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JOB SATISFACTION AND JOB STRESS AFFECTS TEACHER'S ACCOUNTABILITY: A STUDY OF B.ED. COLLEGE TEACHERS OF DISTRICT KARNAL

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ANSTRACT

Education is a task tremendous in nature and must not be roughly handled. On education the very shape of a country's future depends and it warrants a sincere and honest trail at the hands of those who really matters. "The destiny of India is being shaped in classrooms" has been pointed out by the Education Commission (1994- 66) and to that it may safely be added that the density of these classroom is being shaped in the institution of education with committed teachers. India is going to achieve the success of universal station of elementary education in future. The present condition of primary education in our country is satisfactory to some extent, but the present position of higher education is miserable.

KEYWORDS: India, Education, Primary, Honest

INTRODUCTION:

The net enrolment rate in college of education is around 60 percent. The dropout rate was 62.6 percent at high school level in 2012-13. This is not the first time that teachers and local authorities have been blamed for India's education for poor performance in higher level. Civil society organizations and the media have highlighted the issue of accountability for over twenty years. Yet, it is only in the last three to four years that political leaders and administrators have begun to openly admitted that motivation and accountability among teachers and local administrators is a big problem. The New Education Policy (NEP) is a big step in this direction.

NEED OF THE PRESENT STUDY:

The systematic study regarding the teacher's accountability of college of education has largely remained an unexplored area of research in our country. Realizing that there are many misconceptions about professional accountability of self finance B.Ed. college teachers and there is a pressing need to make an objective investigation in this area. A problem has been selected and attempt has been made to study teacher's accountability in college of education in Haryana. The effects of occupational stress may vary from individual to individual depend upon such variables as personality, age, sex, type of institution and family history etc. Job satisfaction has also been found to be related to perceptions of stress. Higher level of occupational stress was associated with dissatisfied job conditions among teachers of self finance B.Ed. colleges of education. Kyria cou and Sutcliffe (1977) in their review of teacher stress also included investigation of job dissatisfaction among teachers. As a matter of research there were a close association found between sources of job dissatisfaction and stress level. As lesser studies have been done to see the relationship of teacher's accountability, job satisfaction and job stress among self finance B.Ed. colleges of education, the investigator felt the need for conducting a systematic study on this topic

OBJECTIVES OF THE PRESENT STUDY:

1. To find out the relationship between teachers' accountability and job satisfaction of Self Finance B.Ed. College Teachers.
2. To find out the relationship between teachers' accountability and job stress of Self Finance B.Ed. College Teachers.
3. To find out the difference in teachers' accountability in male and female staff of Self Finance B.Ed. College Teachers.

HYPOTHESES:

1. There exists a significant relationship between teachers' accountability and job satisfaction of teachers of Self Finance B.Ed. College of Education.
2. There exists a significant relationship between teachers' accountability and job stress of teachers of Self Finance B.Ed. College of Education.
3. There exists a significant relationship between teachers' accountability in male and female teachers of Self Finance B.Ed. College of Education.

RESEARCH METHODOLOGY:

After the collection of the data from the selected Self Finance B.Ed. College Teachers, the next step was to score the response on these measures. The responses of the teachers were scored according to the scoring procedure of the manuals given in 3.2.1 Job Stress Index, 3.2.2 Job Satisfaction Scale and 3.3.3 Teachers Accountability Index.

SAMPLE:

The present sample of the study comprised of 120 teachers form different Self Finance Colleges of Education located in district Karnal of Haryana state.

STATISTICAL TECHNIQUES USED:

The following statistical techniques were used for the analysis of data:

- (A) Descriptive statistics like Mean, Median, Standard Deviation were used to study the nature of the distribution.
- (B) Pearson's Product Moment Correlation (r) was used to find out the relationship between: • Teachers' accountability and Job satisfaction of Self Finance B.Ed. College Teachers. • Teachers' accountability and Job stress of Self Finance B.Ed. College Teachers.
- (C) 't' test was used to find out the significance of differences in: • Teachers' accountability of male and female staff of Self Finance B.Ed. College Teachers.
- (D) Quartile Deviation was used to determine the three levels i.e. high, middle and low level of teachers' accountability, job stress and job satisfaction. $Q.D. = Q3 - Q1 / 2$ or $P75 - P25 / 2$ Here, P25 denotes high level, P75 denotes low level and remaining 50 percent denotes the middle.

