

**A STUDY OF THE RELATIONSHIP AMONG ATTITUDES,
JOB SATISFACTION, WORK MOTIVATION AND
OCCUPATIONAL ROLE STRESS OF TEACHER
EDUCATORS IN NATIONAL CAPITAL REGION**

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I. INTRODUCTION

Culture of teaching in India is as old as the Indian civilization. Starting from 4000 B.C. to till twentieth century, Gurus/ teachers/ educators have enjoyed loyalty and respect of society. They were considered a strong pillar in nation building. They enjoyed it based on their understanding of student's futuristic requirements, change in society, openness, honesty of profession, sense of duty and other important guidelines, which originated in due course of time. The National Policy on Education (1986) has rightly remarked, "The status of the teacher reflects the socio-cultural ethos of a society. With the arrival of liberalization in India in late nineties of twentieth century, teaching learning relationship has changed dramatically. The pace of change was so high that the teaching fraternity lost control over it and now the situation is alarming. At present, the teacher/ educators do not have same loyalty and respect of society as earlier. There are many reasons apart from liberalization. Now education is not only considered as a requirement for good citizenship or for nourishment of an individual but also a profession, which will be a source of earning in future. Growing population also added a bit in it. Today the books of any two private schools are not same. Availability of digital gadgets for monitoring the activities of teacher in classroom, newly developed teaching aid, newly inducted teaching techniques; more stringent legislative rule for child development, Result orientation of school administration and parents with culture of guest teachers/ faculty etc are also adding the stress of the teachers. Teaching fraternity today has magnificent occupational role stress in India. According to Caplan et al. (1975), occupational stress is 'any characteristics of job environment which poses a threat to the individual'. Occupational stress is the inability to cope with the pressures in a job (Rees, 1997). It is basically a mental and physical condition which affects any individual's productivity, effectiveness, personal health and quality of work (Comish and Swindle, 1994). As per Kyriacou, 1987: Occupational stress is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Teachers with high levels of stress have symptoms of psychological distress, high anxiety and low psychological well-being, decreased job satisfaction, burnout and job dissatisfaction among the teachers (Traverse and Cooper, 1996). Teachers are usually exposed to higher level of stress in all cultures (Copper and Kelly, 1993; Reglin and Reitzammer, 1997; Chan, 1998; Mokdad,

2005). Multi factors like long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organizational climate, strained relationship with peers are the other contributing factors. Life of teachers are adversely affected by stress in two ways, physical ill health (Otto, 1986; Mokdad, 2005) and mental ill health (Fletcher and Payne, 1982; Finlay- Jones, 1986; Beer and Beer, 1992). According to (Blasé, 1986; Poornima, 2010) and (Seldman and Zager, 1998; Reddy, 2011), teacher's functional ability decreases and burnout increases due to stress. As per Brown and Ralph (1992), there are other outcomes of stress as reduction in work performance and output; inability to manage time; feelings of alienation; loss of confidence and motivation; increasing introversion; poor peer relationships etc. Sufficient research has been done on various individual dimension (Role stress, motivation, job satisfaction, attitude, job involvements, values, culture etc). However, collective research to find out any relationship between various variables like Occupational stress, job satisfaction, work motivation and teachers attitude towards teaching is not available. More collective research (multi variables relationship, correlation or regression etc) is to be taken up to highlight and arrest the harmful effects of occupational stress in the field of education. Present research will significantly contribute to fill this gap of information on collective research in teaching profession.

