

**Relationship between Women Teacher Educators Occupational  
Commitment, Stress Management and Work Motivation in Hyderabad  
Karnataka Region**

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**Abstract:** The occupational commitment of teachers to the institution depends in part on the realization of their occupational values and expectation within the employment setting. This process is facilitated also by the fact that high occupationally committed teachers tend to seek employment in setting that reward and encourage them to behave according to the occupational value system. The main objective of the study was to study the relationship between occupational commitment, stress management and work motivation of women teacher educators of Hyderabad Karnataka region. It is descriptive survey in nature. The population and sample of the study consists of all women teacher educators who are working in colleges of education in Hyderabad Karnataka region. The tools has used for Data Collection are Occupational commitment, Stress management and Work motivation scale. Researcher has collected the data from the respondents, the collected data has analysed by using Karl Pearson product movement correlation method. The findings of the study are, there is a significant correlation between work motivation and stress management of women teacher educators of Hyderabad Karnataka region and there is no any significant correlation between occupational commitment and work motivation of women teacher educators and stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

**Key-words:** Women Teacher Educators, Occupational Commitment, Stress Management, Work Motivation and Hyderabad Karnataka Region.

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**Introduction:**

Education, in general, and teacher education in particular should be quality oriented since only quality education can make people useful, productive and prudent. In order to achieve these objectives, we need professional teachers who are knowledgeable, competent and skilled. In the modern scenario, the role of teachers and teacher educators has been changing due to the pressure of socio-economic changes and global level expectations. The expected role of teachers has assumed new dimensions and the society expects their occupational commitment, stress management and work motivation in the task of making education an effective instrument in the task of nation building.

**Occupational Commitment:**

Occupational commitment refers to a positive attitude toward one's occupation or profession reflecting a strong sense of identification with and involvement in that occupation Whereas most of the previous studies had measured occupational commitment as a unidimensional construct, Meyer et al. (1993) proposed that occupational commitment, like organizational commitment, consists of three components- affective commitment, normative commitment, and continuance commitment to the occupation.

**Stress Management:**

It may seem that there's nothing you can do about stress. The bills won't stop coming, there will never be more hours in the day, and your career and family responsibilities will always be demanding. But you have more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management. Managing stress is all about taking charge: of your thoughts, emotions, schedule, and the way you deal with problems. Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with physiological stress. Stress management involves techniques include self-management, conflict resolution, positive attitude, self-talk, breathing, meditation, exercise, diet and rest. Effective stress management involves learning to set limits for the issues that create stress.

**Work Motivation:**

Motivation, a force that energizes and directs behaviour toward a goal (Eggen & Kauchak, 1994), could certainly be perceived as one of the most important psychological concepts in education. Russell (1971) defined motivation with three characteristics: (1) it is a presumed internal force, (2) it energizes for action, and (3) it determines the direction of that action. Motivation has often been described as 'intrinsic' or 'extrinsic':

**Hyderabad Karnataka Region:**

History of India is scattered and difficult to shaped and narrated in an important fact. However emerges from this strange contrast 'of Hyderabad Karnataka history under the despotic role of the Nizam. The people were subject to all sorts of restrictions. The civil liberty were totally denied, there was neither freedom of speech nor freedom of association nor freedom of press were leading a precarious life with so many handicaps in economic, religious, educational, cultural and even in social fields. Naturally there was a growing discontent in the minds of the people who wanted to assert themselves for their own rights. The bill enables the President to empower the governor to establish a separate development board for the Hyderabad- Karnataka region with the provision that a report on its working would be placed each year before the provincial assembly. Article 371 will help in development of HK region.

**Significance of the Study**

Significance of the study lies in the notion that by examining the stress levels of women teacher educators, one can better recognize the early signs of stress which may further lead to burnout, and take measures to prevent it, especially in "at risk" (high stress) groups. Also, the quality of education to most people is almost synonym to the quality of teaching. Accordingly, the quality of teaching depends largely on the characteristics of individuals serving as teachers, their training background, aspirations, experience, subject areas concerned; and no less important, their general state of physical and emotional well-being. Teachers play a pivotal role in the molding of the future generation envisioned by Vision 2020, so it is of paramount importance that the overall effectiveness of teachers as educators is not undermined by the stressors they encounter. Thus, it is obviously desirable for a systematic study and an inquiry into the phenomenon to be carried out.

In addition to its applied significance as discussed above, the study also exhibits academic significance in providing the new information and updating the existing knowledge base on the subject. With clear and strong understanding of the relationships of teacher's occupational commitment, stress management and their work motivation as well as the influence of different demographic factors on women teacher educators of Hyderabad Karnataka region, future researches may be directed in the similar direction so as to further improve the teaching.

**Objectives of the Study**

1. To find out the relationship between occupational commitment, stress management and work motivation of women teacher educators of Hyderabad Karnataka region.

