

**COMPARATIVE STUDY OF GOVERNMENT AND NON GOVERNMENT COLLEGE TEACHER IN
RELATION TO JOB SATISFACTION AND JOB STRESS**

Authors: sarbjit kaur / dinesh kumar

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abstract

They studied on the government non government college teachers in relation to job satisfaction and job stress. They collected the sample from 200 college teacher from government and non government from bathinda district. They concluded that government College teachers are more satisfaction and non government college teachers is more stress than government teachers.

INTRODUCTION

1.1 Theoretical Orientation of the Problem

Education is that source by which knowledge or the cultural store house can be transfer from one generation to another. Education is that constructive process which drags a person out from darkness, poverty and misery and leads him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social. He becomes a responsible, dynamic, resourceful and enterprising citizen of a strong and good moral character. Education is process of growth in which the individual is helped to develop his talent, power, interest and ambitions.

A sound and effective system of education result in enfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitude and value. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time.

The progress of the country depends upon the quality of teachers, building, equipments, instructional material, up-to-date library, well developed curriculum etc. These all are necessary but, without qualified and highly motivated teachers, these are of no value. Teacher is considered as a core stone of successful education system. A number of external and internal factors acts upon a teacher and influences his/her behavior in implementing the education policy of nation. So there is need to identify these factors which influence the

teacher.

Education, for the last few decades of twenty century, has become more complex due to vast societal change and new insight in the field of pedagogy. Teachers are conscious of their conduct and adherence to human value. The concept of teaching has undergone a change in the present scenario. In earlier days, teaching was considerable to be a mission rather than a profession. Teaching is a noble profession that counts among its members the greatest and noble figure of human history. Teachers have always been held in esteem as “National Builders”. The teacher plays an important role in shaping the behavior of student especially in beginning year. A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching, but if he is under stress then he can not work effectively and has a negative attitude towards his job. At present, the teacher is not satisfied with his job due to changing job conditions; insecurity of job; salary; promotions; status in society; overloadness; role conflict; powerlessness; motivelessness; harassment etc. When these all factors are in favour of teacher then he will be satisfied otherwise he will be under job stress. In this study, the investigator will try to study these two variables namely job satisfaction and job stress which affect teachers and their teaching.

1.1.1 Job Satisfaction

Job satisfaction describes how content an individual is with his or her job. The happier people are within the job, the more satisfied they are said to be. Job

satisfaction is an attitude which results from the experiences of an employee from his job. It is an individual's feeling or state of mind. The concept of job satisfaction differs a lot in its meaning. In its literal sense, job satisfaction is the combination of two words that are job and satisfaction.

'Job' refers to the collection of tasks, duties and responsibilities, which as a whole is regarded as the established assignments to individual employee. According to Encyclopedia, "Job is a task an occupational activity performed by in return for a monetary reward".

'Satisfaction' refers to the cluster of feelings, emotions and sensation which results from the completion of any work. Satisfaction refers to the way one feels about events, people and things. In general satisfaction is defined as fulfillment or gratification of desires, feeling or expressing pleasurable contentment and optimism. Satisfaction is an essential factor in any profession.

Meaning of Job Satisfaction

Job satisfaction is the degree to which the one's personal needs are fulfilled in the job situation. It is a set of favorable or unfavorable feeling and emotions with which employees view their work. Job satisfaction is an attitude which results from balancing and summation of many specific likes and dislikes, experiences in connection with the job.

Job satisfaction is the attitude of an employee which results from specific factors related with job such as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair evaluation of the job, prompt with grievances, fair treatment by employer and

other similar items.

Definitions of Job Satisfaction

Bullock (1952)

“Job Satisfaction may be defined as an attitude which results from balancing and summation of many specific likes or dislike experienced by employee in the performance of his job”.

Sinha (1974)

“Job satisfaction covers both the satisfaction derived from being engaged in piece of work, or in any pursuit of higher order. It is essentially related to human need and their fulfillment through work. In foot, job satisfaction generated by individual’s perception of how well his job on the whole is satisfaction to his various needs”.

Kocher (1978)

He has defined job satisfaction as the whole matrix of job factor that make a person like his work situation and be willing to head for it without distaste at the beginning of his work day. This means that job satisfaction includes two aspects.

- (1). Living and enjoying the job.
- (2). Going to one’s job with head erect and with smiles.

D.C. Feldman and H.J. Arnold (1983)

“Job satisfaction will be defined as the amount of over all positive affect (or

feeling) that individuals have towards their jobs”.

Paul Sectors (1985)

He defines job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

1. Pay- amount and fairness or equity of salary.
2. Promotion-opportunities and fairness of promotion.
3. Supervision-fairness and competence at managerial tasks by ones supervisor
4. Benefits- insurance, vacation, and fringe benefits
5. Contingent procedures-sense of respect, recognition and appreciation.
6. Operating procedure-policies, procedures, rules, perceived red tape.
7. Coworkers- perceived competence and pleasantness of ones colleagues.
8. Nature of work- enjoyment of the actual tasks themselves.
9. Communication- sharing information within the organization (verbally or in writing).

Weiss (2002)

He has argued that job satisfaction is an attitude which is formed towards the job by taking into account the feelings, beliefs and behaviour.

Factors Associated with Job Satisfaction

Following are the factors which are associated with teacher's job satisfaction:

- I. **Intrinsic Factors for teacher:** Intrinsic satisfaction can come from classroom activities. Daily interaction with students informs teachers about

whether or not student has learned something as a result of their teaching. Student characteristic and student perception of teacher control over the classroom environment also are intrinsic factors which are affecting teacher's satisfaction **(Lee, Dedrick, and smith, 1991)**. Several studies have found that these factors are related to both attrition and satisfaction in teaching, as well as other professions **(Boe and Gilford, 1992, Lee et al., 1991)**. Advocate of professional autonomy claim that conferring professional autonomy "will enhance the attractiveness of the (teaching) profession as a career choice and will improve the quality of classroom teaching and practice". **(Boe and Gilford, 1992, p.36)**.

Intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teacher enter profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits or prestige **(Choy, et al., 1993)**. However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their satisfaction in this position and their desire to remain in teaching throughout the Carrier.

- II. **Extrinsic factors:** A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of resources, among others **(Bobbitt et al., 1994; Choy et al.,)** targeted by public commission,

researcher, and educators) believe that when teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom , and that when teachers are not satisfied their working conditions, they are more likely to change colleges or to leave the profession altogether (**ibid**).

Evans (1998) identified the factors affecting the teacher's job satisfaction in some levels.

Level I: It includes policy and condition of service and a well pay structure. The later brings more satisfaction among teachers.

Level II: It includes leadership style (Of head teachers or the senior teachers) and organizational climate. It includes the pattern of management of the schools, method of accountability of the teachers, level of local people interference, freedom of teachers etc.

Level III: This level suggested determinants of job satisfaction are, typically, individual's needs fulfillment, expectations, fulfillment or values congruence. Individual's norms, values, personality and emotion reflect in this level.

Theories of satisfaction

Various experts give theories of job satisfaction. These theories have attempted to explain their over all influence on the worker's behavior and performance in general.

Maslow's theory (1943)

Motivation and satisfactions are two different concepts but these two are closely related to one another. Some argue that Maslow's Hierarchy of Needs Theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization.