II. LITERATURE SURVEY FOR THE STUDY

Occupational Role stress: Stress is a situation when an individual is reluctant to change from current position to new due to various reasons (may be fear to losing, stability, power, attitude, incapability etc). There can be as many definitions as the authors. According to Hans Selye, (a psychologist and physiologist) stress is "the force, pressure or strain exerted upon a material object or person which resist these forces and attempt to maintain its original state." He was the first to introduced the concept of stress into life science in 1936 and described stress as, 'the role of all wear and tear caused by life'. According to Maslach (1981), occupational stress is seriously affecting the teaching community also. Fimian (1986) revealed that "a number of variables such as role problems, loss of control, isolation, dissatisfaction with scale of pay, role overloaded, role ambiguity and lack of administrative support are associated with teachers' stress and reduce the accountability of teachers towards their profession". Beehr and Newman (1978) had defined stress as "a situation which will force a person to deviate from normal functioning due to the change (i.e., disrupt or enhance) in his/her psychological and/or physiological condition, such that the person is forced to deviate from normal functioning". Rice (1987) enumerated Stress a body condition that occurs in response to actual or anticipated difficulties in life. But "Teaching is not every body's cup of tea" as Ruskin highlighted. According to him, "Teaching is a painful, continuous and difficult work to be done by kindness, by watching, by warning, by perfecting, by praise but above all by exercise". All the above definitions highlight that stress is to be checked for the betterment of an individual and for the organisation/ society. Dr. Uday Pareek was the first to study occupational role stress and highlighted ten contributors of occupational role stress as Inter-role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict, (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self - Role Distance (SRD), Role Ambiguity (RA), Resource Inadequacy (RIN) for studying the occupational role stress.

Work motivation: Motivation is a process of initiation, direction and energizing the individual behavior to achieve any desired target. It can be inner motivation or from outside. Self-motivated individual runs on inner motivation but not all persons are same. Therefore, work motivation came to center stage in any institution/ organisation. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stroke, 1999). Commitment directly affects job satisfaction. Teacher's competence, commitment and career decisions are affected by other aspects of teaching (Huberman, 1986; Rosenholtz, 1989; Sikes, 1984). Mittal Jayprakash (1992) observed work motivation is related to job satisfaction. Mittal (1994) also explored the level of motivation to the work of secondary school teachers of Delhi. Work motivation is studied by KG Aggarwal in work motivation questionnaire (*WMQ-A*) and assesses work motivation from both sides (i.e. intrinsic and extrinsic). He identified six motivational factors - dependence, organizational orientation, work group relations, psychological incentives, material incentives and job situations.

Attitude: It is an acquired mental state, a way of thinking, a way of acting or making decisions in any situation. To a teacher, attitude is a way of thinking, acting and behaving towards his/ her profession. Generally, attitude is either positive or negative. Thurstone (1946, p. 39) has defined attitude as the degree of positive or negative affect associated with some psychological object. It is basically a feeling for or against something (Remmers, Gage & Rummel 1960, p. 67). According to Britt (1958, p. 52), it is a mental set of response. Fishbein (1967, p.12) defines it as a mental disposition of the human individual to act for or against a definite object. Any learner/ student can understand better based on teacher's competence, attitude, sensitivity and motivation. Various studies were conducted on teachers attitude like Rao (2012) conducted a study on attitude of Secondary School Teachers towards teaching profession and results revealed that there is no significant difference between Teachers attitude with relation of type of family and gender. H.V. Belagali (2009) studied Teachers attitude towards teaching profession and found that female Teachers have higher attitude towards teaching profession as compared to their counterparts. Samantaroy (1971) observed the positive relationship between teaching attitude and teaching efficiency. Teachers attitude is studied by JC Goyal in *Teacher attitude scale (TAS-GJ)*. It consists of 22 items to measure teachers' attitude as an individual.

Job satisfaction: According to Locke and Lathan, Job satisfaction is as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It is the employee's perception of how well their job provides the things that are important to her/ him. Gupta (1980) measured the job satisfaction of primary, secondary, and college teachers. Anjaneya, S.R (1970) conducted a study on job satisfaction of Secondary School Teachers and found that dissatisfaction varies with type of institution they work. J.C. Goyal (1980) studied about job satisfaction and teaching attitude of primary school teacher and he observed that most of the primary school teachers are not satisfied in their job. Kulsum (1999) studied the factors of job satisfaction and job involvement of secondary school teachers. Garg (1984) studied the relationship between personality and job satisfaction of librarians of Delhi University. Teachers job satisfaction is studied by Nasrin & A Annes in *Teachers job satisfaction questionnaire (TJSQ-NAA)*. Job satisfaction of teachers were covered in ten dimensions in this test—(i) Quality of teaching, (ii) Innovation teaching, (iii) Responsibility for teaching, (iv)

Cooperative Teaching Behaviour, (v) Teaching attitude, (vi) Group Relationship, (vii) Job acceptance, (viii) Social Behaviour, (ix) Classroom Behaviour, (x) Observation skill.

