

SURVEY OF JOB SATISFACTION AND STRESS AMONG TEACHERS OF DIFFERENT FACULTIES OF JAWAHAR NAVODAYA VIDYALAYAS OF INDIA

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ABSTRACT

The purpose of the study was to analyse the Job Stress and Job Satisfaction among different faculties of Jawahar Navodaya Vidyalayas of India. Two hundred and forty teachers (120 Male and 120 Female teachers which consists 30 Male and 30 Female teachers belonging to each faculty namely Physical Education, Arts, Commerce, and Science) were randomly selected for the study. To measure Job Satisfaction and Job Stress of teachers a questionnaire of Job satisfaction prepared and standardized by Dr. (Mrs.) Meera Dixit and a Questionnaire for Job stress prepared and standardized by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma were selected as criterion variables. The Collected data was analyzed and interpreted on the objectives of the study by using descriptive statistics i.e. Mean and Standard deviation. The data was also analyzed by using percentile technique of statistics. It was found that there is very low degree of Job satisfaction among and very much job stress among teachers of differences faculties of Jawahar Navodaya Vidyalayas of India.

Keywords: Job Stress, Job Satisfaction, Jawahar Navodaya Vidyalaya and Gurukul.

INTRODUCTION:

Schools are the nurseries of the Nation' and 'Teachers are the Architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive.

Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous.

The concept of residential schools is not new in India. India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was excellent and in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free (and often limited to the higher castes), but students from well-to-do families paid Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, mathematics, Medicine, Astrology and "History" ("Itihaas"). Only students belonging to Brahmin and Kshatriya communities were taught in these Gurukuls. However, the advent of Buddhism and Jainism brought fundamental changes in access to education with their democratic character.

Navodaya Vidyalaya scheme is the boldest ever experiment in the field of secondary and senior secondary education in the country. An offshoot of the 1986 policy of education, a dream project of high-tech P.M. of India Shri Rajiv Gandhi, has been termed as the best thing to happen to the rural India in the last century. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But, so far, good quality education has been available only to well-to-do sections of society, and the poor have been left out. It was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. These talented

children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing.

Teaching is considered a highly stressful occupation. Burnout is a negative affective response occurring as a result of chronic work stress. While the early theories of burnout focused exclusively on work-related stressors, recent research adopts a more integrative approach where both environmental and individual factors are studied. Nevertheless, such studies are scarce with teacher samples.

It is generally assumed that satisfied employees are more productive (Van Holler Gilmer, 1961). But research reveals no relationship between job satisfaction and productivity. Herzberg ET. at., analyzed the results of twenty-six studies focusing on the relationship between job satisfaction and productivity. Fourteen of these studies revealed that workers with positive job attitudes were more productive than those with negative attitudes. In nine studies job attitudes and productivity were not related and in three studies there was negative correlation between job attitudes and productivity. After reviewing the various factors influencing job satisfaction, it may be classified into two categories:

The working hours of the Navodaya teachers are not precise by the government. Teachers have to perform various duties from early mornings to late evenings. Being house masters, most of the teachers are engaged with the student round the clock. They are disturbed by the students regarding matters such as –‘I am ill’, “somebody has stolen my pen or books”, “He is beating me” etc. If the students do not turn up in any activity of the school in time, House Masters is responsible for that. So it creates unnecessary tension and extra burden on teacher’s mind. So he feels stress. All teachers are busy on Sundays and even on holidays in activities such as PTC meeting, Celebration of festivals, house inspections etc. These activities run specifically on Sunday and off days that makes no sense. Most of the time teachers are not able to give time to their family. They can be called by the authority at any time. It is very pathetic and awful on the part of these teacher’s personal life.

Maximum Navodaya Vidyalayas are situated in interior and rural areas where there are no facilities of bus, auto or rickshaw to travel from school campus to market even in emergencies. All the teachers of Jawahar Navodaya Vidyalayas cannot leave the campus without the permission of the competent authority even in emergencies of family. They have a lot of work to do and working hours are too long and their schedule is also very hectic, except during holidays or vacation when they are outside the campus otherwise they would have to work even in holidays or vacation. Due to hard boundations of Navodaya Vidyalaya Samiti the teachers don't have any contact with their families or society. Most of the time teachers feel themselves in fix and gradually they get depressed. These reasons made the researcher felt a need to conduct a research study on Job satisfaction and job stress among teachers of different faculties of Jawahar Navodaya Vidyalayas of India.