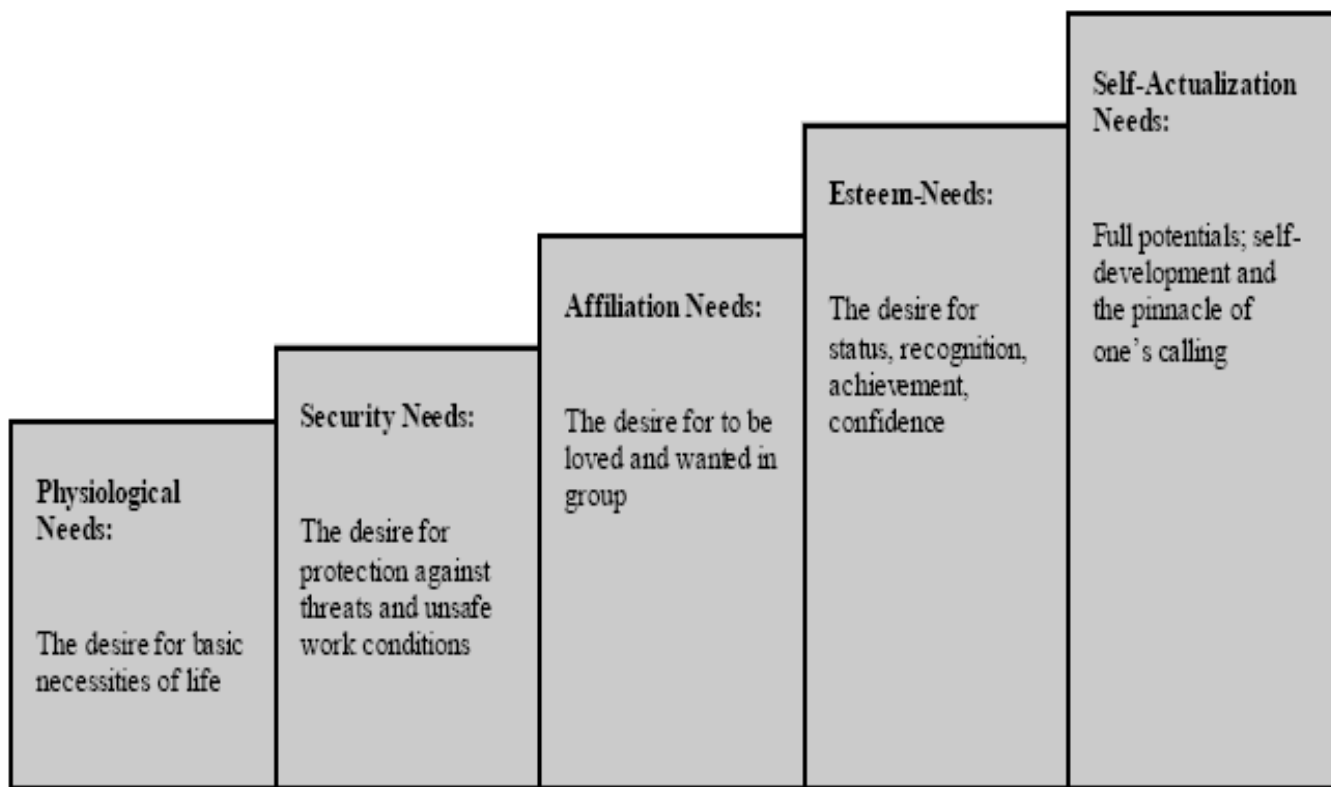


Figure 1.1 Hierarchies of Needs

The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy.

Two Factor Theory (1959)

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, this saw job satisfaction and dissatisfaction as independent. They referred to those environment factors that cause workers to be dissatisfied as Hygiene factors. The hygiene factors are company policy and technical supervision, salary,

interpersonal relationship with supervisors and work conditions.

Affect Theory(1976)

Edwin A. Locke's Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

1.1.2 JOB STRESS

Stress is a word that everyone avoids but it can not be. Everyone has some stress with varying degree. The word 'stress' is defined as the state of psychological upset or disequilibrium in the human being caused by frustrations, conflicts and other internal as well as external strains and pressures. The

modern era is considered as the age of stress. Modern life is full of stress. An organization become more complex, the potential for and the amount of stress increase.

The concept of the stress was introduced in life science by Seyle in 1936. Although, the pioneering work of Kornhasuser(1965), was done in early 1960's and some interesting studies took during World War II. The field mainly started to develop in the second half of 1970's. Out of 83 European University of departments, twenty one psychologists, claimed to be involved in the stress research. Seven of them in Germany, five of them in united kingdom, three in Netherlands and two in Sweden.

Definitions of Job stress

View of Eysring & Daugherty (1955)

Stress is a systematic response induced by the wave of cellular alternations identical to those which initiate inflammations.

View of Sharma (1995)

Stress is a force tending to deform a system. In general term stress is a reaction to an event; it can only be sensibly defined as perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with.

View of Ellis (1999)

Stress is a feeling of tension that is an emotional and physical, it can occur in specific situations.

View of Warr and Wall (1975)

They defined stress in terms of an individual's experience of tension, anxiety, fear, discomfort and associated psychological disorder resulting from aspects of the work situation which depart from optimum (either too much or too little work).

View of Forlin and Hattie(1996)

Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress.

Stress is also a vital and positive-ingredient of our daily life. Without the drive which stress provide, we achieve nothing. The problem arises when the body's ability to respond to stress become disrupted and does not allow an individual's metabolism to revert to its original state. One problem is that our stress response is a deeply rooted as our emotions. Stress is intensely personal and highly specific, what stresses one individual will feel another remain virtually untouched. Similarly, in some individual we almost certainly find same form of stress more difficult to handle than others. Stress is feeling of the individual towards any situation, problem or demand which affects his/her physiological actions and feeling. Stress is natural to all life. It is an inseparable aspect of human living and as a rule is experienced in all setting sometimes more and at other time may be less. Educational setting is no exception. The western

scholars have recognized for more than two decades the phenomenon of stress in educational context in relation to teacher. Educational institution in contemporary times is considerable as particular locales of stress.

Job stress is defined harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or the needs of the worker. Conditions that may lead to stress include heavy workload, lack of the participation in decision- making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity and unpleasant or dangerous work environment.

Phases of Stress

Seyle(1974) indicated that when confronted with stressors, the body creates extra energy and it is when all the energy available is not utilized, that stress is a consequence.

This reaction to stress was first described in 1936 and was coined the General Adaptive Syndrome (GAS), which includes three distinct stages (Seyle, 1974; 1980):

1. Alarm reaction,
2. Stage of resistance, and
3. Stage of exhaustion.

Response to stress is therefore deemed to be invariant to the nature of the stressor and followed a universal pattern- three stages, i.e. an alarm stage, a resistance stage and an exhaustion stage.

Alarm Phase

The alarm reaction is the immediate psycho-physiological response and at this time of the initial shock, resistance to stress is lowered. This process includes the secretion of hormones from the endocrine glands, causing for example, increased heart rate and blood pressure, muscle tension and a decrease in maintenance functions, e.g. digestion and sexual responsiveness. In cases where the stressor is continuous, the resistance phase starts where the body triggers the needed bodily system to deal with the stressor (Steenkamp, 2003). The body is alerted and activated and stress levels are at its highest during this stage (Hubert, 1984).

Resistance Phase

According to Goldberger and Breznitz (1982, cited in Steenkamp, 2003) the resistance stage is characterized by an adaptation response of the body that is manifested with “fight or flight” responses. The body endeavours to remedy the shock caused by the stress and to return the homeostasis of the body. If the stressors continue, the body will persevere in defending itself, thereby impeding any possibility of rest and repair

Exhaustion Phase

In the exhaustion phase, there is a resistance to a continued stressor, and where the adaptation response and /or return to equilibrium replace the alarm reaction. If the alarm reaction is elicited too intensely or too frequently over an extended period of time, the energy required for adaptation becomes depleted, and the final stage of exhaustion, collapse or death occurs. It is during this stage that physical and mental breakdown occurs, the individual performance plummets and illness develops (Hubert, 1984).

1.2 Significance of the study

Job satisfaction is an attitude which results from balancing and summation of many specific likes or dislikes experienced by employee in the performance of job. Job satisfaction is the degree to which the one's personal needs are fulfilled in the job situation. It is a set of favorable or unfavorable feeling and emotions with which employees view their work. At present, the teacher is not satisfied with his job due to changing job conditions; insecurity of job; salary; promotions; status in society; overloadness; role conflict; powerlessness; motivelessness; harassment etc. When these all factors are in favour of teacher then he will be satisfied otherwise he will be under job stress. Job stress is defined as harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or the needs of the worker.

There are so many studies available related to job satisfaction and job stress but only up to school level. But comparative studies between government and non government college teachers in relation to job stress and job satisfaction are very few. Moreover the teachers lay the foundation stone for social, emotional and intellectual development of the child so this present study is quite important as it studies the factors that lead to teacher's job satisfaction and job stress. So this study is important because lack of job satisfaction and undue job stress among teachers leads to lower morale, lower productivity and unhealthy society.

1.3 Statement of the problem

Comparative study of government and non government college teachers in relation to job satisfaction and job stress

1.4 Objectives

Objectives have unique importance in every walk of life. Without fixing up the objectives the work that we take up remains dull and cheerless. Any research work without any aim is quite meaningless. Objectives are the short forms, immediate goals or purposes that may be achieved within the specified situation and time.

Objectives of Study

- To discover the difference between government and non government college teachers in relation to job satisfaction.
- To explore the difference between government and non government male college teachers in relation to job satisfaction.
- To find out the difference between government and non government female college teachers in relation to job satisfaction.
- To find out the difference between government and non government college teachers in relation to job stress.
- To find out the difference between government and non government male college teachers in relation to job stress.
- To discover the difference between government and non government female college teachers in relation to job stress

1.5 Delimitations of the study

1. The study has been restricted to Bathinda district only.
2. The study is restricted to 200 college teacher (100 male and 100 female teachers) only.
3. The study is delimited to government and non government colleges.

REVIEW OF RELATED LITERATURE

Research takes advantages of the knowledge which has accumulated in the past as a result of constant human endeavor. A careful review of the research

journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.

The first step in reviewing the related literature is the identification of the material that is to be read and evaluated. The identification can be made through the use of primary and secondary sources available in the library.

In the primary sources of information, the authors report their own work directly in the form of research articles, books, monographs, dissertations or thesis. Such sources provide more information about a study than to be found elsewhere. Primary sources give the researchers a basis on which to make his own judgment of the study. Though consulting such source is a time consuming process for a researches yet they provide a good source of information on the research method used.

