

The Work Stresses and Their Relation to Job Satisfaction

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Abstract:

The aim of this study was to examine levels of work stress and motivation and their contribution to job satisfaction. Analysis of differences between expectations and sources of job satisfaction may provide understanding of career benefits and sources of dissatisfaction. Time pressures and organizational support and involvement were sources of stress. Multivariate analyses showed an inverse relationship between stress and job satisfaction. Information about job satisfaction and work stress and their correlates may be used to develop strategies to improve the recruitment and retention. There were significant differences in some subscales of work stress and work motivation by some of the socioeconomic

characteristics. Levels of overall stress perception and scores on all five work stress subscales were higher in dissatisfied workers relative to satisfied workers. However, levels of overall motivation perception and scores on the career development, responsibility and recognition motivation subscales were higher in satisfied respondents relative to dissatisfied respondents. The main determinants of job satisfaction were occupation; age; title; income; the career development, and wages and benefits subscales of work stress; and the recognition, responsibility and financial subscales of work motivation.

INTRODUCTION:

Today, teaching in Physical Education has become a demanding profession which requires exceptional

skills. Physical education teachers have to play a very vital role and their work involves a number of duties such as planning, teaching, evaluative, administrative and various unclassified ones. A physical education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the sedentary people on one hand and help produce sports persons at grass root level, on the other. As a result, physical education teachers working in schools feel their workload heavier, strenuous and difficult too. Some of them feel that in proportion to the expectations of the society they are not given due place, recognition, autonomy, pay, working conditions, opportunities for growth and advancement and so on. All this leads to job dissatisfaction or low job satisfaction

among teachers in general and physical education teachers in particular in many developing countries around the world. The effects of this trend include reduced ability to meet students' needs, significant incidences of psychological disorders leading to absenteeism and stress-related illnesses. Most importantly, though teacher dissatisfaction appears to be a main factor in teachers leaving the profession in many countries including India.

Job satisfaction has been considered to be a function of the perceived relationship between that one wants from one's job and what he perceives it is offering. Certain factors, if present, contribute to job satisfaction and if absent, contribute to job dissatisfaction, and vice-versa. Developed two - factor theory of job satisfaction and concluded that there were certain conditions of employment

that, if present, acted as job satisfiers (motivators) and other conditions that acted as job dis-satisfiers. Several research studies have attempted to replicate and/or apply Herzberg's (1959) study in educational settings. Although a lot of research has been done on job satisfaction among teachers much has not been done on job satisfaction among physical education teachers whose job has been intensified to a great extent as discussed earlier. Therefore, the present study has been undertaken to investigate job satisfaction among physical education teachers working in Haryana schools and to find out the difference in job satisfaction among physical education teachers working in the two categories of schools. The present study, on the basis of this objective, hypothesized that there would exist significant differences among the group

-1 & group-2 schools physical education teachers regarding their job satisfaction.

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teachers whose job has been intensified to a great extent as discussed earlier. Therefore, the present study has been undertaken to investigate job satisfaction among physical education teachers working in schools and to find out the difference in job satisfaction among physical education teachers working in the two categories of schools. The present study, on the basis of this objective, hypothesized that there would exist significant differences among the group -1 & group-2 schools physical education teachers regarding their job satisfaction. the fulfillment of his desires and achievement in the various areas of his life activities. Job satisfaction is the positive orientation of an individual towards the work role, which he is presently occupying. It refers to an employee's general attitude towards the job.

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WORK STRESS:

Stress isn't always bad. Stress within your comfort zone can help you stay focused, energetic, and able to meet new challenges in the workplace. Stress is what keeps you on your toes during a presentation or alert to prevent accidents or costly mistakes at work. But in today's hectic world, the workplace can often seem like an emotional roller coaster. Long hours, tight deadlines, and ever increasing demands can leave you feeling worried, uncertain, and overwhelmed by stress. When stress exceeds your comfort zone, it stops being helpful and can start causing major damage to your mind and body as well

as your job satisfaction. But no matter what you do for a living, or how stressful your job is, there are plenty of things you can do to reduce your overall stress levels and regain a sense of control at work.

