

## Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private School Teachers

Ranjan Vyas<sup>1\*</sup>

### ABSTRACT

*Teaching Profession is considered as one of the best occupations in this world. It is basically a competence building process which has the capacity to convert any human being into a wizard. The present study was designed to assess the occupational stress, anxiety and job satisfaction among the female teachers of government and private secondary level schools. The sample consisted of randomly selected 60 (30 Female government school teachers' and 30 Female private school teachers) college teachers 30-40 years. Occupational stress index developed and standardized by Srivastava and Singh and Job satisfaction scale developed and standardized by Singh and Sharma were administered on the teachers. The results of the study exposed that Female government school teachers have better job satisfaction and less occupational stress and anxiety than female teachers working in private schools. The finding of the present study also provides insight to private authorities to identify the causes behind stress and dissatisfaction to boost up the sense of security and satisfaction among private school teachers.*

**Keywords:** Occupational Stress, Anxiety, Job-Satisfaction, Government and Private School Teachers

Teaching Profession is considered as one of the best occupations in this world. It is basically a competence building process which has the capacity to convert any human being into a wizard. It is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the students, society and of nation. It is true to say that development of any nation depends on its citizens and development of citizens depends on the education system of which teacher occupies an important place. In the present era of competition and globalization, teaching profession demands a highly qualified, active, competent and dedicated teacher which puts a lot of pressure on them to achieve the targets of success. Failure to achieve the targets creates pressure, frustration, anxiety, dissatisfaction and occupational stress among teachers. Such situations have become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress and

<sup>1</sup> Research Scholar, Department of Psychology, Saurashtra University, Rajkot, India  
[\\*Responding Author](#)

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## **Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers**

dissatisfaction among teachers is result of failure of school to meet the social needs and jobs demands of the teachers.

Stress in the workplace is becoming one of the major causes of concern nowadays. Most of the lifestyle diseases are caused by stresses either at the workplace or otherwise. Stress is the wear and tear our bodies undergo due to the continuous changing environment. Stress creates an impact on a person both physically and emotionally and creates positive and terrible deteriorating emotions. The encouraging positive note, it can help a person to stay alert and keep him in action and as negative it can lead a person to depression.

Occupational stress is highly linked with job satisfaction and they both occupy as a necessary condition for the healthy growth of the teacher's personality. Ahmed, Raheem and Jamal (2003) found that teacher who was teaching in government schools showed greater job satisfaction than teachers teaching in private schools. Chopra (2009) reported that secondary school teachers are occupationally stressed and are less accountable. Muchhal and Chand (2010) exposed that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. Mehta (2012) highlighted that there would be significant difference in the level of job satisfaction of Govt. and private school teachers. Nagra (2013) revealed that teacher educators experienced moderate level of occupational stress.

Anxiety may be defined as a diffuse state, characterized by an unpleasant affective experience marked by a significant degree of apprehensiveness about the potential appearance of future aversive or harmful events". Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous when faced with a problem at work, before taking a test or making an important decision. Anxiety disorders, however, are different. They can cause such distress that it interferes with a person's ability to lead a normal life

**Raj & Lalita (2013)** conducted a study on "job satisfaction among teachers on private and Govt. Schools". The study aimed to identify the level of job satisfaction among the private and Govt. School Teachers. One hundred school teachers were selected by using convenient sampling method. To measure level of job satisfaction, five-point Likert scales were used. Findings of the study indicated that the level of job satisfaction of male teachers was high than the female teachers regarding the dimensions viz. they enjoy their work, interesting work, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. But there was no significant difference in job satisfaction of male and female teachers. Apart from this, the other major finding was that there were no significant difference in the job satisfaction of Govt. and private secondary school teachers.

### ***Statement of problem:***

The present investigation attempts to study about "***Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers***".