In secondary sources, the author compiles and summarizes the findings of the work done by others and gives interpretation of these findings. Working with secondary sources is not time consuming because of the amount of reading required. The disadvantage of the secondary sources, however, is that the reader is depending upon some ones else judgment about the important and significant aspects of the study.

The decision concerning the use of primary and secondary sources largely depends on the nature of the research study proposed by the researchers. If it is a study in an area, in which research has been reported, a review of the primary sources would be logical first step. On the other hand, if the

study is in an area, in which little or no research has been conducted, a check of secondary sources is more logical. Sources of information, whether primary or secondary, are found in a library and internet. The researchers must, therefore develop the expertise to use resources without much loss of time & energy. To aid the researcher in locating, selecting and utilizing the resources a study guide is provided in relation to their use in education research.

2.1 Studies related to Job Satisfaction

MC Copy (1974) investigated the job satisfaction of 1100 teachers of secondary schools of Lavisiana. A multiple classification of the analysis determined significant difference between Mathematical, English and Science teachers. Elderly teachers were significantly more satisfied than younger ones.

Morgan (1975) studies the factors influencing job satisfaction of physical education and athletic personal in selected small liberal arts colleges and found that lack of the achievement was negatively related to job satisfaction.

Weaver (1977) conducted a study and found that gender and job satisfaction is unrelated when the effects of other variables are controlled.

Reddy and Balagan (1981) completed a study of organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers, 18 government teachers were taken as sample, and found that the teachers of more open climate schools enjoyed more job satisfaction than the teachers of less open schools.

Kose(1985) founded that there is a meaningful relationship between the job satisfaction and age of the individuals.

Bilgin(1986) conducted a study and found that the motivator and hygiene factors have their effect on job satisfaction. He also found that job satisfaction does not vary according to sex.

Dass (1988) studies of school teacher's job satisfactions and job motivation in Cuttack district of Orrisa. It was found that 53% each of male and female teacher were positively motivated towards teaching. Teachers who were found highly motivated were also found highly satisfied in their jobs.

Malta et. al (1989) observed in a study of stress and job satisfaction among 844 primary school teachers in that more than twice as many male teachers as women teachers indicated dissatisfaction with their work as teachers. Correspondingly, women teachers showed greater satisfaction with teaching than men.

Hayon and Goldstein (1990) reported that women teachers experienced more job satisfaction in a study of **Israeli** secondary school teachers than was the case with men.

Nongrum (1992) concluded on the research made of job satisfaction of secondary school teachers and its relationship with perception of leadership characteristics of the head/ head that the type of the management appeared to be associated with teacher's job satisfaction. The government college teacher show significantly more satisfaction. Educational qualification appeared to be positively associated to job satisfaction.

Park (1992) has asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies in which women teachers have been observed to experience greater job satisfaction than their male counterparts.

Witt and Nye (1992) evaluated potential gender differences among 12,979 personnel in 30 different organizational systems in: correlations between fairness and job satisfaction scores; and standardized group differences in the perceived amounts of pay and promotion fairness and expressed levels of facet and global job satisfaction. The fairness-satisfaction relationship was not higher for men, and there were no practical differences in fairness perceptions and job satisfaction between men and women.

Mwamwenda (1997) shows that in a stratified random sample in South Africa, while both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female teachers.

Kinman (1998) studied that there were significant gender differences recorded in perceived job satisfaction. Male respondents, on average, reported that they gained less satisfaction from their jobs compared with the females.

Xin and MacMillan (1999) conducted a study on influence of workplace conditions on teachers job satisfaction found that female teachers were more satisfied with their professional role as a teacher than were their male

counterparts. Teachers who stayed in the profession longer were less satisfied with their professional role. Work place conditions positively affected teacher satisfaction; followed by teaching competence and organizational culture. Significant interactions between teacher background characteristics and workplace conditions occurred. The gender gap in professional satisfaction grew with increased teaching competence.

Zigrang (2000) investigated that the correlation between principal's leadership style and teacher personality as perceived by the teacher job satisfaction. The study revealed that there exists a significantly positive relationship between principal perceived by teachers to have a considerate style of leadership and teacher job satisfaction.

Brunette (2001) studied that job satisfaction and factors effecting job satisfaction of college teachers in California. It concluded that teacher experience were the main factors which affect the job satisfaction.

Gandhi (2006) concluded that teachers in un-aided college of education feel better clarity of roles and sharing information than teachers in aided college of education. Male teachers have better perception about job satisfaction factors like place of costing, working conditions, cooperation and democratic functioning than their female counter-parts in un-aided college of education.

Sharma (2006) study of factors affecting professional satisfaction in principal of senior secondary schools with special reference to Hoshiarpur district of Punjab found that there existed a significant difference between factors affecting professional satisfaction among male and female principles and various factors

affect the professional satisfaction of principals.

Sood (2006) A study on job satisfaction in relation to age and gender of secondary school teachers founded that high age teachers were more satisfied with respect to physical facilities available in the institutions than low age teachers and he also found that high age teachers are more satisfied with the institutional plans and policies of the private schools than low age teachers and there is more difference in professional satisfaction of teachers in private schools in irrespective of the place of the school in rural and urban areas.

Kumari (2007) study on job satisfaction of senior secondary school teachers in relation to anxiety, found that there is no significant relationship between job satisfaction and anxiety of senior secondary teachers or significant difference were found between male and female senior secondary school teachers compared on anxiety.

Geetanjali (2007) study on job satisfaction among school teachers in relation to organizational climate found that there is no significant difference in the level of professional satisfaction among male and female teachers in relation to organizational climate or there is no significant difference in the level of professional satisfaction among elementary and secondary school teachers in relation to their organizational climate.

2.2 Studies related to job stress

Lam et al. (1985) studied the mental health and work stress in office workers in Hong Kong and found that females were more dissatisfied with their work

environment. They suggested that satisfactory work context and good work environment were more important for most males, while vulnerability of coping abilities was more important for female workers.

Downton (1987) conducted a research on primary head teachers: sources of stress and ways of coping with it. He suggested that the major sources of occupational stress among primary head teachers were role, overload and lack of appropriate human resources or expertise to fulfill curriculum demands.

Booney and Vancy (1989) conducted a study of occupational stress among three American Indian, Hispanic and white teachers at a reservation school. They concluded that regardless of race or sex, major sources of stress were inadequate salary, lack of professional recognition, and time management problem.

Association of university teachers study (1990) found that 49% of the university employees reported that their job was very stressful and 77% reported in increase in occupational stress over recent years.

Travers and Cooper(1991) found that stress in teaching is widely acknowledge and is referred to in both the profession and academic literature. They found teachers to be significant poorer in mental health in comparison with other highly stress.

Boyd and Wylie (1994) conducted a study on stress in New Zealand universities and found that half of the academics in their sample indicated their works is stressful 'often or almost always'. In addition, 80% believed that their workload had increased and become more stressful in recent years. Finally 46%

expected further increased in workload in the future.

Edward (2001) explained that stress can also occur if the employees feel under loaded through lack of stimulus or social contact. Other work stress contributors include role ambiguity, conflicting performance expectation, political climate of the organization, and poor relationships with other co-workers. Many of these elements were tested and found to be contributing factors in inducing stress by many researchers.

Akinboye (2002) found that stress is unavoidable characteristic of life and work. It is a generalized nonspecific response of the body to any demand made on it. Job stress describes physical, mental, and emotion wear and tear brought about by incongruence between the requirement of the job and capabilities, resources and need of the employee to cope with job demands

Jangaiah (2005) conducted study on job stress of the school teacher and founded that female teacher's high than that of male teachers.

Kokkinos (2007) reported that teaching is considered as a highly stressful occupation and burnout is a negative affective response occurring as a result of chronic work stress. The results showed that both personality and work related stressors were associated with burnout dimension, and teachers characteristics as well as job related stressors should be taken into consideration when studying burnout phenomenon.

Kaur (2008) conducted a study on occupational stress of the school teacher and founded that female senior secondary school teacher are significantly under

more occupational stress than their male counterparts.

2.3 Hypotheses of the study

- There exists no significant difference between government and non government college teachers in relation to job satisfaction.
- There is no significant difference between government and non government male college teachers in relation to job satisfaction.
- There exists no significant difference between government and non government female college teachers in relation to job satisfaction.

- There is no significant difference between government and non government college teachers in relation to job stress
- There exists no significant difference between government and non government male college teachers in relation to job stress.
- There is no significant difference between government and non government female college teachers in relation to job stress.

METHOD AND PROCEDURE

The method and Procedure was designed keeping in mind to Comparative Study between Government and Non Government College teachers in relation to job satisfaction and job stress.

3.1 Sampling Frame

The study was conducted on 200 Government and Non Government college teachers in Bathinda district of Punjab constituted the sample of the study.

