



ORIGINAL ARTICLE

A Study Of Job Stress And Job Satisfaction Among B.Ed. Teachers In Relation To Organizational Climate

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ABSTRACT

The purpose of this research was to study the job stress and job satisfaction among B.Ed. teachers in relation to organizational climate. Random sample method was used to collect data from 200 teacher educators working in aided and self-financed B.Ed. institutions. Tools were used Occupational stress index (ISO) by Srivastava and Singh (1984), Job satisfaction scale by Singh and Sharma (2011). The important findings of the present investigation was that teacher educators of aided institutions experienced less job stress and more satisfaction in comparison to the teacher educators who were working in self-financed B.Ed. institution. The another important findings of the present investigation was that the organizational climate was negatively correlated with job stress and positively correlated with their job satisfaction.

Keyword: Job stress, Job satisfaction, Organizational climate.

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INTRODUCTION

India is a developing country. Its destiny is being shaped in her classrooms. The teacher is a paramount importance in any national system of education and every progresses of the nation depends upon the quality of its teachers. Teacher plays the pivotal role in the social reconstruction and the transmission of knowledge and experience of one generation to another. A teacher is the custodian of the culture, critic of social weakness, interpreter of change that are taking place; Pioneer of reforms and guide of the efforts of people. Children who are the real potential wealth of the nation are exposed to the teacher's influence. According to Hindus: the child receives second birth at the hands of the teacher. The teacher is the real maker of history. He is known as "nation builder".

Any system of education cannot be better without its teachers. The quality of education and the standard of achievement are inseparably interrelated with the quality of teachers.

For bringing about functional improvement in teacher education institution and consequently in school education the quality of teacher education is very important. A teacher should always be a model of his students. It is however, not only the knowledge of subjects and mostly the methods of teaching which are necessary for the teacher to be effective, but there are other factors too, his satisfaction on the job, he should be free from job stress and he should be well adjusted socially and emotionally. Satisfaction of teachers play an important role in every society. If he is not satisfied, he will produce frustrated individuals, if he is not well adjusted, he will not produce balanced personality. In this regards, it seem appropriate to study the job stress, job satisfaction and adjustment of male and female teachers and hopefully to make improvement in that direction.

EMERGENCE OF THE PROBLEM

The present time is the era of science and technology. The science is mainly responsible for development and progress. Today the teachers are greatly responsible for the student's future. Therefore the teacher should be physically and mentally strong so that they can achieve their objectives successfully. For a good teacher it is important that he should be free from physical and mental diseases. To remain fit a teacher should therefore be out of stress. However if the teacher is subjected to excessive stress and strain, he

can't maintain his mental balance. If not dealt seriously teacher's stress is one of the major factors influencing his teaching efficiency. If the teacher has job stress then he can't well adjustment with the organizational climate and can't feel satisfaction with his job.

A review of studies conducted in this area indicates that various researches have been done to find out the relationship between various variables linked with job stress, job satisfaction, and organizational climate. Some researches are quoted here.

High levels of job stress can have negative effects on emotional well being (Bennett, Lowe, Mathews, Dourali Tattersall, 2001; Paternity, Neidhammer, Lang & consol 2002, Sharma, Yadav & Yadav 2001). On the organizational level, high level of job stress has been linked to low levels of productivity (Blix, Cruise, Mitchell & Blix, 1996; Gandham, 2000, Reyanalds, 1997).

The relationship between job stress and job satisfaction among industrial and technical teacher educators (Ernest Brewer Joma Mc Mahan Landers, University of Tennesse, 2005). A study of Yonkers public high school teachers in an era of educational reform (Leipold, malissa Ann, Ed.D, colegnbia university teacher college 2006). A study of job stress, job satisfaction, adjustment and interest of teacher educator of related to their job placement; Grewal, S. Punjab Univ., 2004). Job stress among teacher; Abeid, A., Al-Amri, King Saud University 2004). Job Stressors and Teacher Job Satisfaction in Programs Serving Students with Emotional and Behavioral Disorders; Adera, Lyndal (2010). A study of commitment of teachers in relation to their job satisfaction; Agarwal & Agarwal (2009). Teacher perceptions on stress and retention, Ages, Valarie Ed.D. Walden University (2011).

