

Research Article**OCCUPATIONAL STRESS OF STATE AIDED COLLEGE TEACHERS IN RELATION TO DEMOGRAPHIC ATTRIBUTES IN NORTH 24 PARGANAS, WEST BENGAL*****Indrani Sukul**

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Abstract

The aim of the present study was to assess the level of occupational stress of State Aided College Teachers in relation to their gender, age, income and job satisfaction level. The researcher used Descriptive type survey method. The researcher took 252 SACT teachers as sample by adopting purposive sampling from 5 general degree colleges of North 24 Parganas District, West Bengal. The researcher used self-developed Job Satisfaction Scale and standardized Occupational Stress Index of A.K. Srivastava and A.R. Singhas tools of data collection for SACT Teachers. Both descriptive and inferential statistics was used by the researcher for data analysis. The result revealed that the stress of State Aided College Teachers of North 24 Parganas district varied in relation to their gender, age, income. The utmost finding of this study was that a negative relationship exists between the level of job satisfaction and occupational stress of SACT teachers of North 24 Parganas. It showed that increase of occupational stress of State Aided College Teachers leads to decrease of their job satisfaction level. Occupational stress arises among teachers due to different organizational factors like excessive work pressure, poor inter-personal relationship, unhealthy working environment etc. which adversely effect their job satisfaction level. To maintain qualitative academic excellence efforts should be made to control occupational stress of all teachers. The success of the higher educational institutions and students' performance is depends on the functions of all type of teachers.

Keywords: Occupational Stress, Job Satisfaction, State Aided College Teachers, West Bengal State University, Demographic attributes.

INTRODUCTION

Teaching is a professions or mission which is served for & maintained in the service of others. Teachers not only teach their students but also infuse among them the most important lessons of life i.e., moral values, peace, culture, traditions, life skills, sharing, caring, respect & so on. Teachers help the student to achieve their aim of life. His/her ethical behavior encourages students to do right judgment about good & bad. Teachers should have diverse knowledge about several field of study or topic. Teachers should develop multidisciplinary thoughts among themselves and should encourage students by collaborative approach. Being a mentor teacher will help their students to develop their critical thinking in their academic years. Teachers should update their knowledge for their professional development. All teachers need to be mindful about the guidelines of intellectual property rights. Continuous opportunities should be provided to the college teachers for their self- improvement and to acquire the knowledge of recent innovation and research in their respective fields. Scope of continual professional development should be provided to every teacher in a year for their self-professional development. Teachers should have the ability to create interactive session inside and outside of the classroom so that students feel free to express their opinion and remain active to participate in different classroom activities like debate, extempore, presentation etc. along with the development of good communication skills. Teachers also deliver their knowledge to their students in different ways like lectures, hands-on learning activities, demonstrations, projects, group activities etc. By observing the teacher, the students will be inspired to join in teaching profession as a teacher in future.

Job Satisfaction – its meaning

By merging two words that is 'job' and 'satisfaction' the word 'job satisfaction' come into existence. By job in teaching means the various types of tasks & responsibilities that teacher undertakes in his service career. By satisfaction it means the fulfillment of teacher's mental needs, expectations & desires. Thus, job satisfaction means feeling of enjoyment & happiness that teacher experiences while performing teaching job in his/her workplace or educational institutions.

Occupational Stress- Its meaning

Stress that is related to occupation is called occupational stress. There are various stressors responsible for occupational stress of a teacher like heavy workload, job insecurity, lack of autonomy, boredom, lack of proper resources, poor relationships, time pressure etc. The occupational stress adversely affects a teacher's physique, mind & behavior. Due to Covid- 19 teachers are experienced with higher occupational stress related to various aspects of teaching- learning process. Occupational stress leads to poor job performance. So, work-related stress should be prevented by understanding & providing conducive working environment to the teachers.