3.2 Sampling Size

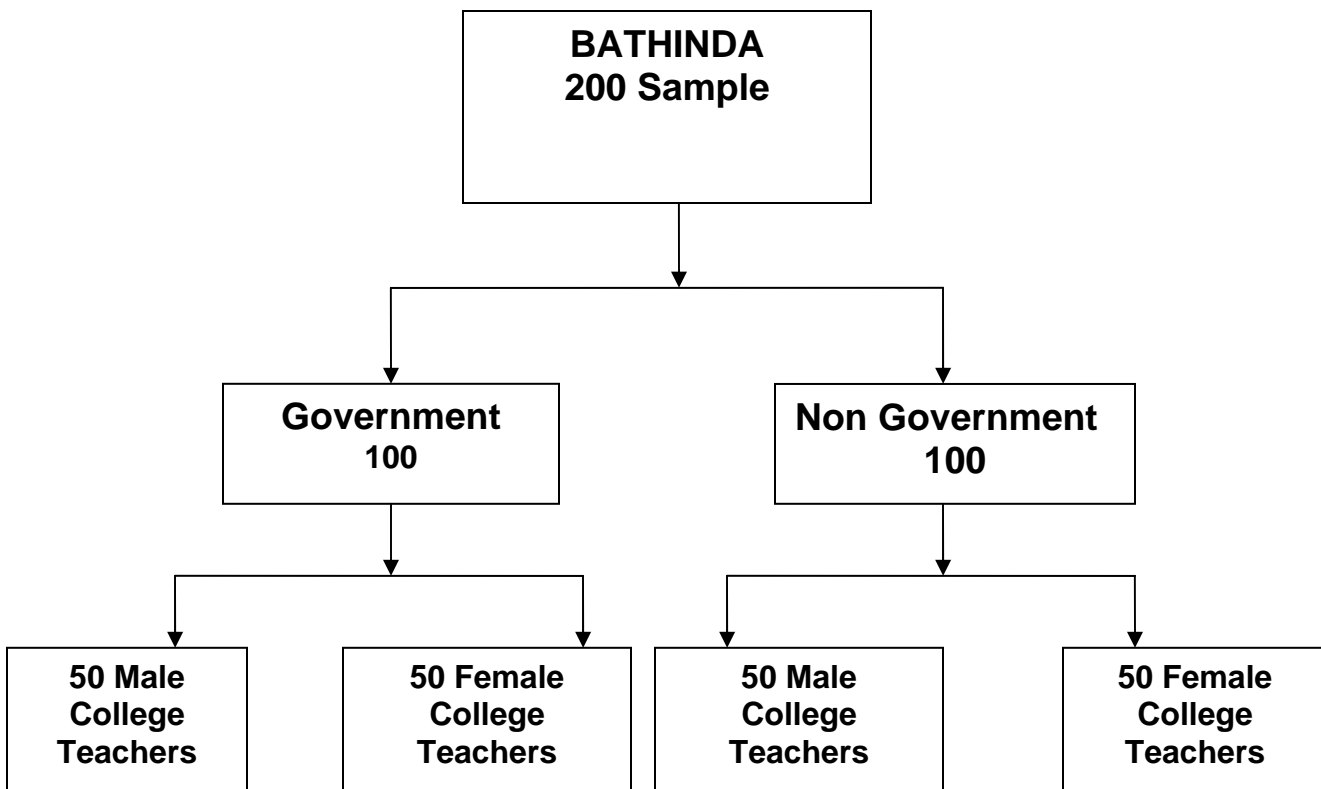
200 college teachers constituted the sample of the study.

3.3 Sampling Area

The sample was collected from Bathinda district of Punjab.

Table 3.1 Distribution of Sample According to Gender

Sample was again divided on the basis of the gender of the respondents. Thus, 100 male and 100 female government and non government college teachers from Bathinda district of Punjab constituted the sample for present study. Hence, for due representation to gender more or less equal number was selected from Bathinda district of Punjab for the present study. The distribution of sample according to male and female subjects of Bathinda district of Punjab has been presented below:



3.4 Sampling Technique

Sampling technique used was random sampling.

3.5 Tools

1. Teacher's Job Satisfaction Scale (TJSS)

2. Indoor Teacher's Job Stressors Scale (ITJSS)

1. Teacher's Job Satisfaction Scale

Keeping in the view the objective of the present study, job satisfaction was measured with help of teacher's job satisfaction scale by Yudhvirender Mudgill, Prof. I.S. Muber and Prabha Bhatia (1991). The scale has 75 items. It is five point

rating scale (Strongly agree, Agree, Indifferent, Disagree, Strongly Disagree).

Administration

The scale was then cyclostyled and pretested on 50 college and university teachers. The purposes of pretesting were only to find out whether these items could be easily understood by the subjects without any ambiguity. While administration of the scale for pretesting utmost care was taken to record difficulty and ambiguity comments of the respondents. The pretesting did not necessitate any change or modification of any of the seventy five items.

Reliability

The reliability was worked out by both the split half and test-retest methods. The reliability coefficients were 0.85 and 0.95 respectively.

Validity

The scale was validated against Brayfield and Rother's (1951) job satisfaction index. The validity coefficient was worked out and it was founded to be 0.87. Since both the reliability and validity coefficients were significant at 0.01 level, the scale was finally prepared.

Norms

Norms of the test were prepared by administering the scale on 230 randomly selected male and female college/ university teacher of the M.D. University. Rohtak. The following statistics were obtained.

Table 3.2 Norms of Teacher's Job Satisfaction Scale (TJSS)

| | |
|--------------------|--------|
| Mean | 224.82 |
| Median | 224.96 |
| Standard deviation | 14.71 |
| Skewness | -0.13 |
| Kurtosis | 0.29 |
| Q1 | 210.26 |
| Q3 | 239.16 |

The individuals scoring above 239 would be having high job satisfaction while the individual falling below 210 would be rated as having low job satisfaction. The middle range of the score indicate moderate degree of job satisfaction

Scoring

The final version consists of items where a respondent has to make his/her agreement with each items on a five point scale. All these items are given a score from 5 to 1 i.e. strongly agree to strongly disagree. The sum of these values gives the job satisfaction score for the subject.

2. INDORE TEACHER'S JOB STRESSORS SCALE

Keeping in the view the objectives of the present study, job stress was measured with help of Indoor Teacher's Job Stressors Scale by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Varma, Indore. The scale comprised of total 48 items belonging to six aspects i.e. overloadness, role-conflict, powerlessness, role-ambiguity, motivelessness, frail-interpersonal relationship.

Administration

The indoor teacher's job stressors scale is a self administering scale. The purposes of this scale frankly explained to the subjects. It was assured that their responses will be kept confidential. The subjects were requested to read the instruction carefully and to ask tester, if there is any difficulty in understanding of the instruction. It is emphasized that no items should be omitted and there is nothing "nothing" or "wrong" about these items. There is no time limit for the scale. However, it takes approximately 30 minutes to complete it.

Reliability

Reliability of the Indore teacher's job stressors scale was determined through test-retest and spilt half methods.

Table 3.3 Reliability of the Indore Teacher's Job Stressors Scale

| Aspects | Test-Retest Reliability | Spilt-half Reliability |
|---------------|-------------------------|------------------------|
| Overloadness | 0.543 | 0.990 |
| Role Conflict | 0.825 | 0.663 |

| | | |
|----------------------------------|-------|-------|
| Powerlessness | 0.709 | 0.621 |
| Role Ambiguity | 0.864 | 0.663 |
| Motivelessness | 0.854 | 0.686 |
| Frail interpersonal Relationship | 0.875 | 0.688 |

All the aspects were found to be significant at 0.01 level of significance. Therefore, the Indore teacher's job stressors scale was considered to be reliable.

Validity

The content validity involves essentially the systematic examination of test content to determine whether it covers a representative sample of the behavior to be measured. The content validity of Indore teacher's job stressors scale was established by having discussion with the expert from the field of testing and psychology. Thus, the Indore teacher's job stressors scale found to be valid because experts found that items fairly represent the content. Along with the content validity, face validity was also established. It refers to know whether Indore teacher's job stressor scale looks valid to the subject who take it (Anastasi, 1970).

Scoring

The Indore teacher's job stressor scale comprised of total 48 items belonging to six aspects of the job stressors. Item were developed in the form of the statement. Rating scale was developed for each aspect. The total score varies from 48 to 264 showing lowest and highest stress for each section /aspect separate scoring key were prepared. The aspect wise detail for scoring is as

follow:

For overloadness total nine alternatives were there. They were divided into three main categories. The first was during whole session. This was subdivided into four parts. These were (a) many times during a day (b) once or twice in a day (c) once or twice in a week and (d) once or twice in a month.

The second category was during some selected days/week/ months which were again divided into four parts. They are again (a) many times during particular days, (b) once or twice during a particular week, (d) once or twice during months and the third category is never.

The scoring of whole session items i.e. many times during a day to once or twice in a month, the scoring of during some selected days/weeks/month items i.e. many times during a day to never, the scoring can be done according to the scoring key.

