

A Study of Relationship among Teacher Educator's Occupational Stress and Job Satisfaction in Mithlanchal Region

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ABSTRACT

The purpose of the present study is to investigate relationship among Teacher Educators Occupational Stress and Job Satisfaction in Mithlanchal Region. The study group consists of Teacher Educators (N=60) from various colleges of education in Mithlanchal Region of Bihar, India .The methodology of the study was survey and data were collected by using Teacher Educators Occupational Stress Inventory and Job Satisfaction. The findings of the study revealed that the majority of the there is positive relationship between Occupational Stress and Job Satisfaction. There is no significant difference between Occupational Stress Male and Female. There is no significant between Occupational Stress of Government B.Ed. College Teacher Educators and Non-Government B.Ed. Teacher Educators. There is no significance difference between Job Satisfaction Male and Female Teacher Educators. There is no significance between Job Satisfaction of Government Teacher Educators and non-Government Teacher Educators.

Keywords : Stress, Teaching, Job Satisfaction, Occupation, Male and Female, Education

Introduction:

Education is the basic means of human development. With its help, there is development of human talent in the right direction. Their abilities increase. Their character changes and they become civilized. Education is a process that begins at birth and continues throughout life. Education is a process that works to bring about a significant change in the behavior of a person, to bring about a significant change in their thinking abilities. The main aim of education is to bring about a change in any human being, as well as its mental maturity, best development and excellent harmony.

This change can be physical, mental, emotional, spiritual, social, moral or at any level to a person.

Teacher Educators:

Teachers call it something that helps to teach new things. Teach in school or college. They not only teach the subject but also guide the student and try his best to solve his problems. Teachers are called the pillars of education which develop personality and performance; impress the student. Teachers play an important role in achieving the goals of education. Teachers are appointed at different levels in the field of education on the basis

of their teaching and non-teaching abilities. For example, it is done at primary level, higher secondary level in colleges and universities etc. Similarly government and Non-government College, and university teachers are appointed to the school and college after completing the special teacher training program in B.Ed. Colleges and universities. These teachers are selected and appointed after examination or interview. Teachers are there to carry out teaching and non-teaching activities.

Occupation:

Occupation refers to a person's source of work or employment. It means engaging oneself regularly in a profitable economic activity so that one can make a living. A psychiatrist treats a patient. Lawyer provides legal services, employees work in offices and in factories. Teachers teach in schools or colleges. The shopkeeper buys and sells goods. In the same way, everyone is engaged in making their profession.

Concept of Stress:

The word pressure comes from the Latin "Strictus" which means "tight or tension". The use of the term pressure was first studied by Walter B. Cannon in 1896 and applied to human behavior by Haris Selye. Haris Selye is a psychologist with the word called depression. They try to analyze pressure differently and according to them there are two types of pressure.

1. According to the United States National Institute of Occupational Safety & Health Cincinnati (1999) :

When an employee's abilities, resources, or needs do not match the needs of the profession, there is a loss of physical and emotional function. Due to this, the health of the person is affected and he becomes a victim of various diseases.

Talking about professional pressure in teaching, we can undoubtedly say that there is a lot of pressure on teachers in the educational process because in the present era, there is a lot

of competition among teachers. At the same time, teachers have to play different roles, which put them under pressure.

2. Need and significance of the Study:

India is a developing country and at present it is facing various challenges. Education is the best and most effective tool to meet these challenges and make the country developed. Individuals become aware of their society and the outside world and develop the potential of their personality. Maintain your unique identity. Teachers play an important role in education. In today's modern age, teachers feel that we are emotionally under pressure at all levels, Teachers feel themselves under pressure. Right up to the university level. This is the reason; teachers at all levels are under professional pressure.

In the present age, teachers are highly desired, but do not have the time or resources, nor are they trained in the techniques that come with them on a daily basis, which puts teachers under pressure. Not able to meet the aspirations of the society which put professional pressure on the teachers. Due to which we get to read different and different types of news in the daily newspaper and it includes people from different professions. Thus, the researcher needs this study as he/she has B.Ed. to examine professional pressure among teachers of government and non-government colleges

3. Objectives of the Study Present Study:

In this, the researcher has the following objectives for research.

1. To study the occupational stress of teacher teachers on the basis of gender.
2. To study the occupational stress of teacher teachers on the basis of gender.
3. To study the occupational stress of teacher educators on the basis of types of institutions.
4. To study the Job satisfaction of teacher teachers on the basis of gender.
5. To study the job satisfaction of teachers on the

basis of types of institutions.

4. Hypothesis of the Study Present Study:

1. There will be no significant relationship between occupational stress and job satisfaction teacher educators.
2. There shall be no significant difference between the occupational stress of teacher educators on the basis of gender.
3. There shall be no significant difference on the basis of occupational stress to teacher educators based on the types of institutions.
4. The Job satisfaction of teacher teachers shall not differ on the basis of gender.
5. There will be no significant difference in the job satisfaction of teachers depending on the types of institutions.

