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Exploring the link between job stress and job satisfaction among secondary schoolteachers in selected schools at Coimbatore district

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Abstract

Job-related stress is a significant element that impacts job satisfaction in teachers, influencing their performance, well-being, and overall effectiveness within the education system. This research intends to investigate the correlation between job stress and job satisfaction among secondary school teachers in selected schools in the Coimbatore district. The research objectives include evaluating job stress levels among secondary school teachers, examining the job satisfaction of secondary school teachers, and determining the relationship between job stress and job satisfaction. The study assumes that secondary school teachers may experience certain job stressors that could result in lower job satisfaction. A quantitative descriptive research design was employed for this study. The sample consisted of 100 secondary school teachers chosen through a non-probability convenient sampling method. Self-structured job stress scale was used for the collection of data related to stress among secondary school teachers in a selected school and modified generic job satisfaction scale to assess the job satisfaction. The data was analyzed using descriptive and inferential statistics. The results of this study showed that 20% of secondary teachers had low work levels stress, 35% had moderate levels of stress, and 45% had high levels of stress at work. Considering job satisfaction, 30% were extremely satisfied with their job. Thus, the value of "R" is - 0.69, and, therefore, the constraint of work and satisfaction with regard to work are negatively linked to each other. Thus, it is concluded that when the stress of work increases satisfaction with regard to work, decreases.

Keywords: Exploring, job, stress, job satisfaction, burn out, secondary school teachers

Introduction

The foundation of a successful educational system lies in the presence of high-quality teaching staff. Educators represent both the most significant expense and the most valuable human capital within an educational framework, especially at the school level.

Each profession generates a distinct amount of work-related stress. The teaching profession is increasingly evolving into a significantly stressful career ^[1]. With heightened responsibilities and challenging deadlines, teaching today is more stressful than it has ever been. For many decades, it has been acknowledged that educators encounter work-related stress on a daily basis, and this reality has been the subject of extensive research ^[2-3].

Stress is commonly felt by both men and women when they are unhappy. According to a report from the World Health Organization (WHO), stress has emerged as an increasingly serious issue globally ^[4]. According to WHO researchers, stress is the century's greatest global pandemic. This circumstance triggers the emergence of the stress phenomena, which requires particular attention to comprehend. Nowadays, stress is pervasive and commonly mentioned as a serious danger to human mental health ^[5].

An uncomfortable sensation or negative emotion, such as anger, worry, pressure, or disappointment, that arises from a teacher's job is known as stress. ⁴Stress is characterized by an uncontrollable emotional response to changes in educational culture that induce teachers to impart their knowledge while also teaching students how to be good members of the community. High levels of stress typically result in poor performance, absenteeism, and resignation. Teachers' stress-adapting responses include psychological (Such as worry and depression), physiological (Such as headaches and elevated blood pressure), and attitude-related (Such as addiction to alcohol and tobacco, lifestyle changes, and sleeplessness).

An unpleasant workplace will increase stress levels and result in poor output. At some point, a teacher want to quit their job. A teacher's high level of stress results in poor work performance, avoidance of work, rude behavior, anxiety, and disappointment [6].

According to several research, teachers have weaker mental health and less job satisfaction than people in other highly stressful professions. In addition to comparing the experience of occupational stress across a wide range of occupations, three stress-related variables—psychological well-being, physical health, and job satisfaction—are investigated. The findings showed that teachers had the lowest levels of job satisfaction and were said to be the most stressed out in terms of their physical and mental health [7].

According to a comprehensive international survey conducted in January 2021 among 275 international school teachers from 46 nations, 80% of teachers reported feeling more stressed at work and 77% reported having an increased workload. A necessary component of any profession is job satisfaction. It is characterized as the degree of satisfaction that employee has with their work. This encompasses not just their contentment with their daily responsibilities but also their contentment with the policies of the organization, that influence their work on their personal lives, and their contentment with their coworkers or superiors. It is a sort of emotional reaction that workers go through while performing their duties. Everyone is more productive and gives their best effort as a result. Employees who are completely satisfied perform better at work than those who are not. Additionally, it reduces staff absenteeism and fosters a sense of accountability, both of which improve performance. Although the importance of teachers' work in improving student results is well acknowledged, it is frequently forgotten to ask whether they are happy in their current workplace [8].