For role conflict, powerlessness, Role Ambiguity, motivelessness and frail interpersonal relationship there were five categories of responses for each items i.e. like from was developed. (Always, many times, occasionally, rarely, never).

The scoring can be done according to the scoring keys

Table 3.4 scoring key of Indore Teacher's Job Stressors Scale

OVERLOADEDNESS (OL) A

| | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|-------|
| | Many | Once | Once | Once | Many | Once | Once | Once | Never |
|--|------|------|------|------|------|------|------|------|-------|

| | | | | | | | | | |
|--------|--------------------|----------------|-----------------|------------------|--------------------|----------------|-----------------|------------------|---|
| Sr no. | times during a day | or twice a day | or twice a week | or twice a month | times during a day | or twice a day | or twice a week | or twice a month | |
| 2 4 5 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6 | | | | | | | | | |
| 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

ROLE-CONFLICT (RC)

| Sr. no. | Always | Many Times | Occasionally | Rarely | Never |
|---------------|--------|------------|--------------|--------|-------|
| 1, 3, | 1 | 2 | 3 | 4 | 5 |
| 2,4,5,6,7,8,9 | 5 | 4 | 3 | 2 | 1 |

POWERLESSNESS (PL)

| Sr. no. | Always | Many Times | Occasionally | Rarely | Never |
|-----------|--------|------------|--------------|--------|-------|
| 1, 2, 4,7 | 1 | 2 | 3 | 4 | 5 |
| 3,5,6,8 | 5 | 4 | 3 | 2 | 1 |

ROLE- AMBIGUITY (RA)

| Sr. no. | Always | Many Times | Occasionally | Rarely | Never |
|-----------------------|--------|---------------|--------------|--------|-------|
| 1, 2, 3, 4, 6,8,10 | 1 | 2 | 3 | 4 | 5 |
| 5,7,9 | 5 | 4 | 3 | 2 | 1 |

MOTIVELESSNESS (ML)

| Sr. no. | Always | Many Times | Occasionally | Rarely | Never |
|--------------------|--------|---------------|--------------|--------|-------|
| 1, 2, 3, 4, 5,8 | 1 | 2 | 3 | 4 | 5 |
| 6,7 | 5 | 4 | 3 | 2 | 1 |

FRAIL-INTERPERSONAL RELATIONSHIP (FIR)

| Sr. no. | Always | Many | Occasionally | Rarely | Never |
|---------|--------|------|--------------|--------|-------|
|---------|--------|------|--------------|--------|-------|

| | | | | | |
|------------|---|-------|---|---|---|
| | | Times | | | |
| 1,2,3,5,6, | 1 | 2 | 3 | 4 | 5 |
| 4,7,8 | 5 | 4 | 3 | 2 | 1 |

3.6 Data Collection

The data was collected from government and non government college teachers in Bathinda district of Punjab. To ensure the sampling representatives in Bathinda district was approached with equal male and female respondents. The researcher was instructed that their response would be kept confidential. Instruction for each test was also given separately before they were asked to fill the responses. It was also assured that no item would be left blank. After collecting the data were tabulated and total score were obtained for each test.

3.7 Statistical Technique

To test the significance of the variables under study, various statistical technique i.e. Mean, SD, t-test and graphical representation were employed.

RESULTS AND DISCUSSION

After organizing the collected data systematically it is essential to conclude. The process of conclusion is to explain what the result shows and indicates, what the significance of the responses is and how the original problems have been answered through the data. The preliminary data collected from the teachers have been compiled into various tables.

The present study is related to job satisfaction and job stress. So the investigator has studied job satisfaction and job stress of the teachers. The purpose was to find out the difference between government and non government in relation to job satisfaction and job stress.

TABLE 4.1 Showing the result of difference between government and non government college teachers in relation to Job Satisfaction.

The sample was divided into two groups namely government and non government college teachers depending upon the type of institution

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|--------------|-----|------------------|--------|-------|---------|
| Government | Teachers | 100 | Job Satisfaction | 288.65 | 21.37 | 2.78* |
| Non government | Teachers | 100 | | 247.12 | 35.66 | |

*0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job satisfaction of government and non government teachers which are 288.65 & 247.12 respectively. The computed t-value for government & non government college teacher is 2.78* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government college teachers in relation to job satisfaction. Hence the null hypothesis namely, "There exists no significant difference between government and non government college teacher in relation to job satisfaction" is rejected. The graphical representation of the data is given below:

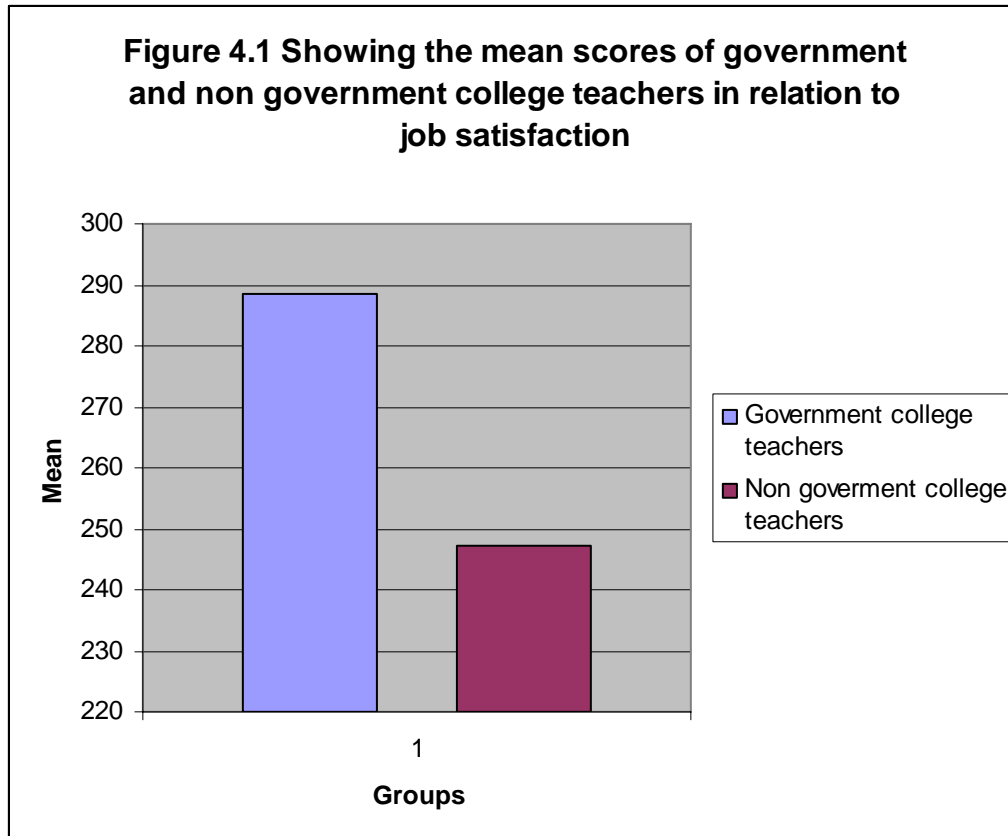


TABLE 4.2 Showing the result of difference between government and non government male college teachers in relation to job satisfaction

The sample was divided into two groups namely male government and non government college teachers depending upon the type of institution.

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|---------------|----|------------------|--------|-------|---------|
| Government | Male Teachers | 50 | Job Satisfaction | 295.92 | 18.67 | 3.11* |
| Non government | Male Teachers | 50 | | 253.4 | 42.18 | |

* 0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job satisfaction of male government and non government teachers which are 295.92 & 253.4 respectively. The computed t-value for male government & non government college teacher is 3.11* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government male college teacher in relation to job satisfaction. Hence the null hypothesis namely "There is no significant difference between government and non government male college teacher in relation to job satisfaction" is rejected. The graphical representation of the data is given below:

