



Impact of Work Status on Occupational Stress and Life Satisfaction

Dr. R.B. Sirsath

Head & Asst. Professor,
Dept. of Psychology,
Arts College, Nandurghat
Tq. Kej, Dist. Beed (MS)

Jyoti Anandrao Muley

Research Student
Dr. B.A.M. University,
Aurangabad (MS)

ABSTRACT

Objectives of the study: 1. To examine the occupational stress among permanent and temporary teachers. 2. To search the life satisfaction among permanent and temporary teachers. Hypotheses:- 1. There will be no significant difference between both permanent teachers and temporary teachers on dimension occupational stress. 2. There will be no significant difference between both permanent teachers and temporary teachers on dimension Life satisfaction. Sample:- Sample selected from Aurangabad from population of 20-35 age group. Total 100 participants were selected among them 50 permanent teachers and 50 temporary teachers Random sampling was used the present study. Tools:- OSI (Occupational Stress OSI) by Samuel H Osipow 2. Life Satisfaction Scale: by Dr. Q.G. Alam & Dr. Ranjeet Shrivastava Statistical Analysis “t” test was used for statistical analysis of data. Conclusions: 1. Temporary teachers have significantly high Occupational Stress than the permanent teachers. 2. Permanent teachers have significantly high Life Satisfaction than the temporary teachers.

Introduction:-

Education is most essential device for holistic improvement of person and the society. It has been universally usual that the best of a country relies upon upon the high-quality of its citizens. The stage of understanding of the residents relies upon upon the dynamic training system. Education is imparted via teachers. If the instructor is stress free he will be vigorous and mentally healthy, so through being stress free he will be greater fine which is exact for the academic institute/school. Although, the nice of schooling relies upon upon planners, educationists and administration however the most big issue is the fantastic of the teacher.

This skill incredible and environment friendly instructors can alternate the destiny of the nation. The Secondary Education Commission (1952-1953) record noted



so nicely that-“we are satisfied that the most essential issue in the meditated academic reconstruction is the teacher, his non-public qualities, his academic qualifications, his expert coaching and the vicinity that he occupies in the community.” Teachers structure the crux of the schooling gadget of each and every country, appearing as social engineers and viewed as custodians of the future (Basu, 2013).

The instructors are the actual makers of a country and their work is no longer solely to educate however additionally to information the students, which would enhance farsightedness and imaginative and prescient amongst students. Therefore, the instructors play main position in our society via now not solely supporting humans grow, instead it develops their stage of abilities and knowledge. But lamentably instructors are uncovered to stress which has come to be one of the important reasons of their sick health. They are unable to pay a good deal interest in the direction of the future of their college students due to the fact their very own future is uncertain. A man or woman who himself is involved can in no way clear up the troubles of others. This holds properly for the instructors who are appointed on brief or contractual foundation.

Teaching occupation occupies essential and prestigious area in society. Teachers are viewed as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the precept ability for enforcing all educational programmes of the groups of educations. With the altering socio-economic state of affairs and growing unemployment, the values of instructor and their expert worries related with the job have undergone a change, growing stresses and hassles of teachers.

According to Schwab and Iwanicki (1982), occupational stress in instructors can lead to a range of terrible effects which includes emotional exhaustion, emotions of depersonalization, and a feel of failure with one's private accomplishment a condition the authors refer to as "burnout." Burnout is one of the fundamental motives that teachers depart the educating profession, a loss that consequences in brought charges in coaching and hiring for the area of schooling (Niles & Anderson, 1993). In different words, the negative results of teachers' occupational stress can be each inner and external.

Because of the bad consequences related with occupational stress, many studies have tried to higher apprehend the phenomenon of occupational stress as it relates to education. These research have observed that diploma of stress can fluctuate as a function of a number of variables. For example, Mo (1991), in a find out about analyzing for relationships amongst secondary college teachers' ranges of occupational stress,



personality type, and social support, located that burnout was once increased amongst teachers new to the profession, instructors with greater non-public (non-job related) stress in their lives, instructors who lacked robust social help systems, and instructors with Type A personalities.

Similarly, in his find out about of occupational stress and teaching, Borg (1991) identified four elements that contributed to teachers' degree of occupational stress.

Objectives of the study:

- 1) To examine the occupational stress among permanent and temporary teachers.
- 2) To search the life satisfaction among permanent and temporary teachers.

Hypotheses:-

- 1) There will be no significant difference between both permanent teachers and temporary teachers on dimension occupational stress.
- 2) There will be no significant difference between both permanent teachers and temporary teachers on dimension Life satisfaction.

