

## **A Correlational Study of Job Anxiety and Jobsatisfaction Among School Teachers**

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### **Abstract**

*The purpose of the present paper is to study the relationship between job anxiety and jobsatisfaction of teachers. A survey method was used to fulfill the purpose of this study, in which 120 teachers (60 urban and 60 rural) in various private and government schools of district Saharanpur. Data were gathered with the help of questionnaires including Job Satisfaction Scale and Job Anxiety Scale. The obtained data were then analyzed with statistical techniques like Mean, Standard Deviation, and Pearson Product Moment Correlation and analysis of Variance. Finding of the study indicates that job anxiety is significantly correlated in with jobsatisfaction among teachers. Furthermore a significant difference has been found between rural and urban teachers, as well as male and female teachers with respect to job anxiety and jobsatisfaction.*

### **Keywords**

*Job anxiety, Job satisfaction.*

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## **Introduction**

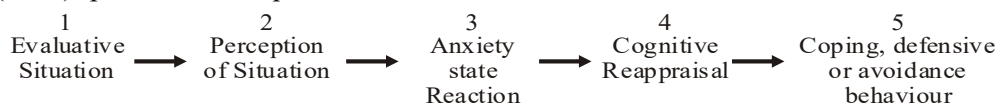
Teachers are an essential link in the transmission of educational opportunity to upcoming human generation. Teacher job satisfaction has, in turn, been tied to teachers' work performance, including teachers' involvement, commitment, and motivation on the job. Teacher job dissatisfaction is closely associated with teacher absenteeism and a tendency toward attrition from the teaching profession. Teacher commitment may also be an important factor determining the successful implementation of educational reforms in schools. In China, the current era of educational reforms aims to bring about a shift toward more student-centered teaching and learning, a greater emphasis on critical thinking and the application of skills, and the establishment of a more democratic classroom environment. The implementation of these reforms will likely require greater levels of teacher initiative and innovation, making teacher commitment and motivation increasingly important. Disengaged teachers are unlikely to inspire student engagement or, consequently, student achievement. According to Locke (1976) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981). For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management. Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general). Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Gupta (1992) found in study that job satisfaction is related to the personality needs and personal values and anxiety. Daguar (1998) also studied about anxiety and found its relationship with other psychological variables. Saxena (1988), Roy (1990), Namrata (1992) also support the findings related to job satisfaction.

We see that rapidly-increasing competitive environment is creating many psychological problems like stress, strain, anxiety and depression in people. As Sartre (1956) found anxiety as a fear of failure to meet a standard, or fear that one does not

hold the appropriate standard. Anxiety can be defined as a general state of uneasiness (fear, tension, worry or apprehension) which can be caused by ambiguity. Anxiety also can be said as the bodily response to a perceived threat or danger (real or imagined) and it seems to be triggered by an individual's thoughts, beliefs and feelings. In the present era, when anxiety and stress can be seen very common, they are considered to affect student's performance and personal life. Once one area is affected, it starts to intrude into other areas and makes many aspects of life frustrating, and finally it may engulf their overall happiness.

Anxiety is an emotional process which has several components. Spielberger (1972) specifies its components as follow:



Although anxiety is regarded as a response to certain conditions, it is known by inference. It is a subjective state of the person, it cannot be directly observed. It can only be known through its causes and effects. It is known from what the person says, how he acts, or from the physiological changes that are associated with it. Thus, if one wishes to know whether or not an individual is anxious, he can be asked about it.

Darwin (1872) described and documented the manifestation of anxiety and fear in man and animals. He pointed out that these emotions can be recognized by rapid heart-beat, perspiration, dilation of the pupils, dryness of mouth, trembling, change in voice quality and so on. Darwin argues that the reason this pattern of expression is universally found in man and animals is that it is highly adaptive-only those having evolved this mechanism are able to cope with or flee from sources of danger as required for survival. Although Sigmund Freud originally believed that anxiety stemmed from a physiological buildup of libido, he ultimately redefined anxiety as a signal of the presence of danger in the unconscious. Anxiety was viewed as the result of psychic conflict between unconscious sexual or aggressive wishes and corresponding threats from the superego or external reality. The theorists who developed this perspective initially were Mowrer (1953) and Dollard and Miller (1950). Their view of learning has it that drive reduction follows a response, reinforces it, and hence increases its future probability of occurrence. However, anxiety can also be learned. Traumatic events lead to unconditioned fear, but can then become conditioned, resulting in new stimuli producing the original maladaptive anxiety responses. Here, then, anxiety is viewed as conditioned fear.