ANALYSIS AND INTERPRETATION OF THE RESULT:

O₁ Job Satisfaction of Self Finance B.Ed. College Teachers

The very first objective of the present study was to study the job satisfaction of Self Finance B.Ed. College Teachers. This objective has been analyzed and interpreted as follows:

TABLE 1.1 JOB SATISFACTION OF SELF FINANCE B.ED. COLLEGE TEACHERS
(N= 120)

Scores on Job Satisfaction	No. of Teachers	Percent age	Classification
Above 78	28	23%	<i>Highly satisfied with their job</i>
60-78	67	56%	<i>Moderate satisfied with their jobs</i>
Below 60	25	21%	<i>Less satisfied with their jobs</i>

From the table no 1.1 it is clearly apparent that out of total 120 Self Finance B.Ed. College Teachers 28 teachers that is 23% are highly satisfied with their job and scores more than 78 in job satisfaction scale. There is 67 teachers that is 56% are found to be moderate satisfied with their jobs and scores in between 60 to 78 in job satisfactionscale. While remaining 24 teachers that is 21% are found to be less satisfied with their job and scores less than 60 in job satisfaction scale.

O₂ JOB STRESS OF SELF FINANCE B.ED. COLLEGE TEACHERS

Second objective of the present study was to assess the job stress level of Self FinanceB.Ed.

College Teachers. This objective has been analyzed as follows:

TABLE 1.2

JOB STRESS OF SELF FINANCE B.ED. COLLEGE TEACHERS (N= 120)

Scores on Job Stress	No. of Teachers	Percentage	Classification
Above 148	23	19%	<i>Highly stressed with their job</i>
120-148	67	56%	<i>Moderate stressed with their jobs</i>
Below 120	30	25%	<i>Less stressed with their jobs</i>

Note: Calculations done by the investigator himself

From the table no 1.2 it is clearly apparent that out of total 120 Self Finance B.Ed. College Teachers 23 teachers that is 19% of total are highly stressed with their job and scores more than 148 in job stress scale. There is 67 teachers that is 56% of totalare found to be moderate stressed with their jobs and scores in between 120 to 148 in job stress scale. While remaining 30 teachers in total that is 25% are found to be less stressed with their job and scores less than 120 in job stress scale.

O₃ TEACHERS' ACCOUNTABILITY OF SELF FINANCE B.ED. COLLEGE EACHERS

Third objective of the present study was to study the teacher's accountability of Self Finance B.Ed. College Teachers. This objective has been analyzed in the following way:

TABLE 1.3

**TEACHERS' ACCOUNTABILITY OF SELF FINANCE B.ED
COLLEGETEACHERS (N= 120)**

Scores on Teachers' Accountability	No. of Teachers	Percentage	Classification
Above 116	21	18%	Highly accountable towards their job
105-116	76	63%	Moderate accountable towards their jobs
Below 105	23	19%	Less accountable towards their jobs

Note: Calculations done by the investigator himself

From table no 1.3 it is clearly apparent that out of total 120 Self Finance B.Ed. College Teachers 21 teachers that is 18% of total are highly accountable towards their job and scores more than 116 in teachers' accountability index. There is 76 teachers that is 63% of total are found to be moderate accountability towards their jobs and scores in between 105 to 116 in teachers' accountability index. While remaining 23 teachers in total that is 19% of total are found to be less accountable towards their job and scores less than 105 in teachers' accountability index.

**O₄ RELATIONSHIP BETWEEN TEACHERS' ACCOUNTABILITY AND JOB
SATISFACTION OF SELF FINANCE B.ED.COLLEGE TEACHERS**

The fourth objective of the present study was to find out the relationship between teacher's accountability and job satisfaction of Self Finance B.Ed. College Teachers. This objective has been analyzed in the following way:

TABLE 1.4

**COEFFICIENT OF CORRELATION BETWEEN TEACHERS' ACCOUNTABILITY
AND JOB SATISFACTION**

Variables	N	Df	Coefficient of correlation	Level of Significance
Teachers' Accountability	120	118	0.36	Significant at 0.01 level
Job Satisfaction	120			

It can be observed from table no 1.4 that the coefficient of correlation between teachers' accountability and job satisfaction of Self Finance B.ED. College Teachers is 0.36 which is positive and measured at 0.01 level of significance. It means there is a positive relationship between job satisfaction and teachers' accountability. It means that the hypotheses, there exists a significant relationship between teachers' accountability and job satisfaction of Self Finance

B.Ed. College Teachers is proved and hence accepted.

