

OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS IN RELATION TO THEIR ORGANIZATIONAL COMMITMENT

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Abstract

Experience of occupational stress is inevitably involved in the execution of any type of work. Stress has an adaptive value. It motivates the individual to attend to the task and get rid of the tension or demand the unattended task produced. "Workplace stress" is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress. Stress in the workplace can have many origins or come from one single event. This study revealed the relationship between the occupational stress and organizational commitment of teacher educators. Result showed that their exist significant relationship between the occupational stress and organizational commitment of teacher educators. Study further showed significant difference between the male and female's occupational stress.

Introduction

Occupational stress is stress related to one's job. Occupational stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational stress can increase when workers do not feel supported by supervisors or colleagues, or feel as if they have little control over work processes. Teachers, as a part of their professional role, are always seen as the center of attention in any classroom, but when it comes to address their needs, concerns or problems, it is obvious that they do not

attract the same amount of attention. In spite of the fact that stress can have a negative effect on teachers in terms of many aspects (physical, mental and/or emotional/psychological) and this may consequently affect the institutions and students negatively, research into stress as an affective factor for teachers is limited.

Sources of occupational stress come from:

- a toxic work environment
- negative workload
- isolation
- financial pressures
- types of hours worked
- role conflict & role ambiguity
- lack of autonomy, career development barriers
- difficult relationships with administrators and/or coworkers
- managerial bullying
- harassment
- organizational climate

These individual sources demonstrate that stress can occur specifically when a conflict arises from the job demands of the employee and the employee itself. If not handled properly, the stress can become distress.

Organizational commitment

It is an individual's psychological attachment to the organization. The basis behind many of these studies was to find ways to improve how workers feel about their jobs so that these workers would become more committed to their organizations. Organizational commitment predicts work variables such as turnover, organizational citizenship behavior, and job performance. Some of the factors such as role stress, empowerment, job insecurity and employability, and distribution of leadership have been shown to be connected to a worker's sense of organizational commitment.

Organizational scientists have also developed many nuanced definitions of organizational commitment, and numerous scales to measure them. Exemplary of this work is Meyer and

Allen's model of commitment, which was developed to integrate numerous definitions of commitment that had been proliferated in the literature. Meyer and Allen's model has also been critiqued because the model is not consistent with empirical findings. It may also not be fully applicable in domains such as customer behavior. There has also been debate surrounding what Meyers and Allen's model was trying to achieve.

Statement of the problem

OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS IN RELATION TO THEIR ORGANIZATIONAL COMMITMENT.

Objectives of the study

1. To study the difference between the occupational stress with respect to gender.
2. To study the difference between organizational commitment with respect to gender.
3. To study the relationship between occupational stress and organizational commitment of the sample.

Hypotheses of the Study

1. There will be no significant difference between the occupational stress with respect to gender.
2. There will be no significant difference between the organizational commitments with respect to gender.
3. There will be no significant relationship between the occupational stress and organizational commitment of the sample.

Design of the study

A descriptive survey method was employed to investigate the present study.

Sample of the study

The sample of the study consisted of randomly selected sample of 50 teacher educators. These teacher educators were selected from different colleges of education affiliated to Panjab University Chandigarh. Sample comprised of male and female teacher educator.

Tools used

1. Teacher's occupational stress scale by M.Sharma and Kaur, S. (2015).
2. Organizational commitment scale by Dhar, U., Mishra, P. and Srivastava, D.K. (2001).

Statistical techniques

1. Pearson product moment correlation was used to calculate the relationship between the variables.
2. T-ratio was used to find out the significant difference between the variables.

Analysis and Interpretation

Hypothesis-1. There will be no significant difference between the occupational stress with respect to gender.

Table-1
Showing the difference between the occupational stress of male and female teacher educators

Gender	Sample	Mean	SD	SED	t-ratio	Significant
Male	25	39.59	11.796	1.738	2.8423	Significant at both levels
Female	25	44.53	12.765			

t-value is more than the obtained value so this hypothesis is rejected. There exists significant difference between the occupational stresses with respect to the gender.

Hypothesis-2. There will be no significant difference between the organizational commitments with respect to gender.

Table-2

Showing the difference between the Organizational Commitment of male and female teacher educators

Gender	Sample	Mean	SD	SED	t-ratio	Significant
Male	25	20.40	9.054	1.30	1.430	Not Significant at both levels
Female	25	18.54	9.4199			

t-value is more than the obtained value so this hypothesis is rejected. There exists significant difference between the organizational commitments with respect to the gender.

Hypothesis-3. There will be no significant relationship between the occupational stress and organizational commitment of the sample.

Table-3

Showing the relationship between the Occupational stress and Organizational Commitment of male and female teacher educators

Variables	Sample	Mean	SD	SED	t-ratio	Significant
Occupational stress	25	52.96	13.720	2.1312	3.5514	Significant at both levels
Organizational commitment	25	45.39	16.309			

t-value is more than the obtained value so this hypothesis is rejected. There exists significant relationship between the occupational stress and organizational commitments.

Major Findings

1. There exists significant difference between the occupational stress with respect to the gender.
2. There exists significant difference between the organizational commitments with respect to the gender.
3. There exists significant relationship between the occupational stress and organizational commitments.

Educational implications

This study will give direction to the teacher educators about occupational stress and their commitment with the organization. This information will guide for good health to the teacher educators.

Suggestion for the further Research

Further research will be done with the following variables:

1. Study of occupational stress among teacher educators with relation to their occupational self efficacy.
2. Study of occupational stress among teacher educators with relation to their coping strategies.
3. Study of occupational stress among teacher educators of aided and unaided colleges of educations.
4. Study of occupational stress among teacher educators of Punjab University, Chandigarh and Guru Nanak Dev University, Amritsar.

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