## **Job Anxiety**

Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work (Kyriacou 2000). Since the early 1970s, the amount of research on teacher stress has T. Cox, Mackay, S. Cox, Watts, and Brockley (1978) reported that more than 60 per cent of teachers considered working as the main source of stress in their lives. Kyriacou (1980) revealed that teachers, when compared to people in other professions, teachers do experience a higher level of stress than many other professionals.

Wright (1964) found that environment in which student live is quite different, whereas the environment of the occupational settings is different and full of factors leading to stress and anxiety. It is well known that earning good grades and degree tend to induce significant pressure in students (Hirsch and Ellis, 1996). Kohn & Frazer (1986) found that there are factors like excessive homework, unclear assignments and uncomfortable classroom along with to earn good grades are the significant sources of job stress. Reservation policy has also been found related to the job anxiety and job satisfaction of the students.

Taylor (1956) found that subjects with high anxiety perform better on non-competitional tasks but poor on competition task. But a more typical finding is simply that high-anxiety subjects are inferior on complex tasks, whatever the strength of correct and incorrect tendencies. Sarason (1960) found that the persons who are high in trait anxiety tend to be characterized by fear of failure and by a tendency to become upset by whatever kinds of situations pose a threat to their self-esteem.

## **Objectives**

Following objectives have been formulated for the study:-

1. To test the significance of relationship between job anxiety and job satisfaction of teachers.
2. To test the significance of difference between urban and rural teachers with respect to job anxiety.
3. To test the significance of difference between urban and rural teachers with respect to job satisfaction.
4. To test the significance of difference between male and female teachers with respect to job anxiety.
5. To test the significance of difference between male and female teachers with respect to job satisfaction.

### **Hypotheses**

To fulfill the objectives of the study and keeping the previous studies in mind following hypotheses have been formulated:-

1. There is no significant relationship between job anxiety and job satisfaction of teachers.
2. There is no significant difference between urban and rural teachers with respect to job anxiety.
3. There is no significant difference between urban and rural teachers with respect to job satisfaction.
4. There is no significant difference between male and female teachers with respect to job anxiety.
5. There is no significant difference between male and female teachers with respect to job satisfaction.

### **Method**

**Design:** This is descriptive normative survey research. Here job anxiety, job satisfaction, locality and gender are the variables which have been studied.

**Sample:** In this study 60 teachers from urban area schools and 60 teachers from rural area school were selected from the villages and cities of district Meerut. In this total sample of 120 subjects, 60 were female teachers and 60 were male teachers. The process of selection was based on purposive sampling.

### **Variables of Study**

#### **Independent Variables**

1. Locality of school (urban and Rural)
2. Gender

#### **Dependent Variables**

1. Job Anxiety
2. Job satisfaction

### **Tools used for Data Collection**

In order to collect data related to job anxiety and job satisfaction following tools have adopted:

**1. Job Anxiety Scale:** It is a self-administering scale containing 49 statements, which can be administered to either individually or in a group devised by By A.K. Srivastava. The split-half reliability is .94 and test-retest reliability is .89. The internal consistency of the scale was checked by calculating the co-efficient of correlations between total scores on each of the sub-scaled and was found to be .78. This scale

possess high content validity because as pointed out earlier the items were collected from existing standard literature and scales and checked by the expert's ratings. The coefficient of correlation between Anxiety scale and Sarason's General Anxiety scale were .63 (N=190) and .59 (N=110) respectively.

**2. Teacher Job Satisfaction Questionnaire (TJSQ): (1996):** This scale, consists of 29 items to be responded with 'Yes' or 'No' alternatives, was constructed by Dr. Pramod Kumar and D. N. Mutha. The maximum score can be 58 and minimum score can be 29. The test-retest reliability of this test is .85, which is quiet high. Face validity of this questionnaire is also quiet high.

**Analysis and Interpretation of Data**

Following table shows mean standard deviation and number of subjects involved in the study.

