



Research Paper

Well Being Of Secondary College Teachers In Relation To Job Satisfaction, Occupational Stress

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Abstract

The present study is to examine the well being of secondary school teachers in relation to job satisfaction and occupational stress. Sample comprised of 200(100 males and 100 females) teachers from Private and Government Colleges of three districts namely Muksar, Faridkot and Bathinda of Punjab are selected randomly. Data were conducted by using Well Being Scale by Singh, J and Gupta, A (2001) , Job Satisfaction Scale by Dixit, M (1993) and Occupational Stress Scale by Kaur, S.P. (2014). The results revealed that Job satisfaction and occupational were all the significant predictors of well being and they contribute to well being conjointly as well as independently among total, male and female secondary school teachers. The predictive efficacy of two independent variables job satisfaction and occupational stress to explain well being of secondary school teachers was 1.7% of variance for total group, 5.2% of variance for male group as compared to 2.9% of variance for female group of secondary school teachers.

I. Introduction

The effectiveness of educational system largely depends upon the active, resourceful and competent teachers. The Education Commission (1964) pointed out, "the quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development." An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of teachers; it definitely influences his efficiency and performance. Teaching is a human service profession; in order to teach effectively the teacher must possess sound mental health, self esteem, well being and satisfaction in the job. The literature to date unequivocally supports stress management as a means of improving health and overall well-being. Logically, improved health and personal well being can increase one's ability to cope with stress and since, stress level negatively correlates to job satisfaction, it would be reasonable to deduce that decreased stress level would yield an increase in job satisfaction. Ardell (1988) proposed a model of well being. It consists of eight dimensions which are physical, spiritual, psychological fitness, job satisfaction, relationships, family life, leisure time and stress management. Well being is concerned with how and why people experience their lives in positive ways, including both cognitive judgement and affective reactions. As such, it covers terms as happiness, satisfaction, morale and positive affect.

The best teacher is one who possesses good mental health and who is fully satisfied with his/her occupation. Due to advancement in every field, life of teachers, too have become more complex and stressful and this contributed to their physical and psychological well being. Job satisfaction can be influenced by a person's ability to complete required task, the level of communication in an organization and the way management treats employees. Job Satisfaction is a positive feeling an individual has towards his or her job (Daft, 2003). Davis and Newstrom (1989) "Job satisfaction is a set of favorable or unfavorable feelings with which employees view their work."

Stress is defined as an physical and psychological event that is perceived as a potential threat to physical and emotional well being. The reasons for stress at workplace as follows: work pressure, output deadlines, superior subordinate relations, working conditions, workplace interpersonal relationship, inter group conflicts, job content or profile, promotion and growth opportunities, imbalance between personal and professional commitment. Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Kyriacou (2001) "described teacher stress as "the experience by a teacher of unpleasant, negative emotions,

such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher.” It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of teachers; it definitely influences his efficiency and performance. Occupational stress refers to physical, mental and emotional wear and tear brought about by incongruence’s between two requirement of job and capabilities, and resources and need of the teacher to cope with job demands.

II. Review of Studies

Wright (2000) studied psychological well being and job satisfaction as predictors of job performance. It revealed that there is significant positive relationship between psychological well being and composite performance and relative contribution of job satisfaction and psychological well being as predictors of job performance. It also concluded that well being was related to performance ratings beyond the effect of composite job satisfaction.

Yoav and Itzhak (2012) found that intrinsic rewards and intrinsic satisfaction are more strongly related to global job satisfaction among individuals who are higher rather than lower in intelligence. Extrinsic rewards and extrinsic satisfaction are more strongly related to global job satisfaction among individuals who are lower rather than higher in intelligence.

Najma and Ghazala (2003) in a study explored the effects of occupational role stress on the psychological well being and work motivation of medical professionals. It was also concluded that highly significant correlation between role stress scale and well being.

Kaur (2009) evaluated a study of well being of school teachers in Punjab in relation to stress and anxiety. The results revealed that there exists a negative but not significant correlation between well being and stress of teachers.