“Relationship Between Mental Health and Job Satisfaction among High School Principals and Teachers in Iran” Ahadi Batool (2009).

A study of job satisfaction as related to organizational climate and occupational stress; Akhtar, Ph.D. Thesis, Dept. of Psychology, AMU, Aligarh (2000). Administrator Job Satisfaction in Higher Education; Bekir Celik, Tonia Howard-Baldwin Ph.D. (Published), Dept. of Education, Auburn University Marie Kraska (2012). Superintendent perceptions of the sources and levels of Job Stress; Blair, Gary Ed.D. university of Virginia (2010). Job stress, self efficiency, burnout, and intention to leave among kindergarden teachers in Taiwan. Cheng, Mao-Nan, Ph.D. Lynn University (2008). The relationship of principal resiliency to Job Satisfaction and Work commitment: An exploratory study of K-12 Public School Principals in Florida; Jason, Ed.D. University of South Florida (2011). From the above mentioned evidenced it can be concluded that many studies conducted on job stress, job satisfaction, and organizational climate separately but there is no study conducted on job stress, job satisfaction in relation to organizational climate in the field of teacher education. Organizational climate play a great role in job stress, job satisfaction of the teachers, so researcher has curiosity to know that what effects of organizational climate on the job stress, job satisfaction among B.Ed. teachers of aided and self-financing institutions. In this context some questions arise automatically-

- Is there any difference in job stress, job satisfaction and among B.Ed. teachers working in aided and self-financed institutions.
- Is there any difference in job stress, job satisfaction among male and female teachers working in B.Ed. institution?
- Is there any difference in job stress, job satisfaction among B.Ed. teachers working in different organizational climates?
- Is there any relationship between job stress and organizational climate, job satisfaction and organizational climate ?

Present study was undertaken because of its urgency. As such there are limited number of researches done in the area therefore attempt was made to fill this gap of research. It is expected that findings of the present study will guide the administrators, to make certain changes in their set up on the basis of results of this study so that teaching profession can be become more challenging, rewarding, attractive and appealing to the youth.

STATEMENT OF THE PROBLEM

A study of job stress and job satisfaction among B.Ed. teachers in relation to organizational climate.

OBJECTIVES OF THE STUDY

- To study the job stress and job satisfaction of B.Ed. teachers working in aided and self-financed institutions.
- To study the organizational climate of B.Ed. institutions.
- To find the relationship of the organization climate with job stress and job satisfaction of B.Ed. teachers.
- To compare the job stress and job satisfaction of B.Ed. teachers, teaching in different organizational climate.
- To compare the job stress and job satisfaction of B.Ed. teachers in relation to gender difference.

HYPOTHESIS

1. There is no significant difference between job stress and job satisfaction of teachers working in aided and self-financing B.Ed. institutions.
2. There is no significant difference in the organizational climate of aided and self-financed B.Ed. institutions.
3. There is no significant relationship between the job stress and job satisfaction of the B.Ed. teachers with organizational climate.
4. There is no significant difference in the job stress and job satisfaction of B.Ed. teachers teaching in different organizational climate.
5. There is no significant difference in the job stress and job satisfaction of B.Ed. teachers due to gender difference.

VARIABLE OF THE STUDY

INDEPENDENT VARIABLE

Organizational climate of B.Ed. colleges/ institutions, gender of B.Ed. teachers are taken as an independent variable.

DEPENDENT VARIABLE

In the present study Job stress and Job satisfaction of B.Ed. teachers are taken as a dependent variable.

METHOD OF THE STUDY

In the present study the descriptive survey method of research is selected because the problem concerned with the present times.

SAMPLE OF THE STUDY

Random sample method was used to select aided and self-financed B.Ed. institutions. All the units of selected institutions are taken as a sample of the study.

TOOLS TO BE USED

The following tools were used to collect data to conduct study.

- Occupational stress index (ISO) by Srivastava and Singh (1984).
- Job satisfaction scale by Singh and Sharma (2011).
- Organizational climate inventory by Soam Nath Chattopadhyay & K.G. Agarwal (1996).

