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**Effect of Cognitive Behaviour Therapy on Job Stress
and Job Satisfaction of Schoolteachers**

ABSTRACT

Background: Little is known about the effects of reducing or mediating the impact of stressors and dissatisfiers, especially by intervention strategies that too in the school setting. **Method:** 100 schoolteachers, both male and female, from various co-ed, senior secondary, public schools of Delhi and N.C.R., between the age of 25 to 50 years, were randomly assigned to the experimental and control group, with 50 teachers in each group. Semi-structured schedule for socio-demographic data, Semi-structure proforma derived from Schedule for Clinical Assessment in Neuropsychiatry (WHO,1992), Job Stress Scale (developed by the researcher), and Job Satisfaction Scale (Spector, 1985) were used to assess the teachers for degree of job stress and job satisfaction. One Way Repeated Measures research design was used .Pre- intervention assessment of both the groups was done with the help of mentioned assessment tools. The teachers in experimental group were given 5 sessions of Cognitive Behavior therapy in group,

including following elements: Release only relaxation, guided imagery, time management, problem solving and coping skills training, while those in control group were treated as wait-listed. Post intervention assessment was done for both the groups and were again assessed at 6 months follow up **Results:** No statistically significant difference was observed between the two group, in terms of the sociodemographic variables and age. The three conditions pre, post and 6 months produced significant impact on job stress of the participants, with the perceived job stress being least in post experimental condition, followed by 6 months follow up and maximum for pre-intervention condition. Significant difference between the experimental and control group in the dimension of workload dimension of job stress was observed at pre-experimental condition, with control group having high average score. Post intervention, there was significant difference between the two groups on the dimensions of workload, students, colleagues, personal-social life and total job stress score, with control group having high average score on the mentioned dimensions. At 6 months follow up, no significant difference was observed between the two groups on all the six dimensions of job stress. Significant linear trend was found for data on job satisfaction with job satisfaction being maximum at post-intervention, followed by 6 months and lowest at pre-intervention. Significant difference was observed between the two groups on the dimension of operating condition of job satisfaction, at pre-intervention assessment. Post intervention, significant difference was observed between the two groups on the dimensions of pay, promotion, contingency rewards, coworkers, nature of work and total job satisfaction score, with experimental group having high average score on these dimensions. At 6 months follow there was a significant difference between the two groups on the

dimension of promotion, with experimental group having high average score.

Conclusion: Findings validated the theoretical underpinnings / understanding of job stress and job satisfaction and also supported the existing empirical studies.

Key Words: Job Stress, Job Satisfaction, Cognitive behavior therapy, Schoolteachers, Group Therapy

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