JOB SATISFACTION:

Job satisfaction is one of the most researched variables in the area of workplace psychology, and has been associated with numerous ranging from leadership to job design. This article seeks to outline the key definitions relating to job satisfaction, the main theories associated with explaining job satisfaction, as well as the types of and issues surrounding the measurement of job satisfaction. While it is also important to explore what factors precede and are impacted by job satisfaction, this is covered in a separate article.

Due the popularity of job satisfaction within the field of occupational and organisational psychology, various researchers and practitioners have provided their own definitions of what job satisfaction is. However, the two most common definitions describe job satisfaction as: “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values”; and “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs”.

In general, most definitions cover the affective feeling an employee has towards their job. This could be the job in general or their attitudes towards specific aspects of it, such as: their colleagues, pay or working conditions. In addition, the extent to which work outcomes meet or exceed expectations may determine the level of job

satisfaction. However, job satisfaction is not only about how much an employee enjoys work. Taber and Alliger found that when employees of an American educational institute rated how much they enjoyed individual tasks within their role, their scores were moderately correlated to satisfaction with the work itself, and associated (although weakly) with global job satisfaction. Taber and Alliger also found that other measures (such as, level of concentration required for the job, level of supervision, and task importance) all had no impact on satisfaction. This study demonstrates that the accumulating enjoyment of work tasks added up to overall job satisfaction. However, the low relationship does suggest that other factors, besides enjoyment, contribute to how satisfied employees feel at work.

METHODOLOGY

Selection of Subjects

For the purpose of present study 80 Physical Education Teachers (TGT Grade) of Board schools were selected randomly as the subjects for the study.

The age of the subjects were ranging from 24 – 35 years.

Table- 1: Details of the Subjects Distribution with regard to group-1 and group-2 school teachers.

Teacher	Number of Subjects
Physical Education Teachers (TGT)	80

Tool Used

The criterion measure chosen to test the hypothesis was the scores obtain in job-satisfaction scale (JSC) Inventory.

Administration of Test

The job-satisfaction questionnaire was distributed to teachers. To ensure maximum cooperation from the subjects the research scholar had a meeting with selected subjects. Subjects were oriented and explained regarding the purpose and the procedure of the questionnaire. Job-satisfaction scale has 30 items. Each items has five suitable options from which a respondent has to choose any one. The scale has both positive and

negative items in which 06 items were negative and 24 were positive. The positive items carries weightage of 4,3,2,1 & 0 and the negative items carry weightage of 0,1,2,3 & 4. The total score gives a quick measure of satisfaction/dissatisfaction of a respondents towards the job. The score gives a quick measure of satisfaction/dissatisfaction of a respondents towards the job.

Statistical Method

Descriptive statistics were used to measure the level of job satisfaction. To compare the degree of job-satisfaction of physical education teacher between

school teachers Independent sample t-test were used. The level of significance was set at 0.05.

RESULT:

Table -2: Descriptive statistics of physical education teachers of group-1 and group-2 schools in relation to job-satisfaction

Content	group-1	group-2
N	40	40
Mean	79.2750	72.6500
Std. Error of Mean	1.36485	1.29820
Median	79.6667a	72.8000a
Mode	79.00	83.00
Std. Deviation	8.63204	8.21053
Variance	74.512	67.413

Table 3: Comparative analysis of physical education teachers of group -1 & group-2 schools in relation to job-satisfaction.

School	N	Mean	Std. deviation	Std. Error Mean	t -Value	p -Value
Group -1	40	79.275	8.63204	1.36485	3.517*	0.001
Group - 2	40	72.650	8.21053	1.29820		

Table-3 reveals that there was significant difference found between group-1 and

group-2 school physical education teachers in relation to job satisfaction as

the calculated t-value (3.517) is found higher than the tabulated t-value (1.99) so the null hypothesis is rejected at 0.05 level of significance and p-value (0.001) was found less than criterion value of 0.05.