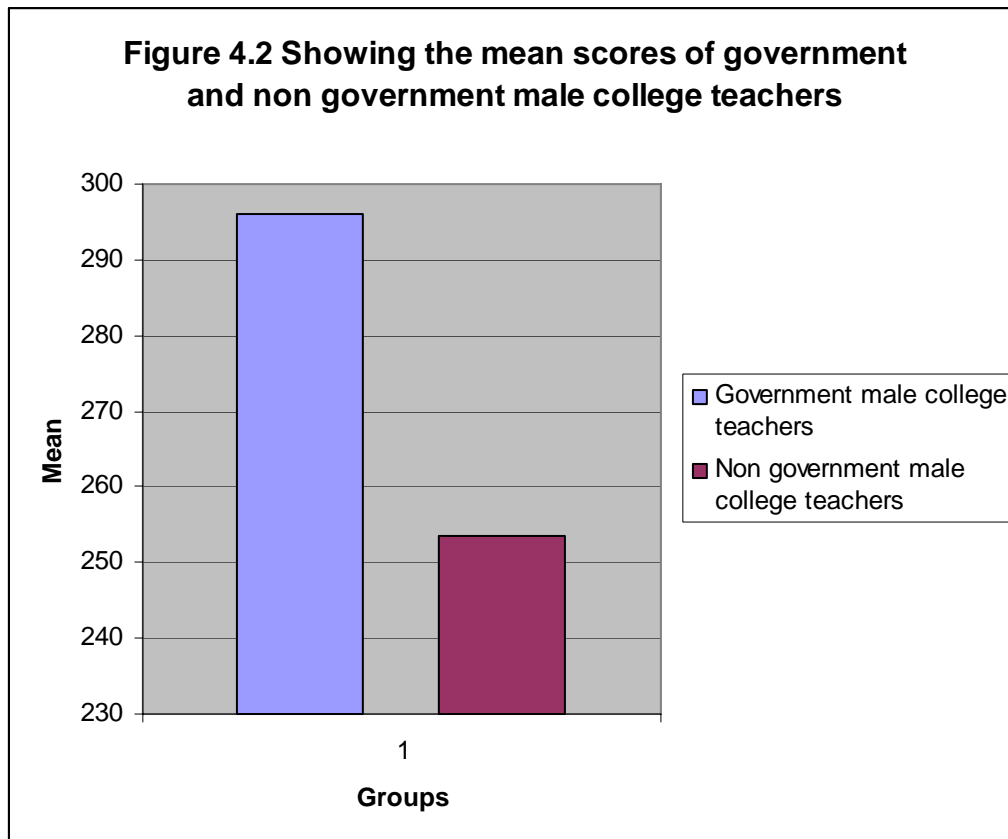


TABLE 4.3 Showing the result of difference between government and non government female college teachers in relation to job satisfaction

The sample was divided into two groups namely female government and non government college teachers depending upon the type of institution

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|-----------------|----|------------------|--------|-------|---------|
| Government | Female Teachers | 50 | Job Satisfaction | 282.68 | 22.75 | 2.85* |
| Non government | Female Teachers | 50 | | 240.84 | 26.64 | |

* 0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job satisfaction of male government and non government teachers which are 282.68 & 240.84 respectively. The computed t-value for female government & non government college teacher is 2.85* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government female college teacher in relation to job satisfaction. Hence the null hypothesis namely “There exists no significant difference between government and non government female college teacher in relation to job satisfaction” is rejected. The graphical representation of the data is given below:

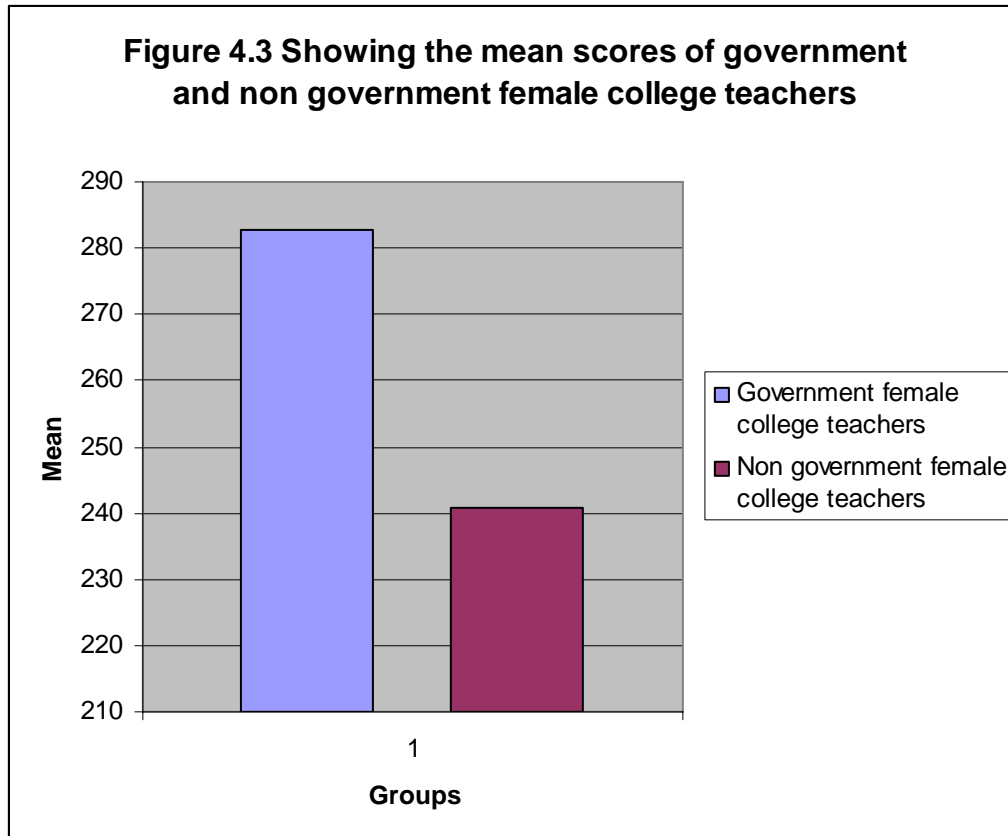


TABLE 4.4 Showing the result of difference between government and non government college teachers in relation to Job Stress.

The sample was divided into two groups namely government and non government college teachers depending upon the type of institution.

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|--------------|-----|------------|--------|-------|---------|
| Government | Teachers | 100 | Job Stress | 134.27 | 17.50 | 4.22* |
| Non government | Teachers | 100 | | 154.72 | 19.66 | |

* 0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job stress of government and non government teachers which are 134.27 & 154.72 respectively. The computed t-value for government & non government college teacher is 4.22* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government college teacher in relation to job stress, Hence the null hypothesis namely “There is no significance difference between government and non government college teacher in relation to job stress” is rejected. The graphical representation of the data is given below:

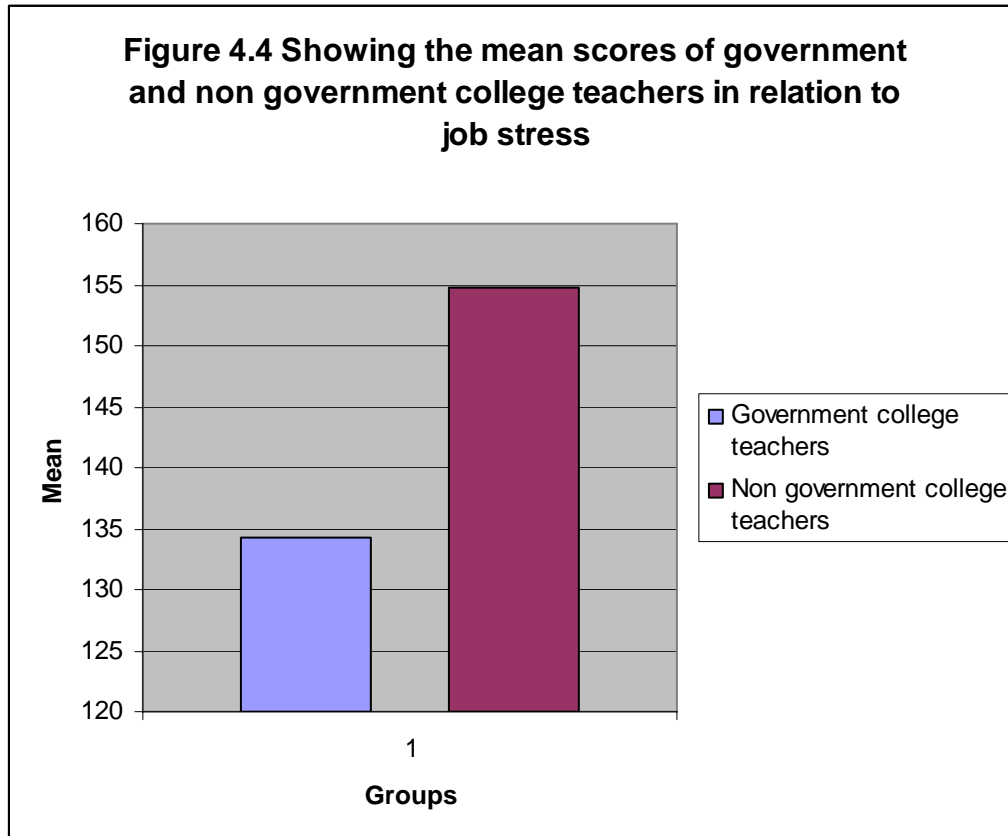


TABLE 4.5 Showing the result of difference between government and non government male college teachers in relation to Job Stress

The sample was divided into two groups namely male government and non government college teachers depending upon the type of institution.

