AN INVESTIGATION INTO THE RELATIONSHIP AMONG TEACHER’S OCCUPATIONAL STRESS, JOB SATISFACTION, WORK VALUES AND PUPIL CONTROL IDEOLOGY

ABSTRACT

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ABSTRACT

Introduction

Teaching is always considered as one of the most stressful professions. With the educational reform, teachers’ occupational stress has become more and more salient during recent years. Teachers working within the secondary school system confront multiple stressors on a daily basis that result in varying levels of occupational stress. Factors such as poor student behavior, ranging from low levels of student motivation to misbehavior, and poor relationships with administration and colleagues can lead to occupational stress. In some cases, teachers contend with poor working conditions that include lack of resources and poor physical features of school buildings. In addition, they struggle with poor prospects concerning pay, promotion, and career development which also contribute to their stress. Since, the teachers who are burdened by stress will not be in a position to teach students in an optimal manner; this makes them to have apathy toward their work thereby affecting the overall performance of schools. High stress level of a teacher causes disappointment, frustration, aggression, anxiety, avoidance of work, increased absenteeism, and/or stress, thus, decreased teachers and student performance levels. In addition to this, facets of teacher performance, such as creativity, classroom management, and implementation of educational techniques, may suffer when teachers experience high levels of stress. Thus, the consequences of occupational stress not only affect teachers psychologically, physiologically, and socially, but are also detrimental to those they interact with during their work day.

Occupational stress is unavoidable which adversely affects the members of every institution, and it is greatly believed that the factors creating stress will probably continue to increase among teachers’ in real life. On this note, factors such as the teaching context (teachers’ background, gender, experience, teaching load, class composition, school, teaching subject, workload), personal factors and satisfaction have been found to all directly affect a teacher’s stress level (Hodge, 1992; Smith & Bourke, 1992). As occupational stress can make teachers dissatisfied, this can weaken/ lower their work values too. Conversely, if an institution can provide individuals with the basic elements they value, stress is reduced (Knoop, 1994b). Teacher-student relationships are also seen as one of the factors that influence
teachers’ stress, and the stresses developed by teachers are reflected in their behavior towards students. Teacher stress also arises from being unable to discipline pupils in the way they would prefer. It is therefore, important to examine the current levels of occupational stress experienced by teachers as well as factors influencing these levels to gain a better understanding of this phenomenon. Thus, investigating the relationships among teacher’s occupational stress, demographic factors, job satisfaction, work values and pupil control ideology attracts serious attention in the present study.

Review of related literature

Investigating the gender differences, various research findings have shown the existence of significant relationships between occupational stress of male and female teachers, where male teachers reported more psychological and physical stress than the female teachers (Mondal, Shrestha, & Bhaila, 2011; Pei & Guoli, 2007). Contrary to this, female teachers also indicated a higher level of stress as compared to the male teachers in several studies (Abdul Majid, 1998; Gandhi & Sharda, 2013; Jan, Malik & Ahmad; 2013). To this non-parallel result was reported by Okeke & Dlamini (2013) who observed no significant relationship between work-related stress and gender among high school teachers. Relationship between teachers’ occupational stress and teaching experience was studied by Cooke et al. (1990); they reported that the first year of teaching was not at all easy. While, primary and junior high school teachers’ with long teaching experience have been reported to have high work stress (Wang, 2012). No significant differences among the stress level of primary (Siong & Yet, 2004; Mokdad, 2005) alongwith elementary (Roxas, 2009) school teachers and years of teaching experience have also been evidenced.

Teachers’ qualification as a source of stress was found to be significant on Personal Stress by Ravichandran and Rajendran (2007). Singh (2012) also showed undergraduate teachers to be less occupationally stress than the post graduate secondary teachers. Nayak (2008) showed designation to be significantly and negatively correlated with work role, personal development and total stressors among the teachers. Further, researchers (Okeke & Dlamini, 2013; Siong & Yet, 2004) stated no significant difference between the level of stress and academic qualification among teachers. Owing to a limited research on teachers’ occupational stress and salary, an
indirect relation has been shown by Sargent and Hannum (2003) who observed the timely payment of salaries and school expenditures to be positively linked to teacher satisfaction. Khurshid, Butt, and Malik (2011) revealed that the university teachers with low income, experience more occupational role stress than teachers with higher income level. Significant differences among teachers occupational stress and the various subjects taught by them have also been noticed. Hodge, Jupp, and Taylor (1994) showed that Music teachers were substantially more distressed and burnt out than Mathematics teachers. On the other hand, Shukla (2008) reported no significant difference in the relationship between perceived burnout and teaching effectiveness as perceived by teachers on the basis of subjects taught (Language, Social Science, Science).

