

## A study of occupational commitment, stress management and work motivation of B.Ed. students of Kurukshetra district

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### Abstract

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. Motivation is the desire or drive with in a person to achieve some goal. The main objective of the study is to compare the occupational commitment, stress management and work motivation of B.Ed Students with respect to type of college, Gender, Locality and educational qualification. Teacher commitment inventory by Noorjehan N. Ganihar, Stress management scales by V.Kaushik & N.A. Charpe 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:** stressfull, Mean, S.D

### Introduction

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 strong commitment to teaching as a lifelong career is the foundation for an effective education system. Adequate numbers of capable and committed young people need, therefore, to be attracted and retained in the teaching profession. There are many factors that collectively influence teacher job satisfaction and motivation levels. Given the complex interplay of these factors, it is usually not possible to disentangle or isolate the precise impact of each factor. The teaching profession in Rwanda is no exception. For expositional convenience, the following discussion focuses on two types of motivators namely pecuniary (pay and material benefits) and non-pecuniary (especially living and working conditions).

Commitment to one's occupation and organization, and its predictors and consequences, have been the focus of considerable research within I/O psychology. The issue of teacher commitment is of great importance. One way of examining this issue is to consider the forms of commitment that characterize teachers, the motivator and attribute predictors of commitment, and the consequences of commitment in terms of job performance and intention to continue teaching as a career. Currently, we do not know what forms of commitment characterize teachers in India, which motivators and attributes correlate with these commitments, and what the related outcomes are.

The need for activity is a desire to be constantly doing things. This kind of person is a hard worker. The opposite of this is passivity, which is also a need to relax and not be disturbed. The need for extension is a desire to be helpful to others and to provide one's services to the organization or nation. People dominated by this need will be good social workers and

maintain good interpersonal relations. The need for dependence is the need to consult others before making any decision. Such people feel insecure and want to be protected. They lack initiative and always look for direction from others. The need for independence is a desire to do things individually and to be one's own self. They prefer freedom, like to make decisions. They dislike interference. They may consult others but do not seek approval. The need for power is desire to influence others and gain control over them. Such people like to lead and enjoy giving directions to others. They are argumentative and seek leadership positions. They need for aggression creates a desire to dominate others and to demonstrate one's own strength at times, even physically. These people talk loud, are argumentative and may get into physical fights. The need for status and prestige is a desire to be respected and treated with deference especially by others in the social situations. These people are status conscious; they may run for offices and show authoritarian tendencies when working with others. Various studies have been conducted for the management of motivation in the work situation.

### 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).
  9. To compare the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges )
  10. To compare the work motivation of B.Ed. students with respect to gender (Male & Female).
  11. To compare the work motivation of B.Ed. students with respect to locality (Urban & Rural).
  12. To compare the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).
  13. To find out the relation among occupational management, stress management and work motivation in B.Ed. students of Kurukshetra District.

**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).
- Ho9** There is no significant difference of the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges)
- Ho10** There is no significant difference of the work motivation of B.Ed. students with respect to gender

(Male & Female).

- Ho11** There is no significant difference of the work motivation of B.Ed. students with respect to locality (Urban & Rural).
- Ho12** There is no significant difference of the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).
- Ho13** There is no significant correlation among occupational management, stress management and work motivation of B.Ed. students of Kurukshetra District.

**Limitation of the study**

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

**Research Method**

The Descriptive Survey Method was used.

**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.

**Tools were to be used**

**Table 1**

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
3.	Work Motivation Questionnaire	K.G.Agarwal

**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 2:** 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	
Self Financing Colleges' Students	198	55.47	8.60		

(df=202+198-2=398)

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

**Table 3:** 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 4:** 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	
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 5:** 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 6:** 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 7:** 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 8:** 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 9:** 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)

**Hypothesis – 9.** There is no significant difference of the work motivation of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges).

**Table 10:** Related data of Work motivation 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	101.79	9.46	2.022	p>0.05
Self Financing Colleges' Students	198	99.80	10.18		p<0.01

(df=202+198-2=398)

**Hypothesis - 10.** There is no significant difference of the work motivation of B.Ed. students with respect to gender (Female & Male).

**Table 11:** Related data of Work motivation 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	100.81	10.23	0.003	p<0.05
Male Students	206	100.82	9.54		

(df=194+206-2=398)

**Hypothesis – 11.** There is no significant difference of the occupational commitment of B.Ed. students with respect to locality (Rural & Urban).

**Table 12:** Related data of Work motivation 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	101.53	9.67	1.549	p<0.05
Urban areas' Students	189	100.00	10.04		

(df=211+189-2=398)

**Hypothesis – 12.** There is no significant difference of the work motivation of B.Ed. students with respect to educational qualifications (only graduate and post graduate).

**Table 13:** Related data of Work motivation 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	101.94	10.65	2.561	p>0.05
Post Graduate passed Students	183	99.464	8.68		p<0.01

(df=217+183-2=398)

**Hypothesis - 13.** There exist no significant relationship among occupational Commitment, work motivation and stress management in B.Ed. students of Haryana.

**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 work motivation's

- Dimension 'Job Situation' of B.Ed. students with respect to gender (Female & Male). Govt. college students have work-motivated related to job situation than self-financing college students as mean show in above table. There is significant difference of the work motivation sum of total of B.Ed. students with respect to type of college (Govt. and Self Financing Colleges) at 0.05 level of significance.
6. 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.
  7. There is a significant difference of the work motivation's Dimension 'Job Situation' of B.Ed. students with respect to educational qualifications (only graduate and post graduate) at 0.05 level of significance, yet not rejected at 0.01 level of significance.
  8. There is positive significant below average correlation among Stress Management and Work Motivation of B.Ed. students.

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