Objectives

1. To study the conjoint effect of job satisfaction and occupational stress towards the prediction of well being of college teachers.
2. To study the conjoint effect of job satisfaction and occupational stress towards the prediction of well being of male college teachers.
3. To study the conjoint effect of job satisfaction and occupational stress towards the prediction of well being of female college teachers

Hypotheses

1. Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among college teachers.
2. Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among male college teachers.
3. Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among female college teachers

Sample

For the purpose of the present study 200 (100 males and 100 females) teachers from Government and Private colleges of three districts namely Muktsar, Faridkot and Bathinda of Punjab were selected randomly.

Tools

1. Well Being Scale by Singh, J and Gupta, A (2001)
2. Job Satisfaction Scale by Dixit, M (1993)
3. Occupational Stress Scale by Kaur, S.P. (2014)

Statistical Techniques

- Partial and Multiple Regression analysis was done to find out the predictors (contributors) of criterion variable well being among the independent variables of job satisfaction and occupational stress.

III. Results and Discussion

Partial and Multiple Correlation for Well Being with Job Satisfaction and Occupational Stress among College Teachers

The partial and multiple correlation with well being (1) as dependent variable with independent variables namely job satisfaction (2), occupational stress (3) was computed. The partial and multiple regression analysis is carried out in theses combination i.e well being as a function of job satisfaction and occupational stress,

occupational stress and job satisfaction. To test the first hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among college teachers was calculated and it has been shown in Table 1

Table 1
Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Occupational Stress of College Teachers (N =200)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.13	0.017	0.017	1.7%	0.043	2.81**
R _{12.3}	0.13	0.017	0.000	1.7%	0.043	2.81**
R ₁₃	0.03	0.009	0.009	0.09%	0.044	1.49
R _{13.2}	0.04	0.0016	0.007	0.16%	0.045	0.26
R _{1.23}	0.13	0.017	0.000	1.7%	0.043	2.81**
R _{1.32}	0.13	0.017	0.008	1.7%	0.044	2.81**

**p<0.01

Table 1 indicates that the coefficient of correlation of well being of college teachers with job satisfaction come out to (0.13) and the relationship of well being and job satisfaction does not change when occupational stress is held constant among college teachers, thereby, meaning that occupational stress does not matter to explain well being from job satisfaction among secondary school teachers. The coefficient of correlation of well being of college teachers with occupational stress come out to (0.03). The relationship of well being and occupational stress does not relate independently and when considered with job satisfaction independently among college teachers, thereby, meaning that job satisfaction do not matter independently to explain well being from occupational stress among college teachers. Well being is explained by 1.7% variance attributed to job satisfaction when taken in combination with occupational stress there is no change in R as a result of entry of occupational stress. Well being is explained by 0.09% attributed to occupational stress when taken into combination with job satisfaction the R value increase to 0.0016 (from 0.009) which may be attributed to job satisfaction. When all the two variables are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and occupational stress on well being among college teachers turned out to be 1.7% (F= 2.81**, p<0.01). which is significant. So the Hypotheses 1 “Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress is not significant among college teachers” stands rejected.

Partial and Multiple Correlation for Well Being with Job Satisfaction and Occupational Stress among Male College Teachers

To test the second hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among male college teachers was calculated and it has been shown in Table 2

Table 2
Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Occupational Stress of Male College Teachers (N =100)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.10	0.01	0.01	1%	0.070	.98
R _{12.3}	0.07	0.049	0.039	4.9%	0.067	3.37**
R ₁₃	0.19	0.036	0.036	3.6%	0.068	3.69**
R _{13.2}	0.22	0.048	0.034	4.8%	0.067	3.26**
R _{1.23}	0.23	0.052	0.042	5.2%	0.068	3.59**
R _{1.32}	0.23	0.052	0.016	5.2%	0.068	3.59**

