

Linking Job Satisfaction and Stress: An Empirical Study on the Perception of Para-Teachers

Pintu Kumar Maji¹ and Romana Ali²

¹Department of Education, Sarsuna College (Affiliated to University of Calcutta), 4/HB/A, Ho-Chi-Minh Sarani, Kolkata – 700 061, West Bengal, India,

²Department of Education, University of Calcutta, 1 Reformatory Street, Kolkata-700027, West Bengal, India

Email: pkm.edu@rediffmail.com

Paper No: 81 Received: 22 June, 2013 Accepted: 17 December, 2013

Abstract

The study was conducted to examine the relationship between stress and job satisfaction among Para-teacher belonging to government aided schools of West Bengal under West Bengal Board of Secondary Education and West Bengal Council of Higher Secondary Education. 84 Para-teachers (appointed as part-time or contractual teachers on certain terms and conditions which are different from the regular teachers) participated in the study and their responses were collected randomly. Quantitative research methodology with a cross-sectional survey design was appropriate. Data was collected by two close-ended questionnaires developed by the researchers. The relation between the two variables was further analyzed on the basis of gender (male and female), age group (below 30 years and above 30 years) and educational qualification (With and without B.Ed.). By employing Pearson correlation method it was found that a negative correlation exists between stress and job satisfaction. The rate of stress increases when people were not satisfied with their job. The correlation and Fisher's z results revealed that the male teachers and teachers who were highly qualified experienced more stress than that of female teachers and less qualified one's respectively. However no significant correlation exists in terms of age group.

Keywords: Stress, job satisfaction, age, gender, educational qualification and part-time college teacher

Increasing competition and complexities in today's job environment causes a great deal of stress. Work stress is recognized worldwide as a major challenge to workers' health and healthiness of their organization (ILO, 1986; 1992). People all over the world are spending greater part of their daily life in job related atmosphere. Therefore job satisfaction is considered as a strong predictor of overall individual well-being (Diaz-Serrano and Cabral Vieira, 2005), as well as a good predictor of intentions or decisions of employees to leave a job (Gazioglu and Tansel, 2002). Job satisfaction as a multifaceted concept has been viewed from different angles. It reflects a perfect combination of positive or negative feelings that workers or employers have towards their work (Aziri, 2011). It is closely linked to individual's behaviour in the work place (Davis, et al., 1985). Satisfaction with working life of an individual is one of the crucial aspects of psychological wellbeing. Stress is not a new

phenomenon rather it is the abnormal reaction that the organism displays against treating environmental elements (Luthans, 1994). Nevertheless, Beehr and Newman (1978) had defined stress as a situation which will force or pressurize a person to deviate from normal functioning due to the change (i.e. disrupt or enhance) in his/her psychological and/or physiological condition. High level of debilitating stress is often the outcome of high work pressure and other negative factors in work situations. School teaching is often stressful as organizational climate within the colleges are not always positive. School primarily plays the role of imparting teaching and developing discipline among the students. In order to reach the objectives of higher education, the school faculty especially the Para-teachers are loaded with such task resulting high stress on them. Stress in the organizational climate is not a new phenomenon, but very few studies exist in higher education department with reference to job related stress (Brown, 2007).

Thus it is worth studying job satisfaction and stress as the prevalent factor in almost all the spheres including teaching at higher education level. Lack of teachers and increasing student enrollment is enough to create a highly stressful profession and a stressful environment (Aziri, 2011). Tytherleigh et al., (2005) claimed that the level of stress increases more among higher education workers than those of non higher education workers.

According to *Stamps & Piedmonte* (1986) job satisfaction has been found to have significant relationship with job stress. Stressors are strong predictors of job dissatisfaction (Cummins, 1990). A linear and negative relationship exists between occupational stress and job satisfaction (Chalmers, 1998; Cotton, et al. 2002; Hawe, et al. 2000; Ulleberg., et al, 1997). From educational point of view, Beam et al. (2003) maintained, “Job-related stress among higher education faculty has not been studied often”. Survey carried out in the year 2003, data from 160,000 United Kingdom’s Association of University Teachers revealed 93% of its members suffered from work-related stress and 62% from ‘excessive’ strain” (Tytherleigh et al., 2005). In Indian context, according to National University of Educational Plan-ning and Administration (NUEPA), data collected from the District Information System on Education (DISE), regarding the status of Para-teachers is no less distressful. Further it revealed that 5,14,000 Para-teachers (9.9% of all ba-sic school teachers) were working nationwide in 2006-07. And nearly 5.9% of all basic schools in 2006-07 had only Para-teachers (Mehta, 2008:157).