MATERIAL AND METHODS:

Selection of Subjects: - Two hundred and forty teachers were randomly selected from the list obtained from the head Quarter of Navodaya Vidyalaya Samiti, New Delhi and Out of 240 teachers randomly selected there were 120 Male and 120 Female teachers which consists 30 Male and 30 Female teachers belonging to each faculty namely Physical Education, Arts, Commerce, and Science.

Selection of Variables:-In order to measure Job Satisfaction and Job Stress of teachers of Jawahar Navodaya Vidyalayas of India, a questionnaire of Job satisfaction prepared and standardized by Dr. (Mrs.) Meera Dixit and a Questionnaire for Job stress prepared and standardized by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma were selected as criterion variables as these tests are widely used in research in social sciences and Physical Education.

Description of Criterion Test:-The Job satisfaction questionnaire prepared and standardized by Dr. (Mrs.) Meera dixit is a Likert type 5 point scale questionnaire. It is basically standardized to measure following job satisfaction sub themes. The questionnaire contains total fifty two questions which were divided in main eight factors these are:

Factor A- intrinsic aspect of job,

Factor B- salary, promotion, avenues and services conditions,

Factor C- physical facilities,

Factor D- plans and policies,

Factor E- satisfaction with authorities,

Factor F- satisfaction with social status and family welfare,

Factor G- rapport with students,

Factor H- relationship with co-workers. In the battery seven question were for measuring intrinsic aspect of job, eight questions were for measuring salary, promotion, avenues and services conditions, nine questions for measuring physical facilities, six questions were assessing institutional plans and policies, six questions were for measuring satisfaction with authorities, five questions were for measuring satisfaction with social status and family welfare, six questions were for measuring rapport with students, and five questions were for measuring relationship with co-workers.

Teachers job stress questionnaire contains six main job stressors for teachers were identified. they are mainly related with the school situations and adversely affect the teacher's performance. They are as Overloadness (OL), Role conflict (RC), Powerlessness (PL), Role ambiguity (RA), Motivelessness (ML), and Frail interpersonal relationship (FIR)

PROCEDURE FOR ADMINISTRATION THE QUESTIONNAIRE AND COLLECTION OF DATA:

The data on Job stress and Job satisfaction was collected with the help of Standardized Questionnaires. The researcher mailed Job Satisfaction and Job Stress Questionnaire to all the above selected subjects by registered post. The researcher also personally visited the venue of Jawahar Navodaya Vidyalaya National Sports meet held at J.N.V. Nashirabad, Ajmer, Rajasthan and regional sports meet of Jawahar Navodaya Vidyalaya, Sonikpur at Barabanki, U.P. and JN.V. Rudrapur, Uttarakhand, and administered the questionnaires to all the teachers working in the Jawahar Navodaya Vidyalayas which were the venues for the above competition.

The Researcher also administered the above two questionnaires on the teachers who escorted respective region sports teams at National and Regional Sports meet as mentioned above.

JOB SATISFACTION TEST SCALE:

Purpose:

To measure job satisfaction of teachers of Jawahar Navodaya Vidyalaya of India.

Measuring Tool:

Job satisfaction questionnaire prepared & standardized by Dr. (Mrs.) Meera Dixit.

Procedure:

The data was collected with the help of Standard Questionnaire. A self-addressed and with required stamp the questionnaires were sent to different faculties of Jawahar Navodaya Vidyalayas of India.

Every statement of questionnaire had five possible responses i.e., (a) Strongly agree (b) Agree (c) Undecided (d) Disagree (e) Strongly disagree.

Scoring:

The completed questioners were scrutinized by the research scholar. Scoring is on a five point scale from one to five (1 to 5).

JOB STRESS TEST QUESTIONNAIRE:

Purpose:

To measure job stress among teachers of Jawahar Navodaya Vidyalayas of India.

Measuring Tool:

The questionnaires prepared & standardized by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Varma.

Procedure:

The data was collected with the help of Standard Questionnaire and was analyzed according to the percentile norms.

