

Impact of Demographic Variables on Job Stress, Job Satisfaction and Motivation in University Employees

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Abstract— The study investigates the interrelationship between job stress, satisfaction, and demographic factors among university employees. The analysis reveals a significant and positive correlation between job stress and job satisfaction, indicating that any change in one factor is likely to affect the other. Demographic variables such as age and experience show a significant positive relationship with job satisfaction, while education exhibits a significant but negative association. Organizational position, however, shows no significant link with satisfaction. In terms of motivation, the demographic factors age, experience, education, and organizational position—do not demonstrate any statistically significant correlation. These findings align with existing literature and offer practical insights for university administration. By identifying and addressing the elements that influence employee satisfaction, the institution can enhance motivation levels, ultimately contributing to both personal fulfillment and organizational goal achievement. The study emphasizes the importance of strategic human resource practices that acknowledge the role of individual and environmental factors in shaping job outcomes.

Keywords— Job Satisfaction, Job Stress, Employee Motivation.

I. INTRODUCTION

Knowledge is the most critical element for a developing society. This can be accomplished by developing their capacities and skills and by providing equity with sustainable job prospects and socio-economic relations. In the Universal Declaration of Human Rights of 1948 (Garcia Escobar, 2022), the right to education is deemed a basic human right. The theory of intrinsic growth claims that information is an important contribution to economic development (Nazneen & Dhawan, 2018). The phase of building awareness is enabled by schooling, thus eventually improving the mutual degree of economic and social well-being. Education, however has multifaceted ramifications, like personal and social goals. It will help individuals, by improved

understanding and facts, make informed decisions regarding their lives. Education applies to the act or method of common sense giving or studying, improving logic or judgment, and generally planning for a mature existence for oneself or others. A wealth of information accumulated by a person after understanding a specific subject or experiencing a path of existence that understands a specific thing. Education requires input from personal or compositional literature of any kind. Through years of school study, including research on several topics, the most popular modes of curriculum come from. Education is the method of welcoming reality and possibilities, fostering and allowing time to discover, as we know here. As John Dewey (John Dewey, 1916) said, this is a relational continuum, "a process of life, not a preparation for future life." Educators ought to communicate with persons, not with others in this view. Their task is to teach to explore or create possibilities (in connection with the Greek educational concept). We are discovering, and maybe we did not realize it had happened. Learning is both a mechanism and a product. As a process, it is part of life in the world and part of the way our bodies work. As a result, it is a new understanding or perception of something. Therefore, educators need to focus on learning environments and building relationships, rather than trying to delve into people's knowledge. This method is often referred to as self-education or self-learning. There are two primary forms of schooling. Formal and informal schooling (Groobman et al., 1976). This is what we term "formal education" typically. First the community can be very specific on what they want to do but second, teaching has to accomplish what they want in informal learning. This is not the primary objective. "Accidental learning" of this type is not a coincidence. People realize that there is something they ought to learn, but they do not have to state it in advance. This kind of learning practice is carried out predominantly by conversation. Dialogue is prone to unexpected shifts.

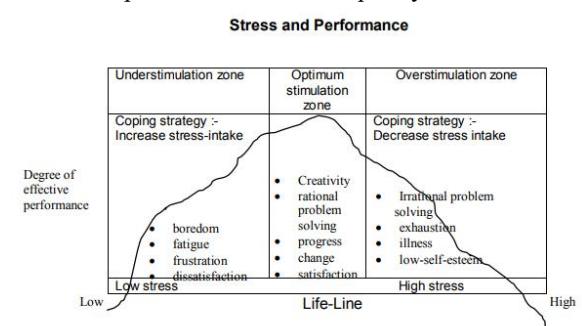
II. RESEARCH METHODOLOGY

Background study of Job Stress

Hans Selye, an Austrian endocrinologist employed in Montreal, Canada, first introduced the word 'stress' in 1926. His notion of tension was biochemical at the period. In his existence, since stress was not overlooked by him, the psychological aspect of the stress syndrome was put in a secondary and irrelevant role in the human picture. The definition of stress has been difficult to describe owing to its ambiguity following its integration into biomedicine. According to Selye (1956), "stress is a non-specific reaction that is superimposed on different specific symptoms of insulting substances that collide with organisms." The word "stress" is specifically used by Selye. We use the word "tension" for damage that affects an entity to mean what happened to the organism or person. Later, terms such as anxiety, social pain, confrontation, self-threatening, depression, tension, and insecurity started to overtake words identifying mental and physical disorders. Appley & Traumbull (1967) found out that situations near the "upper limit of tolerance" induce psychological discomfort and activate anxiety, frustration, and agitation. Various scholars then describe stress as a vector of stimulation, action, or reaction. The dust collector (as a stimulus variable) and the mediator are the friction (as an intervention variable). Frost (1971) points out that "Stress is a state in which the body's natural homeostasis is disrupted. Stress is caused by threats to living organisms. Disease, trauma, heat, cold, thirst and general malaise. This It may be a source of stress. Emotional arousal can also cause stress." Stress is a phenomenon that is dynamic. This is an event that is subjective. The future difficulty of one person is the pressure of another. It depends primarily on past knowledge, disposition, and environmental circumstances. Stress is part of life and is triggered by the ever-changing world that people continue to tackle. This word applies to internal conditions that are induced by conditions that are extreme, frustrating, or unsatisfactory. Physical and psychological problems will arise when the resources of a person are inadequate to satisfy the demands and stresses of the case. McGrath (1970) describes tension as the stress that takes place when there is a discrepancy between an organism's sensory requirements and its presumed reactivity. This stress factor based on four incidents while investigating stress as a psychosocial mechanism.