III. MOTIVATION AND NEED OF THE STUDY

By considering the availability of the research done and sensitivity of the problem, there is an urgent need of collective research to be undertaken on teacher/ educators in India. Most of the researchers have correlated only two dimensions (e.g. Job satisfaction Vs Attitude or Work motivation Vs Job involvement) but present day teaching is not affected by any two factors. There are multi factors working together and there must be a cycle or relationship among these factors that are affecting teachers adversely. Researchers have to find out any relationship, correlation etc among these factors. Present research is considering four factors (i.e. Teaching Attitude, Job satisfaction, Work motivation and Occupational role stress) and will find out the relationship among these factors affecting teacher/ educators.

IV. OBJECTIVES

- (i) To study the occupational role stress among teachers of public and private schools in National capital region.
- (ii) To study the effect of occupational role stress on job satisfaction among teachers of Public and Private schools in National capital region.
- (iii) To study the relation/ effect of work motivation on job satisfaction among teachers of Public and Private schools in National capital region.
- (iv) To study the relation/ effect of attitude on job satisfaction among teachers of Public and private schools in National capital region.
- (v) To study the relation/effect of attitude on work motivation among teachers of Public and Private schools in National capital region.
- (vi) To study the relationship of attitude, work motivation, Job satisfaction and occupational role stress among teachers of Public and private schools in National capital region.

V. HYPOTHESIS OF THE STUDY

- (i) H01 There is no relationship of attitude, work motivation, Job satisfaction and occupational role stress among teachers in National capital region.
- (ii) HA1 There is a relationship of attitude, work motivation, Job satisfaction and occupational role stress among teachers in National capital region.

(There will be null and an alternate hypothesis. Null hypothesis is considered true. Based upon relationship, Null or alternate hypothesis will be considered during analysis and interpretation of collected data.)

VI. METHODOLOGY OF THE STUDY

- (i) Research Design used in the research will be Single Cross-sectional Descriptive type conclusive research design.
- (ii) Approach of this research will be qualitative in nature, as it will be dealing with the study of the behaviour of the respondents.
- (iii) All the teachers (including Primary, secondary and higher secondary) of national capital region will frame the sampling population for this research and sampling unit will be selected randomly out of this targeted population.
- (iv) 100 teachers of national capital region will be selected for this research based on two aspects i.e. Type of school (public and private schools) and Type of teacher (i.e. Primary, secondary and higher secondary). Based on school, 35 Public and 65 private teachers will be selected and based on teacher role, 40 primary, 40 Secondary and 20 higher secondary respondents will be considered. Due consideration will be given to select teachers of all streams (e.g. Hindi, English, Social science, Science, Maths, computer, Vocational education etc).
- (v) Multistage stratified Random Sampling Technique will be used for selecting the sample of 100 teachers. There will be five stages of sample selection. In the first three stages, simple random technique will be applied and in the last two stages, stratified technique will be applied to select the required size of the sample with equal representation of the teachers of all streams. Firstly, simple random sampling technique will be applied for selecting the districts from National capital region (Delhi, Haryana & Uttar Pradesh). Each district is further divided (approx.) into 2-5 blocks/ Tehsils. Secondly, selection of blocks/ Tehsils from the districts selected in the first stage will be done randomly considering the rural and urban localities. Thirdly, public and private schools from these selected blocks/ Tehsils will be selected randomly. Fourthly, From the randomly selected schools (i.e. Public & private), stratified sampling technique will be used to select the respondents based on their type (i.e. Primary, secondary and higher secondary) and lastly, based on streams, teachers will be selected using stratified sampling technique.
- (vi) Primary data will be collected with the help of four research instruments from teachers (upto higher secondary level) of public and private schools available in national capital region. Secondary data will be collected from available literature in the form of books or Published material through Journals, internet and official sources of educational bodies. The Tools to be used are mentioned below:
 - (a) Occupational Role stress scale (ORS-S) by Uday Pareek (1983): This tool is selected based upon its vast applicability for studying stress in every field. It consists of ten dimensions — Inter-role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict, (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self - Role Distance (SRD), Role Ambiguity (RA), Resource Inadequacy (RIN) for studying the occupational role stress.
 - (b) Work Motivational questionnaire (WMO-A) by KG Aggarwal: This tool is selected as it assesses work motivation from both sides (i.e. intrinsic and extrinsic). It has 26 items and on the basis of these 26 items six

