



## A STUDY ON ADJUSTMENT, JOB SATISFACTION, JOB INVOLVEMENT AND JOB STRESS OF PRIVATE SCHOOL SECONDARY TEACHERS

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### ABSTRACT

The present study is related to study of adjustment, job satisfaction, job involvement and job stress of secondary school teachers. Job stress, job involvement and job satisfaction play a vital role in adjustment of teachers in schools. Stress in job or confrontation with reality which is totally different from one's expectations and dreams, gives a teacher the strength for transforming herself or himself into a powerful person. 267 teachers were responded for the questionnaire. In the present study, it was found that all the four variables i.e. adjustment, job satisfaction; job involvement and job stress have a significant relationship. Adjustment of male and female secondary school teachers is also positively correlated with their job-stress. Increase in job-involvement, the adjustment of secondary school teachers increases.

### KEYWORDS

Adjustment, job satisfaction, job involvement, job stress, Secondary school teachers

### 1. Introduction

Stress can be defined as the physiological and psychological reaction which occurs as consequence of perception of an imbalance between the level of demand placed upon individuals and their capabilities to meet those demands. Stress relates to the causes and consequences of less than optimum performance which is attributable to motivation. Such level of motivation by its nature or its intensity is inappropriate to the work being performed and personality and abilities of the individual concerned.

People with low hardiness may have more difficulties in coping with pressure to stress. Optimism is the extent to which a person sees life in positive or negative terraces. Optimistic people handle stress better. They will be able to see the positive side of the situation and recognize that things may eventually improve. Less optimistic people may focus more on the negative side of the situation and expect things to get worse and not better. Many things can cause stress. The two important categories are Organizational stressors and Life stressors. Organizational stressors are factors in the work place that can cause stress. Four general sets of organizational stressors are task demand, physical demand, role demand and interpersonal demand.

### 2. Conceptual review

Shakuntala and Satapathy (1999) found that (1) Female teachers were better adjusted than male teachers. (2). Government school teachers were better adjusted than private aided school teachers and private unaided school teachers; (3) Marital status did have significant effect on adjustment of secondary school teachers with high mean scores for married teachers than unmarried teachers; (4) Age seemed to play a significant role with younger teachers making better adjustment than older teachers; (5) Experienced teachers made better adjustments than less experience teachers. Hota (2000) conducted a study of heal of health of secondary school teachers of Orissa in relation to their adjustment problem and found that their exist a highly significant positive relationship of organizational health with home adjustment, health adjust, social adjustment, emotional adjustment and occupational adjustment.

The potential stressors for psychological hazards are organizational culture and function, role in the organization, career development, decision latitude and control, inter personal relationship at work, work-home interface and change (Mackay et al., 2004). The work stress factors like high work demand and low job control were analyzed among industrial workers of different age and sex by Kivimaki et al. (2002), and found that workers having high work demand and low job control had a higher cardio vascular risk compared to those who had lower stress.

Hirose (2005) studied the effect of work stress among women workers in dish factory in shifts. He points out that shift work often leads to sleep disturbances and causing fatigue. Higher level of blood pressure was observed among employees working in night shifts.

Krantz et al. (2005) conducted a study among white collar workers in Sweden, and found that work stress is associated with men subjected to long working hours (75 hours/week) and it often leads to wide range of ill health in men and women. Chandola et al. (2006) points out that lower level of physical activity in the work often leads to work stress, meanwhile Leka (2003) notes that monotonous, under stimulating and meaning less tasks, unpleasant tasks, and aversive tasks are stress raising factors. Bond and Bunce (2005) points out that repetitive work and task cycle time are responsible for work stress.

Lindblom et al.(2006) examined the relationship between psychosocial work stress factors like work content ,work load and social support and job burn-out, by means of multinomial logistic regression, which is capable of handling more than one outcome. Melchior et al. (2007) studied the effect of work stress among men and women working groups in USA and found that high psychological work demands like excessive work load and time pressures lead to work stress and cause depression and anxiety among young working adults, but Levi (2000), noticed work related stress hazards like depressive disorders and abdominal fat among workers with high work demands.