Studies regarding gender differences have shown that women are more stressed than men (Blix, et al. 1994; Dey, 1994; Stevens, 2005). On the contrary Winefield, et al. (2001) found no relationship between stress and gender, race, academic title or remuneration. Furthermore the unchanged socio-economic status of the school teachers, the increasing work load, the increasing student enrollment, the inability to meet the changing demands of the society have resulted in increasing work pressure and stress and poor job satisfaction. A large number of teachers are recruited as Para-teachers to fill up the vacant posts as the regular teachers were not appointed due to various reasons. Their perception regarding work stress and level of job satisfaction is worth studying as they are now an integrated part of school faculty and the performance of the school depends to some extent on their role as teachers. Undoubtedly workload along with job security, pay and

other benefits are crucial factors that influence Para-teachers’ stress and their overall perception of job satisfaction. In this study, we would like to examine what extent of interrelation between the job stress and job satisfaction among school Para-teachers exists in West Bengal.

Objectives

The study was conducted to examine the relationship between stress and job satisfaction among school Para-teachers in West Bengal. The schools Para-teachers were selected as sample probably because of the fact that conditions and emoluments of Para teaching are likely to affect stress and satisfaction level of such teachers. Based on age, gender and educational qualification of Para-teachers, this article also finds out the correlation between stress and job satisfaction.

Methodology

The choice of quantitative research methodology with a cross-sectional survey design was appropriate for the study.

Population and Sample

The study focuses on the perception of the Para-teachers (appointed as part-time or contractual teachers on certain terms and conditions which are different from the regular teachers in the state) regarding the degree of stress and job satisfaction. Accordingly responses from 84 Para-teachers belonging to government aided schools were collected from Kolkata under West Bengal Board of Secondary Education and West Bengal Council of Higher Secondary Education. The chosen sample was further classified into the following category namely gender (male and female), age group (below 30 years and above 30 years) and educational qualification (With and without B. Ed.).

Instruments

Two close-ended five point Likert type questionnaires (15 items) were developed and standardized by researchers for the purpose of collecting the main data for the study.

Hypotheses

The following hypotheses are formulated for testing for the present study-

Table 1: Sample Profile

Variables	Gender		Age		Educational qualification	
	Male	Female	Below 30 years	Above 30 years	with B.Ed.	without B.Ed.
N	32	52	36	48	31	53
Total	84	84	84			

H₀ 1- There is no significant correlation between job satisfaction and stress scores of Para-teachers.

H₀ 2- There is no significant difference between the male and female Para-teachers in the degree of relationship among job satisfaction and stress scores.

H₀ 3- There is no significant difference between the below and above 30 years of ages among the Para-teachers in the degree of relationship among job satisfaction and stress scores.

H₀ 4- There is no significant difference between with and without B. Ed. in the degree of relationship among job satisfaction and stress scores.

Results and Discussion

Testing Hypothesis: *H₀ 1*

Table 2: Relationship between Scores of job satisfaction and stress

		Job satisfaction	Stress
Job satisfaction	Pearson Correlation		0.42
	Sig. (2-tailed)		.000
	N		84
Stress	Pearson Correlation	0.42	
	Sig. (2-tailed)	.000	
	N	84	

By employing Pearson correlation method it was found that a negative correlation (-0.42) exists between job satisfaction and stress. The rate of stress increases when people were not satisfied with their job. This resulted in resentment, frustration and humiliation in them.

