

**JOB SATISFACTION AND STRESS COPING
SKILLS OF PRIMARY SCHOOL TEACHERS**

Dr Bindhu CM
Selection Grade Lecturer
Farook Training College
Farook College PO,Kerala 673 63
India
&
Dr PK Sudheeshkumar
Reader
Department of Education
University of Calicut
Kerala, India

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement , demands and expectations of employees. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. Job satisfaction is defined as an effective or emotional response toward various facts of one's job (Kreitner & Kinicki, 1998).

Now a days , there is a general feeling that the teachers do not have satisfaction in their jobs. There seems to be a growing discontentment towards their job as a result of which standards of education are falling. Teachers are dissatisfied in spite of different plans and programmes which have been implemented to improve their job. Job satisfaction consists of the total body of feelings-about the nature of the job promotion, nature of supervision etc. that an individual has about his job. If the sum total of influence of these factors give rise to feelings of satisfaction , the individual has job satisfaction.

Stress has been defined as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes in a biological system”(Selye, 1974). The causes of stress are many. Stress falls into different groups-physical, environmental, cultural expectations and personal and social expectations. Stress affects both physical and emotional well-being of an individual. Managing stress is more than

coping. It is learning to cope adaptively and effectively. Coping with stress is the process of developing ways to decrease its effects and to get through difficult tasks despite the stress coping is an ability to reduce disappointment and anxieties.

The teachers are more prone to stress because dealing with students and causing for their better performance throughout the day is itself a stressful situation. School is considered to be a major source of stress in the lives of both students and teachers. Teachers work daily with students, cope with numerous interruptions, student absenteeism, student with special needs, insufficient funding and lack of personal support. Moreover, teachers have to perform a lot of work after they reached home like preparation, reference, correcting the note books, valuation etc. All these indicate stress is always present with the teacher. So teacher has to cope with these stress by adopting certain coping skills. The general principle of coping involves change, feedback, rehearsal, developing sensible belief, learning to use leisure time sensibly.

People cope with stress in many ways, but we can group most of them into two major categories. In the style known as monitoring in which one attends carefully to the stressful event or at least avoids thinking about it. Some people tend to rely more on one style than on the other, but it is best to alternate between the two depending on circumstances at most people do.

There are many factors, internal and external to the school environment that causes job satisfaction and stress. An enquiry probes in to these causes is must, to find out remedies for it. The introduction of new curriculum and workload etc. are some new causes for stress, So naturally teachers must have ability to cope with stress to perform effectively. So a study concerned about the job satisfaction and stress coping skills turn to be necessary.

Objectives and Hypotheses

The major objective of the study is **to find whether there is any significant difference in Job satisfaction and Stress Coping Skills between male and female primary school teachers or not and whether significant relationship exists between these variables.**

The following null hypotheses were formulated and tested.

1. There will be no significant difference in Job Satisfaction and Stress Coping Skills between male and female primary school teachers.
2. There will be no significant relationship between job satisfaction and stress coping skills of primary school teachers.

Methodology

The methodology adopted for the study as follows.

Sample

The study was carried out on a representative sample of 500 teachers from the primary schools of Kerala state (165 male & 335 female). Proportionate stratified sampling technique was employed.

Tools

Two tools were used to collect data. The first one was the **Scale of Job Satisfaction** by Kumar & Kumar (2001) and the second one was **Stress Coping Skills Inventory** by Bindhu, Aneesh & Gulabi (2005). Both the tools are standardized.

Scale of Job Satisfaction

This inventory consists of eight subsets such as relationship with parents and students, pay and fringe benefits, working condition, opportunities for advancement, personal worth, co-teachers, principal, job itself. There are 74 items in the inventory. For each statements there are 5 options given and the respondent can mark (x) his/her own choice in the response sheet. The final score can be calculated by adding the total score to get the total Job satisfaction scores. Validity of the test was 0.62 and the reliability coefficient was 0.84.

Stress Coping Skills Inventory

This inventory consists of seven components viz., reactivity to stress, ability to relax, self reliance, Pro-active attitude, adaptability and flexibility, ability to assess situation, resourcefulness. There are 42 items in the inventory. Subjects have to decide how far each statement in the inventory is true in their case. Response can be made in a three point scale as Always, Sometimes and Never. For a positive statement the

score given is 3,2 and 1. Scoring scheme is reversal for a negative statement. Reliability of the test was 0.48 and established the content validity.

Analysis and Discussion

The mean and standard deviation for Job Satisfaction and Stress Coping Skills of the sample were calculated separately for male and female teachers, and the significance is tested using test of significance of difference between means. Result of the test of significance of difference between means is presented in Table-1

TABLE-I. MEANS STANDARD DEVIATIONS AND ‘t’ VALUES OF SCORES OF JOB SATISFACTION AND STRESS COPING SKILLS OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS.

| | Male | | | Female | | | ‘t’ value | Level of significance |
|-----------------------------|------|----------|--------|--------|--------|--------|-----------|-----------------------|
| | N1 | M1 | SD | N2 | M2 | SD | | |
| Job satisfaction | 147 | 254.4626 | 24.456 | 353 | 259.44 | 24.131 | 2.08 | 0.05 |
| Stress coping skills | 147 | 99.3469 | 9.226 | 353 | 98.883 | 8.376 | 0.53 | NS |

Statistically significant difference in Job satisfaction is obtained at 0.05 level between male and female primary school teachers as seen in Table1. In case of Stress Coping Skills ,no statistically significant difference is found in the differential analysis .From the result it can be assumed that Job satisfaction is different in male and female teachers whereas Coping skills of male and female teachers are the same.