SACT- its meaning

SACT stands for State Aided College Teachers. In West Bengal, part- time teachers, contractual whole time teachers & guest lecturer of different government & government aided colleges whose appointment is before 13/07/2019 are absorbed by the West Bengal government and they bring together under one roof named 'SACT'. These teachers will continue their service up to the age of 60. Salary is based on the qualification & experience of these teachers. After retirements they will get a gratuity of 5 lakhs with other

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benefits. As per the qualification this State Aided College Teachers are categorized into two groups. They are mentioned below:-

- State Aided College Teachers, Category I-
- SACT having the prescribed qualification of University Grant Commission and followed by West Bengal Service Commission are come under State Aided College Teachers, Category-I.
- State Aided College Teachers, Category II-

SACT do not having the prescribed qualification of University Grant Commission and followed by West Bengal Service Commission are come under State Aided College Teachers, Category-II.

West Bengal State University

West Bengal State University is a public university is situated at Barasat which comes under the district of North 24 Parganas in West Bengal. To meet the public demand this university was established and the act was passed in the year 2007 by the then Government of West Bengal. It became functional in the year 2008. In the year 2021 this university has received accreditation from National Assessment and Accreditation Council. Sixty three colleges which were formally under the affiliation of University of Calcutta were transferred to West Bengal State University. There are various departments run under this university in the stream of Arts, Science, Commerce and Management. At present there are 54 affiliated colleges (including undergraduate and post graduate, technical, agricultural, etc.) under WBSU. Most of the affiliated colleges are accredited by National Assessment and Accreditation Council.

Demographic attributes

It refers to the features of the population. In this study the demographic attributes include gender, age, monthly income and job satisfaction.

Review of Related Literature

Zou, J. (2019) produced a paper titled "Research on Job satisfaction of Teachers in Private Colleges and Universities in Guangdong Province". The purpose of this study was to arouse the attention of society to private colleges & universities & to prepare different policies of management for this higher education institution. Survey method was used as exploratory research design. 181 samples were undertaken for this study. For collecting data he used random sampling & snowball sampling. 20 teachers were interviewed & 50 teachers were surveyed. Job Satisfaction Questionnaire was used as research tool. Data was analyzed by simple percentage, mean, SD & chi-square. He found he found that the job satisfaction level of male teachers was higher than female teachers. The study also showed that the job satisfaction of professor & married teachers was higher than other teachers & unmarried teachers respectively.

Wang, P., Chu, P. & et al., (2020) produced a paper titled "Association Between Job Stress and Organizational Commitment in Three Types of Chinese University Teachers: Mediating Effects of Job Burnout and Job Satisfaction". Their aim was to assess the relationship between job stress, job

burnout, job satisfaction & organizational commitment. Cluster sampling method was used to collect sample. 2200 trained teachers of 22 universities of China was the sample size. Data was collected by online questionnaires. Job Stress Scale, Job Burnout Scale, Job satisfaction Scale & Organizational Commitment Questionnaire were used as tools of data collection. They constructed structural equation model to explore the relationship between multi variables. Data was analyzed by Skewness, Kurtosis, Mean, SD, one way ANOVA & Chi-square test. The results of SEM showed job burnout & job satisfaction intervene between job stress & organizational commitment. The result found that the negative effects of job burnout were lower on organizational commitment & job satisfaction than provincial university teachers. They also found that the intervening effect of job burnout was greater than job satisfaction & job stress forecasted organizational commitment.

Vaccaro, C.H. (2020) produced a paper titled "Job satisfaction among Faculty Members at CCCU institutions". The purpose was to examine the differences between generation, employment & demographics (birth year, gender, tenure, full time/part time, and department) & to determine the job satisfaction level at CCCU (Council of Christian Colleges & Universities). Survey method was used as research design. For collecting data he used convenience sampling method. He took 100 samples. Academic setting Evaluation Questionnaire was used as a tool of data collection. Data was analyzed by ANOVA & t-test. He identified different factors that affect job satisfaction. He found that the job satisfaction level of female faculty was higher than male. He also found that full time faculty exhibited higher job satisfaction than part-time faculty. The job satisfaction level was varying in respect to generation.

