

Table- II: Job Satisfaction among the male and female respondents of public and self financing schools

School Teachers	N	Mean	Standard Deviation	t-value	df	Significance Level
Public	200	20.03	2.19	17.15	398	Significant (0.01)
Self Financing	200	10.91	2.09			
Male	225	18.91	3.63	11.89	398	Significant (0.01)
Female	175	10.93	2.25			

Table- III: Correlation between Occupational Stress and Job Satisfaction of the secondary school teachers

Variable	Value of Co-efficient of Correlation (r)	Co-efficient of determination (r ²)	Level of Significance
Occupational Stress	-0.7622	0.58094	0.01
Job Satisfaction			

Table-III shows a strong negative correlation exist between the work/job related stress and work satisfaction of secondary school teachers ($r=-0.7622$, $p < 0.01$) with the co-efficient of determination being high ($r^2=0.58094$). This implies that simultaneously the job satisfaction is found to be at the higher level and vice-versa.

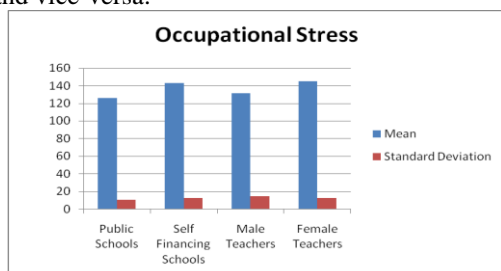


Fig. 1. Mean and Standard Deviation of School Teachers pertaining to Occupational Stress.

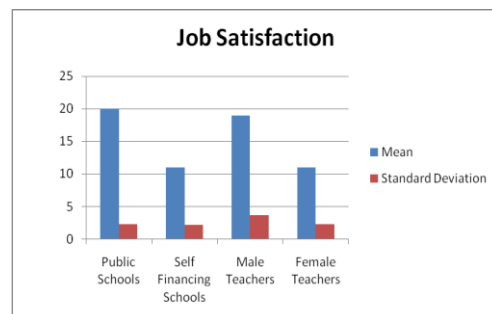


Fig. 2. Mean and Standard Deviation of School Teachers pertaining to Job Satisfaction

VI. CONCLUSION

The teachers working in private secondary schools have substantially higher levels of occupational stress compared to the teachers working in public and government schools. The female secondary school teachers have widespread higher levels of work stress compared to male teachers. The teachers working in private secondary schools have significantly poor levels of work satisfaction compared to public school teachers working in government-aided secondary schools. It is also seen that the female secondary school teachers are seen to have moderately low levels of job satisfaction as compared to their male counterparts. The female secondary school teachers are more dissatisfied with the job than their counterparts. An high negative correlation exists between the occupational stress and job satisfaction of the secondary school teachers. Secondary school teachers experience varied levels of occupational stress and lower levels when type of school (government/ private) and gender are taken into consideration, thus implying that the working conditions are different for the teachers. Also, a negative relationship between job satisfaction and occupational stress reflects that when teachers are not satisfied with their jobs they will definitely feel the stress of the occupation; in order to bring down the amount of occupational stress the job satisfaction should be increased. Efforts should be done to reduce the occupational stress and increase the job satisfaction. The concerned authorities including the school management and policy makers need to address the root causes for excessive levels of occupational stress and imperatively arrive at decisions in policy making to bring up the levels of job satisfaction at the higher side which to certain sections of the teaching community.

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