Ben (2007) says that the real source of problems connected with work stress is not located in the work environment, but is person-based, and the most effective way to reduce stress is to change the person based factors. Paschol and Tamayo (2004) developed a work stress scale for the evaluation of occupational stress, which can be used in different work environments and variety of occupations.

Rama (2000) studied relationship between Job satisfaction and life satisfaction among secondary school teachers. The main objective of the study whether there is any significant relationship between the level of life satisfaction of teachers and their job satisfaction. The major finding was there is a significant relationship between the level of life satisfaction of teachers and their job satisfaction. Mansor and Tayid (2010) found a strong correlation among organizational culture, employee job stress and job satisfaction among the employees of Malaysia in direct tax administration. The effect of stressors in organizational context of IT employees were analyzed by Kim and Wright (2007) and found that stressors like resources, participation and feedback leads to work exhaustion and accelerate turn over intentions.

**3. Research methods**

The secondary objective of the study is to find out the adjustment, job satisfaction, job involvement and job stress of secondary school teachers. The research design for the study is descriptive. The study depends mainly on the primary data collected through a well-framed structured questionnaire to obtain the opinions of the respondents. Purposive sampling method was adopted. Questionnaires were given to the 10 teacher respondents of 30 schools in Dindigul District, Tamilnadu, India. Hence 300 samples were considered and 278 filled questionnaires were received. After excluding 11 inappropriate questionnaires, a total of 267 questionnaires were used for the analysis; this yielded an effective response rate of 89%. The collected data were processed with the help of appropriate statistical tools. The study was conducted between the periods of July 2014 to October 2014.

**Table-1 Socio economic details of the respondents**

S. No.	Variables	No. of Respondents	Percentage
	Age		
1	Below 25	55	20.6
2	26 – 35	165	61.8
3	36 – 45	30	11.24
4	Above 45	17	6.36
	Gender		
1	Male	26	9.738
2	Female	241	90.26
	Income level		
1	Below 3500	35	13.11
2	3501 – 7500	157	58.8
3	7501 – 11500	60	22.47
4	Above 11,500	15	5.618
	Experience		
1	Below 5 years	215	80.52
2	Above 5 years	52	19.48

Sample size N=267.

The table 1 shows the socio economic conditions of the respondents.

**Table-2 Relationship between Adjustment and Job-stress of secondary School Teachers**

S.No	Gender	Variables	Mean	SD	Correlation	Sig
1	Male	Adjustment	3.855	1.43	0.6295	0.01**
		Job-Stress	2.943	0.901		
2	Female	Adjustment	4.046	1.39	0.7402	0.01**
		Job-Stress	3.462	0.740		

N=267; \*\*Significant at 0.01 level

The table 2 shows that the co-efficient of correlation between Adjustment and Job-Stress of male and female secondary school teachers is 0.6295 and 0.7402 respectively, which is significant at 0.01 level of significance. The mean score of the job stress is less than the mean score of adjustment. It can be interpreted that higher the job-stress, higher the adjustment of secondary school teachers and vice-versa. So it can be interpreted that adjustment of male and female secondary school teachers is also positively correlated with their job-stress.

**Table-3 Relationship between Adjustment and Job-involvement of secondary School Teachers**

S.No	Gender	Variables	Mean	SD	Correlation	Sig
1	Male	Adjustment	3.756	0.918	0.773	0.01**
		Job-involvement	3.378	0.744		
2	Female	Adjustment	3.664	0.902	0.694	0.01**
		Job-involvement	2.910	0.843		

N=267; \*\*Significant at 0.01 level

The table 3 depicts that the co-efficient of correlation between Adjustment and Job-involvement of male secondary school teachers is 0.773, which is significant at 0.01 level of significance. So both the variables have significant positive relationship. The table also depicts that the co-efficient of correlation between Adjustment and Job-involvement of female secondary school teachers is 0.694, which is significant at 0.01 level of significance. So both the variables have significant positive relationship. It can be interpreted that with increase in job-involvement, the adjustment of secondary school teachers' increases and vice-versa.