A considerable level of impact of stress on job satisfaction and job involvement among teachers has been reported (Muthuvelayutham & Mohanasundaram, 2012). Researchers (Ayan & Kocacik, 2010) witnessed that teachers job satisfaction showed significant differences in terms of characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily, and hiding their feelings. Further, De Nobile and McCormick (2005) investigated moderate to strong correlations existed between most of the job satisfaction and occupational stress variables. Most interestingly, Chaudhry (2012) demonstrated no relationship between the occupational stress and overall job satisfaction in case of both male and female faculty members.

Allida (2005) explored significant relationships between work values and occupational stress, and identified Religious, Occupational, and Intellectual Achievement-oriented work values as the three very important primary work values. Workload and Time Pressure, managing Students Behavior and Learning, and Financial Security were found to be the three major stressors of the respondents wherein they experienced moderate stress. Further, Singh (2005) showed stress is negatively related to five work values namely- economic return, social service, power, independence and adventure. She also concluded that stress is not related to intellectual challenge, chances of progress, material handled, associates, surrounding and variety work values.

Agoglia (1998) detected significant direct relationships between pupil control ideology and occupational stress. Alternative path models suggested that teachers’ control beliefs (i.e., locus of control and pupil control ideology), independent of
occupational stress, significantly affected attitude formation. Helwig (1997) found that teachers intending to enter school administration were more humanistic than their colleagues. Teachers who intended to leave the classroom for positions outside of education were found to be under more stress from students, less efficacious and more custodial than those teachers intending to remain in the classroom. Quite opposite to this, Bas (2011) showed some negative significant correlations among teachers student control ideologies and their perceived burnout levels.

Statement of the problem

“An investigation into the relationship among Teacher’s Occupational Stress, Job Satisfaction, Work Values and Pupil Control Ideology”.

Objectives of the study

The investigator has started the work with the following objectives:

1. To develop two standard tools of research, namely Teachers Occupational Stress Scale and Teachers Job Satisfaction Scale, which will prove as valuable additions to the psychometric units of Indian Universities and abroad also.

2. To study the general pattern of occupational stress of secondary school teachers.

3. To study the combined and individual effect of demographic factors on teachers’ stress toward their occupation.

4. To study the relationship between occupational stress of secondary school teachers and their demographic factors.

5. To study the combined and individual effect of job satisfaction and pupil control ideology on teachers’ stress toward their occupation.


7. To study the combined and individual effect of work values on teachers’ stress toward their occupation.

8. To explore the relationship between occupational stress of secondary school teachers and their preferences of work values.


10. To point out the main educational implications of this study.
The main purpose of this study is broadly stated to investigate the relationship among secondary school teacher’s occupational stress, demographic factors, job satisfaction, work values and pupil control ideology. In this study demographic factors and work values have been taken in the sense as:

- Demographic factors include: Gender, teaching experience, qualification, salary and subjects taught by teachers.

- Work values include: Good economic return, high status/prestige, opportunities of human/social service, friendly/cooperating colleagues, security of service, fair/sympathetic supervisions, opportunities of further progress/advancement, opportunities of intellectual stimulation, work consistent with my (teacher’s) life goals/values, opportunities of exercising power/authority, freedom in work.

Questions posed for the study

In this study of teachers occupational stress in relation to their demographic factors, job satisfaction, work values and pupil control ideology, certain pertinent questions arise which may be stated as under:

1. What is the general pattern of secondary school teachers’ stress toward their occupation?

2. Do predictor demographic factors explain the differences in mean occupational stress score of teachers?

3. Do demographic factors explain the differences in mean occupational stress score of teachers?

4. Do predictor factors (job satisfaction and pupil control ideology) explain the differences in mean occupational stress score of teachers?

5. Does job satisfaction explain the differences in mean occupational stress score of teachers?

6. Do predictor factors of work values explain the differences in mean occupational stress score of teachers?

7. Do work values explain the differences in mean occupational stress score of teachers?

8. Does pupil control ideology explain the differences in mean occupational stress score of teachers?
Hypotheses of the study

In the light of the above-mentioned objectives, the study was conducted after formulating the following research hypotheses:

1. The secondary school teachers, in general, experience more stress toward their occupation.

2. The predictor demographic factors are not the significant predictors of teachers’ stress toward their occupation.

3. There is no significant difference in occupational stress in relation to demographic factors of the teachers’.

4. The predictor factors (job satisfaction and pupil control ideology) are not the significant predictors of teachers’ stress toward their occupation.

