

A study of occupational commitment and stress management of B.Ed students of Kurukshetra district

Dr. Manju Bala

Principal, ACK College of Education, Shahabad Markanda, Haryana, India

Abstract

The future of the nation depends upon the skills and efficiency of the teacher. Teachers are given the other name as creators...they are the creators of philosophers, leaders, doctors, advocates and many more A strong commitment to teaching as a lifelong career is the foundation for an effective education system. Teaching is classified as profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Teaching is one of the most stressfull professions. The main objective of the study is to compare the occupational commitment and stress management of B.Ed Students with respect to type of college, Gender, Locality and educational qualification. Teacher commitment inventory by Noorjehan N. Ganihar, and work motivation questionnaire by K.G. Aggarwal were used for data collection from 400 selected samples with various variables. Mean, S.D and T-test were used for analysis of data.

Keywords: occupational commitment, philosophers, leaders, doctors, advocates

Introduction

Teaching is classified as profession. Teaching is no simply an occupation aimed

Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession, acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment means, —The feeling of dedication among the individuals of a group towards their profession. This commitment area involves tow essential components namely-pride in one's being in the teaching profession and a strong desire for professional development. In fact after joining the profession they should fully understand as long as they are there they have to develop pride knowing that this is a Nobel profession charged with great responsibilities as the society hands over its children to this system for their wholesome education. Teachers 'total involvement and devotion is must for empowering the students. During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively and improvement of their performance. Committed teachers not only seek all round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. Teachers 'tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. According to the Programme of Action (1992) ^[10], -Teachers are supposed to look after the development of children and their performance is the most crucial input in the field of education, thus their training should be adequate to

stimulate the socio-cultural and moral development of the child. Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion. With time the concept of teaching and position of the teacher changed with the altered values and views of life. The increasing complexity of our educational system has given rise to new dimensions and consequently the role of the teacher increased immensely and has acquired a new meaning. Teachers are the most important assets for any educational system. They are the founders, creators and executers of the educational system. Teachers are expected to fulfill all the basic requirements of the teaching learning situations, to make the learning situations pupil friendly and pronounce all possible efforts to make learning possible in a healthy way. Teachers' attitudes more generally may diminish or increase the problem of underachievement. The role of the teacher is crucial in helping pupils develop a positive attitude to learning. The significance of this research is that it may help to identify the importance of Occupational commitment that has strong impact on the productivity and performance of teachers in both public and private schools. This study may help to improve the teacher's performance by motivational factors in order to enhance the educational system.

Objectives of the Study

1. To compare the occupational commitment of B.Ed. students with respect to type of college (Govt., Self-Financing Colleges and Govt. Aid.)
2. To compare the occupational commitment of B.Ed. students with respect to gender (Male & Female).
3. To compare the occupational commitment of B.Ed. students with respect to locality (Urban & Rural).
4. To compare the occupational commitment of B.Ed.

students with respect to educational qualifications (only graduate and post graduate).

5. To compare the stress management of B.Ed. students with respect to type of college (Govt., and Self Financing Colleges)
6. To compare the stress management of B.Ed. students with respect to gender (Male & Female).
7. To compare the stress management of B.Ed. students with respect to locality (Urban & Rural).
8. To compare the stress management of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Hypothesis of the Study

Ho1:There is no significant difference of the occupational commitment of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges)

Ho2:There is no significant difference of the occupational commitment of B.Ed. students with respect to gender (Male & Female).

Ho3:There is no significant difference of the occupational commitment of B.Ed. students with respect to locality (Urban & Rural).

Ho4:There is no significant difference of the occupational commitment of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Ho5:There is no significant difference of the stress management of B.Ed. students with respect to type of college (Govt., and Self Financing Colleges)

Ho6:There is no significant difference of the stress management of B.Ed. students with respect to gender (Male & Female).

Ho7:There is no significant difference of the stress management of B.Ed. students with respect to locality (Urban & Rural).

Ho8:There is no significant difference of the stress management of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Limitation of the study

1. The present study is delimited with respect to variables, sample, tools and techniques.
2. The present study is geographically delimited with respect Kurukshetra District only.
3. It is further delimited to students studying in B.Ed. courses only.
4. The sample is delimited to 400 students B. Ed course.
5. The sample is delimited demographic variables as gender, types of institutions, locality and qualification.

Research Method

The Descriptive survey method of research was used. This is a scientific & reliable method.

Sample

A sample of 400 B.Ed. students were selected studying in B.Ed. colleges affiliated to Kurukshetra University located in Kurukshetra district was drawn using stratified random sampling technique.

Sampling technique

Stratified Random Sampling Method was used for selection of sample from population of study.

Table 1: Tools were to be used

Sr. No.	Name of the Tool	Developed By
1.	Teacher Commitment Inventory	Noorjehan N. Ganihar
2.	Stress Management Scales	V.Kaushik and N.A. Charpe

Statistics Techniques: Following statistics were used to analysis of data.

