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REVIEW ARTICLE

PERCEPTION OF ORGANIZATIONAL CLIMATE IN RELATION TO OCCUPATIONAL STRESS AMONG TEACHERS WORKING IN COLLEGES OF EDUCATION IN HARYANA

Perception of Organizational Climate in relation to Occupational Stress among teachers working in Colleges of Education in Haryana

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INTRODUCTION

The keystone in the educational edifice is doubtlessly the teacher. On him depends much more than any other, the progress and prosperity of children? Nobody can effectively take his place or influence children in the manner and to the degree; it is possible, for him alone to do. It is strongly believed that to be a teacher is to be the member of a holy order.

The Secondary Education Commission (1953) defined that 'we are however, convinced that most important factor in the contemplated educational reconstruction is, the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it.'

Similar views were expressed in the Indian Education Commission (1964 – 66) regarding the role of the teacher. The commission opined that 'of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers, are undoubtedly the most significant'.

Success of any education system depends on the qualities and abilities of the teacher. This paper will reflect upon the fact that the teacher is pivot on which any educational system revolves in the context of Globalisation there are changes and challenges in every dimensions of life including education. The challenges are faced not only in updating the context of knowledge but also how we disseminate those to the students and how we promote the total development of the young students. Due to innovation in science and technology, the students are highly informative in fact they also have become a challenge to the teacher. Every student with unique requirement, potentiality, desire, and skill will make not only a classroom situation a challenge but even the life

outside, as a teacher cannot be just a knowledge provider. Teacher's role in shaping the personality of the students and preparing for a challenging future will be greater outside the classroom. Teaching learning processes aims at transmission of knowledge imparting skills and information of attitudes and values and brings about behaviour modification both in teacher and taught.

Teacher has to play a vital role in the development of desirable attitude, beliefs and values among the students. The teacher's role is not only confined to mere transmission of knowledge and transaction of prescribed curriculum but also to perform many other roles such as the role of a facilitator, guide and counsellor; manager of classroom situation; innovator and researcher; planner, organiser and implementer of educational activities, schemes and programmes; promoter of socio-moral values; evaluator of achievements made by the pupils; social reformer and modifier of human behaviour; contributor in achieving the national goals; implementer of prescribed curriculum and learning specific curriculum developed for special need children. Teachers have to discharge all these functions effectively, therefore teachers own perspective, their skills and abilities and competence must be fully developed so that they may be committed to their learners and teaching profession as well as to the society.

RATIONALE OF STUDY

'Schools are the nurseries of the Nation' and 'Teachers are the Architects of the future' are no mere figurative expressions but truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and

soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher's role is thus as important as his responsibility is onerous. The imperative that the entire process of teaching learning transaction depends on the efficiency of a teacher, who is in turn able to manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency.

The rapid technological development in recent decades has had impact on the foundations of the social systems and has led to many challenges. The school as the heart of the education and training system and an operational line of training in every country, plays an important role in activities for improving developing the educational system. What distinguishes the educational organizations with regard to the success, efficiency and finally productivity of the training, is not only the school building, the number of classes, students, and teachers and the other quantitative features, but the fact that every institute has its own specific climate and characteristics. The organizational climate of institute is the output of the efforts, communication, and interactions between institute's internal groups, namely the principal, the assistants, the teachers, the administration and technical staff, and the students. While performing their duties they attempt to create a balance between the structural, personal, group and cultural systems of the organization (Alagheband, 1998). When organizational climate of organization is deficient, the following factors of occupational stress appear: (1) insecurity, (2) work overload, (3) inadequate use of worker's skills, (4) obstacle to intra and inter group progress and competition (Pekrun, 2002).

Stress affects individuals not only psychologically, by manifesting as anxiety or depression, but also physically. Physical stress symptoms include "anything from ulcers and digestive upsets to coronary problems" (Minirth, Hawkins, Meier, & Flournoy, 1986). Stress also interacts negatively with job satisfaction, performance and commitment. Stress and its' impact upon occupational functioning is a major factor in reduced productivity (Glasser, 1984; Jex, 1998; McGuigan, 1999). Occupational stressors contribute to organizational inefficiency, high staff turnover, absenteeism due to sickness, decreased quality, and quantity of practice, increased costs of health care, and decreased job satisfaction. One of the organizational outcomes that affected by occupational stress is job performance. More positive organizational climates are characterized by low levels of emotional exhaustion and depersonalization. Emotional exhaustion is the extent to which an employee feels fatigued or burned. Depersonalization is the extents to which an employee feels hardened, distant, or removed from those they serve (Lawler et al., 1974).