- A physical or social setting that has some individual criteria.
- Decisions regarding specific interests and how they should be answered.
- The real reaction to the supposed need of the organism.
- Product of the answer.

Job tension relates to the mental condition of distress induced by work-related variables, such as depression, fear, anxiety, and depression, also known as workplace stress (Kyriacou, 2001). Typically, it is linked to a challenge or like it, although the two are somewhat different. Challenges inspire and motivate you to develop different techniques and master activities mentally and physically. We experience a sense of pride, relaxation and accomplishment when met with difficulties. For the job climate, obstacles are nice and they will help you boost your work performance. Stress, on the other side, does not satisfy the demands of work, converting comfort into exhaustion, and pleasure into tension. In brief, at the stage of sickness, disability, and unemployment, an individual feels physically and mentally overwhelmed. Stress may, thus, be helpful or detrimental. Stress, complexity, or too little pressure may be counterproductive and may contribute to so-called rust. Very much is damaging and can contribute to burns. Gmelch (1983) thinks that mild stress results in the best outcome, and discomfort and relaxation are converted into imaginative inspiration. Hence, an inverted U-shaped graph may reflect the relationship between stress and quality.



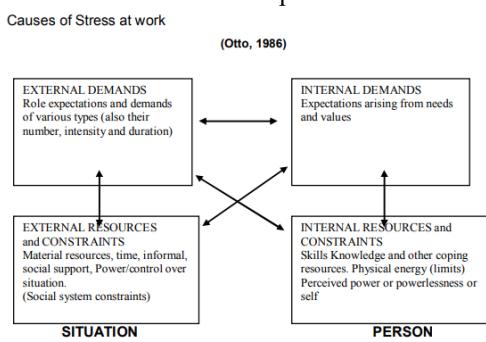
Cognitive, physiological, and behavioural responses are all under strain in today's traditional workplace. Based on Keavney & Sinclair's (1978) experience:

- Think cognitively about current discrepancies and definitions that are found inadequate in coping with these differences. Perception is a condition of "painful" or uncomfortable emotional stress, and this is correlated with work "will irritate, worry,

excessively or insufficiently demand or threaten a person's safety, confidence, or ideal self-image."

- Physiological and physiological responses to feelings. Three phases for coping with long-term stress were suggested by Selye (1956), the founder of stress research: alarm reaction, long-term resistance, and exhaustion.
- The action is used regularly in conjunction with the answer behaviours. Coping is any reaction to ongoing life stress, which helps to avoid, prevent, or manage mental distress.

Stress is thus an integral part of life and must be at a moderate standard to prevent "burnout" and "rust." It seems that it has two dimensions. Next, knowledge remains. When persons are in a condition of psychiatric depression, this can be described as an uncomfortable sensation. Prolonged stress exposure may be very dangerous and it can disturb the inner equilibrium of the life of an individual and start to feel stress. Second, there are biochemical complications as the body responds to the "fight or flight" syndrome under pressure. The human body produces dopamine in stressful circumstances, ready to tackle threat and flee. The muscles are primed for stress and motion. There are a variety of signs that can measure tension. Work pressure affects organizations and individuals. On the personal level, high levels of work pressure pose a threat to physical and mental health, quality of life, goal achievement and personal development, but at work, these situations lead to absenteeism, conflict, and reduced productivity, as well as a decline in quality and quantity the work. Therefore, identifying the factors causing stress and managing it at the beginning will bring long-term benefits to employers and employees. Otto (1986) shows a schematic diagram of the factors to be considered when understanding the causes of stress in the workplace.