5. There is no significant difference in occupational stress in relation to job satisfaction of the teachers’.

6. The predictor factors of work values are not the significant predictors of teachers’ stress toward their occupation.

7. There is no significant difference in occupational stress in relation to the perception of teachers’ work values.

8. There is no significant difference in occupational stress in relation to pupil control ideology of the teachers’.

Sample of the study

The sample was selected keeping in view the needs and objectives of the study. It should be mentioned that these 608 secondary school teachers’ have been chosen from 41 schools of Eastern and Western U.P. of India. These schools constitute different categories of management, some of them are privately managed, and some are managed fully or partially by the government. The types of management are categorized as Government, Government Aided, Muslim Managed, Non-Muslim Managed, and Aligarh Muslim University Managed Schools. Out of the 41 schools selected in the study, ten are single-sex male schools constituting 153 teachers, seven are single-sex female schools having 128 teachers, and twenty four are co-educational schools having 327 teachers in total. The number of the female teachers’ is more than that of male teachers, their numbers being 327 and 281, respectively.
Data collected for the study

The following baseline data were collected for carrying out the present investigation:

- Data used for the development of Teachers Occupational Stress Scale.
- Data used for the development of Teachers Job Satisfaction Scale.
- Scores on the teachers stress toward their occupation.
- Scores of the teachers demographic factors.
- Scores of the teachers job satisfaction.
- Rank scores of the teachers on their preferences of work values.
- Scores of the teachers pupil control ideology.

Tools used for the study

The investigator used following tools for the collection of data:

- Teachers Occupational Stress Scale (developed by the investigator).
- Teachers Job Satisfaction Scale (developed by the investigator).
- Work Values Scale (11 work values were selected from the six lists of different work values suggested by the eminent vocational psychologists).
- Pupil Control Ideology Scale (developed by Khatoon & Munir, 2009).
- Personal information sheet (prepared by the investigator).

Statistical techniques employed

The investigator proceeded with the analysis of data by using relevant statistical techniques, which were selected only after the investigator found them to be the most appropriate and compatible for the analysis of data. They are specified as follows:

- Determination of the reliability and validity of the Teachers Occupational Stress Scale and Teachers Job Satisfaction Scale.
- Computation of mean and standard deviation.
- Use of linear measure of correlation (Pearson’s Product Moment Coefficient Correlation).
Use of Multiple Regression for seeing the combined and individual effect of variables on the dependent variable.

Use of F-test for measuring the significance of difference among more than two means.

Use of t-test for measuring the significance of difference between two means.

Findings

After statistical analysis, the following conclusions were drawn in accordance with the hypotheses and results of the study:

1. **General pattern of occupational stress of secondary school teachers**
   
i. The analysis of the data indicated that majority of secondary school teachers’ (47.70%) have less occupational stress.
   
   ii. Results have also proved that greater percentage of female teachers’ (54.74%) face less stress toward their occupation than their male colleagues (39.50%).

2. **Combined and individual relationship of demographic factors with teachers’ occupational stress**
   
i. The results of the study showed that 10% of the variance in teachers’ stress toward their occupation can be explained by the combined effect of the predictor demographic variables, i.e. gender, teaching experience, qualification, salary and subjects taught.
   
   ii. Gender is indicated as the best predictor of occupational stress in this study, and contributed 12% to teachers’ occupational stress.

3. **Relationship between occupational stress and demographic factors**
   
i. The analysis of the results reveals that males’ occupational stress is significantly higher than the female complements. Females, thus, were observed to come across less stressful experiences in the secondary schools.
   
   ii. This study shows an inverted curvilinear relationship with the lowest stress found among novice teachers, i.e. 0-5 years and among those working as a
iii. It has been found that academic qualification of teachers’ is related to their occupational stress. In the present sample, 33.88% of the teachers were not trained at all. Results further show that, progressive advancement in lower educational levels leads to a rise in occupational stress among teachers, while with the attainment of highest educational level, the occupational stress among teachers’ decrease.

iv. No relationship has been demonstrated between salary groups and occupational stress of teachers’. Gender-wise breakdown shows that males have more occupational stress than their female colleagues, but a statistically significant difference is observed only in teachers’ falling in 15,000 INR onwards salary group.

v. Furthermore, another variable which is not found to be an influencing factor for occupational stress among teachers’ is the subjects taught by them. The results obtained did not support the idea that the languages, arts, social sciences and sciences teachers differ on the level of stress experienced by them.