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|---------------|----|------------|--------|-------|---------|
| Government | Male Teachers | 50 | Job Stress | 134.48 | 14.48 | 3.98* |
| Non government | Male Teachers | 50 | | 155.88 | 14.29 | |

* 0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job stress of male government and non government teachers which are 134.48 & 155.88 respectively. The computed t-value for male government & non government college teacher is 3.98* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government male college teacher in relation to job stress, Hence the null hypothesis namely “There exists no significant difference between government and non government male college teacher in relation to job stress” is rejected. The graphical representation of the data is given below:

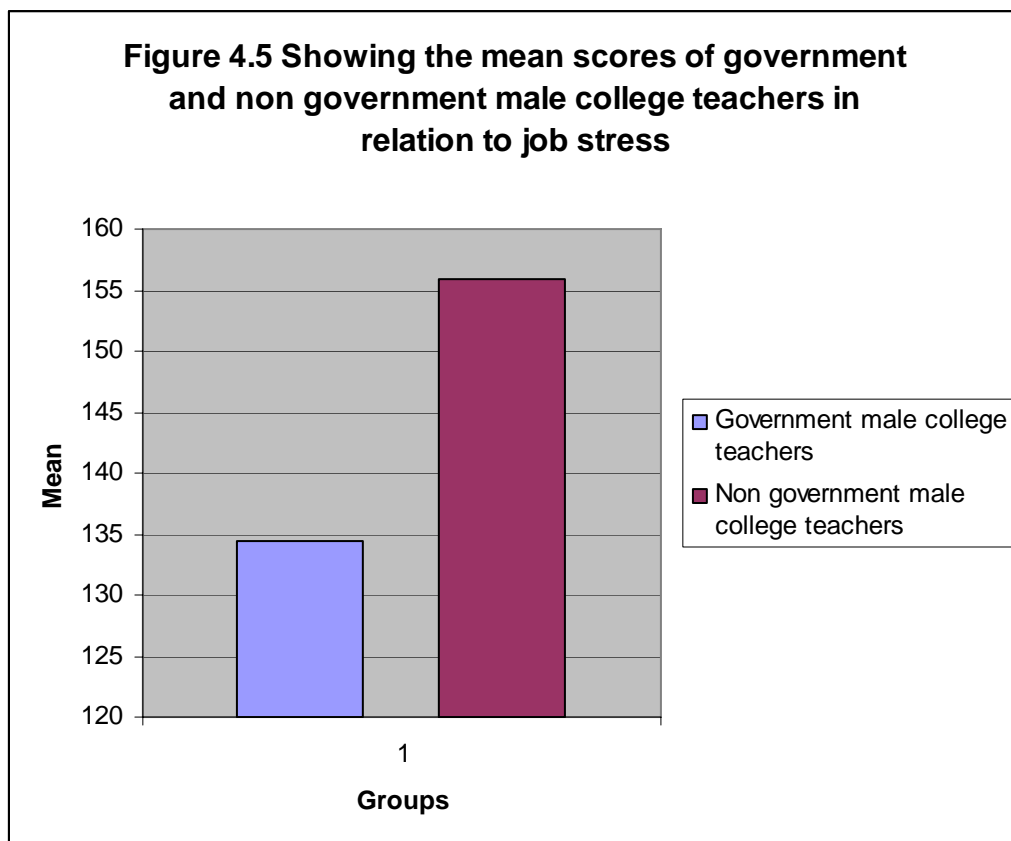


TABLE 4.6 Showing the result of difference between government and non government female college teachers in relation to job Stress

The sample was divided into two groups namely female government and non government college teachers depending upon the type of institution.

| Type of Institution | Sample group | N | Variable | Mean | SD | t-value |
|---------------------|-----------------|----|------------|--------|-------|---------|
| Government | Female Teachers | 50 | Job Stress | 134.03 | 20.03 | 3.26* |
| Non government | Female Teachers | 50 | | 153.56 | 23.09 | |

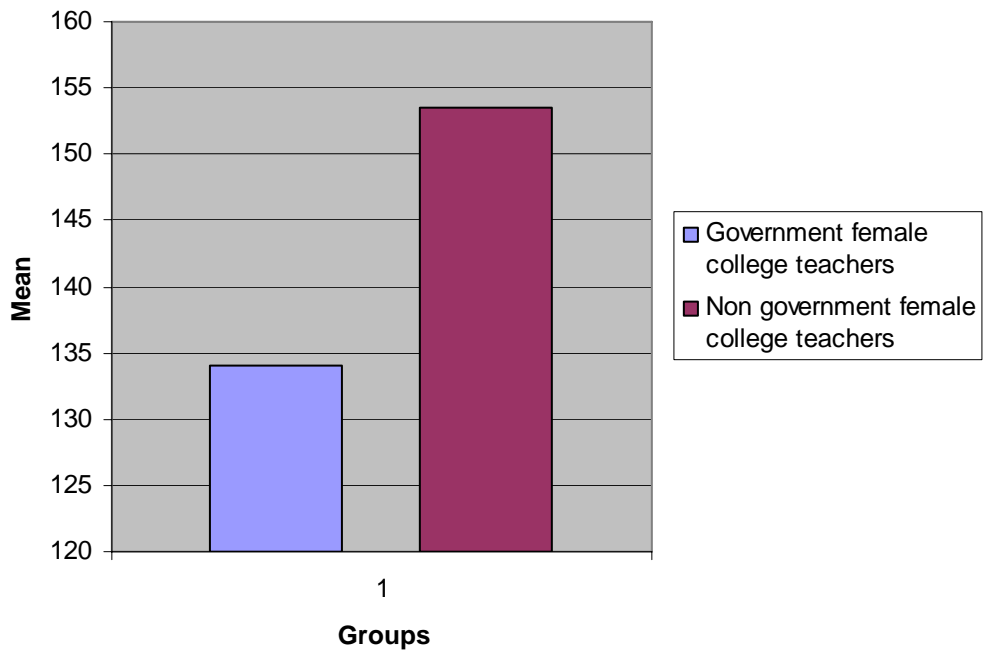
* 0.01 level of significance

*0.05 level of significance

Interpretation

The above table shows that mean scores for job stress of female government and non government teachers which are 134.03 & 153.56 respectively. The computed t-value for female government & non government college teacher is 3.26* which is significant at 0.01 level of significance. This means that there is significant difference between government and non government female college teacher in relation to job stress, Hence the null hypothesis namely “There is no significant difference between government and non government female college teacher in relation to job stress” is rejected. The graphical representation of the data is given below:

Figure 4.6 Showing the mean scores of government and non government female college teachers



CONCLUSION

The present study was undertaken with a view to find out the difference between government and non government college teachers in relation to job satisfaction and job stress.

For this purpose the investigator has used Teacher's Job Satisfaction scale (TJSS) and Indoor teacher's job stressors scale (ITJSS). The following conclusion can be drawn after discussing the results hypothesis wise:

5.1 Testing of the Hypotheses

1. The first hypothesis of the study was that :

There exists no significant difference between government and non government college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government college teachers in relation to job satisfaction. So hypothesis is rejected.

2. The second hypothesis of the study was that :

There is no significant difference between government and non government male college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there

is significant difference between government and non government male college teachers in relation to job satisfaction. So hypothesis is rejected.

3. The third hypothesis of the study was that:

There exists no difference between government and non government female college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government female college teachers in relation to job satisfaction. So hypothesis is rejected.

4. The fourth hypothesis of the study was that :

There is no difference between government and non government college teachers in relation to job stress.

To test this hypothesis the mean score of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government college teachers in relation to job stress. So hypothesis is rejected

5. The fifth hypothesis of the study was that:

There exists no significant difference between government and non government male college teachers in relation to job stress.

To test this hypothesis the mean scores of job stress are compared and t-value is computed. On the basis of these results, it is concluded that there is

significant difference between government and non government male college teachers in relation to job stress. So hypothesis is rejected

6. The sixth hypothesis of the study was that:

There is no difference between government and non government female college teachers in relation to job stress.

To test this hypothesis the mean scores of job stress are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government female college teachers in relation to job stress. So hypothesis is rejected

LIMITATIONS, SUGGESTIONS AND RECOMMENDATIONS

6.1 Limitations

1. This study has been delimited to the college of the Bathinda city only.
2. This study was delimited to college teachers only.
3. The time allotted for the study was limited.
4. The study was limited to only two variables which were job satisfaction and job stress.

6.2 Suggestions

Research is never ending process. Every investigator after completing his piece of research inevitably becomes aware of areas in which further research is needed and naturally feels motivated to indicate area which may be taken up for research by other investigators. The researcher, by virtue of his experience in the field of study, humbly offers the followings suggestions for further research that could be undertaken by perspective researchers:

1. The study could be carried out at state level for further verification of the results.
2. The study could be conducted on school teachers and also on university teachers.

3. The time limit could be extended.
4. The study could be conducted by taking into consideration the more variables such as job dissatisfaction, mental health of the teachers etc.

6.3 Recommendations

This study compared the job satisfaction and job stress of the government and non government college teachers and the results indicated that there was more job stress and less job satisfaction among the non government college teachers. So the management of the non government colleges should pay special intention to decrease the job stress and to increase the job satisfaction by reducing the job-related tensions of the teachers. Guidance and Counseling centre for teachers may be opened with a view to boost the teacher morale, mental health and inculcate in them positive attitude.