Ortan, F., Simut, C. & Simut, R. (2021) produced a paper titled "Self-Efficacy, job Satisfaction and teacher Well-Being in the K-12 educational system". Their aim was to explore the relationship between the job satisfaction of teacher in respect to self-efficacy, relation related aspects, work related aspects, working conditions and to know several implications for the well-being of teachers. They conducted cross-sectional survey research. 658 Samples were selected by convenience sampling. Online questionnaire was used as data collection tool. For testing hypothesis they used factorial analysis & structural equation model. Data was analyzed by chi-square, mean & coefficient of correlation (p). They found self-efficacy, positive behavior of students, promotion, working conditions influenced job satisfaction & well-being. They also found conducive working environment increases teachers' job satisfaction, well-being & retention by decreasing burnout, turnover and emotional corrosion of teachers.

Sinniah, S., Mamun, A.A. & et al., (2022) produced a research titled "Modeling the Significance of Motivation on Job Satisfaction and Performance among the Academicians: The Use of Hybrid Structural Equation modeling-Artificial Neural Network Analysis." Their aim was to explain the effects of extrinsic & intrinsic motivation of working academicians of private higher education institution of Malaysia on job satisfaction & job performance. Explanatory research design was used. They selected 343 samples by using purposive sampling method. For data collection online cross-sectional survey was used. Questionnaire was used as research tool. Data was analyzed by artificial neural network analysis &

partial least square structural equation modeling. The result showed that the relationship between job satisfaction & job performance was moderately high due to self-efficacy. They also found that financial rewards, classroom environment, performance appraisal, promotion, code of conduct significantly influenced job satisfaction. They also found that code of conduct, performance and self-efficacy significantly influenced job performance. Apart from these, they highlighted on various motivating factors which improve job satisfaction with job performance. They suggested constructing right policies to change job satisfaction into job performance.

Research Gap

Research on occupational stress and job satisfaction is widely conducted in different profession. But State Aided College Teachers is a new concept in West Bengal. Except one study none of the studies focus on the different variables of Occupational Stress of State Aided College Teachers. Therefore an attempt has been made to assess the relationship of occupational stress of State Aided College Teachers in respect to age, gender, income and job satisfaction.

Rationale of the Study

SACT are experiencing huge challenges in their working environment which diminish their level of job satisfaction like too much work pressure, salary disparity, number of working days vary in term of different colleges, absence of training method, absence of promotion facility, poor pay scale, occupational stress etc. To what extent are the SACT teachers satisfied with their jobs? What are the stresses they experiencing in their teaching occupation? What is the effect of different variables like gender, age, income on occupational stress of SACT ...all these are some of the research questions related to occupational stress need to inquire. Except one no such previous work was done on SACT teachers. This justifies the need of the present study.

Objectives of the study

- To examine the difference in the level of occupational stress of State Aided College Teachers respect to their gender.
- To examine the difference in the level of occupational stress of State Aided College Teachers in respect to their age.
- To find out the difference in the level of occupational stress of State Aided College Teachers in respect to their income.
- To assess the relationship between occupational stress and job satisfaction of SACT in the district of North 24 parganas, West Bengal.

Research Questions

From the existing literature, the research questions that arise are:-

1. What are the effects of different variables like gender, age and income on occupational stress of SACT?
2. To what extent are the State Aided College Teachers satisfied with their jobs?
3. What are the effects of occupational stress on the level of job satisfaction of SACT?

Hypotheses to be tested

- H₀₁ SACT does not differ significantly in the level of occupational stress with respect to their gender.
 H₀₂ SACT does not differ significantly in the level of occupational stress with respect to their age.
 H₀₃ SACT does not differ significantly in the level of occupational stress with respect to their income.
 H₀₄ There is no relationship between occupational stress and job satisfaction level of SACT in North 24 parganas, West Bengal.