Job satisfaction among teachers has numerous significant and wide-ranging effects. Because they are less prone to stress and burnout, teachers who are satisfied with their job can only give their best to their students—especially senior and older teachers. It has been shown that depression is the most prevalent geriatric psychiatric condition and that older people are more likely to experience psychological issues. Additionally, happy teachers provide their students with superior instruction and learning opportunities. Additionally, teachers show greater dedication to their work and are less likely to quit, which is particularly important during periods of significant turnover [9].

Workplace stress and job satisfaction are connected to one another. Moderate stress can boost career growth by fostering creativity. It also eliminates monotony in life through the changes it introduces into everyday routines. Conversely, when stress exceeds the manageable level, it leads to job dissatisfaction by causing conflicts among coworkers and decreasing productivity, among other issues. In other terms, stress and job satisfaction are closely interconnected, making it essential to evaluate workplace stress and job satisfaction [10].

Materials and Methods

A cross-sectional descriptive research design was used for the study. The demographic variables in this study were age, gender, professional qualification, and teaching experience, whereas the study variables were job stress and job

satisfaction among secondary school teachers. The study location was chosen based on the requirements and standards. The population consisted of secondary school teachers, and the settings were Coimbatore schools. One hundred secondary school teachers represent the sample size, which was obtained using power analysis. Non-probability convenient sampling was the method adopted. The data collecting tool consists of the scoring system, tool description, and tool development. The tool's selection and development were guided by the study, which aimed to evaluate secondary school students' job satisfaction and job stress. Before creating the tool, a thorough assessment and analysis of books, and journals, was done. Discussion with the guide was also held, and professional opinions were also gathered. There are three sections in the tool. Section one includes demographic data such as age, gender, professional qualification, teaching experience. Section two was self-structured job stress scale and section three was Modified Generic Job Satisfaction Scale. Research was approved by the Institutional Ethics Committee (IEC). The permission obtained from several schools at Coimbatore district. Principal of confidentiality was attained by giving code numbers to data collection tool. Information obtained was kept confidential. Official permission was taken from concerned authorities. The investigator discussed the study with the school principal. Informed written consent was taken from secondary school teachers included in the study by explaining the purpose and objectives of the study. For the study, 100 samples were collected. The tool was distributed as part of the study, and the tool's results were computed.

Results and Discussion

Section1: Frequency and percentage of demographic variable

Table 1: Distribution of study participants based on their demographic variables N=100

Variable	Groups	Distribution	
		Frequency	%
Age	21-30yrs.	25	25
	31-40 yrs	37	37
	41-50yrs	30	30
	51-60yrs	08	08
Gender	Male	32	32
	Female	68	68
	Transgender	-	-
Qualification	D.El.Ed	6	6
	B.El.Ed	20	20
	Bsc B.El.Ed	42	42
	Msc B.El.Ed	32	32
Teaching experience	1-3yrs	40	40
	4-6yrs	30	30
	7-10yrs	26	26
	Above 10yrs	4	4

Table I reveals that majority of school teachers were females (68%) in the age group of 31-40 years (37%) most of them were Bsc B.El.Ed qualified (40%) and having teaching experience between 1-3 years (40%).

Section II(a): Assessment of job stress among secondary schoolteachers

Table 2: Distribution of study participants based on their level of job stress N=100

Level of stress	Score	Frequency	%
Low stress	20-35	20	20
Moderate stress	36-45	35	35
High stress	46-60	45	45