SUMMARY

Education is that source by which knowledge or the cultural store house can be transfer from one generation to another. Education is that constructive process which drags a person out from darkness, poverty and misery and leads him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social. He becomes a responsible, dynamic, resourceful and enterprising citizen of a strong and good moral character. Education is process of growth in which the individual is helped to develop his talent, power, interest and ambitions.

The progress of the country depends upon the quality of teachers, building, equipments, instructional material, up-to-date library, well developed curriculum etc. These all are necessary but, without qualified and highly motivated teachers, these are of no value. Teacher is considered as a core stone of successful education system. A number of external and internal factors acts upon a teacher and influences his/her behavior in implementing the education

policy of nation. So there is need to identify these factors which influence the teacher. The teacher plays an important role in shaping the behavior of student especially in beginning year. A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching, but if he is under stress then he can not work effectively and has a negative attitude towards his job.

Job Satisfaction

Job satisfaction describes how content an individual is with his or her job. The concept of job satisfaction differs a lot in its meaning. In its literal sense, job satisfaction is the combination of two words that are job and satisfaction. 'Job' refers to the collection of tasks, duties and responsibilities, which as a whole is regarded as the established assignments to individual employee. 'Satisfaction' refers to the cluster of feelings, emotions and sensation which results from the completion of any work.

Sinha (1974)

“Job satisfaction covers both the satisfaction derived from being engaged in piece of work, or in any pursuit of higher order. It is essentially related to human need and their fulfillment through work. In foot, job satisfaction generated by individual's perception of how well his job on the whole is satisfaction to his various needs”.

Weiss (2002)

He has argued that job satisfaction is an attitude which is formed towards the job by taking into account the feelings, beliefs and behaviour.

Job Stress

The word 'stress' is defined as the state of psychological upset or disequilibrium in the human being caused by frustrations, conflicts and other internal as well as external strains and pressures.

View of Sharma (1995)

Stress is a force tending to deform a system. In general term stress is a reaction to an event; it can only be sensibly defined as perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with.

View of Forlin and Hattie(1996)

Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress.

Significance of the study

Job satisfaction is the degree to which the one's personal needs are fulfilled in the job situation. Job stress is defined as harmful physical and emotional

responses that occur when the requirements of a job do not match the capabilities, resources or the needs of the worker. There are so many studies available related to job satisfaction and job stress but only up to school level. But comparative studies between government and non government college teachers in relation to job stress and job satisfaction are very few. Moreover the teachers lay the foundation stone for social, emotional and intellectual development of the child so this present study is quite important as it studies the factors that lead to teacher's job satisfaction and job stress.

Statement of the problem

Comparative study of government and non government college teachers in relation to job satisfaction and job stress.

Objectives of Study

- To discover the difference between government and non government college teachers in relation to job satisfaction.
- To explore the difference between government and non government male college teachers in relation to job satisfaction.
- To find out the difference between government and non government female college teachers in relation to job satisfaction.
- To find out the difference between government and non government

college teachers in relation to job stress.

- To find out the difference between government and non government male college teachers in relation to job stress.
- To discover the difference between government and non government female college teachers in relation to job stress.

Delimitations of the study

1. The study has been restricted to Bathinda district only.
2. The study is restricted to 200 college teacher (100 male and 100 female teachers) only.
3. The study is delimited to government and non government colleges.

Review of Related Literature

For any piece of research, review of the related studies in the field of investigation is of great help to the investigator.

Weaver (1977) conducted a study and found that gender and job satisfaction is unrelated when the effects of other variables are controlled.

Brunette (2001) studied that job satisfaction and factors effecting job satisfaction of college teachers in California. It concluded that teacher experience were the main factors which affect the job satisfaction.

Sood (2006) A study on job satisfaction in relation to age and gender of secondary school teachers founded that high age teachers were more satisfied with respect to physical facilities available in the institutions than low age

teachers and he also found that high age teachers are more satisfied with the institutional plans and policies of the private schools than low age teachers and there is more difference in professional satisfaction of teachers in private schools in irrespective of the place of the school in rural and urban areas.

Bilgin(1986) conducted a study and found that the motivator and hygiene factors have their effect on job satisfaction. He also found that job satisfaction does not vary according to sex.

Downton (1987) conducted a research on primary head teachers: sources of stress and ways of coping with it. He suggested that the major sources of occupational stress among primary head teachers were role, overload and lack of appropriate human resources or expertise to fulfill curriculum demands.

Edward (2001) explained that stress can also occur if the employees feel under loaded through lack of stimulus or social contact. Other work stress contributors include role ambiguity, conflicting performance expectation, political climate of the organization, and poor relationships with other co-workers. Many of these elements were tested and found to be contributing factors in inducing stress by many researchers.

Kaur (2008) conducted a study on occupational stress of the school teacher and founded that female senior secondary school teacher are significantly under more occupational stress then their male counterparts.

Hypotheses of the Study

1. There exists no significant difference between government and non government college teachers in relation to job satisfaction.

2. There is no significant difference between government and non government male college teachers in relation to job satisfaction.
3. There exists no significant difference between government and non government female college teachers in relation to job satisfaction.
4. There is no significant difference between government and non government college teachers in relation to job stress
5. There exists no significant difference between government and non government male college teachers in relation to job stress.
6. There is no significant difference between government and non government female college teachers in relation to job stress.

Method and Procedure

The method and Procedure was designed keeping in mind to Comparative Study between Government and Non Government College teachers in relation to job satisfaction and job stress.

Sampling Frame

The study was conducted on 200 Government and Non Government college teachers in Bathinda district of Punjab constituted the sample of the study.

Sampling Size

200 college teachers constituted the sample of the study.

Sampling Area

The sample was collected from Bathinda district of Punjab.

Sampling Technique

Sampling technique used was random sampling.

Tools

The following tools were employed for collection of the data:

1. Teacher's Job Satisfaction Scale (TJSS): Job satisfaction was measured with help of teacher's job satisfaction scale by Yudhvirender Mudgill, Prof. I.S. Muber and Prabha Bhatia (1991). The scale has 75 items. It is five point rating scale (Strongly agree, Agree, Indifferent, Disagree, Strongly Disagree).

2. Indoor Teacher's Job Stressors Scale (ITJSS): Job stress was measured with help of Indoor Teacher's Job Stressors Scale by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Varma, Indore. The scale comprised of total 48 items belonging to six aspects i.e. overloadness, role-conflict, powerlessness, role-ambiguity, motivelessness, frail-interpersonal relationship.

Data Collection

The data was collected from government and non government college teachers in Bathinda district of Punjab. To ensure the sampling representatives in

Bathinda district was approached with equal male and female respondents.

Statistical Technique

To test the significance of the variables under study, various statistical technique i.e. Mean, SD, t-test and graphical representation were employed.

Main Findings

1. The first hypothesis of the study was that :

There exists no significant difference between government and non government college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government college teachers in relation to job satisfaction. So hypothesis is rejected.

2. The second hypothesis of the study was that :

There is no significant difference between government and non government male college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government male college teachers in relation to job satisfaction. So hypothesis is rejected.

3. The third hypothesis of the study was that:

There exists no difference between government and non

government female college teachers in relation to job satisfaction.

To test this hypothesis the mean scores of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government female college teachers in relation to job satisfaction. So hypothesis is rejected.

4. The fourth hypothesis of the study was that :

There is no difference between government and non government college teachers in relation to job stress.

To test this hypothesis the mean score of job satisfaction are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government college teachers in relation to job stress. So hypothesis is rejected

5. The fifth hypothesis of the study was that:

There exists no significant difference between government and non government male college teachers in relation to job stress.

To test this hypothesis the mean scores of job stress are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government male college teachers in relation to job stress. So hypothesis is rejected

6. The sixth hypothesis of the study was that:

There is no difference between government and non government female college teachers in relation to job stress.

To test this hypothesis the mean scores of job stress are compared and t-value is computed. On the basis of these results, it is concluded that there is significant difference between government and non government female college teachers in relation to job stress. So hypothesis is rejected.

Limitations

1. This study has been delimited to the college of the Bathinda city only.
2. This study was delimited to college teachers only.
3. The time allotted for the study was limited.
4. The study was limited to only two variables which were job satisfaction and job stress.

Suggestions

1. The study could be carried out at state level for further verification of the results.
2. The study could be conducted on school teachers and also on university teachers.

3. The time limit could be extended.
4. The study could be conducted by taking into consideration the more variables such as job dissatisfaction, mental health of the teachers etc.

Recommendations

This study compared the job satisfaction and job stress of the government and non government college teachers and the results indicated that there was more job stress and less job satisfaction among the non government college teachers. So the management of the non government colleges should pay special intention to decrease the job stress and to increase the job satisfaction by reducing the job-related tensions of the teachers. Guidance and Counseling centre for teachers may be opened with a view to boost the teacher morale, mental health and inculcate in them positive attitude.

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