Among healthcare practitioners, physicians, administrators, athletes, leaders, etc., job stress is a known concern. This widespread phenomenon does not impact the education sector, consisting of pupils, teachers, and principals. The school's physical education instructors have been more and more conscious of their expectations, at least in the last two decades. They play an important role, and more expertise is required for their work than any other discipline. Their roles are diverse, and culture recognises instructors in physical education as leaders. The general welfare of all that sit still may be generated and preserved by them. Teachers find their workload to be high, active, and demanding. Because of extended working hours, inadequate equipment, incompatible documentation and working standards, they face several issues. They have not earned their rightful rank and appreciation, contrary to the standards of community. Not unexpectedly, often teachers of physical education who operate in schools claim to work under strain or "burnout." experience. Work pressure has been established as one of the reasons correlated with the dismissal of teachers of physical education and is viewed as the source of many other issues. Furthermore, schools sometimes do not find appropriate replacements when teachers leave, and often experience extreme shortages of teachers. Other negative consequences of teachers' work stress and burnout include decreasing motivation, job frustration, reduced efficiency, and low student achievement. Fimian and Santaro (1983) have shown that constant tension will dramatically decrease work satisfaction and efficiency and damage personal lives. To explain the symptoms of constant tension, the word "burnout" is also used. Logically, it is assumed that the emotional state of the instructor can impact the success of the classroom and contact with students and others. Other variables associated with teacher stress and burnout include role issues, loss of control, isolation, dissatisfaction with salaries, overload of roles, ambiguity of roles, and lack of support for management. The excessive function of teachers as major stressors was stressed by a study by Pithers & Soden (1998).

III. BACKGROUND STUDY OF JOB SATISFACTION

Job is an integral part of human life and the basis of diverse requirements, including physical needs, protection, social needs, and self-needs. Job is not only a way of making a livelihood, but it may also

have several other tasks for people. It seems to be tied to his career, to personal satisfaction, making a positive impact or aspiring in life. People want to make them imaginative, fulfilling, efficient, and serve their social positions that are anticipated and useful. He will also display a good outlook about his career and be really pleased about it. Chatterjee (1969) thinks that the job of a man "may be the primary social means of confirming that he is a person." People agree that employment gives individuals a certain degree of power, status, integrity, and sense of success, but not everyone is so strong about work. In some terms, certain individuals will have optimistic emotions towards their job or work experience, but these feelings may still be detrimental towards other individuals. One of the most significant, yet contentious, and most nuanced topics in psychology and behaviour therapy is work satisfaction. One of the main preludes to investigating work satisfaction is the Hawthorne analysis. These studies (1924-1933) were published primarily by Elton Mayo of Harvard Business School, attempting to classify the impact on worker efficiency of different environments. Ultimately, these experiments indicate that efficiency is briefly improved by the current working environment ratio. It was later found that, rather than new conditions, this rise was attributed to observable information. This discovery offers clear proof that individuals operate for reasons other than salaries and paves the way for other employee satisfaction causes to be explored. The study of work satisfaction was often inspired by Taylor's (1911) empirical administration, which posed several new questions to address queries from researchers regarding job satisfaction. Any individuals believe that the hierarchy of appetite and incentive principle of Maslow sets the basis for work fulfillment. This hypothesis states why the five specific requirements of life are struggling to be fulfilled by individuals: physiological needs, protection needs, social needs, needs for self-esteem and self-realization. This template offers a strong base for early researchers to evolve the principle of work satisfaction.

One of the most influential and commonly used human theories of motivation is the urge hierarchy theory suggested by Maslow (1954). The definition is based on two assumptions. The first idea is that "human beings are covetous animals, and few people can be completely satisfied except for a short time." Human beings are thus motivated by the desire to

fulfil needs. These criteria are ordered in a hierarchical order and known as requirements of physiology, stability, attribution, self-state or self-esteem and self-actualization. Inside the individual, unmet needs build pressure and encourage him to strive and meet these needs. This has contributed to effective steps to satisfy these criteria, thereby reducing tensions. Order is returned as requirements are satisfied, and needs are no longer the cause or inspiration of behaviours. For instance, it will cease to function as a behavioural incentive when the physiological requirements of food are fulfilled, before the person becomes hungry again. The second concept set forth by Maslow is that individual appetite or "desire" is put in a powerful role. Basic requirements are graded from needs at the lower level to needs at the higher level. When an entity reaches a special requirement, the hierarchy is pushed up one step at a time to eventually satisfy the requirements of the higher level. Physiological requirements are considered the first stage of needs seen as the starting point for motivation theory. Factors including food, water, climate, housing, exercise, rest, sleep, and gender are mentioned in these needs. The needs represent the fundamental requirements required to pursue physical fitness and sustain human health. Maslow assumes that sexual attraction is deemed the most acceptable of all levels of desire. It illustrates that those who are concerned with or do not fulfil these criteria will rely on these needs and neglect the higher-level requirements. At every moment, individuals may require several degrees of fulfilment, but once they are satisfied, the lowest requirement standard prevails. The second stage of requires (safety needs) forms the next level of needs after the physiological needs are fulfilled. These criteria include defence, stability, depression, fear mitigation, anxiety and uncertainty, risk and danger safety, institutional needs, tenure and protection, insurance, law, and order. Maslow said that our protection requirements would almost be fulfilled by most adults of our society. This implies that the desire for defines no longer offers a positive reason for intervention. In addition to fulfilling physiological requirements, the needs of citizens can rise to a more advanced stage if protection concerns are fulfilled. The third degree of demand that emerges is the level of criteria for attribution and affection. In order to establish partnerships, unite, embrace, and exchange affection with one another, the features of these needs are the need to have positive interactions and friendships. Maslow claims that any sort of

