

# A Study on Occupational Stress of Elementary School Teachers in West-Bengal

**Dr. Rajib Mondal**

Asst. Prof In Education

Sundarban B.Ed. College, Kakdwip, W.B.

**Pranati Mistry**

Asst. Prof. in Education

Ashok Niloy Nivedita College of Education, Ullon, W.B.

**Abstract:** *This study was to examine how Teachers stress is related to Teacher's teaching satisfaction of elementary school teachers in West Bengal. The research design of school teachers in the present study was descriptively in nature which was based on a survey of 300 teachers from the elementary West Bengal. The variables of the study were: Gender, Experience, Qualification, Stress & Teaching satisfaction. Occupational stress and teaching satisfaction were associated with gender, experience and qualification separately employing the causal-comparative method. Correlation method was used to establish relationship between occupational stress and teaching satisfaction. Teachers perception of stress in relation to their gender, experience and qualification was also studied using an analytical method.*

**Key Words:** *Occupational Stress, Teaching Satisfaction, Elementary School Teacher*

## OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To identify the levels of occupational stress and teaching satisfaction in the elementary school teachers.
2. To find out the relationship of teacher stress and teaching satisfaction.
3. To find out the association of demographic variables such as sex, experience, qualification with the teachers' occupational stress and teaching satisfaction.

## HYPOTHESES OF THE STUDY

The following null hypotheses were formulated about the elementary school teachers:

- Ho1. There is no significant difference between male and female teachers in respect of their mean stress and teaching satisfaction.
- H02. There is no significant difference between less experienced and more experienced teachers in respect of their mean stress scores and teaching satisfaction scores.
- H03. There is no significant difference between less qualified and more qualified teachers in respect of their mean stress scores and teaching satisfaction scores.
- H04. There is no significant main effect of sex on occupational stress and teaching satisfaction.
- H05. There is no significant main effect of experience on occupational stress and teaching satisfaction.
- H06. There is no significant main effect of qualification on occupational stress and teaching satisfaction.

## STATEMENT OF THE PROBLEM

The present study was: 'Occupational stress in relation to teaching satisfaction of elementary school teachers in West Bengal.

## METHOD

The methods and procedure used in this study are presented under the following sub – heading; Research design, subjects, instruments and procedure. The research design of the present study was descriptive in nature which was based on a survey of teachers from the elementary schools of West Bengal. The variables involved in the study were:

1. Sex
2. Experience
3. Qualification
4. Occupational Stress
5. Teaching satisfaction

## SUBJECTS

The population for the study was the teachers working at the elementary schools across the state of West Bengal. Samples of 300 elementary school teachers from 300 elementary Schools of West Bengal were the subjects of the study. The random sample of 300 elementary school teachers were further stratified into 73 male and 27 female, 38 less qualified and 62 more qualified and 51 less experienced and 49 more experienced. The distribution of the stratified sample (n = 300) by sex, qualification and experience. The sample, thus, include male 12.2% and female 4.4% out of which 6.30% were less qualified and 10.3% more qualified, 8.5% were less experienced and 8.1% more experienced. The sample (n = 300) seemed to represent the total population of elementary school teachers of West Bengal.

## RESEARCH INSTRUMENTS

A structured questionnaire comprising of two sections was used as the tool of data collection besides, a box for personal and demographic data of the teacher was put to seek information like name, teaching experience, educational qualification and sex.

## OCCUPATIONAL STRESS SCALE

This scale developed by Pareek was used in the study. The structured questionnaire consisted of 50 items; each with five- point rating scale. The scale points with their descriptors were as follows:

Scale Point	Descriptor
0	'never or rarely'
1	'Occasionally'
2	'Sometimes'
3	'Frequently'
4	'Very frequently or always'

The 50 items are distributed over 10 dimensions with 5 items each. The serial numbers of the items under the various dimensions of ORS scale are specified in the following table.

**Table-1: Specification of the Dimensions of ORS Scale**

SI. No.	Dimensions	Serial Numbers of the items	No. of items
1	IRD	1,11 21. 31, 41	5
2	RS	2,12,22,32,42,	5
3	REC	3,13,23,33,43	5
4	RE	4,14,24,34,44	5
5	RO	5,15,25,35,45	5
6	RI	6,16,26,36,46	5
7	PI	7,17,27,37,47	5
8	SRD	8,18,28,38,48	5
9	RA	9,19,29,39,49	5
10	RIN	10,20,30,40,50	5
TOTAL = 10 Dimensions		Total no. of items = 50	

Dimension wise, each occupational stress would range from 0 to 20 and the total organizational occupational stress score would range from 0 to 200. Higher the score, greater would be the stress of an individual.