Sample:-

Sample selected from Aurangabad from population of 20-35 age group. Total 100 participants were selected among them 50 permanent teachers and 50 temporary teachers Random sampling was used the present study.

Types of Teachers

Permanent teachers

Temporary teachers

Variables:

Independent Variables

- | | |
|-------------------------------|------------------------|
| 1) Types of Teachers – | i) Permanent teachers |
| | ii) Temporary teachers |

Dependent Variables

- 1) Occupational Stress
- 2) Life Satisfaction

Tools:-

OSI (Occupational Stress OSI) by Samuel H Osipow ,PhD

This scale is developed and standardized for use with individuals 18 years of age and older. The OSI-R test material include an item booklet, a rating sheet .The item booklet contains instructions to the respondent. The remainder of the booklet is divided into three sections corresponding to the three questionnaires: the ORQ(6 scales, 10 items per scale),the PSQ (4 scales,10 items per scales)PRQ (4 scales, 10 items per scale)

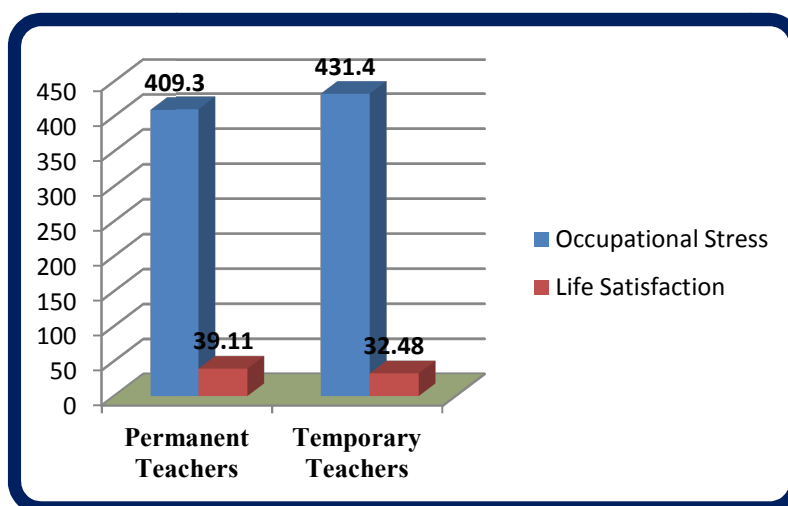
Life Satisfaction Scale: by Dr. Q.G. Alam & Dr. Ranjeet Shrivastava

This scale comprises of sixty items related to six areas of life i.e. Health, Personal, Economical Marital, Social & Job. Reliability: test retest reliability of this scale is 0.84. Validity : The validity of the scale was obtained by correlating it with Saxena's Adjustment Inventory and Shrivastava's Adjustment Inventory. The correlation obtained was 0.74 and 0.84 respectively It also possesses validity.

Statistical Analysis

"t" test was used for statistical analysis of data .

	Type of Teachers						
	Permanent Teachers			Temporary Teachers			
	Mean	SD	N	Mean	SD	N	t value
Occupational Stress	409.30	12.48	50	431.40	13.60	50	8.46**
Life Satisfaction	39.11	4.05	50	32.48	4.10	50	8.13**



Dimension of Occupational Stress permanent teachers mean is 409.30 and temporary teachers mean is 431.40. And the difference between the two mean is highly significant 't' (98) = 8.46, $P < 0.01$). It concluded that the temporary teachers have significantly high Occupational Stress than the permanent teachers.

Dimension of Life Satisfaction permanent teachers mean is 409.30 and temporary teachers mean is 431.40. And the difference between the two mean is highly significant 't' (98) = 8.46, $P < 0.01$). It concluded that the permanent teachers have significantly high Life Satisfaction than the temporary teachers.

Times have modified and the societies and cultures have extensively diversified, but the duties of a instructor are in particular the same, which is the switch of expertise to the



next generation. With exchange in cultural norms and traditions in the societies there has been a drastic trade in the expectations from a teacher. Some of these modifications have limited the measures which a instructor in the previous should workout in disciplining a student and some have put extra burden on instructors in recognize their preparation of instructions and adopting and keeping their instructing styles. This is due to the fact most of the college structures choose to keep uniformity in all of their branches.

Conclusions:

- 1) Temporary teachers have significantly high Occupational Stress than the permanent teachers.
- 2) Permanent teachers have significantly high Life Satisfaction than the temporary teachers.

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