

A STUDY OF OCCUPATIONAL STRESS ON JOB SATISFACTION AMONG TEACHERS WITH PARTICULAR REFERENCE TO CORPORATE, HIGHER SECONDARY SCHOOL OF NEPAL: EMPIRICAL STUDY

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ABSTRACT

Occupational stress and Job satisfaction and both indicate people appraisal towards the workplace and work it. Thus, it is important to have valid measure of job satisfaction and occupational stress. This measure is also important in the Nepalese teaching context. This preliminary study established internal consistency using Cronbach alpha values for both instruments. In addition to this, the article investigates the relationship between teacher stress and job satisfaction facets with particular reference to corporate, Higher Secondary School of Nepal. The findings of the study revealed that the reliability of both instruments were greater than 0.82. The Determinants of job stress that have been examined under this study include, Role overload, Role ambiguity, Role Conflict, Unreasonable Group and Political Pressures, Responsibility for person, Under participation, Powerlessness, Poor peer Relation, Intrinsic Impoverishment, Low status, Strenuous Working conditions, Unprofitability. The Determinants of job satisfaction that have been examined under this study include Work, pay, co-workers, supervision, Promotion, Job in general. The sample consists of a Government, Private and Public Higher Secondary School teacher of Nepal from Kathmandu and Latitpur District of Nepal. The results show there is a significant relationship between Job stressors, job stress and job satisfaction.

Keywords: Job stress, job satisfaction, reliability

INTRODUCTION

Past research indicates that ‘stress’ is a useful concept in understanding the relationships and links between environmental and psychological events and physiological, behavioral and emotional costs to the individual. Hans Seyle (1956) introduced the term ‘stress’ to describe the phenomenon of strain experienced by an organism due to external pressures. He defined stress as “the nonspecific response of the body to any demand” or common result of exposing to anything.

Whereas teacher stress is defined in terms of relationship between teacher and student. We should note that teacher stress seems as an interaction of teacher, students and environment.

In organizational context, occupational stress is also teacher stress or work stress or job stress. These terms are often used interchangeably in organizations, but its meaning refers to the same thing Abul Al Rub, 2004.

The term Teacher stress involved in physical body and is rarely determined through examination. There has been no systematic, large-scale research or small-scale research which uses an actual

test to examine between age, gender, education level, years of experiences, and psychological indicators in the Region of Asia.

The number of Higher Secondary School of Nepal has increased tremendously for the past few years. Due to the increasing number of Higher Secondary School of Nepal, School academic staff may face more problems in their job as the managements are facing competitive pressure from other Schools. Almost every school is now setting new goal to compete with other Schools and the academic teachers are involving with the ultimate goal. This may cause the Higher Secondary School teacher to face plenty of stress and therefore affect their satisfaction and even their physical or mental health.

The term Occupational stress and job satisfaction among teachers however, is often equated with having been involved in physical body and is rarely determined through examination. There has been no systematic, large-scale research or small-scale research which uses an actual test to examine between age, gender, education level, years of experiences, and psychological indicators in the Region of Asia.

The mechanism involved in the pathway in which teacher's education may promote their new behavior and make it effective by the use of new techniques/ methods of teaching and learning procedure and services. Among many enhanced information and knowledge, identification with 'modern world', empowerment of teacher (enhanced decision making power and autonomy), expanded social network, and attachment of higher value of student welfare.

Many of the studies indicated that both occupational stress and job satisfaction may be influenced by situational and demographic characteristics.

This article will only explore the reported levels of occupational stress in a sample of teachers and examine how occupational stress is related to job satisfaction among teachers.

Occupational Stress

Job stress can be defined as the nonspecific response of the body to any demands made upon it (Selye, 1976). It is assumed to be an internal state or reaction to anything we consciously or unconsciously perceive as a threat, either real or imagined (Clarke & Watson, 1991). Robbins (2001) defines stress as a dynamic condition in which the individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress can be experienced by environmental effect, organizational factors, and individual variables (Matteson & Ivancevich, 1999; Cook & Hunsaker, 2001) Occupational stress is one of the concerning the working environment or their nature of work that causes each individual suffering stress (Rohany, 2003). Whereas, Leka, Griffiths and Cox (2004, p.3) refers to occupational stress as "the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope".

Teacher stress seems to be a universal phenomenon in Western countries, a phenomenon that has been recognized for over more than 25 years and across many(e.g., Borg & Riding, 1991; Brown, et al., 2002; Farber, 1991; Jacobsson et al., 2001; Kyriacou, 1998, 2002; Kyriacou & Sutcliffe, 1979; Laughlin, 1984; Mearns & Cain, 2003; Naylor, 2001; Rudow, 1999).

Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of

their work (Kyriacou 2000). Since the early 1970s, the amount of research on teacher stress has increased steadily, and it is now a major topic of research in many countries (Kyriacou 2001; Troman& Woods 2001; Vandenberghe&Huberman 1999).