## PROCEDURE

The investigator of the study proceeded to various elementary schools located in the various zones of West Bengal. Although no time limit was fixed to respond to the instrument, each subject was found to take 30 minutes time to complete the two parts of the instrument. To increase response rate, the respondents were contacted.

Scoring of teacher's responses to the fifty items on the ORS scale was per the scoring key. As each respondent used either 0 (never), 1 (occasionally), 2 (sometimes), 3 (frequently) or 4 (always) to express his/her feeling toward a statement, the sum total of 60 points (for 60 statements) indicated the ORS total score of each respondent. Besides the ORS total score, to separate sub scores were computed for each respondent along the ten dimensions of the ORS scale.

Data analyses for the present study involved frequency distributions of teaching satisfaction scores and ORS scores, computation of mean and SD, Pearson's product moment correlation, independent samples t test.

## TEACHER'S TEACHING SATISFACTION QUESTIONNAIRES

This questionnaire is developed by investigator self from elementary school teachers in West Bengal. Investigator has taken four dimensions for develop of this questionnaire. Total numbers of items in this questionnaire are 40. This questionnaire had briefly shown in the Appendix B.

Levels of TEACHING SATISFACTION among Teachers The levels of teaching satisfaction experienced by the elementary school teachers are indicated in Table.

**Table-2: Frequency Distribution of Respondents by Teaching Satisfaction Level**

Level of Teaching Satisfaction	Frequency	Percentage
Low	45	15.0
Medium	185	61.5
High	70	23.5
Total	300	100

The above figures in the table indicated that 15% of teachers have teaching satisfaction at a low level, 61.5% of teachers at a medium level and 23.5% of teachers at a high - level. This means that a high percentage of teachers (61.5%) were experiencing a medium level of teaching satisfaction, low percentage of teachers (23.5%) were experiencing a high level of teaching satisfaction and still lower percentage of teachers (15%) were experiencing a low-level of teaching satisfaction.

### RESPONDENTS' DEMOGRAPHIC CHARACTERISTICS

Descriptive statistical analysis was used in this study. The data were categorized into sex, academic qualification and teaching experience.

#### GENDER

Respondents were comprised of 73% males and 27% females. This shows that the number of male respondents were more than the female respondents.

**Frequency Distribution of Respondents by Gender**

Gender	Frequency	Percentage
Male	219	73
Female	81	27
Total	300	100

#### ACADEMIC QUALIFICATION

There was more number of more-qualified teachers than less qualified teachers. From among the 300 elementary school teachers, 186(62%) are more-qualified while 114(38%) are less-qualified. Teachers who were graduate or above were taken as 'more qualified' and who were below graduate were taken as 'less qualified'.

**Frequency Distribution of Respondents by Qualification**

Qualification	Frequency	Percentage
Less-Qualified	114	38
More-Qualified	186	62
Total	300	100

#### TEACHING EXPERIENCE

51% of the respondents have teaching experience of 10 years and above and 49% below ,10 years. The proportions of less-experienced and more-experienced teachers were nearly equal

**Frequency distribution of respondents by teaching experience**

Experience	Frequency	Percentage
Less - experience	153	51
More – experience	147	49
Total	300	100

#### LEVELS OF TEACHING SATISFACTION AMONG TEACHERS

Teaching satisfaction by the elementary School teachers are indicated in the following Table.

**Frequency Distribution of Respondents by Teaching satisfaction Level**

Level of Teaching Satisfaction	Frequency	Percentage
Low	45	15
Medium	186	62
High	69	23
Total	300	100

The above figures indicated that 15% of teachers have teaching satisfaction at a low level, 61.5% of teachers at a medium level and 23.5% of teachers at a high-level. This means that a high percentage of teachers (62%) were experiencing a medium level of teaching satisfaction, low percentage of teachers (23%) were experiencing a high-level of teaching satisfaction and still lower percentage of teachers (15%) were experiencing a low level of teaching satisfaction.

Difference in Teaching Satisfaction between Male and Female Teachers In order to test the presence of significant difference. if any, between male and female teachers in respect of their levels of teaching satisfaction, independent samples" test was employed. The result of t test is shown in Table.

