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STRESS AND LIFE SATISFACTION AMONG TEACHERS

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Abstract

In today's world teacher's roles are emerging differently. The roles and responsibilities are also varied. Teaching is a very stressful profession because they need to update themselves with current challenges such as application of technologies and different teaching approaches, teaching the modern and primitive generation. Teachers need to dedicate time for everyday reading, department work, accreditation work, paper publications and also need to manage their family. During this period teachers face a lot of stress and burnout. Research indicates that higher levels of stress are related to decreased levels of life satisfaction. Life satisfaction is the cognitive component of subjective well-being. The level of stress and level of life satisfaction differs from person to person. The purpose of the present study is to investigate the level of stress & life satisfaction among college teachers. A total of 60 respondents (30 female and 30 male) constituted the sample of the present study. They were selected randomly from different colleges of Bangalore. Singh's Personal Stress Source Inventory developed by Arun Kumar Singh and Life Satisfaction Scale developed by Dr. Promila Singh and George Joseph were used to measure the level of stress and life satisfaction among teachers. The obtained data were analyzed by using descriptive statistics, mean, Standard deviation, t-test and Pearson product moment correlation. Results revealed that there is a difference in the level of stress among male and female teachers. It was also revealed that there is no difference in the level of life satisfaction among male and female teachers and found very low correlation between stress and life satisfaction.

Keywords: Life Satisfaction, Stress, Teachers, Profession.

Introduction

Education is the backbone of the Nation. The progress of the country always depends upon the quality of education. Teachers play an essential role in the field of education. Today, teachers' roles are emerging differently. Teachers need to dedicate time for everyday reading, department work, paper publication and also need to manage adolescent problems in the classroom and also need to manage their family. While performing different roles teachers face a lot of stress. The teacher's performance and behaviors are affected by stress. Teachers often bear the brunt of the burden created by the growing emphasis on accountability where the focus is on student outcomes, leaving little time or attention for teacher wellbeing. Teachers who fit a profile of high stress and low coping not only suffer inside because of their stress, but it shows in their classrooms. Medley (1976) defined life satisfaction as a subjective feeling of happiness and contentment with life. Life satisfaction refers to the amount of happiness an individual obtains in his life. It may include health, profession and aspects like economic, personal and psychological. Harpreet Kaur (2018) explores teacher effectiveness in relation to life satisfaction and occupational stress. The study indicates that teachers who have low occupational stress and high life satisfaction have higher teacher effectiveness as compared to ones who have low life satisfaction and high occupational stress has lower teacher effectiveness. Kumar (2014) found that there is no significant difference in life satisfaction of male and female teachers also the type of institution i.e., Govt and private. Saveri (2009) explored the relationship between job satisfaction and life satisfaction among the teachers and also measured the extent of job satisfaction and life satisfaction among them. Borg Mark G., Riding Richard J. (1997) discusses an examination of teacher stress, job satisfaction, absenteeism, career intention, career commitment, and self-image among secondary school teachers and concludes that teachers who reported greater stress were less satisfied with teaching, more frequently absent, more likely to leave teaching, and less likely to re-enter the field. Shukla (1996) found that there was a negative correlation of the frequency and intensity of EE and the effectiveness in teaching. The study showed no significant difference in the relationship between teacher stress and its impact on teacher's qualification, age, and subjects taught, type of institution - single sex or coeducational institution. Maynard (1993) reported that as the number of occupational roles increased, life satisfaction tended to decrease. Lio et.al. (1990) analyzed nine life satisfaction variables such as satisfaction with relations, hobbies, place of residence, satisfying life (happy or dull), health conditions, physical fitness and health and overall satisfaction with one's life situations.



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Methodology

Aim

The purpose of the study is to assess the stress and life satisfaction among teachers.

Objectives

- 1. To find out the relationship between stress and life satisfaction among PU collegeteachers.
2. To investigate the significance of difference in the mean score of stress among maleand female PU college teachers.
3. To investigate the significance of difference in the mean score of life satisfaction amongmale and female PU college teachers.

Hypotheses

- 1. There is a significant difference among male and female teachers in their level of stress.
2. There is a significant difference among male and female teachers in their level of lifesatisfaction.
3. There will be significant relationship between stress and life satisfaction among PUcollege.

Sample

The present study was conducted on a representative sample of 60 PU college teachers of Bangalore. Purposive sampling method was employed.

Tools Used

- 1. Singh's Personal Stress Source Inventory developed by Arun Kumar Singh.
2. Life satisfaction scale developed by Dr. Promila Singh and George Joseph.

Statistical Techniques

Mean, SD, Pearson Product moment correlation method, t ratio

Results and Discussion

Table 1: comparison of level of stress among male and female college teachers.

Table with 6 columns: Scale, N, Mean, SD, t value, Level of Significance. It compares SPSSI scores for male and female teachers.

Table 1 shows the Mean, SD and t value of male and female teachers on the scale SPSSI. The obtained mean score of male teachers is 59.83 and female teachers 63.43. The SD is 1.60 and 1.82 respectively. The calculated t value is 8.72 which is significant at both 0.05 and 0.01 level. This shows that there is a significant difference between male and female teachers in their level of stress. Hence, Hypothesis 1 accepted.

Table 2: comparison of level of Life satisfaction among male and female college teachers.

Table with 6 columns: Scale, N, Mean, SD, t value, Level of Significance. It compares Life Satisfaction scores for male and female teachers.

Table 2 shows the Mean, SD and t value of male and female teachers on the scale of life satisfaction. The obtained mean score of male teachers is 125.20 and female teachers 122.43. The SD is 14.23 and 15.71 respectively. The calculated t value is 8.72 which is significant at both 0.05 and 0.01 level. This shows that there is no significant difference between male and female teachers in their level of life satisfaction. Hence, Hypothesis 2 rejected.



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Table 3: Correlation between stress and life satisfaction

Group	N	Correlation	Interpretation
Stress	Male (60)	-0.068	Very low correlation
Life Satisfaction	Female (60)		

Table 3 shows the correlation between stress and life satisfaction. The obtained correlation value is **-0.068** indicates very low correlation between stress and life satisfaction. Hence **Hypothesis 3 accepted**.

Conclusions

- In the present study the obtained results support the hypothesis which states that there is a significant difference among male and female teachers in their level of stress.
- In the present study the obtained results do not support the hypothesis which states that there is a significant difference among male and female teachers in their level of life satisfaction.
- In the present study the obtained results support the hypothesis which states that there will be no significant relationship between stress and life satisfaction among PU collegeteachers.

Limitations

1. The study was confined only to teachers working in different PU colleges in Bangalore.
2. The sample consisted of teaching only.

Suggestions

1. The present study was conducted on a limited sample of 60 teachers.
2. The same can be done at various other stages like teachers of degree college and universities.
3. The study can also be conducted on teachers working in private and government colleges of rural and urban areas.

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