In research globally, a consistent correlation has been found between changing education policies of the government and heavy workload of teacher. Recently Dr. Joseph Singh et.al.2011 studied the comparison of the occupational stress among physical education teachers in different management of schools in Uttar Pradesh, India and found out to be significant difference in occupational stress of physical education teachers in different management of schools.

A number of surveys have been pointed out the comparatively stressful nature of teaching profession. T. Cox, Mackay, S. Cox, Watts, and Brockley (1978) reported that more than 60 per cent of teachers considered working as the main source of stress in their lives. Kyriacou (1980) revealed that teachers, when compared to people in other professions, teachers do experience a higher level of stress than many other professionals.

Job Satisfaction

According to Locke (1969) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981). For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management.

Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Job satisfaction also an extension over a staff member has favorable or positive feeling about work or the work environment (De Nobile 2003). It refers to the employee reactions towards their work experiences (Berry 1997) and work situations in the organizations (wood, wood and Boyd 2007).

Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Link between Job Stress and Job Satisfaction

Several studies have tried to determine the link between stress and job satisfaction. Job satisfaction and job stress are the two hot focuses in human resource management researches. Teacher job satisfaction and stress can have both economic and personal implications as it can lead to stress-related employee absenteeism, burnout and a negative impact on pupil outcomes (Kyriacou, 1987). According to K Chandraiah et al (2003) higher level of job stress and job satisfaction has been found significant relationship between different age groups and also shown that the age was found to be negatively correlated with occupational stress and positively with job satisfaction. One study of general practitioners in England identified four job stressors that were predictive of job dissatisfaction (Cooper, et al., 1989). In other study, Azman Ismail (2009) demonstrated that level of physiological stress has increased job satisfaction, and level of psychological stress had not decreased job satisfaction. Nilufar Ahsan et al (2009) have studied

and examined the determinants of job stress including, management role, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. This study reveals that there is a significant relationship between four of the constructs tested. Fletcher & Payne (1980) identified that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. This study reveals that, both of job stress and job satisfaction were found to be interrelated. Merike Darmody and Emer Smyth reported that Job satisfaction and occupational stress were associated with a number of background and school-level factors. Sheena et al. (2005) studied in UK and reporting there were some occupations worse than average scores on each of the factors such as physical health, psychological well-being, and job satisfaction. The relationship between variables can be very important to higher secondary teachers. If a definite link exists between two variables, it could be possible for a higher secondary school teachers to provide intervention in order to increase the level of one of the variables with a hope that the intervention will also improve the other variable as well (Koslowsky, et al., 1995). In this study, we would like to examine the extent of interrelation between the job stress and job satisfaction among higher secondary school teachers.

MATERIALS AND METHODS

This study involved on Teacher stress and job satisfaction with particular reference to corporate, Higher Secondary Level School of Nepal. Two districts have been selected (Kathmandu and Lalitpur). In these districts, selective sampling will be used to identify 5 – 10 Sites. Sites need to be located in urban and semi-urban centers in order to ensure that enough higher secondary level school teachers are included. Sites will be selected at the district level, in discussion with DEO.

After selecting the sites, approximately two pairs of enumerators each visit a different site and collect information on the 3 – 5 higher secondary level schools. These teams will return and to a review meeting to compare profiles of respondents and to discuss issues that are arising before returning to visit another 3 – 5 higher secondary level schools.

In each site, 3 – 5 higher secondary level school is will be selected. An information will be collected about 4 – 5 teachers of the higher secondary level school teachers.

Procedure

Formal approval was granted from the UGC Nepal and Kathmandu University through its Research and Department to carry out this study. Data was gathered via a self-administered questionnaire. The questionnaire consisted of respondent personal and socio-demographic information, occupational stress and job satisfaction measurements. The questionnaire was distributed and administered to respondents by the researcher provided by the school. The researcher explained the objectives of the study.

Measures

The questionnaires were designed to assess levels of occupational stress and job satisfaction among *Higher Secondary Level School teachers*. Job satisfaction levels were determined using Job Descriptive Index (JDI) (Smith et al., 1969). The JDI has six facets, namely satisfaction with the work itself, supervision, compensation, promotion, co-workers and in general. Each facet consists of nine to 18 items consisting of mark yes (Y) or no (N) or doubtful (?) as related to the job. The structure this section differed from previous studies insofar as it considered satisfaction

as a positive phenomenon. Only the total score obtained for the six areas is to be considered as a measure of job satisfaction. High score indicate high job satisfaction.