1. Mean
2. Standard Deviation
3. Co-relation
4. C.R. value

Interpretation and Analysis of Data

Hypothesis 1: There is no significant difference of the occupational commitment of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges)

Table 1: Related data of Occupational Commitment of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges).

Type of Groups	$\frac{1}{4}N\frac{1}{2}$	$\frac{1}{4}Mean\frac{1}{2}$	$\frac{1}{4}S.D.\frac{1}{2}$	$\frac{1}{4}CR-Value\frac{1}{2}$	Level of significance
Govt. Colleges' Students	202	57.06	7.96	1.912	p<0.05
Self-Financing Colleges' Students	198	55.47	8.60		

(df=202+198-2=398)

Hypothesisb 2: There is no significant difference of the occupational commitment of B.Ed. students with respect to gender (Female & Male).

Table 2: Related data of Occupational Commitment of B.Ed. students with respect to gender (Female & Male).

Type of Groups	$\frac{1}{4}N\frac{1}{2}$	$\frac{1}{4}Mean\frac{1}{2}$	$\frac{1}{4}S.D.\frac{1}{2}$	$\frac{1}{4}CR-Value\frac{1}{2}$	Level of significance
Female Students	194	56.48	8.16	0.477	
Male Students	206	56.08	8.46		

(df=194+206-2=398)

Hypothesis 3: There is no significant difference of the occupational commitment of B.Ed. students with respect to locality (Rural & Urban).

Table 3: Related data of Occupational Commitment of B.Ed. students with respect to locality (Rural & Urban).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Rural areas' Students	211	56.45	8.29	0.457	p<0.05
Urban areas' Students	189	56.07	8.35		

(df=211+189-2=398)

Hypothesis 4: There is no significant difference of the occupational commitment of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Table 4: Related data of Occupational Commitment of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Graduate Passed Students	217	56.46	8.69	0.503	
Post Graduate Passed Students	183	56.05	7.85		

(df=217+183-2=398)

Hypothesis 5: There is no significant difference of the stress management of B.Ed. students with respect to type of college (Govt., and Self Financing Colleges)

Table 5: Related data of Stress Management of B.Ed. students with respect to type of college (Govt., and Self Financing Colleges).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Govt. Colleges' Students	202	113.75	15.18	1.478	p<0.05
Self-Financing Colleges' Students	198	115.95	14.16		

(df=202+198-2=398)

Hypothesis-6 There is no significant difference of the stress management of B.Ed. students with respect to gender (Female & Male).

Table 6: Related data of Stress Management of B.Ed. students with respect to gender (Female & Male).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Female Students	194	116.16	14.75	1.725	p<0.05
Male Students	206	113.60	15.02		

(df=194+206-2=398)

Hypothesis-7 There is no significant difference of the stress management of B.Ed. students with respect to locality (Rural & Urban).

Table 7: Related data of Stress Management of B.Ed. students with respect to locality (Rural & Urban).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
Rural Area's Students	211	113.33	14.75	2.147	p>0.05
Urban Area's Students	189	116.53	14.98		p<0.01

(df=211+189-2=398)

Hypothesis 8 There is no significant difference of the stress management of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Table 8: Related data of Stress Management of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

Type of Groups	$\frac{1}{4}N^{\frac{1}{2}}$	$\frac{1}{4}Mean^{\frac{1}{2}}$	$\frac{1}{4}S.D.^{\frac{1}{2}}$	$\frac{1}{4}CR-Value^{\frac{1}{2}}$	Level of significance
UG passed Students	211	114.30	14.98	0.792	p<0.05
PG passed Students	189	115.49	14.88		

(df=211+189-2=398)

Conclusion

1. There is a significant difference of the occupational commitment's Dimension 'Commitment towards the Institution' of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges). Govt.

colleges' B.Ed. students have more commitment towards the Institution than B.Ed. students of self-financing colleges.

2. There is a significant difference of the occupational commitment's Dimension 'Psychological Perspective' of

- B.Ed. students with respect to educational qualifications (only graduate and post graduate). Graduate passed students have more committed with Psychological perspectives than Post graduate passed students of B.Ed. course.
3. There is a significant difference of the occupational commitment's Dimension 'Commitment towards the Profession' of B.Ed. students with respect to educational qualifications (only graduate and post graduate). Graduate passed students have more committed with their profession than Post graduate passed students of B.Ed. course.
 4. There is a significant difference of the occupational commitment's Dimension 'Commitment towards the Institution' of B.Ed. students with respect to educational qualifications (only graduate and post graduate). Post Graduate passed students have more committed with Institution than graduate passed students of B.Ed. course.
 5. There is a significant difference of the Stress Management of B.Ed. students with respect to locality (Rural & Urban) at 0.05 level of significance, while there is no significant difference of the Stress Management of B.Ed. students with respect to locality (Rural & Urban) at 0.01 level of significance.

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