**Table-3't Test showing Comparison of Male and Female Teachers in respect of their Teaching Satisfaction**

Teaching Satisfaction	Male (N=440)		Female N=(160)		Mean Difference	SE <sub>D</sub>	t	p
IF	17.20	4.20	19.88	4.39	2.68	0.39	3.42	.0005
PF	14.23	2.74	15.26	3.41	1.02	0.27	1.89	.0005

SF	17.92	3.21	18.69	3.57	0.77	0.31	1.26	.01
CF	15.21	2.45	15.95	2.61	0.75	0.22	1.17	.0005
TSTTL	64.56	9.43	69.82	10.16	5.22	0.89	2.93	.0005

Over and above, the male and female teachers showed significant difference in th satisfaction. But female teachers were on a higher level of teaching satisfaction in comparison to the male. Differences in Teaching Satisfaction between Less- experienced and More-Experien In order to test the presence of significant difference, if any, between mean teaching stisfaction scores of less experienced and more experienced teachers, independent samples 't' test was employed.

**Table 4: t' Test showing Comparison of Less-Experienced and More-Experienced Teachers in respect of their Teaching Satisfaction**

Teaching Satisfaction	Less- Experienced (N=308)		More- Experienced (N=292)		Mean Difference	SE <sub>D</sub>	t	p
	Mean	SD	Mean	SD				
IF	17.30	3.97	18.57	4.75	1.27	.357	1.77	.0005
PF	14.17	3.20	14.86	2.66	.69	.241	1.431	.005
SF	17.66	3.41	18.61	3.17	.95	.269	1.769	.0005
CF	15.05	2.48	15.79	2.25	.74	.194	1.902	.0005
TSTTL	64.23	9.32	67.85	10.15	3.62	.795	2.278	.0005

Revealed that the mean by less experienced teachers low teaching satisfaction & more experienced teachers more teaching satisfaction. By the mean statistic, more experienced teachers experienced a higher level of teaching satisfaction than those who were less experienced. Differences in Teaching Satisfaction between less-Qualified and More-Qualified Independent samples 't' test was employed to test the presence of significant difference, if any, between mean teaching satisfaction scores of less-qualified and more-qualified primary school teachers, the result of which is shown in Table.

**Table-4: 't' Test showing Comparison of Less-Qualified and More-Qualified Teachers in respect of their Teaching Satisfaction**

Teaching Satisfaction	Less-Qualified (N=227)		More- Mean Qualified Difference (N=373)		Mean difference	SE <sub>D</sub>	t	p
	Mean	SD	Mean	SD				
PC	36.07	8.665	35.68	8.922	.39	.743	.530	n.s
WC	28.41	5.868	29.37	5.947	.96	.498	1.919	n.s
SS	36.70	6.356	35.97	6.818	.73	.560	1.297	n.s
SA	30.55	4.859	30.97	4.759	.41	.404	1.026	n.s
JSTTL	131.80	19.543	132.08	19.961	.28	1.667	.170	n.s

There is no significant difference between more qualified teachers and less qualified teachers. Thus, the null hypothesis of no differences was accepted.

#### MAJOR FINDINGS

The results of this study would highlight the major findings and provide substantive answers to the research questions raised in the beginning.

#### DISCUSSIONS OF THESE FINDINGS ARE MADE AS FOLLOWS

1. A high percentage of teachers (75.5%) were experiencing a medium level of stress and a low percentage of teachers (11.3% and 13.2%) were experiencing low and high-levels of stress respectively. Low- qualified teachers those who were below graduate) and more-qualified teachers (those who were graduate or above) did not demonstrate any significant difference in their occupational occupational stress.
2. From among the three demographic variables-sexes, qualification and experience, experience and qualification demonstrated significant interaction effect on occupational occupational stress total scores of the elementary school teachers, although no significant main effects of either sex, or experience or qualification on occupational occupational stress total scores of teachers were noticed.
3. A high percentage of teachers (61.5%) were experiencing a medium level of teaching satisfaction, while low percentage of teachers (23%) were experiencing a high-level of teaching satisfaction and still lower percentage of teachers (15%) were experiencing a low level of teaching satisfaction.
4. The male and female teachers showed significant difference in their teaching satisfaction. But female teachers were on a higher-level of teaching satisfaction than male teachers. This finding is consistent with the research findings of Richardson and Burke (1991), Bokti and Talib (1999), Antoniou, Davidson and Cooper (2005).
5. The level of teaching satisfaction of the more-experienced teachers was significantly higher than that of the less-experienced teachers. Such result of significant difference between less-experienced teachers and more experienced teachers in their teaching satisfaction.
6. Qualification of elementary school teachers was not systematically associated with their levels of teaching satisfaction, since more-qualified and less-qualified teachers did not differ significantly in their teaching satisfaction.
7. There is a statistically significant negative relationship between organizational occupational stress and teaching satisfaction. Higher was the level of stress, lower would be the level of teaching satisfaction among the elementary school teachers.