5. Research Methodology:

The method followed to conduct the present study is survey.

- (1) Teacher Educators of all B.Ed. government and non-government colleges of Darbhanga, Madhubani, Samstipur districts.

Sample :

- (2) The sample researcher collected data from 60 teachers of government and non-government B.Ed. Colleges The sample was drawn by stratified random sampling method

Research Tools

In this study, researchers used the Teacher Occupational Stress Scale created by researchers M. Sharma & S. Kaur. The Tool Created by Nasrin A. Annes the Teacher Satisfaction Questionnaire.

Data Analysis

As the first step of analysis, the important statistical constants namely Mean, Median, Mode, Standard deviation, Skewness and Kurtosis of the selected variables were determined for the total sample separately.

Table -1

Variable	Coefficient of correlation		Result
Occupational Stress	Job Satisfaction	-20	Low degree Negative correlation

The relationship between Occupational Stress and Job Satisfaction was explored in Table.1 it was found that there is a negative relationship between them which is low level, on the basis of which the claimant’s hypothesis is accepted.

Table -2

Compare Group	N	Mean	SD	t-value	Remarks
Male	30	98.50	15.70	20.20	Not Significant
Female	30	91.90	20.20		

Table 2 uses t-test and statically technique (SD) to find out the difference between occupational stress of male and female teachers been used. It is known from this table that Government B.Ed. The average professional stress of male college teachers is 98.50 and that of S.D. is 15.70. Non-Govt. B.Ed. the average of professional stress of a female teacher of a college is 91.90 and that of S.D. is 20.20. And the t-value of both is 1.41. Which is less than 0.05 level of Tabulated value since df=58

which is not significant. Hence hypothesis is accepted by the thinker. Therefore, it is clear from this that no significant difference was found in the professional tension of male and female teachers.

Table 3

Compare Group	N	Mean	SD	t-value	Remarks
Government (All)	30	96.53	19.82	0.56	Not Significant
Non-Government (All)	30	96.53	16.74		

In Table 3, Government and Non-Govt. B.Ed. the t-test and statically technique (SD) were used to determine the difference between occupational stresses of college teachers. It is known from this table that Government B.Ed. The average of professional stress of college teachers is 96.53 and S.D. is 19.82 Non-Govt. B.Ed. The average of professional stress of a college teacher is 93.87 and that of S.D. is 16.74. And the t-value of both is 0.56. Which is less than 0.5 level of Tabulated value since $df=58$ which is not significant. Hence hypothesis is accepted by the thinker. So it is clear from this that government and non-government B.Ed. No significant difference was found in the personal tension of the college teacher.

Table 4

used t-test and statically technique (SD)

Compare Group	N	Mean	SD	t-value	Remarks
Male	30	175.73	13.68	1.61	Not Significant
Female	30	170.43	11.76		

Table 4 used t-test and statically technique (SD) to determine the difference between occupational stress of male and female teachers. It is known from this table that the Government B.Ed. The average occupational satisfaction of male teachers of the college is 175.73 and that of S.D. is 13.68. Government B.Ed. The average occupational satisfaction of female teachers of the college is 170.43 and that of S.D. is 11.76. And the t-value of both is 1.61. Which is less than 0.5 level of Tabulated value since $df=58$ which is not significant. Hence hypothesis is accepted by the thinker. So it is clear from this that government and non-government B.Ed. No significant difference was found in the personal tension of the college teacher.

Table 5

Government and Non-Govt. B.Ed. the t-test and statically technique (SD)

Compare Group	N	Mean	SD	t-value	Remarks
Government (All)	30	174.17	11.64	0.65	Not Significant
Non-Government (All)	30	172.00	14.21		

Table 5 in Government and Non-Govt. B.Ed. the t-test and statically technique (SD) were used to know the occupational satisfaction factor of college teachers. It is known from this table that the Government B.Ed. The average occupational satisfaction of college teachers is 174.17 and that of S.D. is 11.64. Non-Govt. B.Ed. the average occupational stress of college teachers is 172.00 and S.D. is 14.21. And the t-value of both is 0.56. Which is less than 0.5 level of Tabulated value since $df = 58$ which is not significant. Hence hypothesis is accepted by the thinker. So it is clear from this that government and non-government B.Ed. No significant difference was found in the personal tension of the college teacher.

Conclusion:

It is clear from the current study that government and non-government B. Ed. There is no occupational tension between the male and female teachers of the college. But the Government B. Ed. the difference was found in the average of male and female teachers of the college. The researcher, in the overview of the related material, confirmed that Solman and fled in their research study. It was presented that no difference was found in occupational stress among teacher teachers on the basis of gender and this researcher's study confirms that B. Ed. No significant difference was found between the vocational satisfaction of the male teachers of the college and the vocational satisfaction of the female teachers.



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