**Table-4 Relationship between Adjustment and Job satisfaction of secondary School Teachers**

S.No	Gender	Variables	Mean	SD	Correlation	Sig
1	Male	Adjustment	3.710	1.058	0.679	0.01**
		Job satisfaction	3.637	1.053		
2	Female	Adjustment	3.957	1.271	0.726	0.01**
		Job satisfaction	3.551	0.983		

N=267; \*\*Significant at 0.01 level

The table 4 depicts that the co-efficient of correlation between Adjustment and Job-satisfaction of male and female secondary school teachers is 0.679 and 0.726 respectively, which is significant at 0.01% level. It indicates that correlation between above said variables is positive. This positive correlation shows more adjustment increases with job-satisfaction of male and female secondary teachers and vice-versa.

**Table-5 Adjustment, job-stress, job involvement and job satisfaction with respect to experience**

S.No	Variables	Experience	Mean	SD	't' value
1	Adjustment	Less than 5 years	4.033	1.046	7.27**
		5 years and above	3.984	0.848	
2	job-stress	Less than 5 years	3.896	0.937	4.29**
		5 years and above	3.620	1.028	
3	job involvement	Less than 5 years	4.162	0.992	5.65**
		5 years and above	3.970	1.354	
4	job satisfaction	Less than 5 years	3.855	1.203	8.82**
		5 years and above	3.663	0.933	

\*\* Significant at 0.01 level

Table 5 depicts that t-value (7.27) for the mean scores of adjustment between Less than 5 years and 5 years and above is high and which is significant at 0.01 levels. It means that there exists significance difference between the adjustments of less than 5 years and 5 years and above. In the context of mean scores, it is found out from the table 5 that the mean score of adjustment of Less than 5 years is higher than that of 5 years and above. It may therefore be concluded that less than 5 years experienced teachers have significantly better adjustment than 5 years and above experienced teachers.

Table 5 further reveals that t-value (4.29) for the mean scores of job-stress between less than 5 years and 5 years and above is more, which is significant at 0.01 level of significance. It means that there exists significance difference between the job-stress of less than 5 years and 5 years and above. It may therefore be concluded that five years experienced school teachers were found to get more job stress than above 6 years experienced school teachers.

Table 5 further shows that 't' value (5.65) for the mean scores of job-involvement between Less than 5 years and 5 years and above is higher which is significant at 0.05 level of significance. It means that there exists significance difference between the job-involvement of less than 5 years and 5 years and above. In the context of mean scores, it is found out from the table 5 that the mean score of job-involvement of Less than 5 years is less than 5 years and above. It can be concluded that the Less than 5 years experienced teachers more involved in their job as compared to the 5 years and above. The possible reason for this significant difference may be due to a desire of management to maintain a high standard of excellence in private schools.

The last part of table 5 shows that t-value (8.82) for the mean scores of job-satisfaction between Less than 5 years and 5 years and above is higher which is significant at 0.01 level. It means that there exists significance difference between the job-satisfaction of less than 5 years and 5 years and above. It may therefore be concluded that Less than 5 years have significantly better satisfaction with their job than that of 5 years and above.

#### 4. Findings

Adjustment of male and female secondary school teachers is also positively correlated with their job-stress.

Increase in job-involvement, the adjustment of secondary school teachers increases.

Increase in job-satisfaction, the adjustment of secondary school teachers increases.

Less than 5 years experienced teachers have significantly better adjustment than 5 years and above experienced teachers.

Less than five years experienced school teachers were found to get more job stress than above 6 years experienced school teachers.

Less than 5 years experienced teachers more involved in their job as compared to the 5 years and above experienced teachers.

Less than 5 years experienced teachers have significantly better satisfaction with their job than that of 5 years and above experienced teachers.

#### 5. Discussion of results

The present study was conducted with respect to adjustment, job stress, job-involvement and job satisfaction of private secondary school teachers. The present study indicates that both female and male teachers have positive correlation between adjustment and job satisfaction. But this finding is not in consonance with the finding of Porwal (1980) who worked on job-satisfaction of Sec. School teachers with respect to demographic variables and found that their gender produced difference in the level of job-satisfaction. The present study reveals that there exist no significant difference in adjustment between five years experienced and above five years experienced school teachers which is in consonance with the study of Malhotra (2001), who found that teaching experience is effective but its effect was not significant.

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