

STUDY OF TEACHERS' ROLE COMMITMENT IN RELATION TO OCCUPATIONAL STRESS

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Abstract

The study was intended to find out the Teachers' role commitment in relation to occupational stress. 200 teachers (100 male and 100 female) of government and private schools of Gurgaon district were taken as sample for this study. Teacher's Role Commitment Test by Rathod and Verma (2003) and Occupational Stress Test by Shrivastava and Singh (1984) were used for the collection of the data. The results of the study showed there is no significant difference in the mean scores of Role Commitment among govt. and private school teachers. There is no significant difference in the mean scores of Occupational Stress among govt. and private school teachers. The result indicates that there exists significant relationship between Role Commitment and Occupational Stress.

Keywords: Teachers' Role Commitment, Occupational Stress, Govt. and Private School Teachers.

Introduction

The 'Teacher' is considered as a 'Guru' in Sanskrit. 'Guru' comes from two letters 'Gu' and 'Ru'. 'Gu' indicates the darkness and 'Ru' indicates the person who removes this darkness. So, the etymological meaning of the word 'Guru' is one who removes the darkness. Teachers are the central actors in education and also the facilitators of learning and Knowledge. Teachers' love and affection, character, competence and their moral commitment deeply affects the students.

Role commitment of teachers

Teachers Commitment appears to be viewed by the respondents in relation not only to professional practice but also to a core set of values or beliefs. Many teachers initially began to discuss commitment in relation to factors such as caring for, responding to and meeting with students' needs, a desire to improve professional practice, managing an investment of time as a resource and inability to leave the job 'at the gate'. Some teachers see their commitments as part of their professional identity, it defines them and their work

and they ‘get a lot of enjoyment from this’ (**teacher cited in Elliott and Crosswell in 2001**)

Salancik [1977] pointed out that the concept of commitment is attitudinal in nature. It reflects how much closeness an individual feels with his organization or relationship.

Occupational stress

We are living in an era of growing complexities and pressures where human constitution and capacities are being taxed severely. The stress relating to job has become a predominant feature of modern life, exerting far-reaching effects on focal employee’s behaviour and adjustment ‘on’ as well as ‘off’ the job. **Lazarus and Folkman [1984]** define Psychological stress as the result of an exchange between the person and the environment in which the person believes that the situation strains or overwhelms his or her resources and are endangering his or her well-being. Teaching is regarded as a very stressful occupation. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers. **Robbins [2001]** defines Stress as a dynamic condition in which the individual is confronted with an opportunity constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.

Review of related literature

Usha (2005) studied on the topic ‘Teacher Commitment and Teacher’s Self-concept as Predictors of job satisfaction’. The result of the study revealed that Teacher commitment is the best predictor of job satisfaction.

Sabu and Janjgiah (2005) studied the occupational stress among teachers and found that the occupational stress had weakened the efficiency of teachers.

Cetin (2006) conducted a research and concluded there is a significant relationship between job satisfaction, organizational commitment and occupational commitment among teachers.

Ahsan et al., (2009) found significant negative relationship between job satisfaction and job stress among university teachers.

Ismail et al., (2009) reported that physiological stress is an important determinant of job satisfaction in organizations. They further stated that greater level of physiological stress may cause to lower job satisfaction in workplace.

Lew (2009) found that that perceived, organizational support, felt obligation, affective organizational commitment and turnover intention are correlated with each other.

Perceived organizational support was found to have a direct impact on affective organizational commitment.

Jain, Giga, & Cooper (2013) In another study it was found that Perceived Organizational Support may create a sense of indebtedness in employees' minds which motivate them to enhance their affective wellbeing. It was further found that POS reduces the occupational stress as well and it consequently left a positive impact on the psychological and emotional well-being of employees.

(Arogundade, Arogundade and Adebajo, 2013) It is evident from the research that supportive workplace environment provides employees with helpful co-workers which eventually increase productivity.

Sabherwal, Ahuja, George and Handa (2015) studied that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student's indiscipline and poor pay prospects as very high ranked stressors. The findings also revealed that the administrators experienced, on an average a low to moderate level of stress and this did not negatively affect their performance. This research will benefit the faculty in coping with work related stress.

Malik, S. and Noreen, S. (2015) found relationship between occupational stress perceived and well-being among teachers. Perceived organizational support works as a moderator for well-being and occupational stress of teachers. Suggestions for the future researches and implications have been discussed

Need of the study

Teachers' occupational stress has been a subject for some of the studies in the past and the relevant literature identified many job stressors faced by the teachers. Above all, society entrusts responsibility of producing quality teachers on teacher education. In rapidly growing and dynamic environment, the role of teacher is becoming more and more complex. The teachers are being challenged with the task of increased teaching load research responsibilities and continuous improvement in skill set. The performance demands have increased tremendously.

Stress is a hurdle in teacher's role commitment. It badly affects their physical and mental health. It is the first priority to identify the measure by which teachers can avoid and cope with stress. So, the aim of study is to find teachers role commitment in relation to occupational stress.