Occupational stress was assessed using "Occupational Stress Questionnaire OSI" in the Indian context (Srivastava and Singh, 1981). The questionnaire is consisted of 46 statements with five alternative responses e.g., 5 for strongly agree, 4 for mildly agree 3 agree, 2 for disagree and 1 for strongly disagree. Responses were obtained on a summated rating scale format ranging from "strongly agree" to "strongly disagree". Total score on this scale is considered for the assessment of occupational stress. Higher scores indicated higher perceived occupational stress or more the score on this scale indicates more stress. This scale included twelve dimensions as described in the table 1. Each of job stressors was measured on a five-point Likert Scale in which 1 indicated "strongly disagree", 2 indicated "disagree", 3 indicated "neutral", 4 indicated "agree" and 5 indicated "strongly agree". The main reason for this choice of all five job stressor was widely used in previous studies.

Information regarding age, gender, marital status, academic qualifications and number of dependent were obtained to provide personnel demographic information. Respondents were also asked to provide job related information including average family income per month in Rupees, years in services, types of school, number of students in the class and total number of students in the school.

Data Analysis

The Statistical Package for Social Science (SPSS) Version 15.0 was used to analyze the data. To determine the reliability of the scale, the internal consistency was measured using Cronbach's Alpha value. Internal consistency describes estimates of reliability based on the average correlation among items within a test (Nunnally & Bernstein, 1994). Both descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (Pearson correlation testing) were used for purposes of descriptive and co-relational testing respectively.

RESULTS AND DISCUSSION

Demographic and professional characteristics of respondents are shown in table 1. There were 80.6% male and only 19.4% female teachers. Majority of them was between 25 to 35 years or older (56%) and are unmarried (75%). about nearly thirty three percent of the teachers were Master of Arts degree and nearly fifteen percent had Master degree with diploma and only very limited teachers having MPhil, PhD Degree. And averages students in the class size are between 30 to 60 were teaching in the class.

In this study, internal consistency reliability using Cronbach alpha values for both instruments were .82 for occupational stress index and .937 for the Job Descriptive Index. The acceptable range of internal consistency reliabilities depends on the context in which the instrument were used and the objective of the research (Rosnow & Rosenthal, 2008). According to Nunnally and Bernstein (1994), Cronbach coefficient usually provides a good estimate of reliability because of its sensitivity toward the item content and "sampling" situational factors.

Table 1-A: Results: Demographic Characteristics

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Male	216	80.6
	Female	52	19.4
Age	Below 25 Years	5	1.9
	25 to 35 years	150	56.0
	36 to 45 years	84	31.3
	46 to 60 years	29	10.8
Marital Status	Single	201	75.0
	Married	67	25.0
Number of Dependent	Two	8	3.0
	Three	28	10.4
	Four	41	15.3
	Five	36	13.4
	Six and above	56	21.0
	Missing	99	36.9
	Number of students in the class	Government	47
Public		64	23.9
Private		157	58.6
Number of students in the class	Below 30	37	13.8
	30 to 60	211	78.7
	60 to 90	14	5.2
	above 90	6	2.2
Working Experience	1- 5 years	116	43.3
	5 - 10 years	41	15.3
	10 - 15 years	27	10.1
	15 - 20 years	14	5.2
	More than 20 years	3	1.1
	Total	201	75.0
	Missing	67	25.0
Qualifications	MBS, MBA	37	13.8
	MA	88	32.8
	MSc	51	19.0
	MEd	23	8.6
	Master With Diploma	40	14.9
	MPhil, PhD	6	2.2
	Total	245	91.4
	Missing	23	8.6

Table 1-B: Results: Demographic Characteristics

Demographic Variables	Categories	Frequency	Percentage (%)
Teaching Subjects	Biology	14	5.2
	Physics	8	3.0
	Chemistry	11	4.1
	Mathematics	28	10.4
	Languages	62	23.1
	Management	53	19.8
	Economics	29	10.8
	Educations	20	7.5
	Others	21	7.8
	Total	246	91.8
	Missing	22	8.2
Departments	Science	22	8.2
	Mathematics	15	5.6
	Languages	43	16.0
	Management	49	18.3
	Humanities and Social Sciences	16	6.0
	Sciences	17	6.3
	Educations	106	39.6
	Others		

Job Satisfaction

As can be seen in Table 3, the top three facets which were found to be satisfactory by the respondents were People on your Present Job (M =41.7519) followed by Job in General (M = 40.0742) and Work on present Job (M = 36.8189). Whereas the lowest satisfaction levels recorded were on the facet of operating procedures (M = 9.4118).

