



Understanding The Relationship Between Job Satisfaction with Perceived Stress and Self Esteem Among College Teachers of Kolkata

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Abstract:

The satisfaction of job affects the overall performance of a person. And it is considered that if a person would be happy and would feel content with the job, they are doing, it will enhance the self-esteem of a person. The present study was done to analyse the relationship between job satisfaction with perceived stress and self-esteem. Data was collected from 100 college teachers who are working in various colleges of Kolkata. To measure the level of job satisfaction, perceived stress and self-esteem, Job Satisfaction Scale (Munir and Khatoon 2015), Perceived Stress Scale (PSS-10) (Cohen et.al.1988) and Coopersmith Self-esteem Inventory (Coopersmith, 1981) was used, respectively. After applying Pearson's Correlation Method, positive correlation was found between Job Satisfaction with Self Esteem and negative correlation was found between Job Satisfaction and Perceived Stress. The results focus on the factors which can be implemented in future for better job satisfaction. There are many events in the life of a person in which the person might feel stressed out. But a person who has high self-esteem, would be able to deal with any stressful event. The level of self-esteem and how the person is perceiving the stressful event would affect the job satisfaction level of the person. The present study throws a light to promote better job environment to enhance the job satisfaction level of teachers.

Keywords: Job Satisfaction. Perceived Stress, Teachers, College, Self Esteem

I. Introduction

Teaching is one of the noble professions. A teacher is the one who prepares the child for the upcoming exams and develops a child's mental as well emotional health. A teacher has an important role in shaping the personality of the person. Youths are the one who has to take care of the country in the future. So, it's very important that youth should have positive thinking among themselves. And this positive thinking can be inculcated by a good teacher only. The mentality of a teacher shapes the society. A teacher should never be partial and should treat every student in the same manner. Teachers are like the backbone of a society and forms the character of a person. Teachers help in establishing a standard of excellence in the academic performance of the student. Because of this reason, teachers need to have a high level of commitment towards their duties and responsibilities.

The education system is changing day by day. Once there was a time when the students had to walk a long way to reach their education institution. But now, with globalisation, government has opened various universities in almost each and every state of India. Even private universities are also opened in various states. But due to the pandemic, that has occurred all over the world, whole education system had to shift to online mode. Many teachers who are not familiar with the technology had to face problems in adjusting themselves with the changing demand of teaching. Also, with this online shift in mode of teaching, the work load is also changed, depending upon the type of university the teacher is working.

Stress has become one of the major causes of job dissatisfaction in the workplace nowadays. Lifestyle of every individual is changed a lot, if we compare the lifestyle of people in earlier days. Many psychological and physical problems are seen in the person as they are suffering from stress. The encouraging positive note, it can help a person to stay alert and keep him in action and as negative it can lead a person to depression. Sometimes, the person fails to achieve any targets which creates pressure, frustration, anxiety, dissatisfaction and occupational stress among teachers. Such situations have become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals.

The teacher plays the most important role in the learning process of the student. In the absence of good teachers, it is not possible to improve education. Either the teacher is working in the school or college, job satisfaction in teachers is essential as effective teaching is the result of job satisfaction. The teacher who is unable to motivate his students to attain learning, remains dissatisfied with his work.

If we observe, job satisfaction is related with the psychology of the person. If someone is satisfied in his/her work, he/she will perform his/her best in the job. In case of teachers, it is more essential to be satisfied as teachers have the responsibility to create nation builders who should be more effective, intelligent and creative so that they can make the society better and progressive.

Perceived Stress

Perceived stress is how one is perceiving any stressful events in the world or the attitude of a person towards one's life's stress events. It is way how one is coping with the stressful situation. It can be related to the profession of teaching, where a teacher has to deal with the various problems relating to the student, management and have to resolve it in a positive way. A teacher who is perceiving stress at a high rate, won't be able to tackle the stressful situation that he/she might have to face in their educational settings, as stress is one of the factors which can affect the productivity, as there is a direct relationship between stress and the behaviour of a person. Role of teacher is crucial in educational settings so they must handle the stress in a positive manner, and the nature of handling stress would make teaching successful. This would also influence their personality, and would change their outlook of looking at the world around.