O₅ RELATIONSHIP BETWEEN TEACHERS' ACCOUNTABILITY AND JOB STRESS OF SELF FINANCE B.ED. COLLEGE TEACHERS

The fifth objective of the present study was to find out the relationship between teacher's accountability and job stress of Self Finance B.Ed. College Teachers. This objective has been analyzed in the following way:

TABLE 1.5
**COEFFICIENT OF CORRELATION BETWEEN TEACHERS' ACCOUNTABILITY
AND JOB STRESS**

Variables	N	Df	Coefficient of correlation	Level of Significance
Teachers' Accountability	120	18	-0.26	Significant at 0.01 level
Job Stress	120			

It can be observed from table no 1.5 that the coefficient of correlation between teachers' accountability and job stress of Self Finance B.ED. College Teachers is -0.26 which is negative and measured at 0.01 level of significance. It means that the hypotheses, there exists a significant relationship between teachers' accountability and job stress of Self Finance B.Ed. College Teachers is proved and hence accepted.

O₆ DIFFERENCE IN TEACHERS' ACCOUNTABILITY OF MALE AND FEMALE OF SELF FINANCE B.ED. COLLEGE TEACHERS

The sixth objective of the present study was to find out the difference in teacher's accountability of male and female of Self Finance B.Ed. College Teachers. This objective has been analyzed in the following way

TABLE 1.6
**SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN SCORES ON
TEACHERS' ACCOUNTABILITY OF MALE AND FEMALE SELF FINANCE B.ED.
COLLEGE TEACHERS**

Variables	N	M	SD	SED	't'	Level of Significance
Male Teachers	58	108.91	5.82	1.53	3.42	Significant at 0.01 level
Female Teachers	62	113.27	6.91			

It can be observed from table no 1.6 that the calculated 't' ratio is 3.42, which is significant at 0.01 significant level. It shows that there exists a significant difference in teachers'

accountability of male and female of Self Finance B.Ed. College Teachers. Hence the earlier stated hypotheses, there exists significant different in teachers' accountability of male and female Self Finance B.Ed. College Teachers is proved and hence accepted.

MAJOR FINDINGS OF THE PRESENT STUDY:

01. According to the first objective of the present study, job satisfaction level of 120 Self Finance B.Ed. College Teachers was studied by the investigator. In the present study the researcher found that out of 120 Self Finance B.Ed. College Teachers; 28 teachers that is 23% are highly satisfied with their job; 67 teachers that is 56% are moderately satisfied with their job while the remaining 25 teachers that is 21% are less satisfied with their jobs.

02. According to the second objective of the present study, job stress level of 120 Self Finance B.Ed. College Teachers was studied by the investigator. It was found that out of 120 teachers; 23 teachers that is 19% are highly job stressed; 67 teachers that is 56% are moderately job stressed while the remaining 30 teachers that is 25% are less job stressed teachers.

03. According to the third objective of the present study, teachers' accountability of 120 Self Finance B.Ed. College Teachers was studied by the investigator. It was found that out of 120 teachers; 21 teachers that is 18% are highly accountable towards their job; 76 teachers that is 63% are moderate accountable towards their jobs while remaining 23 teachers that is 19% are found to be less accountable towards their jobs which is based on their own specification criteria. 04. In the present study it was found that there is a positive significant relationship between teachers' accountability and job satisfaction of Self Finance B.Ed. College Teachers. It indicates that teachers who are highly satisfied with their jobs are found to be highly accountable towards their job; on the other hand; teachers who are less satisfied with their job are found to be less accountable towards their job.

05. In the present study it was found that there is a negative significant relationship between teachers' accountability and job stress of Self Finance B.Ed. College Teachers. Thus it can be clearly concluded that teachers who are highly job stressed are less accountable towards their job, on the other hand, teachers who are low job stressed are more accountable towards their job. 06. It was found in the present study of Self finance B.Ed. College Teachers belonging to male and female groups differ significantly with respect to their teachers' accountability. The result clarifies that there is a significant difference in the teacher's accountability of male and female teachers. The mean score on teachers' accountability of male and female Self Finance B.Ed. College Teachers indicates that female teachers are more accountable towards their job than their male counterparts.

DISCUSSION OF THE RESULTS:

The discussion of the results obtained through analysis of data is presented here. The discussion made under two headings that is correlates and differentials.