This Result indicates that *H₀ 1-a* is rejected

Testing Hypothesis: *H₀ 2, H₀ 3, and H₀ 4*

The correlation and Fisher’s z were done to find out the effect of age, gender and educational qualification on the relationship between stress and job satisfaction. The coefficients of correlation (r) between job satisfaction and stress for the sub-samples under study were tested for their significance of difference by computing the t-value. The obtained correlations were first corrected to the nearest two decimal figures (Corrected r) and the corresponding Fisher’s z functions were found out followed by the estimation of t-value. The data and result obtained on comparing the coefficients of correlation between job satisfaction and stress for the different sub-samples are presented in Table no.-3.

Results indicated that the degree of stress among male teachers (-0.61) were higher than that of female (-0.364) teachers (Currie, 1996). Male experiences high level of anxiety and depression to meet the socio-economic demands of life, compared to females. On the contrary, the female teachers were found to have more job satisfaction than male teachers (Ghosh, 2013). The female teacher feels satisfaction in teaching profession only because they think the profession suitable for them. This study was conformity with the research conducted by Abbasi (2003) and Bindu (2007). No significant correlation exists between teachers belonging to below 30 years (-0.592) or above 30 years (-0.431) of age group. Lastly, teachers who are highly qualified possessing B.Ed. (-0.652) reported higher level of stress related to job than less qualified, without B.Ed. (-0.483). The findings provide new insights enabling the administrative members to recognize the stressful characteristics. The correlation and Fisher’s z results also revealed that the age, gender, and educational qualification have effect on relationship

Table 3: Comparison of the Coefficient of Correlation between job satisfaction and stress for Sub-Sample (Gender, Age and Educational qualification)

VariablesCategory	Gender		Age		Educational qualification	
	Male	Female	Below 30 years	Above 30 years	with B.Ed.	without B. Ed.
N	32	52	36	48	37	47
Correlation (r) between job satisfaction and stress	-0.61	-0.364	-0.592	-0.431	-0.652	-0.483
Corrected r	0.61	0.36	0.59	0.43	0.65	0.48
Fisher’s z	0.709	0.377	0.678	0.46	0.775	0.523
t-value	2.09	1.43	1.98			
Sig	0.0366	0.1527	0.0477			

between stress and job satisfaction.

This Result indicates that H_02 , and H_04 are rejected but H_03 accepted

Conclusion

Based on the findings of the study it can be concluded that conducive environment in schools is to be developed to eliminate the negative influence of distress. It is very important that the state government should realize the needs of its teachers and provide suitable measures. In the state like West Bengal where many of the schools are run by Para-teachers there is much disparity in terms of remuneration. This is also the cause for frustration and anxiety in them. Thus the government should understand the needs of its citizens especially the Para-teachers and provide some fruitful and effective opportunities for their social, psychological, economic and academic well being. Their service rules and regulations should be same as that of regular teachers so that they enjoy job security. In addition, the authors concluded that it is imperative for higher education managers and administrators to identify the levels of stress within the various categories of employees especially the Para-teachers and to develop suitable management measures to combat the negative effects of stress on higher education Para-teachers.

Significance

The current research might provide a more informed knowledge base about stress in higher education by providing educational managers and supervisors with targeted, standardized predictive research and analysis regarding higher education occupational stressors in faculty and administrative full-time and part-time staffs as groups. The research might also provide educational leaders with new tools to recognize characteristics that adversely affect their employees thus allowing for corrective and preventative measures to be implemented (Tytherleigh, Jacobs, Webb, Ricketts, & Cooper, 2007). Majority academic employees perceive that their levels of occupational stress in performing job are high. In terms of correlation, high level of physiological stress may lead to lower job satisfaction in the workplace (Ismail et al., 2009). It is hoped that the present study added clarity to an area of research that impacts organization efficiency yet suffers from a lack of short, standardized, valid, and reliable measures.

Limitations

- The sampling should have been more rigorous and larger in size.
- It did not investigate the effect of other factors like time, organization climate, workload, family income etc.
- The sample was confined to West Bengal Para-teachers' only, part-time teachers of other state would have been

given a more comprehensive and holistic view of the situation.

Recommendations

The following recommendations have been formed-

- Workload should be commensurate with their salaries.
- Teacher's efforts should be appreciated by the head of the institutions.
- Para-teacher's salary scale should be revised and they should be entitled to other benefits.
- Teachers Council should be entitled to participate in decision making policy relating to development in teaching profession.
- The organizational climate of the schools as a whole and that of staffroom particularly should be made more conducive.