**Table-1**

	Mean	S.D.	N
Job Satisfaction	213.45	31.326	120
Job Anxiety	73.20	10.395	120

To test the first hypothesis coefficient of correlation has been calculated on SPSS. Table-1 shows the coefficient of correlation between job satisfaction and job anxiety.

**Table-2: Showing Correlation between Job Anxiety and Job Satisfaction**

		Job Satisfaction	Job Anxiety
Job Satisfaction	Pearson Correlation	1	-.169
	Sig. (2-tailed)	120	.065
Job Anxiety	Pearson Correlation	-.169	1
	Sig. (2-tailed)	.065	120

As shown in table the correlation coefficient between job satisfaction and job anxiety is .16 in negative, which is not significant at any standard level. But we can consider it significant at .10-level, which mean that at .10 level there is significant relationship between job satisfaction and job anxiety. As the job satisfaction increases, job anxiety reduces.

Further to test the second hypothesis difference were tested. Following tables show the number of rural and urban school teachers with their mean and standard deviation with respect to both job satisfaction and job anxiety.

**Table-3: Descriptive Statistics for Job Satisfaction**

Locality	N	Mean	S.D.
Teachers in Rural Area Schools	60	226.82	26.01
Teachers in Urban Area Schools	60	197.11	29.64

**Table-4: Descriptive Statistics for Job Anxiety**

Locality	N	Mean	S.D.
Teachers in Rural Area Schools	60	69.18	10.23
Teachers in Urban Area Schools	60	78.11	8.33

Difference between mean scores of teachers in rural area schools and teachers in urban area schools can clearly be seen on both job satisfaction and job anxiety. And as the F-value shown in following table (on job satisfaction 34.10 and on job anxiety 26.63) these F-values can be said significant at .01 level, say highly significant. Such findings can be interpreted as teachers in rural area schools tend to have higher job satisfaction and low job anxiety in comparison of teachers in urban area schools who tend to show lower job satisfaction and higher job anxiety.

**Table-5: ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction * Locality	Between Groups	26210.548	1	26210.548	34.150	.000
	Within Groups	90567.152	118	767.518		
	Total	116777.700	119			
Job Anxiety * Locality	Between Groups	2368.048	1	2368.048	26.635	.000
	Within Groups	10491.152	118	88.908		
	Total	12859.200	119			

Further, the gender differences have been tested in relation of both job satisfaction and job anxiety, which have been shown in following tables.

**Table-6: Descriptive Statistics for Job Satisfaction**

Gender	N	Mean	Std. Deviation
Male	54	200.33	32.89
Female	66	224.18	25.58

**Table-7: Descriptive Statistics for Job Anxiety**

Gender	N	Mean	Std. Deviation
Male	54	76.22	9.80
Female	66	70.73	10.27

These differences between male and female teachers ' mean scores on job satisfaction and job anxiety, as we see in above tables, were found significant as the F-value on job satisfaction is 19.95 and on job anxiety is 8.46 shown in following F-table.

**Table-8: ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Job Satisfaction * SEX	Between Groups	16891.88	1	16891.88	19.95	.000
	Within Groups	99885.81	118	846.49		
	Total	7.700	119			
Job Anxiety * SEX	Between Groups	896.77	1	896.77	8.84	.004
	Within Groups	11962.42	118	101.37		
	Total	12859.20	119			

This ANOVA table states that male teachers significantly differ to the female teachers on the ground of job satisfaction and job anxiety. It can be said that male teachers tend to have lower job satisfaction and higher job anxiety in comparison of female teachers, who tend to show higher job satisfaction and lower job anxiety.

### **Conclusion**

These findings conclude that gender and locality play significant role in job satisfaction and job anxiety. But job satisfaction has not been found to be correlated with job anxiety which seems to be inconsistent to some of previous findings like Saxena (1988), Roy (1990) and Namrata (1992).

### **Limitation**

Following limitation can be pointed out of this study.

1. Sample size could be enlarged.
2. Probability sampling technique could be applied.
3. Some other variables like education, family type and type of job, marital status could be included to specify the relationship.
4. Experimental variance can be increased more to have clearer results.

### **Implication**

The result of this study can be useful to understand the job satisfaction of teachers under the influence of locality, gender and in relation with job anxiety so that job satisfaction can be enhanced by facilitating favorable factors and by removing unfavorable factors.

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