### ***Significance of the study:***

Stress and anxiety management always plays a key and a vital role in an organization as it directly coincides with the increase in productivity leading to the benefits and upliftment of the organization. The issue of occupational stress does not just affect individual teachers but

## **Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers**

also impacts the efficient management of school systems. Job-related stress causes ineffectiveness in job performance characterized by unsatisfactory relationships with students. The study hopes to gain a better understanding of the different stressors that affect female teachers which will act as a path guide to the administrators to take a proactive approach in providing support to teachers. Often the unofficial task of supporting and mentoring new teachers falls to veteran educators, who in turn, increase their workloads by providing assistance to inexperienced colleagues. Mentoring and collaboration play an important role in the success of a school, however, school administrators must be cognizant of variations in the degree of job stressors among all teachers and the effect that may have on a teacher's ability to carry out the required job functions.

### ***Objectives of the Study:***

The objectives of the study are:

1. To compare the level of occupational stress between the female government and private secondary level school teachers.
2. To analyze the level of anxiety between the female government and private secondary level school teachers.
3. To assess the level of job satisfaction between the female government and private secondary level school teachers.

### ***Hypotheses:***

***H<sub>01</sub>*** There will be no significant difference between the Occupational stress of the female secondary school teachers working in government and private schools.

***H<sub>02</sub>*** There will be no significant difference between the anxiety level of the female secondary school teachers working in government and private schools.

***H<sub>03</sub>*** There will be no significant difference between the job satisfaction of the female secondary school teachers working in government and private schools.

### ***Design:***

The present research work is not possible experimentally because of the nature of the investigation. The researcher adopted quantitative descriptive research for gaining the objectives of the present research work. It is the survey quantitative research in which the event has already occurred and the effects of the variables were studied by qualitative analysis.

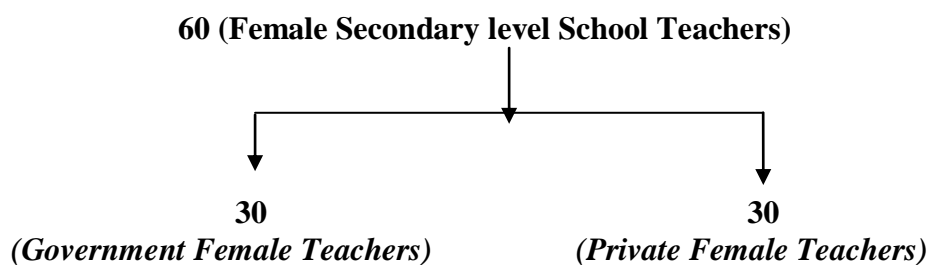
### ***Variables:***

Two categories of female secondary school teachers were selected as independent variable i.e. female teachers working in government schools and female teachers working in private schools, whereas occupational stress, anxiety and job-satisfaction of female secondary level school teachers were taken as the dependent variable for the present research work.

### ***Sample:***

For the present research, work researcher has selected 60 female teachers working in private and government schools of Ahmedabad district of Gujarat State with the help of random sampling technique their age range between 30 to 40 years. All the female secondary level school teachers were classified into 2 groups i.e. female teachers working in government schools (30) and female teachers working in private schools (30). The categorization and details of sample selection are as under:-

## Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers



### ***Tools:***

The tools for the present study were selected in a manner to achieve an optimum level of confidence by the investigator for the objectives of the present research work.

1. Occupational stress index developed and standardized by Srivastava and Singh was used to assess the occupational stress of female secondary school teachers of government and private. The inventory consists of 46 items, each item is provided with five alternatives 'Strongly Agree', 'more agree', 'agree', 'disagree', and 'disagree', Reliability of the inventory was found by test-retest method, and it was found to be .93.
2. This tool Anxiety scale was constructed by A.K.P.Sinha and L.N.K.Sinha. It consists of 90 statements to test the anxiety of female teachers. Based on the data collection, the data was scored. Scoring was done by giving marks. For any response indicated as „Yes“, the testee should be awarded the score of one, and zero for „No“. The sum of all the positive or yes responses would be the total anxiety score of the individual.
3. Job satisfaction scale developed and standardized by Singh and Sharma was used to assess the job satisfaction of female secondary school teachers of government and private colleges. The scale has very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 80 statements in the pilot study. After try out only 30 statements were retained in the final. The scale has been standardized on engineers, doctors and teachers. The higher is the score, the more satisfaction towards the job and the lower is the score shows less satisfaction towards the job

### ***Procedure:***

The investigator with the prior permission of the teachers of various government and private school teachers established a good rapport and explained the purpose of research work. Then researcher had explained the importance of research procedure and collected the data after ensuring the confidentiality of them. Each subject was given a questionnaire of occupational stress, anxiety as well as job satisfaction. All were requested to read all statements one after another and give their responses in the responses column by choosing appropriate response for each statement, which they felt correct and appropriate.