motivational factors are identified — dependence, organizational orientation, work group relations, psychological incentives, material incentives and job situations.

(c) Teachers job satisfaction questionnaire (TJSQ-NAA) by Nasrin & A Annes: This scale is considered for job satisfaction of teachers and consists 42 items divided into ten dimensions—(i) Quality of teaching, (ii) Innovation teaching, (iii) Responsibility for teaching, (iv) Cooperative Teaching Behaviour, (v) Teaching attitude, (vi) Group Relationship, (vii) Job acceptance, (viii) Social Behaviour, (ix) Classroom Behaviour, (x) Observation skill.

(d) Teacher attitude scale (TAS-GJ) by JC Goyal: This tool is selected as it consists of 22 items to measure teachers attitude as an individual.

(vi) IBM SPSS 20 or latest will be the Statistical tool for analyzing and interpretation of the collected data to find out any relationship/ correlation among attitude, work motivation, job satisfaction and occupational role stress of teacher/ educators in national capital region.

VII. PROPOSED PLACE OF STUDY

The place of study will be restricted only to National capital region due to availability of prime resources like time and money. It will cover all districts of Delhi, 5 districts of Haryana (Sonipet, Rohtak, Gurgaon, Faridabad and Palwal) and two places of Uttar Pradesh (Noida and Gaziabad).

VIII. DATA ANALYSIS & INTERPRETATION

Data was collected from 100 teachers of various school spread over National capital region. 40 Primary, 40 Secondary & 20 Senior Secondary school teachers extended their valuable data for analysis and interpretation. All respondents were selected randomly based on their streams, type of school and location of the school.

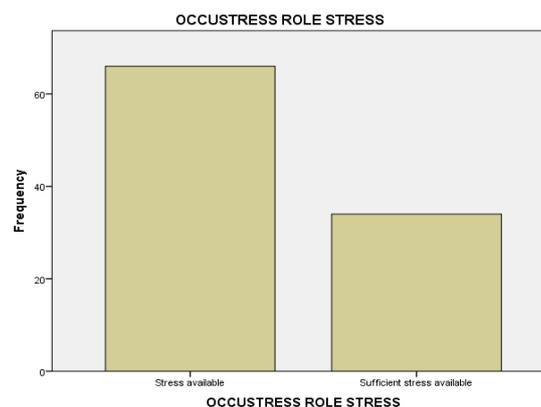
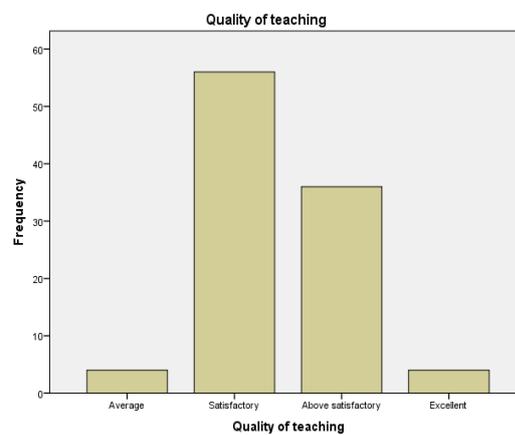
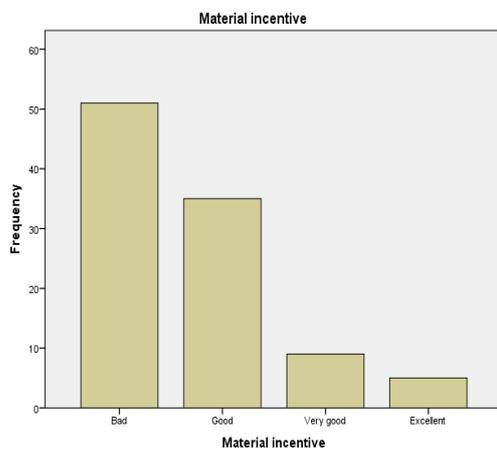
Collected data was entered and analyzed with SPSS 20. Descriptive statistics like Frequency statistics: Mean, S.D. Variance, Percentage etc, Correlation: Bivariate & Partial carried out and outcome was displayed with the help of Bar diagram, Bar chart, Pie chart & Tables. It was observed that there is no single factor which is affecting the occupational stress, job satisfaction and work motivation of teaching fraternity. Most prominent factors are Role ambiguity, Role overload, Material & Psychological incentives, Job situation, Occupational stress, Work motivation. Role ambiguity is observed in all teachers. It was assigning the diverse secondary roles (work) to them along with primary role. Role overload was observed mostly in Private schools of both urban & rural schools. Insufficient Psychological & Material incentives was observed mostly in rural area schools. Job situation (stringent legislative rules in urban schools, long working hours) was changing from Govt to private schools and from rural to urban schools. Poor teaching facilities in Rural schools was observed. Lack of social recognition was common in rural schools. Poor organizational climate, strained relationship among peers in private schools were the other contributing factors.