Delimitation of the Study

1. The present study is delimited to the 3 years degree state aided college teachers of North 24 parganas in West Bengal.
2. 5 colleges under the affiliation of West Bengal State University are taken for this study.
3. Only State Aided College Teachers are taken for this study.
4. Due to the constraints of time and money all the government aided three years degree colleges under West Bengal State University is uncovered.

RESEARCH METHODOLOGY

Research Design

Descriptive type survey method is used in this research for collecting, analyzing & interpreting data.

Population

It includes all the State Aided College Teachers (Category I and II) of Government Aided College of North 24 parganas under the affiliation of West Bengal State University.

Sample

5 Government Aided College of North 24 parganas are taken for study

Sample Size

252 state aided college teachers from 5 general degree colleges under the district of North 24 Parganas is selected as sample.

Sampling technique

For selecting sample Purposive sampling method is adopted.

Variables of the Study

- Study Variable- In this study, the job satisfaction and occupational stress are study variables.
- Attribute Variable- In this study, the attribute variables are gender, age and income of SACT.

Tools & techniques of Data Collection

- The **Occupational Stress Index** (46 items) constructed by A.K. Srivastava and A.R. Singh (1981) and some items were modified. The scale consists of 46 items among which 28 are true-keyed and 18 are false-keyed on 12 vital

dimensions namely role-overload, role ambiguity, role conflict, unreasonable group pressure, personal responsibility, under participation, powerlessness, poor peer relations, intrinsic improvement, low status, strenuous working conditions and unprofitability. It is five point scale based on strongly disagree, disagree, undecided, agree and strongly agree.

- The researcher use self-constructed tool namely “**Job Satisfaction Scale of SACT Teachers**” to measure the job satisfaction level of SACT teachers. The self-constructed scale included 60 items among which 35 are positive items and 25 are negative items on 6 vital dimensions namely job security, opportunities of personal growth, interpersonal relations, teaching technique, job competency, workload & assignment.

Reliability & Validity of the tool

By using split half (odd even) method the reliability index was ascertained. Cronbach alpha coefficient was determined and the value was .935 and .90 respectively. The 12 sub-scale were computed through split-half method. To assess the validity of the tool co-efficient of correlation between the scores on occupational stress index and various dimensions of job attitude and behavior was computed. The validity of this scale is .59. While calculating reliability of “Job Satisfaction Scale of SACT Teachers” the researcher adopted test-retest method. The reliability value of the tool is 0.92. To assess the validity of the tool the researcher used Expert Judgment method.

RESULTS AND DISCUSSION

H 01 SACT did not differ significantly in their level of occupational stress with respect to their gender. The result of t value is 0.001 which was below the table value at 0.01 levels. Therefore, it was significant. The result showed that the male & female State aided College Teachers differed significantly in respect to their level of occupational stress.

So, the null hypothesis was rejected at 1 %level of significance. However, the mean score depicted that the female SACT were relatively experiencing more stress in their job more than the male SACT of North 24 Parganas.

H 02 SACT did not differ significantly in their level of occupational stress with respect to their age.

The result of P value was 0.001 which is below the table value at 0.01 levels. Therefore, it was significant. The result showed that the age of State aided College Teachers differ significantly in respect to their level of occupational stress. So, the null hypothesis was rejected at 1 %level of significance. However, the mean score depicted that the age group less than 35 and within 36-45 SACT were relatively experiencing more occupational stress in their job than the other SACT of North 24 Parganas.

H 03 SACT did not differ significantly in the level of occupational stress with respect to their monthly income.

The result of P value was below than 0.01. Therefore, it was significant. The result showed that the monthly income of State aided College Teachers significantly differed. It also depicted that there was a significant relationship among the State Aided College Teachers’ monthly income and their occupational stress. So, the null hypothesis was rejected at 1 %level of significance. However, the mean score indicated that State aided College Teachers having 20,000 monthly income and 20,001-25,000 monthly income were experiencing more stress than those State aided College Teachers whose income is 31,000 and above.