4. Combined and individual effect of job satisfaction and pupil control ideology on teachers’ stress toward their occupation

i. The analysis of the results put to light that 69% of the variance in teachers’ occupational stress is explained by the combined effect of predictor variables, i.e. job satisfaction and pupil control ideology.

ii. It has been found that satisfaction in teachers’ with their job results to be the strongest factor (74%) in comparison to pupil control ideology (18%) which predicts their occupational stress.
5. **Relationship between occupational stress and job satisfaction**

The major findings in regard to the relationship between occupational stress and job satisfaction towards teaching are given below:

i. A significant and negative correlation is found between the teachers’ occupational stress and job satisfaction \((r = -0.81)\).

ii. Less satisfied teachers are significantly different from the more satisfied group in regard to their occupational stress. The former group of teachers’ is more stressed with their teaching occupation than the more satisfied group of teachers’.

iii. Less satisfied teachers’ are found to be significantly different from the moderate satisfied group in relation to their occupational stress. The former group of teachers is found to be more occupationally stressed than their complements.

iv. Moderate satisfied group is found to be significantly different than the more satisfied group in regard to their occupational stress levels. The former group is found to be more stressed with their occupation than their counterparts.

v. No significant differences are found in the male and female teachers of less, moderate and more job satisfaction groups regarding their occupational stress. However, females in less satisfied and more satisfied groups have more occupational stress than their male colleagues.

6. **Combined and individual effect of work values on teachers’ stress toward their occupation**

i. The analysis of the results displays that 19% of the variance in teachers’ occupational stress is explained by the combined effect of eleven predictor variables of work values.

ii. The results in this study further show that opportunities of exercising power/ authority by the teachers’ emerge as the strongest factor (61%) among all the work values which predict their occupational stress.
7. Relationship between occupational stress and preferences of work values

This study also explores the links between differently preferred work values and occupational stress of secondary school teachers’. The major findings are as follows:

i. The results indicate that secondary school teachers’ recognize high status/ prestige as the most preferred work value, sequentially preferred by nine different work values; while opportunities of exercising power/ authority work value fallouts as the least preferred one by them.

ii. Though negative yet significant correlations are observed between teachers’ occupational stress and three of the work values, namely, good economic return (r= -0.18), high status/ prestige (r= -0.13) and opportunities of exercising power/ authority (r= -0.30).

iii. Five positive significant correlations between occupational stress and work values are also spotted in this study, i.e. security of service (r= 0.12), opportunities of further progress/ advancement (r= 0.15), work consistent with my life goals/ values (r= 0.11) and freedom in my work (r= 0.11), opportunities of intellectual stimulation (r= 0.01).

iv. Occupational stress is not related to three work values of secondary school teachers, namely opportunities of human/ social service, friendly/ cooperating colleagues and fair/ sympathetic supervisions.

This study also ventures further to find the preferences of work values among the less, moderate and more occupational stress groups of teachers. With regard to the relative importance of work values as perceived by different occupational stress groups of teachers, the following findings were arrived at:

i. Less stressed teachers consider security of service to be the most important work value, followed by freedom in my work and then by opportunities of human/ social service. As against this, this group assigned the lowest ranks to opportunities of exercising power/ authority, opportunities of intellectual stimulation and good economic return, with respect to the descending order of preference.
ii. More stressed teachers consider good economic return work value to be the most important, followed by high status/prestige, and then by opportunities of human/social service. As against this, the least preferred work values by this group consist of work consistent with my life goals/values, opportunities of exercising power/authority and opportunities of intellectual stimulation, with their respective ranks of 10, 9 and 8.

iii. Moderate stressed teachers give top most importance to high status/prestige, followed by good economic return, and thereafter, friendly/cooperating colleagues. The least important work values for this group constitute opportunities of intellectual stimulation, opportunities of exercising power/authority and fair/sympathetic supervisions, with the ranks of 11, 10, and 9 respectively.

The findings led to the conclusion that less stress group of teachers do not see eye to eye with more and moderate stress groups of teachers in regard to their perception of the relative importance of various work values in teaching.

8. **Relationship between occupational stress and pupil control ideology**

Major findings relating to the relationship between various occupational stress groups of teachers’ and pupil control ideology are reported below:

i. A significant and positive correlation is found between occupational stress behavior of teachers’ and pupil control ideology (r = 0.48).

ii. Humanistic teachers’ are significantly different from the custodial group of teachers in regard to their occupational stress. The former group of teachers’ is more humanistic in their approach to problems of discipline than the other group, and therefore, experiences less stress than the latter.

iii. Humanistic and moderate groups of teachers’ differ between themselves in regard to their occupational stress, the former being more humanistic and less stressful than the latter group.

iv. There exists significant difference between moderate and custodial groups of teachers’ as far as their occupational stress is concerned, the former being more adaptable to humanitarian approach and less stressed than the latter.
v. There occurs significant difference between male and female teachers of moderate pupil control ideology group in relation to their occupational stress. Interestingly, male teachers’ in this group are found to be more stressed than their female counterparts.