Objectives of the study

1. To find out the difference in the mean scores of Role Commitment among teachers of schools of Gurgaon district with respect to type of schools.
2. To find out the difference in the mean scores of Occupational Stress among teachers of schools of Gurgaon District with respect to type of schools.
3. To study the relationship between Role Commitment and Occupational Stress among teachers of schools of Gurgaon district.
4. To study the relationship between Role Commitment and Occupational Stress among teachers of schools of Gurgaon district with respect to Government schools.
5. To study the relationship between Role Commitment and Occupational Stress among teachers of schools of Gurgaon district with respect to Private schools.

Hypotheses of the study

1. There exists significant difference in mean scores of role commitment among teachers of govt. and private schools of Gurgaon district.
2. There exists significant difference in mean scores of occupational stress among teachers of govt. and private schools of Gurgaon district.
3. There exists significant relationship between role commitment and occupational Stress among teachers of Gurgaon district.
4. There exists significant relationship between role commitment and occupational Stress among government school teachers of Gurgaon district.
5. There exists significant relationship between role commitment and occupational Stress among private school teachers of Gurgaon district.

Design of the study:

The present study is a Descriptive Survey, which is conducted on teachers of Gurgaon district of Haryana state.

Sampling of the study

The random sampling technique was employed in the present study due to heterogeneous characteristics of the population. Only 200 teachers from government and private schools of Gurgaon district were randomly selected. Out of selected teachers, 100 male and 100 female teachers were taken.

Tools used

1. Teacher's Role Commitment Test by Rathod and Verma (2003).
2. Occupational Stress Test by Shrivastava and Singh (1984).

Results and discussion

To investigate the significance relationship of Role Commitment among Govt. and Private Teachers, t-ratio was worked out.

Table 1: Mean scores of Role Commitment among Govt. and Private Teachers.

N	Group	Mean	SD	SE _D	t-ratio
100	Govt.	144.83	14.23	2.72	1.348
100	Private	141.16	15.53		

Table 1 shows mean scores of Role Commitment among Govt. and Private Teachers of schools of Gurgaon district. The mean scores of Govt. and Private Teachers are 144.83 and 141.16 respectively. SD of Govt. and Private teachers of schools is 14.23 and 15.53 respectively. The t-ratio is 1.34 which is not significant at both levels of significance i.e. 0.05 and 0.01. Thus there is no significant difference in the mean scores of Role Commitment among govt. and private teachers Gurgaon district. Hence, hypothesis 1 stating that “There exists significant difference in mean scores of role commitment among govt. and private teachers of Gurgaon district” stands rejected.

Table 2

Mean scores of Occupational Stress among Govt. and private teachers.

N	Group	Mean	SD	SE _D	t-ratio
100	Govt.	130.16	13.84	2.65	1.016
100	Private	127.34	15.22		

Table 2 shows mean scores of Occupational Stress among govt. and private teachers of schools of Gurgaon district. The mean scores of govt. and private teachers are 130.16 and 127.34 respectively. SD of govt. and private teachers are 13.84 and 13.22 respectively. The value of t-ratio is 1.016 which is not significant at both levels i.e. 0.05 and 0.01. Thus there is no significant difference in the mean scores of Occupational Stress among govt. and private teachers of Gurgaon district. This indicates govt. and private teachers have equal occupational stress level.

Hence, hypothesis 2 stating that “There exists significant difference in mean scores of occupational stress among govt. and private teachers of Gurgaon district” stands rejected.

Table 3

Co-efficient of correlation between Role Commitment and Occupational Stress among teachers of Gurgaon district.

N	r
200	0.281**

(** Significant at 0.01 level)

Table 3 represents coefficient of correlation of Role Commitment and Occupational Stress among teachers of Gurgaon district. The coefficient of correlation is 0.281 which is significant at both the levels of significance i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Role Commitment and Occupational Stress of teachers of Gurgaon district.

Hence, hypothesis 3 stating that “There exists significant relationship between role commitment and occupational Stress among teachers of schools of Rohtak District” stands rejected.

Table 4

Coefficient of correlation between Role Commitment and Occupational Stress among Govt. teachers of Gurgaon district.

N	r
100	0.041

Table 4 represents coefficient of correlation of Role Commitment and Occupational Stress among Govt. teachers of Gurgaon district. The coefficient of correlation is 0.041 which is not significant at both levels of significance i.e. 0.05 and 0.01. This indicates that there exists no significant relationship between Role Commitment and Occupational Stress among govt. teachers of Gurgaon district.

Hence, hypothesis 4 stating that “There exists significant relationship between role commitment and occupational Stress among govt. teachers of Gurgaon district” stands accepted.

Table 5

Coefficient of correlation between Role Commitment and Occupational Stress among Private teachers of Gurgaon district

N	r
100	0.509**

(**Significant. At 0.01 level)

Table 5 represents coefficient of correlation of Role Commitment and Occupational Stress among teachers of private schools of Gurgaon district. The coefficient of correlation is 0.509 which is significant at both levels i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Role Commitment and Occupational Stress among private teachers of Gurgaon district. Hence, hypothesis 5 stating that “There exists significant relationship between role commitment and occupational Stress among private teachers of Gurgaon district” stands accepted.

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