Self esteem

Self-esteem is the mental status of a person that how he/she is dealing with the situations in his/her life. Self-esteem also acts as an indicator of psychological wellbeing of a person (Ruderman et al., 2002). Self-esteem refers to an overall evaluation that includes one's worth or value in life (Rosenberg, 1989; Rosenberg et al., 1995). Self-esteem is the combination of beliefs and emotions. It includes feeling of victory, feeling of pride, feeling of shame, feeling of despair and feeling of worthlessness. Maslow's need hierarchy theory of motivation has mentioned the term self-esteem. It states that self-esteem needs have two aspects. One is the lower one and the other is the higher one. The lower one comprises of the need for the respect from others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The

higher version involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom.

Job Satisfaction

Vroom (1964) defines job satisfaction as "the positive orientation of an individual towards all aspects of work situation". So, the job satisfaction is resultant of a host of orientations to specific aspects of job and results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations and rewards. According to Katznel (1964) job satisfaction is the verbal expression of an incumbent's evaluation of his job.

From research undertaken by Duke (1988), Richford and Fortune (1984) and Mercer and Evans (1991), there is a worldwide tendency towards job dissatisfaction in education. However, Hillebrand (1989), Steyn and van Wyk (1999), Theunissen and Calitz (1994), and Van Wyk (2000) contend that contrary to expectations, teachers experience greater work satisfaction than was previously believed.

Meena & Agarwal (2014) found negative correlation between happiness and job satisfaction. Another research by published in UK Essays, showed that self-esteem and job satisfaction are highly related to each other. So, we can say that happiness and self-esteem are the two factor which can affect the satisfaction in the job.

Teaching profession is generally considered as a noble profession with lot of expectations from parents towards their children's education the development of their personalities and it is directly related to job satisfaction. Job satisfaction is, how much happy an individual is with his/her job. Job satisfaction influences teacher's attitude and performance.

II. RESEARCH QUESTION

- 1) Is there any relationship between Job Satisfaction and Perceived Stress among College Teachers working in India?
- 2) Is there any relationship between Job Satisfaction and Self Esteem among College Teachers working in India?

III. HYPOTHESES

- 1) There will be significant relationship between Job Satisfaction and Perceived Stress among College Teachers working in India
- 2) There will be significant relationship between Job Satisfaction and Self Esteem among College Teachers working in India

IV. METHODOLOGY

Data Collection and Sample Selection

Data was collected from 100 teachers who are working in different Colleges of Kolkata. A google form was prepared which includes the three scales for measuring Job Satisfaction and Self Esteem, with consent form which means they are giving the approval to be a participant in the study. Also, a form for noting personal details like their name, age, College Name and duration of present job was attached. Only those teachers who are working for more than 3 years in that particular job, were included as a part of sample. After collecting the data, Pearson Correlation Method was used to find the relationship between the variables.

Tools Used

1) Job Satisfaction Scale

It was developed by Shagufta Munir and Tahira Khatoon in 2015. The final form of the test has 20 statements which is bi- dimensional instrument in which 12 items are worded positively and 8 items worded negatively. It is a 5-point Likert type instrument that assesses positive and negative dimensions of job satisfaction. Job satisfaction scale has split- half reliability of 0.84 and Cronbach's alpha 0.86. The content validity of the job satisfaction Scale was established along with the construct validity.

2) Coopersmith Self-esteem Inventory

The Coopersmith Self-Esteem Inventory (CSEI) was originally designed to measure children's self-esteem. However, it was modified by Ryden (1978) for use on adults. The CSEI (Coopersmith, 1981) contains two forms: (1) The Adult form (ages 15+); and (2) The School form (ages 8-15 years). The 58-item School form generates the following subscale scores: (1) General self (26 items) (2) Social self-peers (8 items) (3) Home-parents (8 items) (4) School-academic (8 items) (5) Total self (50 items) (6) Lie scale score (8 items). The

Adult version is a 58-item checklist measure of attitudes toward oneself. For each item, participants answer whether the statement provided is “Like Me” or “Not Like Me”. A version of S. Coopersmith's (1967) Self-Esteem Inventory, modified for use with adults, was found to have a test-retest reliability of approximately .80 for 32 adult women over periods of 6-58 weeks. Correlation of the scores with the Marlowe-Crowne Social Desirability Scale for 51 college students was .47. Use of the Lie scale on the Self-Esteem scale to identify subjects whose self-reports were markedly influenced by a social desirability factor reduced this correlation to .32.