Descriptive Statistics

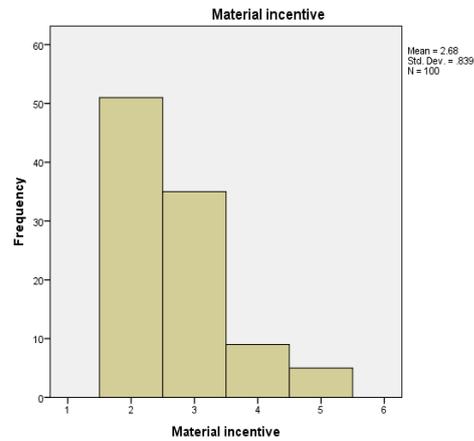
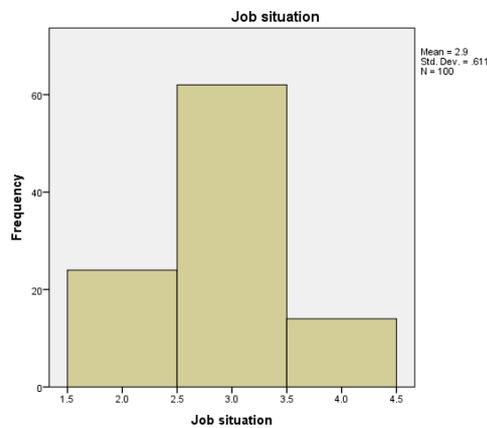
Variables	N	Mean	SD	Variance
Teaching Attitude	100	3.66	.225	.060
Job situation	100	3.32	.566	.321
Occup Role Stress	100	3.50	.503	.253
Valid N (listwise)	100			

* Job situation & Occupational role stress are highlighted.