### ***Scoring:***

In the present study, scoring of the obtained data was done with the help of respective manuals available for the test. The data have been arranged in the respective tables according to the statistical test applied.

## Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers

### *Statistical Analysis:*

In the present study to find out the significant mean difference between scores of female government and private school teachers with reference to their occupational stress, anxiety level and job satisfaction. Statistical tests like the F test (One-way ANOVA), Mean and SD were conducted.

### **RESULTS AND DISCUSSION:**

*Table:- 1 Showing Mean, SD and F values between female Government and Private teachers for Occupational Stress.*

Measures	Groups	N	Mean	SD	F Value
<i>Occupational Stress</i>	Government Female Teachers	30	126.70	38.28	6.18 $p < .01$
	Private Female Teachers	30	150.10	34.48	

Table-1 indicates that the female teachers working in private secondary schools face widespread high level of occupational stress (M=150.10, SD=34.48) than the female teachers working in Government secondary schools (M=126.70, SD= 38.28). Results of one way ANOVA is to be found significant (F= 6.18,  $p < .01$ ). Hence, the first hypothesis  $H0_1$  is rejected.

*Table:- 2 Showing Mean, SD and F values between female Government and Private teachers for Anxiety.*

Measures	Groups	N	Mean	SD	F Value
<i>Anxiety</i>	Government Female Teachers	30	23.10	13.72	9.12 $p < .01$
	Private Female Teachers	30	33.93	14.04	

It is clear from table 2 that F-value is to be reported F= 9.12, which is significant at ( $p < .01$ ). Mean values obtained by female private secondary level school teachers is 33.93 (SD=14.04) and for private female teachers is 23.10 (SD= 13.72) respectively. On the basis of this significant mean difference, it can be concluded that private female school teachers showed higher symptoms of anxiety as compared to government female teachers. Thus,  $H0_2$  is strongly rejected.

*Table:- 3 Showing Mean, SD and F values between female Government and Private teachers for Job-satisfaction.*

Measures	Groups	N	Mean	SD	F Value
<i>Job-satisfaction</i>	Government Female Teachers	30	101.10	27.90	8.59 $p < .01$
	Private Female Teachers	30	77.40	34.37	

As seen from table-3 the female teachers working in private secondary schools face a low level of job satisfaction as compared to female teachers working in government schools. F ratio is to be found significant (F=8.59,  $p < .01$ ). The mean scores achieved by female secondary teachers working in the government schools is 101.10 (SD=27.90) and for private school teachers is 77.40 (SD=34.37). Therefore,  $H0_3$  is strongly discarded.

### **Conclusion:**

## **Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers**

The present study gives evidence that female government secondary school teachers have less occupational stress, anxiety and more job satisfaction as compared to female private school teachers. Findings might be interpreted in terms of there are a number of factors such as high salary, less burden, good status in society, benefits of various government schemes which reduce the stress and increase the satisfaction and security of government teacher. Therefore, it may be concluded on the basis of results that there is a dire need to identify the causes laying behind the stress and dissatisfaction of private female school teachers and to provide them equal benefits and status in society. The concerned authorities including the school management and policymakers need to address the root causes for excessive levels of occupational stress, anxiety and imperatively arrive at decisions in policymaking to bring up the levels of job satisfaction at the higher side which to certain sections of the teaching community. It is suggested to create good organizational climate in order to boost up the feelings of the female teachers leading to reduction in occupational stress, anxiety and increasing job satisfaction.

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### ***Conflict of Interest***

The authors carefully declare this paper to bear not a conflict of interests

**Occupational Stress, Anxiety and Job-Satisfaction among Female Government and Private school Teachers**

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