RESULTS AND DISCUSSION:

Keeping in the view the findings it can be concluded that-

1. B.Ed. teachers of aided institutions experienced less job stress than self-financed institutions' B.Ed. teachers. The causes of more job stress in self-financed B.Ed. institutions' teachers are more job demand, strenuous working conditions, powerlessness, impoverishment, role overload, ambiguity & role conflict, poor peer relations and low status in society.
2. B.Ed. teachers of aided institutions were highly satisfied as compare to self-financed institutions' B.Ed. teachers. Job security, wages and financial gains, incentives, occupational and social status, responsibility, recognition, participation and respect for creative suggestion, safety and medical care, working conditions, subordinates and bosses, life satisfaction, value formation and development are the major factors that affect the job satisfaction of teacher educators.
3. Aided B.Ed. institutions have better organizational climate rather than self-financed B.Ed. institutions. Responsibility, warmth and support system, organizational structure, decision making process, performance standard, communication flow, reward system, conflict resolution, motivational level, and identity problems are the major dimensions that create organizational climate.
4. The job stress of B.Ed. teachers was significantly negatively correlated with organizational climate. The teachers who are working under good organizational climate have less stress with their job and the teachers who are working under poor organizational climate have more stress with their job. The reasons for the above mentioned results may be that as rich climate of the institution could be attributed towards better service conditions in term of democratic functioning of the institutional head, tension management, teamwork, cordial relationship among the teacher educators, obedient and well disciplined students, favorable support and environmental facilities etc. All these factors may be helpful to the teacher educators in reducing their level of job stress.
5. Organizational climate play the positive role in the job satisfaction of teacher educators. The teachers who are working under the good organizational climate are more satisfied. The teachers who are working under poor organizational climate have low satisfaction. Job security, rational load of timetable, equal distribution of job responsibilities, reward system, motivation, support and impartial approach of authorities are the major factors of organizational climate that are responsible in enhancing the job satisfaction of teachers.
6. On the basis of findings it clearly revealed that gender difference does not play any role in the level of job stress. In other words we can say that level of job stress of B.Ed. teachers is independent from

their gender differences. Job stress is same nature of job and working conditions are almost same. The results indicated that job stress was related to high job demand and low job decisions latitude.

7. Male and female B.Ed. teachers of aided institutions have equal degree of job satisfaction. While self-financed B.Ed. female teachers are less satisfied than their counterpart male teachers. In spite of being equally qualified and doing the same duties, the female teachers are giving low salary in most of the self-financed institutions. Most of the self-financed institutions are situated out of city. The female teachers have to face various difficulties in reaching their respective institutions.

EDUCATIONAL IMPLICATIONS OF THE STUDY :

1. This study can make the principals, teacher educators, policy makers and authorities aware about the job stress and job satisfaction of teacher educators. The knowledge of factors affecting the job stress and job satisfaction can be used in developing the job satisfaction and reduce the job stress among the teacher educators.
2. The important findings of the present investigation is that B.Ed. teachers of aided colleges/ institutions experienced less job stress and more satisfaction in comparison to the teachers who are working in self-financed B.Ed. institution. So, in this respect first of all teacher educators and administrators should try to create a healthy, co-operative and democratic environment in self-financed B.Ed. college and should bring awareness to the job stress and job satisfaction.
3. The another important findings of the present investigation is that the organizational climate was negatively correlated with job stress and positively correlated with their job satisfaction. So all teacher educators and administrators, policy makers should try to create a healthy and rich organizational climate of B.Ed. college/ institutions. Because If organizational climate of B.Ed. institutions is poor, job satisfaction and job stress will be high.
4. Present study will provide so many information on the basis of conclusion drawn from the study of job stress and job satisfaction in relation to organizational climate among teachers working in aided and self-financed B.Ed. institutions.
5. Conclusion drawn from the study will be helpful to the principals, administrators, management committees take improvement in teachers job satisfaction and reduce job stress specially in self-financed institutions.
6. The study may develop an insight to authorities so that they can find reasons of job stress and job satisfaction of teachers.
7. The result of study may provide the ways of solving the problems related to job stress, job satisfaction.
8. The findings of the study will open the door for various type of co relational studies adhering to the organizational climate and its adjoining factors.
9. The findings of the study may be helpful for policy makers in teacher's training at secondary level as well as other levels to implement appropriate improvement in organizational climate of teacher' training institutions.
10. The findings of the study may be helpful to policy makers to decide better and new job parameters, norms and standards for teacher educators.

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