**p<0.01

Table 2 reveals that the coefficient of correlation of well being of male college teachers with job satisfaction come out to (0.10). Well being and job satisfaction does decrease to (0.07) when occupational stress is held constant among male college teachers, thereby, meaning that occupational stress does matter to explain well being from job satisfaction among male college teachers. The coefficient of correlation of well being of male college teachers with occupational stress come out to (0.19) The relationship of well being and occupational stress does increase to (0.22) when job satisfaction is held constant among male college teachers, thereby, meaning that job satisfaction does matter to explain well being from occupational stress among male college teachers. Well being is explained by 1% variance attributed to job satisfaction when taken in combination with occupational stress and there is change in R value decrease to 0.049 (from 0.01) which may be attributed to occupational stress. Well being is explained by 3.61% attributed to occupational stress when taken into combination with job satisfaction the R value increase to 0.048 (from 0.036) which may be attributed to job

satisfaction. When all the two variables are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and occupational stress on well being among male college teachers turned out to be 5.2% ($F= 3.59^{**}$, $p<0.01$). which is significant. So the Hypotheses 2 “Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress is not significant among male college teachers” stands rejected.

Partial and Multiple Correlation for Well Being with Job Satisfaction and Occupational Stress among College Teachers

To test the third hypotheses, Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress will not significant among female college teachers was calculated and it has been shown in Table 3

Table 3
Partial and Multiple Correlation (R) Between Well Being, Job Satisfaction and Occupational Stress of Female College Teachers (N =100)

Variable	R	R ²	R ² change	% Variance	SE _r	F
R ₁₂	0.17	0.029	0.029	2.9%	0.056	4.45**
R _{12,3}	0.010	0.0001	0.029	0.01%	0.069	0.0099
R ₁₃	0.010	0.0001	0.0001	0.01%	0.069	0.015
R _{13,2}	0.01	0.0001	0.0000	0.01%	0.069	0.0099
R _{1,23}	0.17	0.029	0.000	2.9%	0.056	2.95**
R _{1,32}	0.17	0.029	0.000	2.9%	0.056	2.95**

** $p<0.01$

Table 3 shows that reveals the coefficient of correlation of well being of female college teachers with job satisfaction come out to (0.17). in female group no relationship between well being and job satisfaction when occupational stress is held constant among college teachers, thereby, meaning that occupational stress does not matter to explain well being from job satisfaction among female college teachers. The coefficient of correlation of well being of female college teachers with occupational stress come out to (0.010) The relationship of well being and occupational stress does not occur independently, when considered with job satisfaction independently among female college teachers, thereby, meaning that job satisfaction does not matter independently in explaining the non significant relationship of well being with occupational stress among female college teachers. Well being is explained by 2.9% variance attributed to job satisfaction when taken in combination with occupational stress there is decrease in R value which may be attributed to occupational stress. Well being is explained by 0.01% attributed to occupational stress when taken into combination with job satisfaction there is no change in R value which may be attributed to job satisfaction When all the two variables are taken together irrespective of entry at first and second level the conjoint effect of job satisfaction and occupational stress on well being among female college teachers turned out to be 2.9% ($F= 2.95^{**}$, $p<0.01$) which is significant. So the Hypotheses 3 “Well being predicted on the basis of conjoint effect of job satisfaction and occupational stress is not significant among female college teachers” stands rejected.

IV. Findings

- Job satisfaction and occupational were all the significant predictors of well being and they contribute to well being conjointly as well as independently among college teachers.
- Job satisfaction and occupational stress were all the significant predictors of well being and they contribute to well being conjointly as well as independently among male college teachers.
- Job satisfaction and occupational stress were all the significant predictors of well being and they contribute to well being conjointly as well as independently among female college teachers.
- The predictive efficacy of two independent variables job satisfaction and occupational stress to explain well being of college teachers was 1.7% of variance for total group, 5.2% of variance for male group as compared to 2.9% of variance for female group of college teachers.

V. Educational Implications

- Effective tools should be promoted among college teachers so that they should express their views freely and reward like enhancing of salary of teachers helps in reduction of negative stress and improve in sense of well being.
- Community interaction among teachers will be helpful to develop a positive outlook in the teaching profession.
- Secondary school teachers should be provided free environment to raise the inner voice which helps in motivating the teachers to meet new challenges.

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