01. CORRELATES:

In this section an attempt has been made to discuss the results obtained in terms of correlation of teachers' accountability with job satisfaction of Self Finance B.Ed. college Teachers and correlation of teachers' accountability with job stress of Self Finance B.Ed. College Teachers. The finding pertains to the relationship between teachers' accountability and job satisfaction of Self Finance B.Ed. College Teachers in the present study revealed significant positive

relationship between two variables. This result of the present study resembles the results of the study conducted by **Youngs (2002)** where he found that job satisfaction is one of the prominent requirements for establishing appropriate accountability among the teachers i.e. teachers who are more satisfied with their jobs are more accountable towards their job. Keeping above finding on view the researcher again accept the research hypotheses.

The finding pertains to the relationship between teachers' accountability and job stress of Self Finance B.Ed. College Teachers in the present study revealed significant relationship between two variables. This result of the present study has resemblance with the results of the study conducted by **Kalnin et al. (2003)** where they found that more overwhelmed and more stressed teachers are less participate in their job. That is why the researcher was forced to accept the research hypothesis.

02. DIFFERENTIALS:

The result based on difference in teachers' accountability of male and female Self finance B.Ed. College Teachers has been discussed here:

On the basis of analysis and interpretation of data it was found that there exists a significant difference in teachers' accountability of male and female of Self Finance B.Ed. College Teachers. The mean scores on teachers' 'accountability of Self Finance B.Ed. College Teachers' clearly indicated that female teachers are found to have higher teachers' accountability as compared to male teachers. This result of the present study has resemblance with the results of the study conducted by **Srivastava (1979)** where he found that women teachers shown a higher degree of commitment towards their job than their male counterparts.

IMPLICATIONS OF THE PRESENT STUDY:

01. The present study points out that Self Finance B.Ed. College Teachers with high job stress have lower teachers' accountability and vice-versa. If teachers' stress is left unresolved the whole educational systems will be impaired and inefficiency will ensue. In view of the possible adverse consequences of teachers' stress certain measures must be undertaken to alleviate teachers' stress and strain in order to enhance their enthusiasm in teaching and to promote their accountability towards their profession.
02. It is believed that most disturbing cause of stress among teaching is lack of social status which has been proved to be most negative aspect of a teaching career. So it is essential that socio-economic aspect of the teachers be raised, inducing a sense of respect for the teachers in the minds of people.
03. It has also been found in the present study that teachers who are highly satisfied with their job are highly accountable towards their job. In these days of even rising prices, a teacher with a meager pay lives from hand to mouth. In case of their insufficient income or irregular payments. It is bound to create dissatisfaction among Self Finance B.Ed. College Teachers. Thus to overcome this, teachers' salaries or remuneration must be raised as recommended by different commissions time to time.
04. Moreover, in majority of teachers not treated fairly by their respecting institution which becomes the cause of dissatisfaction. Thus to overcome this there should be a provision of Private Teachers Association working for their help or grievance.
05. The organization should make an attempt to introduce a system of giving rewards for

accountability of teachers so that motivating factor will work towards the trend of showing best accountability.

06. Special increment and moments should be given to the teachers as a motivator for their appreciable performance to enhance their accountability by the college or higher authorities.
07. This is cleared in the present investigation that male teachers are less satisfied than female teachers due to their family and social responsibilities as compared than their female counterparts.
08. College teachers are also claim that they are not being involved in the process of decision making and thus they feel themselves less responsible and accountable. So collaboration of teachers is also recommended in their institution to implement their valuable suggestions.
09. Demographic and working condition of the college also affects the accountability of teachers towards their prestigious profession. So the institution/college must be equipped with all necessary teaching aids. So the teachers can perform their teaching well.
10. It is suggested that employing stress as an individualized category not only suppresses its flexibility, but also encourages both teachers and their employers to offer taken measures to manage it at a psychological level, rather than engaging in proper debate about the state of the problem. So psychological factors must be pointed out to overcome the dissatisfaction situations. 11) Last but not the least the role of state and central Governments seems to be crucial in helping the job stressed teachers. The first responsibility of the Government is a proper survey of the needs and problems of the job stressed teachers. In spite of this, the Government should plan some special programmes to bridge the gap between high and low accountability of teachers in terms of their job stress and job satisfaction

CONCLUSION

In a nutshell, it is concluded that educational institutions are the most important place to enhance the social, economic and educational growth in any society and the factors of organizing manpower for the development of society. Teachers in the education system play a very important role to impart education, and responsible for achieving the goals of education system directly or indirectly. Thus, there is a strong need for understand and analyze the basic principles of cooperation to increase the satisfaction level and decrease the stress level among teachers of Self Finance B.Ed. Colleges to make their teaching more accountable; and the Government should also frame some remedial steps and implement them from time to time to make the noble profession more satisfactory.

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