### SCOPE FOR FUTURE RESEARCH

The results of the present study indicate that there are so many related areas open to further future research study. Suggestions for future research work are listed below.

1. Study on teacher's stress among males and females in various professions such as bank; post office, air way, LIC etc., can be undertaken in future.
2. In depth study on the level of stress among higher cadre and lower cadre employees can be undertaken.
3. Similar studies may be conducted with samples of teachers working in secondary schools or other higher educational institutions.

### CONCLUSION

There is significant effect of occupational stress on teachers teaching satisfaction. Female teachers are on a higher-level of teaching satisfaction than male teachers. The teachers having more experience are seen to be having less stress and high teaching satisfaction. The teachers having less experience are prone to more stress and less teaching satisfaction. The experience, sex and qualification elementary school teachers have significant interaction effect of occupational stress on teaching satisfaction,

### REFERENCES

- [1] Abrol, K.K. 1990, A Study of Language Strain and Coping behaviours of Teachers, Psycholinguistics,
- [2] Aduty, N and Kumari, B 2005, Impact of personality patterns and employment status on Psychological in Kerala, Indian Psy. Rev., 64(2) 103-108.
- [1] Stress in aviation personnel. Psy. SW., 37 (1) : 1-6.
- [2] Lishasree. S., 1997, Job stress and coping as related to perceptions of organizational climate. Paper presented - 3rd International and 34th IMP Conference, TTTI, Chennai.
- [3] O. P. 2007, Correlates of job stress and burn out. J. Corn. Gui. Res., 24 (3) : 243-252.
- [4] C.. PL. and Ar:: et M. H., 1964, Motivation : theory and research. In : Chaturvedi, M. K., 1983, Human E!ressors, Cameo Publications, New Delhi.
- [5] The problem of ego identity. Psycho!. Iss., 1 : 101-164.
- [6] G., Marina, G., Navara, F. and Ravizza, L., 1995, Stress and Managerial Work :and Technological Changes : A clinical study. J. Managerial Psy., 10 (4) : 3-8.
- [7] Aujia, P., 2002, Socio-Environmental stressors among working women and non working women. Soc. Res., 43 (1) : 1-7.
- [8] Khandai, R., 2006, A study on decision making pattern of urban working and non working women in home 7 es in Dharwad district of Karnataka state. M.H.Sc. Thesis, Univ. Agric. Sci., Dharwad, Karnataka
- [9] Panchanatham, Kumaraswamy, inlaraswamy, N. N. and Vanitha L.B., 2006, Stress management for problem solving with leadership style. J. Indian Aco. App. Psy., 32 (1) : 32-36.
- [10] R. and Tripathy, S. 2001, Occupational stress and burn out in engineering teachers. J. Indian Am. App. Psy., 27 (1 & 2) 67-73.
- [11] Stephen Robbins,.. 1999, Organizational Behaviour, 8th Edition, Prince Hall of India, New Delhi, 652-661.
- [12] Vasistha, A.. and Mishra, P. C., 2000, Appraisal support as a Moderator variable of the occupational stress and organizational commitment relationship. J. Corn. Gui. Res., 17 (1) : 96-103.
- [13] Chandraish, K., Agrireval, P. & Manoharan, N. (2003). Occupational stress and teaching satisfaction among managers inchan JO4Arrial of Occupational and Environmental Median., 7(2). 6746.
- [14] House. R J. & Rizzo, J. R.(1972). Occupational conflict and ambiguity as critical variables in a model of organizational behavior, Journal of Organization/ Behavior and Human Performance, 6, 34-47
- [15] Pitis, R.4.(.008).. Relationship between teaching satisfaction & teaching stress amongst teachers and managers. Indian Journal of Industrial Relations, 6, 236-248.
- [16] Svsamon Vkvien.(1997). Occupational stress. teaching satisfaction and occupational conflict in doctors. Unpublished Manuscript, University of Stinting.