H 04 There was no relationship between occupational stress and job satisfaction level of SACT in North 24 parganas, West Bengal

Table 1. Indicated the differences between the occupational stress level of SACT teachers in respect to their gender

Category	Number	Mean	S.D	Difference in means	F Value	t-value	Significance level
Male SACT	99	53.4	4.34				
Female SACT	153	59.7	4.56	6.3	12.345	<0.001	Statistically Highly Significant

Table 2. Indicated the differences between the occupational stress levels of SACT teachers with respect to their age

Age Group	N	Mean Value	S.D	F Value	P Value
Less than 35	72	57.4	4.22		
36-45	91	52.7	4.34	9.345	<0.001
46-55	48	45.5	3.98		
56 and above	41	39.5	4.02		

Table 3. Indicated the differences between the occupational stress level of SACT teachers with respect to their monthly income

Monthly Income	N	Mean Value	Standard Deviation	F Value	P Value
20,000	72	57.4	5.12		
25,000	93	52.7	3.14	9.345	0.000
31,000	46	38.8	2.98		
35,000	41	25.6	3.32		

Table 4. Indicated Correlation between Job Satisfaction and Occupational Stress

Research Construct	Numbers	Pearson’s Coefficient of Correlation (r)	Sig. (two tailed)
Occupational Stress	252	1	-
Job Satisfaction	252	-0.543	0.000

As the probability value was lower than 0.01 so the null hypothesis (H_{04}) was discarded at 1% significance level. It was proved from the above table that there was a correlation between the level of job satisfaction and occupational stress. The Pearson's Coefficient of Correlation (r) showed an inverse relationship between the level of job satisfaction and occupational stress. 1 % enhancement in occupational stress generated to 0.54% deduction in the level of job satisfaction of State Aided College Teachers.

Major Findings of the Study

1. Male and female State Aided College Teachers in the district of North 24 Parganas, West Bengal has significant relationship with the level of occupational stress. It means that the State Aided College Teachers in the district of West Bengal is unsatisfied in their job to a certain extent. The female SACT are relatively experiencing more stress in their job more than the male SACT of North 24 Parganas
2. The result shows that the age of State aided College Teachers differ significantly in respect to their occupational stress. However, the mean score depicts that the age group less than 35 and within 36-45 SACT are relatively experiencing more occupational stress in their job than the other SACT of North 24 Parganas.
3. The result shows that there is a significant relationship among the State Aided College Teachers' monthly income and their occupational stress. It indicates that State aided College Teachers having 20,000 monthly income and 20,001-25,000 monthly income are experiencing more stress than those State aided College Teachers whose income is 31,000 and above.
4. The result shows there is a correlation between the level of job satisfaction and occupational stress. It shows a negative relationship between the level of job satisfaction and occupational stress. Expansion of occupational stress generate to reduction in the level of job satisfaction of State Aided College Teachers.

Conclusion

In this study the effects of occupational stress of State Aided College Teachers with reference to areas, gender, income and job satisfaction in West Bengal are measured. The survey of existing research can be used widely by colleges to create a positive organizational climate where the State Aided College Teachers can have autonomy to work freely and to promote a warm and cordial inter – personal relationships among colleagues. It is expected that the outcome of this research render suggestions at a planning and policy level to re- think the salary structure, benefits, welfare schemes, to organize the different types of in-service program like orientation courses, refresher courses and interactive programs for the State Aided College teachers too. Researchers have been done on the occupational stress and job satisfaction on assistant professors, associate professors and professors of the colleges and universities. These are the substantive post.

The recruitment of these teachers is done through College Service Commission and Public Service Commission. The research on the study of job satisfaction level of SACT is hardly found. As SACT post is created by the Government of West Bengal so many states as well as different countries are unaware about this type of teachers. The success of the higher educational institutions and students' performance is depends on the functions of all type of teachers. So, occupational stress arises among teachers due to different organizational factors like excessive work pressure, poor inter-personal relationship, unhealthy working environment etc. Thus efforts should be made to control occupational stress of teachers.

Statement of Competing Interests

The researcher has no competing interests.

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