Educational implications

From the research findings in the present study, several implications for the school administrators, school authorities, management committees, policy makers, educationists, psychologists, student-teachers and future researchers may be drawn with regard to occupational stress of teachers’ in secondary schools of India. The crux of the current problem may lie on the assumption that teachers view their stress problem at personal level, and that schools seldom at least try to render help on such personal basis.

The study has shown that there are variations in the experience of stress related to demographic factors, job satisfaction, work values, and pupil control ideology by the male and female secondary school teachers. This points to the need for the effective management of these determinants of stress, either by making use of different management strategies at regular intervals, or by providing effective guidance and counseling.

For the significant changes to take place, it is instructed that they may have to be implemented at the school or in some cases at the department level. It is therefore recommended that principals and the school management committee should investigate the causes for teachers’ occupational stress and if possible, to provide ways, like workshops, seminars, and periodical stress management programmes for reducing the levels of stress among the teachers, which in turn will improve their functional skills and lead to effective teaching/learning in the classroom. Some major points should be taken care by the institution that, supervision, support and relationship with the teachers’ need to be corrected and enhanced most strongly. On the other hand, some areas like frustration, ignorance and recognition need to be taken care so as to reduce the stress and dissatisfaction in teachers’.

The findings of the study also revealed that teachers’ with less occupational stress are more satisfied with their profession than their counterparts. Thus, with respect to the efficiency of teachers’ and their role in productivity of education the study indicates the need to facilitate professional development and healthy socio-
emotional development of teachers. This study highlights the importance of day-to-day interaction among the school partners – teachers, pupils, parents – in shaping teachers’ own experiences. Promoting a positive school climate should therefore be considered a fundamental part of school development planning.

The present study shows a strong relationship between teachers’ occupational stress and their preferences for work values. Thus, administrators and policy makers must comprehend the different needs and requirements of their teachers’ and staff members, and must provide greater consideration of all teachers’ needs and work values through more flexible management structures, professional development support, supportive school culture, recognition, stable contracts, rewards and collaborative decision-making.

This study also confirms an association between teachers’ occupational stress and their pupil control ideology, with higher occupationally stressed teachers showing a more custodial orientation in comparison to teachers with less stressed teachers’. This implies that teachers’ should also be conscious of the negative effects of stress. More schools with humanistic orientations need to be established than the custodial. Also, the teacher training institutions should introduce relevant refresher courses and in-service programmes for student-teachers as well as front-line teachers to be aware and deal with the notion of stress; as well as lessen the tendency of teachers’ toward adopting custodial control ideology more. To reduce the stress on administrative work, the Education Department should provide more administrative support, fund and resources to schools, such as computerization or additional clerical staff to help teachers’ in clerical work.

Thus, this study is useful to guide employee readers also to achieve their goals in order to satisfy their career by creating awareness about these causal factors of stress and adopt coping strategies for minimization of stress in their life; as stress cannot be vanished from life. So we may conclude that the implications of research are many and varied.

**Limitations of the study**

Limitations of the study should not detract from the value of the study. They are as enumerated below:
1. The study was confined to secondary schools from eastern and western regions of Uttar Pradesh state of India. The findings could have been more convincing if a larger sample size had been taken from secondary schools covering more number of districts of the state.

2. The results of the present study had reflected the secondary school teachers’ occupational stress in various districts of Uttar Pradesh at a particular time. But these findings may be quite different at some other time or in other socio-cultural settings.

3. This study was focused on secondary school teachers only. Therefore, the results may not be generalizable to teachers, administrators and student-teachers of other levels—primary, elementary, higher secondary. The extent to which the findings may be considered applicable to other situations will depend upon the similarity between the teachers under study and the group in question.

4. The present study was limited to serving teachers of Government, Government-aided, Muslim managed, Non-Muslim managed, and Aligarh Muslim University managed secondary schools. It did not study the occupational stress of teachers who had left the secondary sector for various reasons, such as prolonged occupational stress, burnout, change of jobs, promotion and emigration.

5. Only five of the demographic factors were studied as the latent variables in this study, so the findings may not be applicable to rest of the demographic variables. Also, the present study was mainly confined to three variables, i.e. job satisfaction, work values and pupil control ideology, although a number of other variables are known to affect teachers’ occupational stress.

6. As stress is believed to be caused by different aspects of the working environment, more factors or variables can also be included in the questionnaire. With increased sample size, a more detailed empirical study among independent variables and the variables that have multiple categories can be performed; and need to be reported in a future study.