References

- Ismail, A., Yao, A., and Yunus, N.K.Y. 2009. Relationship between Occupational Stress and Job Satisfaction: An Empirical Study in Malaysia. *The Romanian Economic Journal*, **12**(34):3-29.
- James C. Brown, J.C. 2007. *Full and Part time employees' stress and job satisfaction at two upstate New York Colleges*. UMI Microform Copyright All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.
- Beehr, T.A., and Newman, J.E. (1978). Job Stress, Employee Health and Organizational Effectiveness: A Facet Analysis. *Model and Literature Review, Personnel Psychology*, **31**:665-669.
- Beam, R. A., Kim, E., and Voakes, P.S. 2003. Technology-induced stressors, job satisfaction and workplace exhaustion among journalism and mass communication faculty. *Journalism & Mass Communication Educator*, **57**(4):335-351.
- Blix, A.G, Cruise, R.J., Mitchell, B.M., and Blix, G.G. 1994. Occupational stress among university teachers. *Educational Research*, **36**(2):157-169.
- Cartwright, S., and Cooper, C. L. 2002. *ASSET management guide*. Manchester, England: Robertson Cooper Ltd.
- Chalmers, A. 1998. *Workload and Stress in New Zealand Universities in 1998*. Wellington: New Zealand Council for Educational Research.
- Cotton, S.J., Dollard, M.F., and de Jonge, J. 2002. Stress and student job design: Satisfaction, well-being, and performance in university students. *International Journal of Stress Management*, **9**(3): 147-162.
- Currie, J. 1996. The effects of globalization on 1990s: Overworked, stressed out and demoralized. *Melbourne Studies in Education*, **37**(2):101-128.
- Dey, E.L. 1994. Dimensions of faculty stress: A recent survey. *Review of Higher Education*, **17**(3):305 - 322.
- Ghosh, M. 2013. Job Satisfaction of Teachers working at the Primary School. *International Journal of Humanities and Social Science Invention*. **2**(7):01-05
- Hawe, E., Tuck, B., Manthei, R., Adair, V., and Moore, D. 2000. Job satisfaction and stress in New Zealand primary teachers. *New*

- Zealand Journal of Educational Studies*, **35**: 193-205.
- Le Fevre, M., Matheny, J., and Kolt, G. S. 2003. Eustress, distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, **18**(7/8): 726-745.
- McEwen, B. S. 2005. Stressed or stressed out: What is the difference? *Journal of Psychiatry & Neuroscience*, **30** (5): 315-318.
- Mehta, A.C. 2007. *Elementary Education in India: Progress towards UEE: Analytical Report 2005-06*. NUEPA, New Delhi.
- Nagel, L., and Sheri, B. 2003. The ABC's of Managing Teacher Stress. *Clearing House*, **76**:255-258.
- NCAER 2008. *Deployment and Professional Competence of Para-Teachers: Executive Summary*. New Delhi: NCAER.
- NUEPA 2008. *Elementary Education in India: Progress towards UEE. Analytical Report 2006-07*. New Delhi: NUEPA.
- Rojas, V. M., & Kleiner, B. H. (2000). The art and science of effective stress management. *Management Research News*, **23**(7/8): 103-106.
- Stevens, P.A. 2005. *The job satisfaction of English academics and their intentions to quit academe*. Available on line at: <http://www.niesr.ac.uk/pubs/dps/Dp262.pd>.
- Tytherleigh, M. Y., Webb, C., Cooper, C. L., & Ricketts, C. 2005. Occupational stress in UK higher education institutions: A comparative study of all staff categories. *Higher Education Research & Development*, **24**(1): 41-61.
- Ulleberg, P., and Rundmo, T. 1997. Job stress, social support, job satisfaction and absenteeism among offshore oil personnel. *Work and Stress*, **11**: 215-228.
- Winefield, A. H., and Jarrett, R. J. 2001. Occupational stress in university staff. *International Journal of Stress Management*, **8**: 285-298.