maladjustment is encountered in culture by those who lack comfort with attribution and affection. Maslow also disclosed that sexual attraction is not associated with attribution and affection. As safety expectations are eventually reached, individuals become fascinated about themselves, become more mindful of others, and expect to engage more with others.

The Fourth Degree of Preference Hierarchy Theory is Maslow. This suggests that all persons in society have a strong and secure base, typically their own high praise, self-esteem or self-esteem, and the need for self-esteem or wish. Some entities. Point out you've got that. The fourth level is divided into two auxiliary sets, entitled "The Need for Self-Esteem". The first category involves the need for power, success, self-confidence, skill and competence, creativity, and freedom. Reputation, fame, rank, advantage, knowledge, interest, significance, and appreciation decide the second category. Feelings of inferiority, vulnerability, and helplessness can be created by the lack of these needs, which can contribute to depression and neurological actions. Self-fulfilling criteria are the fifth and last stage of requirements suggested by Maslow. This requirement arises only after the previous amount of demand is exceeded. People aim to achieve their capacity at this stage. The desire for self-realization or self-realization can be named this. Maslow clarified that self-actualization differs from identity to individual and from person to individual. In a specific area of interest, the individual seeks to exploit his ability. Again, the evident appearance of this need depends on physiology, protection, affection, and self-esteem being fulfilled a priori. Maslow acknowledges that the sequence of fulfilment of desire is not as rigid as implied by the principle of the hierarchy of desire. This theory, though, is the foundation of the theory of work satisfaction. Employment happiness is the overall job feeling of a person. The word "job satisfaction" has had multiple interpretations since its conception. Blum and Naylor (1998) assume that the product of multiple employee behaviours is work satisfaction. In a limited sense, "These characteristics are related to work and related to specific factors such as wages, supervision, stability of employment, working conditions, opportunities for promotion, awareness of skills, fair assessment of employment and social relationships. Fair treatment for employers, etc. Quickly resolve grievances, etc. Nobile (2003) defines job satisfaction as "workers feel good or

positive regarding the job. Employment happiness, in the truest context, does not imply an eternal grin on the faces of workers. This does not mean converting jobs, just for fun, into a hobby. You should not predict utter and unfriendly enjoyment, no matter how happy you are. In essence, work satisfaction implies the cost-effectiveness of commitment, ease of avoidable burdens, and the utilization of employee resources to enhance efficiency.

Historically, work satisfaction, which requires several variables, has been considered a continuous operation. They will help increase work satisfaction if certain variables occur. Absence from employment contributes, and vice versa, to frustration with work. The so-called two-factor hypothesis, or motivational hygiene theory of work fulfilment, was developed by Herzberg, Mausner, and Synderman (1962). I argued that, contrary to the conventional hypothesis of the period, Herzberg had such conditions of employment that, when they occur, can play a role in work fulfilment (motivation), and may contribute to job dissatisfaction under other circumstances (health factor). Lack of enthusiasm will not contribute to workplace frustration, and lack of grooming variables will not contribute to job satisfaction or motivation. It has been calculated those fourteen variables trigger work fulfilment or frustration. Accomplishment, understanding, interpersonal interactions, tasks, advancement, pay, job stability, personal life, reputation, working conditions, policy and management, supervision, and the job itself are the variables found. Herzberg is of the view that certain variables are normal in the workplace. There are several aspects that work satisfaction can be calculated. The Likert scale is the most popular way of gathering data on work satisfaction (named after Rensis Likert).

IV. ANALYSIS OF SURVEY DATA AND INTERPRETATION

This chapter analysis the survey data and explore the objective as per the hypothesis framed in this research. In this part the visualization of demographic data and further the likert view of respondent data along with establishment of the relation of questions raised through survey conducted in the proposed demographic. This chapter has mainly three phases of the result as below.