STATISTICAL ANALYSIS OF DATA:

The Collected data was analyzed and interpreted on the objectives of the study by using descriptive statistics i.e. Mean and Standard deviation. The data was also analyzed by using percentile technique of statistics.

RESULTS:

The descriptive analysis of data of Job Satisfaction among teachers of various faculties of Jawahar Navodaya Vidyalayas of India is presented in Table 1.

TABLE 1

MEAN AND S.D. OF JOB SATISFACTION AMONG TEACHERS OF DIFFERENT FACULTIES OF JAWAHAR NAVODAYA VIDYALAYAS OF INDIA

Factor of Job satisfaction	Physical Education		Science		Commerce		Arts	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	Mean
A to H	120.43	9.32	120.53	7.76	122.2	10.45	130.17	8.18

Norms value: - Raw score between 93 to 137 is equal to norms percentile of 0 to 10 and it is graded as very low degree of satisfaction

It is evident from the table that mean and S.D. deviation of job Satisfaction factors i.e. A to H among teachers of Physical Education was 120.43 with S.D. of 9.32, for Science teachers 120.53 with S.D. of 7.76, for Commerce faculty teachers was 122.20 with S.D. of 10.45, and for Arts teachers it was 130.17 with S.D of 8.18. It can be concluded that teachers of different faculties of Jawahar Navodaya Vidyalayas are very low satisfied with their job at Jawahar Navodaya Vidyalaya as per norms of questionnaire.

The graphical representation of job Satisfaction among teachers of different faculties of Jawahar Navodaya Vidyalayas is presented in fig. 1.

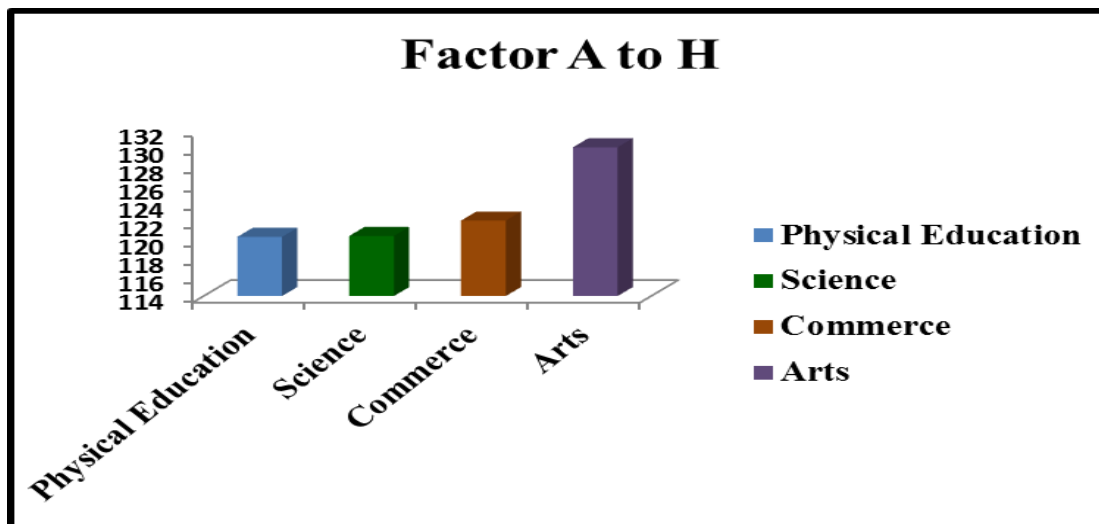


Fig. 1: Graphical representation of Job Satisfaction among teachers of different faculties of Jawahar Navodaya Vidyalayas of India.

TABLE-2

NORMS PERCENTILE OF JOB STRESS AMONG TEACHERS OF DIFFERENT FACULTIES OF JAWAHAR NAVODAYA VIDYALAYAS OF INDIA

Factor of Job stress	Physical Education	Science		Commerce		Arts	
	Mean	Raw Score of Norms table	Norms Percentile for Stress	Mean	Raw Score of Norms table	Norms Percentile for Stress	Mean
Overload	36.72	35	90	36.58	35	90	37.45
Role-Conflict	31.33	35	90	32.78	35	90	31.54
Powerlessness	25.23	24	50	28.63	28	75	28.00
Role-Ambiguity	33.53	33	75	28.42	31	75	28.33
Motivelessness	27.15	25	75	26.92	25	75	25.98
Frail-Interpersonal relationship	26.78	26	75	26.12	26	75	27.73

