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GRT **IMPACT OF ORGANISATIONAL STRESS ON JOB SATISFACTION AMONG TEACHING FACULTIES IN B.ED COLLEGES IN PUDUCHERRY REGION**

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Abstract:-The problem under the research was "Impact of organisational Stress on Job Satisfaction among Teaching faculties in B.Ed colleges in Puducherry Region". Teaching is considered to be the noblest of all profession and in terms declared as prophetic profession. The research was conducted in order to find out the impact of Organisational Stress on the teachers which in turn results in their job satisfaction. The objectives were: to examine the nature of the stress experienced by the teachers in their working atmosphere, to find out the relationship between the stress and job satisfaction, and to provide the remedial measures to overcome the stress. Quantitative approach was used in the study. Questionnaire was developed by the researcher. Teachers from B.Ed colleges were the population of the study. Purposive sampling technique was used for selecting the sample. Results show that there exists a significant relation between the organisational stress and the job satisfaction among the teachers of B.Ed colleges in Puducherry region. It is recommended that proper orientation training and refresher courses should be provided periodically and it is believed that these above said training will improve their confidence and competency. Suggestions were provided for the institutions in case of proper communication and should allow the teachers to express their views freely which will create a better organisational climate.

Keywords:Organisational Stress, Job satisfaction, Refresher courses, Orientation training.

INTRODUCTION

The term "Job" relates to the total relationship between the individual and the employer. The word "Satisfaction" refers to the pleasure attained by achieving one's own goals and needs. Job Satisfaction is not just self satisfaction or happiness or self contentment rather than it is a satisfaction from job. Kyriacou defines stress as a response syndrome of negative effect that develops when there are prolonged and increased pressures that cannot be controlled by the coping strategies that the individual has. Organisational stress deals with freedom, work pressure, healthy academic atmosphere of teaching. Pressure in work place is unavoidable in this present scenario due to the demands of the contemporary work environment. But when this stress becomes unmanageable or excess it will damage the total organisation. In general people go for a great pain in their long way to gain acceptance and approval. Being accepted is one of the most important factors that increases motivation and satisfaction and reduces the stress. The research will continue with the discussion about the research question and the objectives that the research intends to answer.

Statement of the problem: The problem under the research was " Impact of Organisational stress on Job satisfaction among Teaching faculties in B.Ed colleges in Puducherry region "

DEFINITION OF TERMS:

Job satisfaction : The extent to which people like or dislike their jobs

Organisational Stress: Factors in organisation which causes stress

B.Ed faculties : Teachers working in Teacher Education Colleges

Aims of the study: The basic aim or purpose of this study is to explore the impact of organisational stress on job satisfaction.

To examine the nature of organisational stress experienced by the teachers.
To find out the relationship between the organisational stress and job satisfaction.
To provide remedial measures to overcome the stress and get satisfaction in job.

Hypotheses:

There is no significant difference in the mean scores of organizational stress among the faculties of B.Ed colleges in terms of Type of institution.
There is no significant difference in the mean scores of Job Satisfaction among the faculties of B.Ed colleges in terms of Type of institution.
There exists no correlation between Organisational stress and Job Satisfaction among the faculties of B.Ed colleges.

SIGNIFICANCE OF THE STUDY:

Job Satisfaction plays a vital role in teachers towards their excellency. Changes in the organisational design, factors like increased workloads or changes in reporting relationships may result in Organisational stress. Such changes in the organisational climate or structure may precipitate a stressful environment among the teachers. This will result in frequent absenteeism, burnout, lack of trust, performance problems, and slowly result in miscommunication and misinterpretation. Changes in socio economic scenario and rapid increase in unemployment had become a threat to job satisfaction in teaching. Directly or indirectly job satisfaction depends on the salary, supervision, job security, working condition and working environment, job recognition, fair evaluation. So research on teaching learning field where organisational stress marks its foot prints in job satisfaction became indispensable.

THEORETICAL BACKGROUND OF THE STUDY:

Organisational stress: Organisational stress is the factor which cause emotional outbreak among the teachers and lead to negative consequences In this situation it becomes quiet natural to experience the stress or tension or strain in the body or in the mind if there is no outlet for the bent up feelings. Stress is a silent killer and has a prominent place in the minds of millions. But in moderate level stress is normal and proves to be useful. Organisational stress is any factor that pushes a psychological or physical factor behind its range of stability, producing a strain in the teachers. In such cases stress is likely to be a threat for the individual. Stress in general and Organisational stress in particular is universal and frequently disables the human phenomenon .This results in personal and organisational inefficiency and deviates the normal way of functioning of the mind and body.

Job satisfaction: Job satisfaction is a positive attitude possessed by the individual. Traditionally teaching job enjoys a high level of satisfaction . As per the words of E.A.Locke, job satisfaction is defined as the “Pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement”. In contrast job dissatisfaction is defined as “the un-pleasurable emotional state resulting from the appraisal of one's job as frustration or blocking the attainment of one's own job values”. According to Seth N.K., Job satisfaction is “an attitude which results from a balancing and summation of many specific likes and dislikes, experienced in connection with the job”. Job dissatisfaction results when the gap between the level of aspiration and achievement increases. Dissatisfaction leads to job frustration. Motivation, interest, and attitude are the internal factors whereas working atmosphere, threat by the superior, teaching tools are some external factors having the power of moulding the human emotions.