3) Perceived Stress Scale

The Perceived Stress Scale (PSS) was developed by Sheldon Cohen in 1988 and is the most widely used psychological instrument for measuring the perception of stress. Items were designed to tap how unpredictable, uncontrollable, and overloaded respondents find their lives. The scale also includes a number of direct queries about current levels of experienced stress. The questions in the PSS ask about feelings and thoughts during the last month. In each case, respondents are asked how often they felt a certain way. Cohen et al. (1988) show correlations with PSS and: Stress Measures, Self-Reported Health and Health Services Measures, Health Behaviour Measures, Smoking Status, Help Seeking Behaviour.

Data Analysis

Descriptive statistics were used to measure the level of job satisfaction, self-esteem, and perceived Stress among College teachers. To find out the relationship between job-satisfaction and perceived stress and self-esteem, Pearson's product moment correlation method was used. Numeral processing of data was evaluated using statistical programmes Microsoft Excel and SPSS.

V. RESULTS

After applying the descriptive statistics, Table 1 shows the Mean and Standard Deviation values of Job Satisfaction, Perceived Stress and Self Esteem of teachers who are working in various Colleges of India.

Table 1

	N	Mean	Std. Deviation
Job Satisfaction	500	123.53	57.69
Perceived Stress	500	18.05	7.55
Self Esteem	500	34.88	7.501

Table 2 shows the relationship between Job Satisfaction and Perceived Stress. From the table, we can see that, there is a negative correlation between Job Satisfaction and Perceived Stress. So, we can accept our hypothesis 1 which states that there will be significant relationship between Job Satisfaction and Perceived Stress among College Teachers working in India.

Table 2

Correlations

		Job Satisfaction	Perceived Stress
Job Satisfaction	Pearson Correlation	1	-.266
	Sig. (2-tailed)		0.00*
	N	100	100
Perceived Stress	Pearson Correlation	-.266	1
	Sig. (2-tailed)	.00*	
	N	100	100

Table 3 shows the relationship between Job Satisfaction and Self Esteem. From the table, we can see that, there is a positive correlation between Job Satisfaction and Self Esteem. So, we can accept our hypothesis 2 which states that there will be significant relationship between Job Satisfaction and Self Esteem among College Teachers working in India.

Table 3

Correlations

		Job Satisfaction	Self Esteem
Job Satisfaction	Pearson Correlation	1	.381
	Sig. (2-tailed)		.00*
	N	100	100
Self Esteem	Pearson Correlation	.381	1
	Sig. (2-tailed)	.00*	
	N	100	100

VI. CONCLUSION

- 1) There is a positive relationship between job satisfaction and self-esteem. This also means that high job satisfaction will leads to high self-esteem in the person.
- 2) So, if measures could be taken to increase the satisfaction of a person in the job, it will automatically increase the self-esteem of a person.
- 3) Our result is supported by the research done by Ghafari & Samii (2013) on University Teachers.
- 4) The results also showed negative correlation between job satisfaction and perceived stress, which means job satisfaction is also related to perceived stress, and those who are satisfied with their jobs, will perceived low level of stress as compared to those who are less satisfied.

VII. FUTURE IMPLICATIONS

Expectations in determining the type and level of job satisfaction are effective. If there are a lot of job expectations, the job satisfaction comes later and more difficult (Shafi Abadi, 1991). So, firstly, one should understand his/her expectation level, either he/she is expecting too much from the situation.

Colleges should also try to understand the expectations of teachers. They should also pay attention and appreciate the efforts done by a teacher. The physical condition should also be kept in mind. The place where the teachers are sitting, should be appropriate. Due respect should be given to all the employees. Colleges can

consider to use the intellectual power of teachers and promote positive mental health in the workplace. Also, the management should recognise the external factors which are affecting the satisfaction of the teacher.

Increase in job satisfaction would promote happiness among teachers and help in increasing the self-esteem, which in turn will improve the performance in the classroom.

Universities should focus on increasing the level of hardiness among teachers. Hardy teachers and satisfied teachers would deliver better service, when they are free from stress. Excessive workloads should be checked and management of the Universities should focus on fostering healthy environment in the College. Counselling programmes can be started to decrease the stress level of the teachers. More focus should be given on the mental health of the teachers.

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