GROUP	MEAN (group - 1)	MEAN (group- 2)	STAT.	DF
Group-1	84.69	80.67	1.229 NS	206
Group-2	84.69	74.21	3.718**	206

Table 2: Post Hoc Test Comparison of Means on Job Satisfaction among Physical Education Teachers working in Group-1 & 2 Schools

DISCUSSION

A comparison of government, group-1 and group-2 school Physical Education teachers on the variable job satisfaction. The results presented indicate that there is a significant difference in job satisfaction among the three categories of physical education teachers working in group-1 and group-2 schools as the obtained F value 5.78 was found higher than the table value of 4.68 required to be significant at 0.01 level of

confidence. Further, to confirm the significant differences between the paired means, Scheffe's Post-hoc Test has been applied. The obtained results given in clearly indicate that physical education teachers working in government schools are having higher mean score (84.69) as compared to the mean scores of those working in group - 1 (80.67) & group-2 (74.21) schools. The table further shows that this difference is significant between government and public school physical education teachers at 0.01 level of confidence. It means that the teachers working in government schools are

better in terms of job satisfaction than those working in the other two categories of schools but the difference in job satisfaction is significant only between two groups i.e. government and public schools physical education teachers.

The better job satisfaction among government school physical education teachers may be attributed to factors such as better service conditions, job security and prestige along with many more. There are aspects such as feeling of the sense of achievement and independence, autonomy, feedback on quality of performance and completion which might be the contributing factors for higher job satisfaction among physical education teachers working in government schools than their other two counterpart groups. These teachers have a better position in their job in terms of higher pay scales, job security, more

freedom, decision making power, less interference by managements and manageable class sizes. There is lesser role ambiguity and role conflict also which is more common among teachers in group -1 & group-2 schools. It was hypothesized that there would be significant difference in job satisfaction among physical education teachers working in group -1 & group-2; as most of the previous studies have shown that teachers working in group -1 schools have more job satisfaction than group -1 & group-2 school teachers. Keeping this in view, it was predicted that group -1 & group-2 school physical education teachers would differ significantly as far as job satisfaction in concerned. On the basis of the results discussed above, the hypothesis that significant difference would exist on job satisfaction among the physical education teachers working in different types of schools.

Result of the study revealed that the significant difference was found between physical education teachers of group-1 and group-2 schools in relation to job satisfaction. The result shows that, the degree of group-1 and group-2 schools teachers of job satisfaction had more than the group-2 schools teachers. On the basis of norms of job satisfaction scale we can say that the physical education teachers of group-1 and group-2 school were fall in Extremely satisfied category because their mean value (79.275) is above the 74 and group-2 school teachers were fall in Very satisfied category because their mean value (72.65) is between the 63-73. on the basis of norms and result we can say that the physical education teachers of group-1 and group-2 schools were more satisfied than group-2 school teachers with their jobs.

CONCLUSION

In this study, we examined levels of work stress and motivation according to demographic characteristics and levels of job satisfaction; additionally, the key predictors of job satisfaction were identified using logistic regression analysis. The results indicated that community health workers rated wages and benefits highest among five subscales of work stress, and workers' extrinsic motivation was higher than their intrinsic motivation. The career development, and wages and benefits subscales of work stress and financial motivation were significant negative predictors of job satisfaction, while the recognition and responsibility subscales of work motivation were significant positive determinants. On the basis of the findings it was found that the group - 1 school physical education teachers have significantly better satisfaction with their job than group-2 school physical

education teachers. On the basis of mean value of job satisfaction it was found that the group -1 physical education teachers were fall in the extremely satisfied category and group-2 school physical education teachers were fall in Very satisfied category

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