- a) There is no significant correlation between occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region.
- b) There is no significant correlation between work motivation and stress management of women teacher educators of Hyderabad Karnataka region.
- c) There is no significant correlation between stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

### **Hypotheses of the Study**

- H<sub>0</sub> There is no significant correlation between occupational commitment, work motivation and stress management of women teacher educators of Hyderabad Karnataka region.
- H<sub>01</sub> There is no significant correlation between occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region.
- H<sub>02</sub> There is no significant correlation between work motivation and stress management of women teacher educators of Hyderabad Karnataka region.
- H<sub>03</sub> There is no significant correlation between stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

### **Limitations of the Study**

1. The present study has delimited with respect to variables, sample, tools and techniques.
2. The present study has geographically delimited with respect to Hyderabad Karnataka regions 6-districts (Bidar, Kalaburgi, Yadagiri, Raichur, Koppal and Ballari).
3. The present study has delimited with respect to women teacher educators of colleges of education.
4. The present study has delimited to the dependent variables occupational commitment, stress management and work motivation.

### **Design of the Study**

The main objective of the research has to analyses the relationship between occupational commitment, stress management and work motivation of women teacher educators of Hyderabad Karnataka region. The study is descriptive in nature. A Survey has been conducted to investigate the views of women teacher educators of Hyderabad Karnataka region through the tools like occupational commitment, stress management and work motivation.

## Population and Sample of the Study

The population of the study has consists of all women teacher educators who are working in colleges of education in Hyderabad Karnataka region and the sample of the study has covered 210 women teacher educators who are working in govt.-grant-in-aid as well as unaided colleges of education in Hyderabad Karnataka region.

## Tools used for Data Collection

- Occupational commitment
- Stress management
- Work motivation

## Data collection

For collecting data from the respondents researcher who will personally visit to each college in Hyderabad Karnataka region and collect the data

## Data Analysis and Interpretation

The collected data has been analyzed and interpreted by using Karl Pearson Product movement correlation statistical techniques:

1. **H<sub>0</sub>**- There is no significant correlation between occupational commitment, work motivation and stress management of women teacher educators of Hyderabad Karnataka region.

**H<sub>0</sub> (a)**. There is no significant correlation between occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region.

**Table No. 1:** The data related to the occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region.

Type of Variable	N	r	Level of Significance (LoS)	
			0.05	0.01
occupational commitment	210	+0.042	Not significantly	Not significantly
work motivation	210		correlated	correlated

The above table 1 depicts that the correlation values are given to occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region. The coefficient of correlation was calculated by Pearson product movement correlation method.

The calculated correlation between the groups is +0.042. The table values of Pearson correlation at 0.01 and 0.05 levels of significance for the degree of freedom 208 are 0.180 and 0.138 respectively, which is greater than its calculated value at both levels of significance. This shows that the null hypothesis has been accepted at both the levels of

significance and declared that there is no significant correlation between occupational commitment and work motivation of women teacher educators of Hyderabad Karnataka region.

**H<sub>0</sub> (b).** There is no significant correlation between work motivation and stress management of women teacher educators of Hyderabad Karnataka region.

**Table No. 2:** The data related to the work motivation and stress management of women teacher educators of Hyderabad Karnataka region.

Type of Variable	N	r	Level of Significance (LoS)	
			0.05	0.01
work motivation	210	+0.115	Significantly	Not significantly
stress management	210		correlated	correlated

The above table 2 reveals that the correlation values are given to work motivation and stress management of women teacher educators of Hyderabad Karnataka region. The coefficient of correlation was calculated by Pearson product movement correlation method.

The calculated correlation between the groups is +0.115. The table values of Pearson correlation at 0.01 and 0.05 levels of significance for the degree of freedom 208 are 0.180 and 0.138 respectively, which is less than its calculated value at 0.05 level of significance. This depict that the null hypothesis has been rejected at 0.05 level and declared that there is a significant correlation between work motivation and stress management of women teacher educators of Hyderabad Karnataka region. It is not significantly correlated at 0.01 level.

**H<sub>0</sub> (c).** There is no significant correlation between stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

**Table No. 3:** The data related to the stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

Type of Variable	N	r	Level of Significance (LoS)	
			0.05	0.01
Stress management	210	+0.0125	Not significantly	Not significantly
Occupational commitment	210		correlated	correlated

The above table 3 reveals that the correlation values are given to stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region. The coefficient of correlation was calculated by Pearson product movement correlation method.

The calculated correlation between the groups is +0.115. The table values of Pearson correlation at 0.01 and 0.05 levels of significance for the degree of freedom 208 are 0.180

and 0.138 respectively, which is greater than its calculated value at both 0.01 and 0.05 level of significance. This shown that the null hypothesis has been accepted and declared that there is no significant correlation between stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region.

### **Conclusion**

Teachers' educators are the most resourceful persons not only for teacher education institutions but also for the society as well. They shape the society through their mighty intervention in the life of student-teachers. Stress is considered unavoidable in one's life due to excessive and an increasing workload which leads to complex and multiple dimensional problems in our everyday life of oneself. The women teacher educators working in unaided colleges of education have substantially higher levels of work motivation than the stress management in Hyderabad Karnataka region and there is no significant correlation between occupational commitment and work motivation of women teacher educators and stress management and occupational commitment of women teacher educators of Hyderabad Karnataka region. Teacher educators working in unaided colleges of education have substantially higher levels of occupational stress as compared to their counterparts working in government aided colleges of education. Efforts should be done to reduce the occupational stress and increase the work motivation. The concerned authorities including the teacher education institution management and policy makers need to address the root causes for excessive levels of occupational stress and imperatively arrive at decisions in policy making to bring up the work motivation levels in the teacher education community.

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