Reasons for Organisational stress leading towards Job dissatisfaction:

There are some specific major causes for stress and they are:

Larger the class room size, Smaller the digits in the salary
More clerical help. The amount of paper work and busy work teachers are forced to do is another reason given for leaving the job or having the second thought to leave the field.

Common ways to cope up the organisational stress towards Job satisfaction:

It is always well to be aware of the underlying realities like frustration, disappointment encountered in teaching profession. Below are some points which will help to cope up the stress.

Developing self awareness
Self-evaluation of dissatisfaction
Recognition of new possibilities in teaching.
Developing the sense of willingness to learn new experiences.

Seeking the way to get professional help.
Time management
Always trying to keep good interpersonal relationship among the colleagues.
Maintaining balance between work and family .

METHODOLOGY:

The researcher used quantitative approach to achieve the above mentioned objectives of the study. Purposive sampling technique was used to select the sample for the study. Questionnaire were prepared and used to check the organisational stress among the teachers towards their job satisfaction. It consists of 60 items .A 5-point likert scale with response format was used with the response ranging from strongly positive to strongly negative. Questionnaire was used for data collection and interpretation purpose.

Scoring:

The scoring ranges from “Five to One” sequentially rated from “Most Liked” to “Least Liked”. For negative items, the scores assigned to each of the alternatives have been reversed. They range from “One to five “sequentially placed from “Least Liked” to “Most Liked”.

Population and Sample for the Study:

The sample for the study consists of teachers working in B.Ed Government and Private Colleges of both genders with varied experience. In this case it was decided to take the sample from two government Colleges and two private colleges in Puducherry region. Ten teachers from each college and in total 40 teachers constitute the sample size. The sample is random sampling.

Limitations:

Following were the limitations of the study

1. The study was limited only to B.Ed colleges in Puducherry region.
2. The study was limited only to 40 teachers.
3. The study was limited only to 2 government and 2 private colleges.

Result analysis: Questionnaire was used for data collection purpose. Mean, Standard deviation, “t” values were computed for finding out the difference among the mean for the variables. “r” values was computed to trace the significance of relationship between the job satisfaction and stress.

Null Hypothesis- 1 There is no significant difference in the mean scores of organizational stress among the faculties of B.Ed colleges in terms of Type of institution.

Table 1: Mean, S.D, ”t” value for organizational stress in terms of institution.

S.No	Variable name	N	Mean	S.D	Table value for df =19	t value
1	Government	20	117.1000	11.9962	2.09	23.293
2	Private	20	118.0000	9.22753		

It is inferred from the table that the “t” value in table 1 is greater than the table value for df=19 at 0.05 level. Hence the null hypothesis is rejected. That is, there exists significant difference in organizational stress in terms of types of institutions.

Null hypothesis -2 There is no significant difference in the mean scores of Job satisfaction among the faculties in terms of Type of institution.

Table 2: Mean, S.D, “t” value for Job Satisfaction in terms of Type of institution.

S.No	Variable name	N	Mean	S.D	Table value for df=19	t value
1	Government	20	114.8500	18.22455	2.09	28.183
2	Private	20	116.7000	22.40559		

It is inferred that from the table that the “t” value is greater than the table value of df=19 at 0.05 level. Hence the Null hypothesis is rejected. There exist significant differences in the job satisfaction in terms of Type of institution.

Table 3: Correlation between Organisational stress and Job Satisfaction in terms of Type of Institution.

S.No	Variable name	N	Mean	S.D	r value
1	Job Satisfaction	40	116.9	16.91426	0.104
2	Organisational Stress	40	116.4	15.28681	

INTERPRETATION:

Teachers working in government when compared to the teachers working in private sector enjoy more job satisfaction with very less organisational stress due to the freedom and less accountability to the authorities, whereas the teachers working in private are subjected to to pressure from all other sources.

Teachers in government colleges get high salary when compared to the teachers in private colleges. This difference in salary makes the teachers in private to compare their work load and their digits of salary with the government teachers which in turn leads to great stress resulting in less job satisfaction.

Teachers in government colleges enjoy high standard of living. They are able to accommodate their children with higher education, dress, food etc. They are also able to get loans with low rate of interest from government banks by showing their salary . This also creates a high level of stress and job dissatisfaction among the private college teachers.

EDUCATIONAL IMPLICATIONS:

Occupational stress is negatively correlated with the effectiveness of the teachers. Something seriously should be done to reduce the level of stress among the teachers. Workload of the teachers should be maintained by establishing the proper pupil teacher ratio. Healthy academic atmosphere should be encouraged among the colleges. Special orientation programs should be organized with the objective of overcoming the stress among the teachers. Management should also take immediate steps to foster job satisfaction among teachers.

CONCLUSION:

It is found that the teachers working in private have high degree of organisational stress. Human resources should be greatly utilised to the maximum extent in order to achieve individual and organisational goals. Especially teacher's performance in turn is influenced by motivation and job satisfaction. The teachers should also be emotionally mature enough to balance the theories proposed by the educators and administrators with his own style of teaching.

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