- i) The first one is to explore the basic demographic of the data (age, Marital Status, Gender etc) in their distribution frequency
- ii) Analysis the respondent data in term of bar chart as in the likert scale.
- iii) Estimate the impact of underling factors on the Job stress and Job Satisfaction

The people have very much grouped and gossiped in this institution

Table: The people has very much grouped and gossiped in this institution

SE2(The people has very much grouped and gossiped in this institution)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22	79	124	58	17
7%	26%	41%	19%	6%

SE2-(The people has very much grouped and gossiped in this institution)

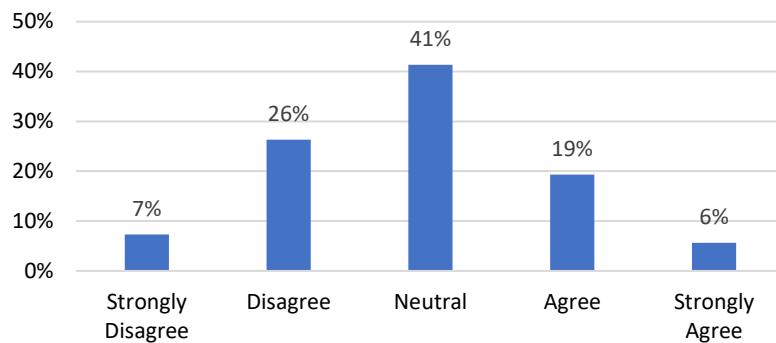


Figure: The people has very much grouped and gossiped in this institution

In the category Job Stress with Teaching staff, Question “The people have very much grouped and gossiped in this institution” asked to 300 respondent and as per the above graph 19% Agree,6% Strongly Agree, 41% Neutral,26% Disagree and 7% Strongly Disagree. Hence, we can conclude that most of the person Neutral on response.

The staff in this institution are not helpful and supportive

Table: The staff in this institution are not helpful and supportive

SE3(The staff in this institution are not helpful and supportive)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	41	93	122	38
2%	14%	31%	41%	13%

SE3-(The staff in this institution are not helpful and supportive)

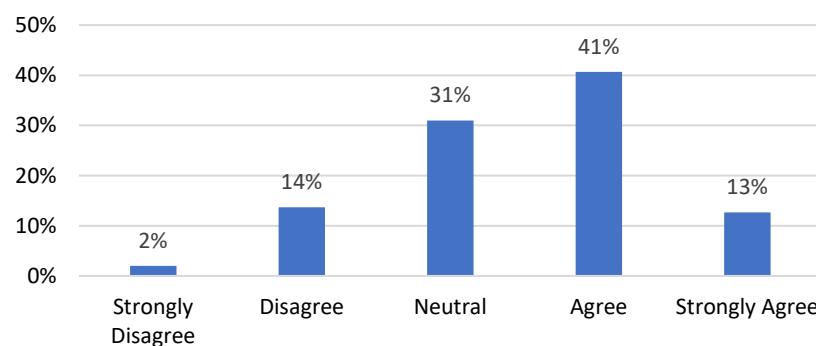


Figure: The staff in this institution are not helpful and supportive

In the category Job Stress with Teaching staff, Question “The staff in this institution are not helpful and supportive” asked to 300 respondent and as per the above graph 41% Agree, 13% Strongly Agree, 31% Neutral, 14% Disagree and 2% Strongly Disagree. Hence, we can conclude that most of the person Agree on response.

The staff do not unite In Times of Crisis

Table: The staff do not unite In Times of Crisis

SE4(The staff don't unite In Times of Crisis)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24	85	117	67	7
8%	28%	39%	22%	2%

SE4-(The staff don't unite In Times of Crisis)

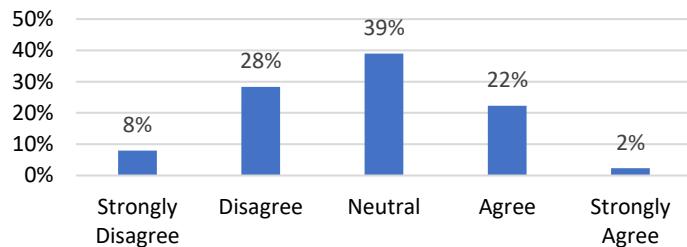


Figure: The staff do not unite In Times of Crisis

In the category Job Stress with Teaching staff, Question “The staff don't unite In Times of Crisis” asked to 300 respondent and as per the above graph 22% Agree, 2% Strongly Agree, 39% Neutral, 28% Disagree and 8% Strongly Disagree. Hence, we can conclude that most of the person Agree on response. Conflict within the staff is very common in this place

Table: Conflict within the staff is very common in this place

SE5(Conflict within the staff is very common in this place)				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
33	80	98	73	16
11%	27%	33%	24%	5%

SE5-(Conflict within the staff is very common in this place)