For estimating the extent of relationship of Job satisfaction and Stress coping skills (component wise and Total) the technique of Pearson's Product Moment correlation was used. The result of correlation analysis is presented in Table-2.

TABLE-2 CORRELATION OF JOB SATISFACTION WITH STRESS COPING SKILLS (COMPONENTWISE & TOTAL SCORE) OF PRIMARY SCHOOL TEACHERS.

| Variables correlated with Job Satisfaction | Coefficient of correlation | Fishers t | Confidence interval 99% | Shared variance | Levels of Significance |
|---|-----------------------------------|------------------|--------------------------------|------------------------|-------------------------------|
| Ability to Relax | 0.02 | 0.44 | 1.97 -0.93 | 0.4 | NS |
| Reactivity to Stress | 0.08 | 1.79 | 0.16 -0.007 | 0.64 | NS |
| Ability to Assess situation | 0.07 | 1.57 | 0.15 -0.01 | 0.49 | NS |
| Self reliance | 0.09 | 2.01 | 0.17 -0.09 | 0.81 | 0.05 |
| Pro-Active attitude | 0.10 | 2.24 | 0.01 -1.85 | 1 | 0.05 |
| Resourcefulness | 0.03 | 0.66 | 0.11 -0.05 | 0.09 | NS |
| Adaptability & Flexibility | 0.12 | 2.69 | 0.07 -1.83 | 1.44 | 0.01 |
| Stress Coping skills | 0.11 | 2.46 | 0.19 -0.02 | 1.21 | 0.05 |

NS: Not Significant

Table-2 shows that there exists significant and positive correlation between total job satisfaction and the following stress coping skills.

1. Self reliance and Job satisfaction (0.05level)
2. Pro-active Attitude and Job Satisfaction (0.05level)
3. Adaptability and Flexibility and job Satisfaction (0.01level)
4. Stress Coping Skills-Total and Job Satisfaction (0.05 level)

The sign 'r' in all the four cases is positive which indicates that higher the influence of stress coping skills, the higher the influence of job satisfaction.

The relationship obtained can be verbally interpreted as Negligible relationship between total job satisfaction and stress coping skills such as Ability to Relax, Reactivity to Stress, Ability to Assess Situation and Resourcefulness. The relationship between total job satisfaction and total Stress Coping Skills is found to be as negligible.

The 99 percent confidence interval of 'r' suggests that the probability is 0.99 that the population 'r' falls between the given limits.

The percentage of variance shared between variables are also shown in Table- 2. This indicates that, that much percent of variance of job satisfaction is attributable to the respective variation in each components of stress coping skills Total .The highest percent of shared variance is for the component Adaptability and Flexibility 91.44) and the lowest is notice for the component Resourcefulness (0.09).

Conclusion

The study reveled that Job satisfaction differentiates male and female primary school teachers and there is positive correlation between Job satisfaction and Stress coping skills. Based on this, some practical suggestions offered will be helpful to improve Job satisfaction and Stress coping skills among primary school teachers. They are,

Create a supportive organizational climate

This type of climate will help to reduce job stress and thereby improve job satisfaction among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are working

Enrich the design of tasks

Careful managing of task design may be an effective way to cope up with stress. Teachers' job can be enriched by improving job content factors such as recognition, advancement and growth.

Reduce conflict and clarify institutional goals

To reduce role conflict the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.

Provide guidance and counselling

Teachers should be provided proper guidance and counselling in the organization so that they will be aware of their duties, working conditions in the schools. By knowing this can adjust with the school conditions effectively.

A satisfied and happy teacher is very likely to exert himself, work with enthusiasm. Likewise a dissatisfied teacher is likely to be dissatisfied in several aspects. Hence the welfare of the teacher should be of supreme concern to the school authorities. Thus proper environment, good working conditions, better salary will help the teachers to have job satisfaction while working in the school.

BIBLIOGRAPHY

- Best, J.W. & Kahn, J.V (1999).*Research in education*.New Delhi:Prientice Hall of India Private Ltd.
- Bindhu,C M;Gulabi, M. & Aneesh, A K.(2005).*Stress coping skills inventory*. Calicut: Department of Education ,Farook Training College.
- Chopra, (1982). “A study of the organizational climate of schools in relation to Job satisfaction of Teachers and Student achievement”. In M.B.Buch (ed.) *Third survey of research in education*. New Delhi: NCERT.
- Dolke (2000). “Effect of Job attitudes on job behaviour and mental health”. *APRC AGRA*, 54 & 55, 3-4.
- Fox,J. (1984). *Linear statistical models and related method with application to social research*, 42,81-84.
- Garret, H.E. (1981). *Statistics in psychology and education*. Delhi: Paragon International Publishers.
- Gupta (1980). A study of Job satisfaction at three levels of teaching. In M.B.Buch (Ed.), *Third survey of research in education* ..New Delhi: NCERT
- Kreitner & Kinicki (1998). *Organisational behaviou r*. New York: McGraw Hill.
- Kumar, S P K & Kumar,A.(2001).*Scale of job satisfaction*. Calicut: Department of Education. University of Calicut.
- Selye,H.(1974).*The stress of life(RevEdn)*. New York: Mc Grow Hill.