Frequency Table



Histograms



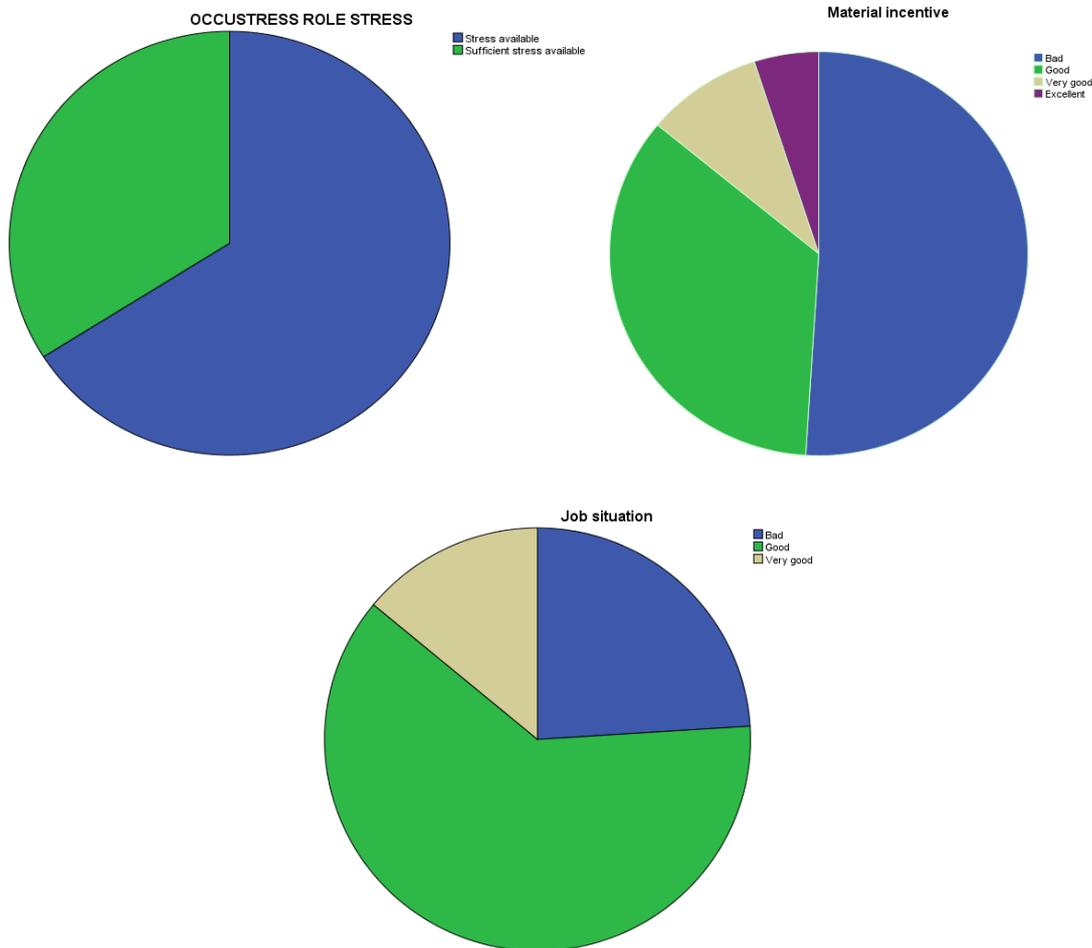
Chi-Square Tests

Work group relation		Value	df	Asymp. Sig. (2-sided)
Good	Pearson Chi-Square	3.111 ^b	2	.211
	Likelihood Ratio	4.757	2	.093
	Linear-by-Linear Association	1.476	1	.224
	N of Valid Cases	32		
Very good	Pearson Chi-Square	14.958 ^c	2	.001
	Likelihood Ratio	20.868	2	.000
	Linear-by-Linear Association	.523	1	.469
	N of Valid Cases	62		
Excellent	Pearson Chi-Square	1.333 ^d	2	.513
	Likelihood Ratio	1.726	2	.422
	Linear-by-Linear Association	.294	1	.588
	N of Valid Cases	6		
Total	Pearson Chi-Square	16.963 ^a	2	.000
	Likelihood Ratio	23.012	2	.000
	Linear-by-Linear Association	2.276	1	.131
	N of Valid Cases	100		

- a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.42.
- b. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.
- c. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.60.

d. 6 cells (100.0%) have expected count less than 5. The minimum expected count is .50.

Pie charts



IX. CONCLUSION

It is concluded that there is no single factor which is affecting the occupational stress, job satisfaction and work motivation of teaching fraternity. Factors like Role ambiguity, Role overload, Material & Psychological incentives, Job situation, Occupational stress, Work motivation affected the teachers in national capital region. Teachers in Private schools of both urban & rural schools were overloaded. Material incentives were lacking in rural area teachers in private schools. Long working hours were common in private schools of rural areas.

X. RECOMMENDATIONS

It is recommended that results of this study can be used for further research to validate the contributing factors highlighted in this research.

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