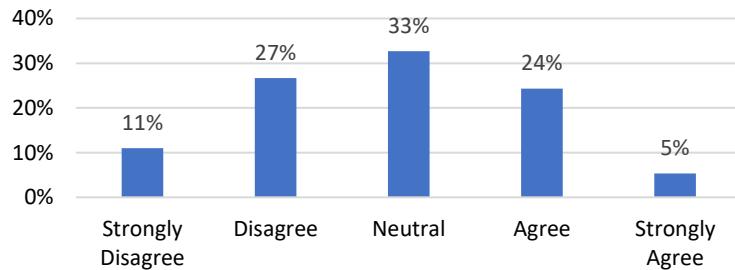


Figure: Conflict within the staff is very common in this place

In the category Job Stress with Teaching staff, Question “Conflict within the staff is very common in this place” asked to 300 respondent and as per the above graph 24% Agree, 5% Strongly Agree, 33% Neutral, 27% Disagree and 11% Strongly Disagree. Hence, we can conclude that most of the person Agree on response.

V. CONCLUSION

According to the results obtained from the analysis we conclude below points:-

- The analysis of data reveals that there is a significant relationship between the two

factors considered for the study viz Stress & satisfaction.

- Job satisfaction & stress are positively & significantly related with each other this leads to conclusion that change in either of the factors will result in change.
- As far as relationship between demographic characteristics of respondents is considered there is correlation with satisfaction & independent factors such as age, experience which is significant & positive in nature. However, the relationship with Education is negative as well as significant. But the organisational position is related to satisfaction in non significant manner. These findings are complimentary with the findings in the literature.
- Now coming to the relationship between demographic profile of respondents & motivation following results are obtained. There is no significant relationship between age, experience, education, organisational position of employees & motivation level.
- The results of the study can help the administration of the university to improve the factors which are contributing towards the satisfaction of employee which in turn help to motivate the employee so that it can in turn contribute towards the achievement of the goals personal as well as organisational.

VI. FINDING FROM RESEARCH

- It is impossible to overstate the value of a good instructor in the educational process. The teacher is the most important human aspect in the education system, and it is only through them that the final process of education is accomplished.
- New problems in education need a higher level of work from instructors in the present day. Teachers are no worse off than everyone else when it comes to mental health. Adaptation issues are similar to all groups, yet each profession has its own set of challenges.
- The instructors' confidence in his abilities and his respect for his profession may be the most important preconditions for a successful adjustment. In general, instruction does not promote the mental

development and maturity that many people believe are essential for a sense of self-worth and personal fulfillment.

- Teachers, it is safe to assume, would be happier in their jobs if they knew they had a long way to go in terms of advancement and could see evidence of student progress all around them.
- To be a good teacher, you have to want to be a good teacher; you also have to take risks; you never have enough time; you think of teaching as a forum for painting; you try to give students confidence at the same time as you push them off balance; you motivate by working within the student's incentive systems; you don't trust student evaluations; you listen to students.

As tough and intricate as teaching is, it is also one of the most vital jobs in our society. But teachers are routinely underpaid and underappreciated despite their hard work and sacrifices. It is the desire to help pupils realize their full potential as human beings that binds all instructors together. Because of this, they know that their training and hard work have been worth it when they witness pupils improve as a consequence of their instruction. There are two ways to think about teaching: it may be seen as a series of structured cognitive activities or processes of teaching, both overt and converted. Changing the configuration of teaching is possible since it can be evaluated and reasoned out. Taxonomy is a term used to describe the classification system used to organize certain types of behaviors in a hierarchy. Students' behavior is influenced by a teacher's ability to educate, the characteristics of the educational process, and the teacher's own behavior. To understand what genuinely contributes to good teaching, a wide range of different aspects of this large and complex profession of teacher education must be studied extensively.

In Job Stress

- If a worker perceives an imbalance between their work demands and their capacity and resources to satisfy these needs, they are experiencing job stress.
- Stress reactions are triggered when employees believe they are unable to handle the current state of affairs.
- For both scientific and practical reasons, the study of stress and the ability to cope with it

is important. Since physical demands on the body (disease problems, exercise, temperature extremes, and the like) as well as environmental and social events that are deemed potentially hazardous or unmanageable that exceeds our abilities for coping may all result in stress, we shall utilize this definition.

- On the other side, a condition of stress may lead to psychological reactions such as fear and helplessness, irritation, and an overall sense of not being able to deal with the world around you.

In Job Satisfaction

To succeed in any career, you must have a sense of fulfillment in what you do. It is quite difficult for him to carry out his responsibilities in an honest and effective manner.