Table 2: Descriptive Statistics: Mean and Standard Deviation of occupational stress

	N	Mean	Std.Devia tion	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Total_OSI	262	135.8702	15.50276	.157	.150	.074	.300
Role Overload	264	18.73	3.509	-.141	.150	.108	.299
Role Ambiguity	265	11.09	2.742	.200	.150	-.431	.298
Role Conflict	265	14.3019	2.50594	.080	.150	.246	.298
Unreasonable group and Political pressure	265	12.0377	2.98964	.035	.150	-.660	.298
Responsibility	264	12.8333	1.60875	-.841	.150	.541	.299

Table 2: Descriptive Statistics: Mean and Standard Deviation of occupational stress

	N	Mean	Std.Devia tion	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Under- participation	265	10.9434	2.76487	.402	.150	.140	.298
powerless	264	8.4508	2.21244	.250	.150	-.447	.299
Poor peer relations	265	12.9321	1.84306	-.371	.150	.157	.298
Intrinsic impoverishment	265	9.7057	2.65079	.712	.150	.773	.298
Low status	265	7.3547	2.09315	.588	.150	.522	.298
Strenuous working condition	265	10.8528	2.43496	.361	.150	.042	.298
Un-profitability	265	6.6075	1.44755	-.099	.150	.112	.298

Occupational Stress

Table 2 indicates the mean scores and standard deviations of OSI Based on mean scores, the majority 51.0% (n = 133) of the respondents scored above the mean score on the Occupational stress Index indicating high levels of occupational stress while 49% (n = 129) scored below mean scores indicating low occupational stress. Results from this preliminary study also indicates that respondents reported high occupational stress heavy workload (M =18.73) followed by having conflict (M =14.30), poor peer relations (12.93), Responsibility (M=12.83), Unreasonable group and political pressure (M =12.04). Whereas, less occupational stress was indicated Un-profitability with (M =6.61).

Table 3: Descriptive Statistics: Mean and Standard Deviation of job satisfaction

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Total Score JDI	238	175.9244	39.73980	-.452	.158	.099	.314
Work	254	36.8189	7.66019	-1.283	.153	1.722	.304
Pay	255	9.4118	5.82412	.765	.153	.323	.304
Supervision	259	35.2934	10.11517	-.578	.151	-.193	.302
Promotion	259	12.8880	7.61775	.096	.151	-.969	.302
Coworker	258	41.7519	11.47491	-.885	.152	.095	.302
Job in general	256	40.0742	9.47434	-.712	.152	.289	.303

Table 4 shows that there is a significant relationship between occupational stress and job satisfaction among Higher Secondary Level School teachers. The findings indicate that occupational stress have a significant relationship with overall satisfaction ($r = -.695, p .01$). This study also suggests that occupational stress is negatively associated with satisfaction towards work ($r = -.472, p .01$), pay ($r = -.445, p .01$), supervision ($r = -.634, p .01$) promotion ($r = -.510, p .01$), people in your present job ($r = -.548, p .01$), and job in general ($r = -.518, p .01$).

Table 4: Inter-correlations of study variables

	1	2	3	4	5	6	7	8
1 Total Score OSI	-							
2 Work	-.472(**)	-						
3 Pay	-.445(**)	.281(**)	-					
4 Supervision	-.634(**)	.582(**)	.400(**)	-				
5 Promotion	-.510(**)	.401(**)	.482(**)	.519(**)	-			
6 People in your Job	-.548(**)	.463(**)	.225(**)	.617(**)	.410(**)	-		
7 Job General	-.518(**)	.569(**)	.329(**)	.614(**)	.460(**)	.657(**)	-	
8 Total Score JDI	-.695(**)	.721(**)	.539(**)	.840(**)	.696(**)	.806(**)	.834(**)	-

Remarks ** $p \leq 0.01$

Firstly, both instruments used in this study indicated Cronbach's alpha values greater than .80 indicating good internal consistency (Sanchez, et al., 2004) and could be seen to be most reliable (Ma, Yam, Tsui, &Yau, 2006).

Secondly, results from this study also revealed that the majority of respondents have a moderate level of job satisfaction.

Thirdly, a moderate level of job satisfaction could be related to the people on your present job. Satisfaction towards people on your present job includes the perception that work itself can be enjoyable, enable one to uphold a sense of pride and be meaningful.

Lastly, the finding that occupational stress is associated with job satisfaction Occupational stress was negatively associated with six job satisfaction facets. It was seen that a high level of occupational stress will reduce job satisfaction. Reducing occupational stress such as workload, conflict and Unreasonable Group and political pressures may lead to high satisfaction with regards to Work, pay, co-workers, supervision, Promotion, Job in General

CONCLUSION

The results of this study are able to provide some insights that can be considered as intervening elements of occupational stress and job satisfaction Higher Secondary Level School teachers of Nepal. These findings are not a prediction of the actual study to be conducted but the data will be useful when developing a research hypothesis for the study.

Specifically, self-administered questionnaires based entirely on the respondents honesty and how they perceived their attitudes towards the variables used in this study. This study only involved Higher Secondary Level School teacher respondents, thus the researcher who limits his or her study to only one Higher Secondary Level School teacher could be questioned as to whether the findings could be generalized to the other teachers.

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