It is evident from the mean value that Physical Education teachers, Science Teachers, and Commerce teachers have 90% Job stress due to overload whereas teachers of Arts faculty have 75% Job stress due to overload with respect to role conflict the teachers of different faculties have shown to have 90 % Job stress due to role conflict

It is also clear from the table that Physical Education teachers have 50% Job stress due to Powerlessness, Science Teachers and Arts Faculty teachers feel 75% Job stress due to Powerlessness, while Commerce teachers have maximum Job stress i.e. 90% due to Powerlessness factor.

The above table also reveals that Physical Education teachers and Science Teachers have 75% Job stress, whereas Commerce teachers and Arts teachers have 50% Job stress due to Role Ambiguity factor.

Further it is also evident from the mean value that Physical Education teachers, Science Teachers, Commerce teachers, and Arts teachers equally have 90% Job stress due to Motivelessness factor of Job stress.

It is also clear from the mean value that Physical Education teachers, Science Teachers, Commerce teachers, and Arts teachers equally have 90% Job stress due to Frail Interpersonal Relationship factor.

The graphical representation of job Stress factors among male teachers of different faculties of Jawahar Navodaya Vidyalayas is presented in fig. 2.

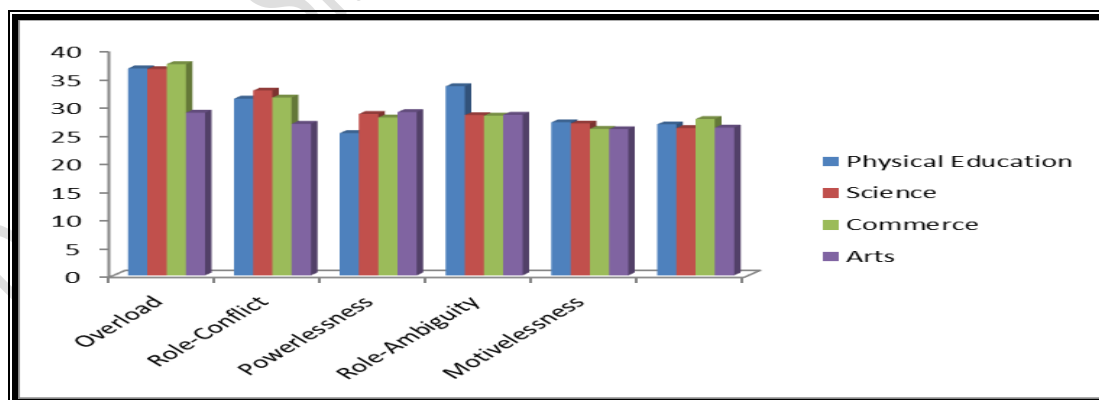


Fig. 2: Graphical Representation of Job Stress among teachers of different Faculties of Jawahar Navodaya Vidyalayas of India.

DISCUSSION OF FINDINGS:

The study revealed that the teachers of different faculties of Jawahar Navodaya Vidyalayas of India are highly stressed. The reason behind this may be that teachers of Jawahar Navodaya Vidyalayas have excessive work-load. Besides teaching, they have to perform lots of other work, such as distribution of daily use items, mess duties, keeping and maintenance of various records like stationary, uniforms etc. Sometimes it so happens that a child gets excessive fever or injuries while playing or due to viral infection, under such circumstances the teacher looking after him at hostels have to carry him to nearby hospital and have to spend whole night with the child at hospital till he recovers fully. Other than teaching learning process teacher has to perform various activities like pace setting, eco club, sports, scout & guide, NCC and NSS for an all round development of the child. Sometimes for these activities students have to be escorted from one place to another place. The teachers are responsible for the safety and security of the students and hence it makes their job more stressful.

CONCLUSION:

Within the limitations of present study and on the basis of the findings, the following conclusions was drawn:

1. It is concluded that there is very low degree of Job satisfaction among all teachers of different faculties of Jawahar Navodaya Vidyalayas of India.
2. It is concluded that there are differences in Job satisfaction among teachers of different faculties of Jawahar Navodaya Vidyalayas of India.

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