- There are several factors that contribute to an employee's level of work satisfaction. There is a correlation between these attitudes and factors including compensation, service conditions, promotion chances, and other advantages.
- Other considerations are more critical in determining the level of work satisfaction among physical education and other instructors. Like physical and emotional well-being, job satisfaction is an essential part of human nature.
- Keeping the correct attitude at work goes hand in hand with this. Because of this strong positive correlation, an employee's job happiness, and interest in his or her work are directly linked.
- When one is happy with his or her employment, the likelihood that he or she will devote all of their energy and focus to completing the task to the best of their ability increases. When a worker has a variable in their employment, they are more likely to be satisfied with their job.
- Workplace unhappiness may, however, emerge if there isn't any room for variation.
- A teacher's ability to positively impact the well-being of his or her pupils depends on the presence of a welcoming, upbeat, safe, and well-adjusted learning environment. On the other side, a neurotic teacher who is agitated, melancholy, and exhausted is unable to focus on their pupils' academics,

which may have a long-term negative impact on their attitude on life.

- Job satisfaction may be categorized into internal and extrinsic aspects. The things that surround the work itself and have the greatest influence on job contentment are referred to as intrinsic. Personal and professional growth and development, as well as a supportive work environment, are among these benefits. Daily activities or interactions with pupils that confirm that learning is going place are common sources of satisfaction.
- Teachers' work happiness is crucial to their commitment to the school, and administrators' activities generate different settings that are highly predictive of the amount of job satisfaction for teachers (Shann, 1998). School leadership that is enthusiastic and supportive of academic performance, offers a good role model, and enables teachers to concentrate on teaching rather than bureaucratic rules and procedures, contributes to a productive atmosphere.
- The nature of work is evolving at breakneck pace in today's society. Stress at work poses a danger to employees' health and well-being, as well as that of the company they work for. Many people are familiar with the term "stress," but it's difficult to define what it is and how it affects people. Stressors, current organizational and societal issues, are sometimes referred to as primitive stone-age reactions (Hazards, 1994).
- Teachers at secondary schools were asked about their experiences with work transition, stress, involvement, and satisfaction. These demographic characteristics affect secondary school teachers in a variety of ways, including the above-mentioned variables.
- There is empirical data to support the conclusions of this research, which are in agreement or disagreement with other studies in the field. The current study's results that P.G./B.Ed.-educated teachers are happier in their jobs than graduate/B.Ed.-educated teachers are in line with those of Negi (1974), who found that M.Sc. instructors are happier in their jobs than B.Sc.-educated teachers.

- This research revealed that there is a positive correlation between age and work happiness, which is consistent with Gupta's and Nisha's (1978) study that found the strongest correlation between age and job satisfaction among teachers. According to the findings of this research, teachers' adjustment and work satisfaction are positively correlated in both genders.
- There was a discrepancy between this finding and the findings of Porwal (1980), who examined the job satisfaction of secondary school teachers based on demographic variables and found that their gender produced a difference in job satisfaction that could be attributed to the location of the schools, such as rural vs urban. Public secondary school instructors are more satisfied with their work than private secondary school teachers, according to a new survey.
- This may be due to the fact that government and government-aided instructors have a lower likelihood of being fired than private teachers.
- When compared to private school instructors, however, Kulsum (1985) found that corporate and government school teachers were more satisfied.
- There is a notable difference between teachers under 40 and those over 40 in their level of work happiness in this research, indicating that secondary school teachers over 40 had a higher level of job satisfaction than those under 40.
- Teachers over 40 exhibit lower levels of work stress than their younger counterparts, according to this research, which is at odds with the findings of Sabu and Jaugiah (2005), who discovered that with time, people's characteristics tend to acquire senescent.
- According to the findings, there are no differences in the adjustment, stress, or contentment of secondary school art and science instructors.
- The selection of a topic in educational research is often based on the scope of development in the area of education, but the problem picked must have an influence for improvement on both the academic and education sides.
- The purpose of this research was to compare secondary school teachers' work stress, job involvement, and job satisfaction. As a teacher at a school, you have to deal with work stress, job involvement, and job happiness.
- A teacher's ability to turn herself or himself into a strong person is aided by the stress of the work or the reality that is so different from one's aspirations and ambitions. It is the purpose of this research to examine secondary school teachers' adaptability, work satisfaction, job involvement, and job stress.
- That teachers' adjustment depends on their pleasure, participation, and stress in the workplace is shown. They have a major connection. In other words, whether a teacher is male or female, work satisfaction, job participation, and job stress play a large role in their adjustment.
- Employer-induced stress is a very complicated issue that is both objective and subjective. An employee may experience work stress when the demands of his or her position do not align with his or her skills, resources, or needs, as stated by NIOSH (1999).
- Then there are the emotional, behavioural, physiological, and other components of the condition that must be taken into consideration. It is one of the most important and contentious concerns in behavioural management at work. Job satisfaction may be defined in a variety of ways.
- In a nutshell, it is the sum of numerous unique attitudes in three areas: (a) specific work variables; (b) individual qualities; and (c) group interactions. To comprehend job satisfaction, it is necessary to consider elements such as salaries, supervision and stability of employment as well as working conditions and prospects for promotion, acknowledgement of skill, and so on and so forth.
- A person's physical and mental well-being, temperament, goals, and aspirations must also be considered when evaluating their suitability for a position. A person's level of job satisfaction may be gauged by examining the discrepancy between what

they are really experiencing and what they believe they should be experiencing.