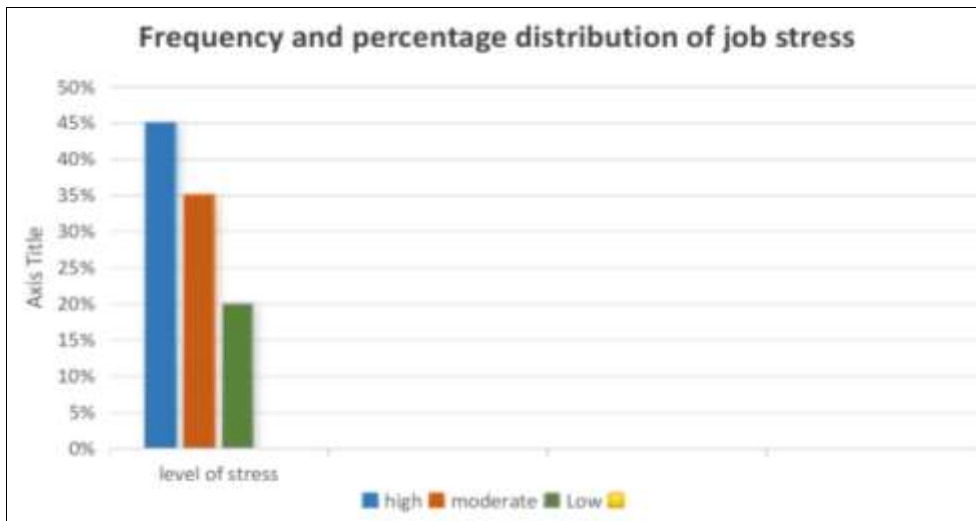


Fig 1: Shows that most of teachers were with high level of stress (45%)

Section II(b): Assessment of job satisfaction among secondary schoolteachers

Table 3: Distribution of study participants based on their level of job satisfaction N=100

Level of Job satisfaction	Score	Frequency	%
Low level of Satisfaction	10-20	40	40
Moderate level of Satisfaction	21-25	30	30
High Level of satisfaction	26-30	30	30

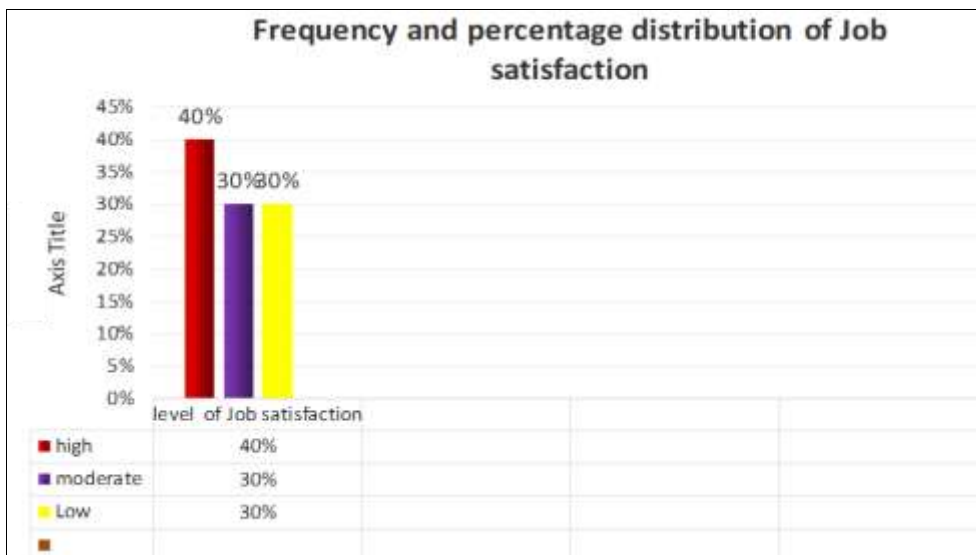


Fig 2: Shows that most of teachers were with Low level of satisfaction (40%)

Section III: Coorelation between job satisfaction and job stress among secondary school teachers

Table 4: Relationship between job stress and job satisfaction N=100

Tool	Mean	SD	Spearman’s rank correlation coefficient	P value
Job stress	37.78	6.97	-0.69	0
Job satisfaction	25.67	3.17		

The above correlation table reveals that the value of "R" is -0.69, and, therefore, the constraint of work and satisfaction with regard to work are negatively linked to each other, Thus, it is concluded that when the stress of work increases satisfaction with regard to work, decreases.

Conclusion

The study reveals a significant negative correlation between job stress and job satisfaction among school teachers. Findings indicate that 45% of teachers experience high

stress levels, which are associated with low job satisfaction. This study suggests that as stress increases, job satisfaction declines, potentially impacting both teacher well-being and student outcomes. Addressing work place stress through effective support systems and stress management strategies is crucial for enhancing job satisfaction and over all teaching effectiveness.

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