VII. SUGGESTIONS FOR THE ADMINISTRATION

- In the classroom, a student's attitude has a big impact. At the time of hiring teachers, the government should put more weight to the evaluation of a teacher's teaching attitude since it has a direct impact on the behaviour of pupils. Using this method, the best instructors may be identified for the advancement and well-being of society.
- Teachers' working circumstances, their quality of life, and their compensation should all be taken seriously by the government, according to this research. Efforts should also be made to enhance academic and professional development facilities such as libraries, laboratories, classrooms, and teaching aids.
- Effective policies on teacher recruitment, such as policies on job security and service regulations, as well as regular payments and retirement benefits should be implemented by the government to increase teacher work satisfaction.
- Research, refresher courses, workshops, and seminars, as well as orientation programmes, should be made available to the public at large by the government. Instructors' work satisfaction will rise as a result of increased professionalism among teachers.
- Training programmes for new teachers in the classroom should focus on instilling desired attributes in participants, such as curiosity, enthusiasm, and a positive attitude toward learning and teaching.
- To encourage teachers to pursue a career in education, several incentives, such as special housing allowances and free children's education, may be implemented.
- Special training programmes and chances for improving instructors' passion and good teaching attitude should be provided as teachers become older.
- In order for teachers to have a good attitude toward the teaching profession, they should be directed and advised so that they are

aware of their responsibilities and working circumstances.

- In addition, teachers' mood and job satisfaction might be affected by their workload. Class size is one example. Second, the number of instructional sessions each day; Third, the volume of non-teaching work, etc. As a result, the government has pledged to fill all open positions in order to lighten teacher workloads and improve classroom climates.
- The research reveals that men instructors had a more positive attitude about teaching than female educators. Through finding the right reasons, female teachers have a lot of room to grow as educators.
- According to the findings of the research, there is a good association between teaching attitude and work satisfaction among urban and female instructors, therefore it is clear that only educational objectives can be met if candidates are selected based on their teaching attitude. As well as focusing on rural teachers, the government should work to improve teacher gender diversity.

Advice for decision-makers

- Teachers in metropolitan areas are more satisfied with their work and have a more positive attitude toward their profession, according to these data. New and more effective methods for motivating employees and guaranteeing long-term work happiness are clearly needed by policymakers. At the same time, look for strategies to reduce the gap between the two.
- Teachers should be tested more thoroughly throughout the selection process by policy makers.
- Male instructors were found to be more pleased than female teachers, according to the study. Policymakers should thus try to either maintain or raise this level of satisfaction in order to foster a favourable image. In order to do this, it is possible to increase the level of satisfaction for recognition, progression, remuneration, and teaching effectiveness.

A greater understanding of how teachers feel about their work and their attitude toward it would help policymakers design better policies, such as a better pay scale and training system, as well as better

opportunities for teachers, to improve student outcomes.

School Organization and Management Recommendations

- Teachers should be able to make their own decisions about how to achieve the work they are given and how to distribute the resources they need to do so.
- Self-initiative activities should be permitted since they are largely motivated by internal motivation. instructors have a higher level of work satisfaction if they may choose their own topics and pursue them, since they are motivated by their own personal interests.
- To allow instructors to demonstrate their abilities, school authorities should refrain from interfering excessively with their work. If they do this, they'll be content with their work and have no complaints.
- Reading materials and journals should be provided by the school administration so that teachers may participate more effectively to the teaching process and develop a more positive teaching attitude.
- The findings of this research may aid school administration in making informed judgments and resolving day-to-day teaching difficulties by providing information on work satisfaction and teaching attitude.
- Teachers' job happiness and feeling of success may be improved by preventing the establishment of a suffocating and uninteresting work environment in schools.
- Teachers who are inspired and directed by their leader have a high level of energy and enthusiasm in the classroom. Principals should thus have a helpful and cooperative approach toward their instructors in order to improve the teaching attitude and work satisfaction of the teachers under their care.
- Teachers' comments should be taken into consideration by the principal, who should respond to criticism and appreciation in a positive manner. Teachers' work happiness depends on fostering an environment of trust, confidence, and cooperation.
- A discrepancy between male and female instructors' attitudes and work satisfaction

should be bridged by treating both genders equally.

- Teachers should not be used by the authorities, who should treat them with respect.

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