Whereas working in a closed and unhealthy organizational climate brings about negative emotions and feelings on the part of the teachers and students, these including dissatisfaction, psychological pressure, shirking, indifference, and finally job alienation leading to occupational stress which can be called the catastrophe of the present century. Therefore the departments are required to provide and nurture conducive organizational climate exist at many level in organization and encompass a variety of practices; assessment of employee risk factors can differ from one part of the organization to another.

OPERATIONAL DEFINITION:

Perception

Perception is the process by which we make sense of our surroundings by interpreting the information from our sense organs. Perception progress from sensation (i.e. the intake of information by the sense organ) to the higher-level cognitive process that are performed on that information.

Organizational Climate

Organizational climate deals with the environment and members of an organization on the inter-relationships within the organization, especially between the superiors and subordinates in reference to needs, satisfaction and goal achievement and is reflected as a 'personality' of the organization itself.

Occupational Stress

Occupational stress means conditions arising from the interaction of people that force them to deviate from their normal functioning.

OBJECTIVES

1. To study the perception of organization of climate and Occupational Stress of teachers working in colleges of Education.
2. To study the relationship between perception of organizational climate and Occupational Stress of teachers working in colleges education.
3. To study the difference between teachers working in Govt./ Govt.added/ Self financing colleges of education in terms of their perception of organizational climate and Occupational Stress.
4. To study the difference between teachers working in colleges of education in terms of their perception of organizational climate and Occupational Stress variables.

HYPOTHESES

1. There exists significant and positive correlation between perception of organisational climate and Occupational Stress of teachers working in colleges of education.

2. There exists significant difference between teachers working in Govt./Govt. aided and Self Financing colleges of education in terms of their perception of organizational climate and Occupational Stress.

3. There exists significant difference between teachers working in colleges of education in terms of their perception of organizational climate and Occupational Stress.

POPULATION THE STUDY

The present study was conducted in Haryana. All the teachers working in colleges of education were considered as the population of the study.

SAMPLE

For the selecting the sample, purposive sampling techniques was used . 250 teachers were selected from different colleges of education of Haryana.

METHODOLOGY AND TOOLS

For the present study, data was collected with the help of Organizational Climate Inventory developed by Dr. Somnath Chatopadhyay and K.G.Aggarwal (Form-B) and Occupational Stress index developed by Srivastava and Singh. The collected data were analysed by using mean, S.D., co-efficient of correlation and 't' ratio.

Table-1

Coefficient of Correlation between Perception of Organizational Climate and Occupational Stress of teacher working in colleges of Education

Variables	N	Df	Mean	SD	Correlation coefficient	Level Significance
Organizational Climate	250	248	217.3	30.2	-0.076	No Significant at 0.05 level significance
Occupational Stress	250	248	136.7	8.9		

Table 1.revealed that the obtained value of r for organizational climate and occupational stress is - 0.076 which comes under the range of -0.01 to – 0.20. So there is a negative correlation between Perception of Organizational Climate and Occupational Stress. Therefore, the hypotheses "there exists significant and positive correlation between the Perception of

Organization Climate and Occupational Stress of teachers working in colleges of Education" is rejected.

Table -2

Significant Difference between Government/ Government Aided and Self-financing Colleges of Education in terms of their Perception of Organizational Climate.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Organizational Climate	Govt. /Govt. Aided	117	215.4	28.7	0.168	No significant at 0.05 level* of Significance
	Self-financing	133	214.7	32.4		

*Critical value for 0.05 level = 1.96

The table 2.revealed that the mean score of govt. and govt. aided colleges of education was 215.4 and that of the self-financing colleges of education was 214.7 with S.D.s 28.7 and 32.4 respectively. The obtained 't' value was 0.168 which was found to be not significant at 0.05 level of significance. It shows that the two types of colleges didn't differed significantly on Perception of Organizational Climate variable. Therefore, the hypotheses "there exist significant difference between Govt./Govt. Aided and Self-financing Colleges of Education on the basis of their Perception of Organizational Climate" is rejected. Since the mean score of govt. and govt. aided educational colleges was higher than those of the self-financing colleges of education. It suggest that teachers who belongs to govt. and govt. aided colleges were found to have better organizational climate in comparison to those belongs to self-financing colleges of education.

Table-3

Significant difference between Government, Government Aided and Self-financing Colleges of Education in terms of their Occupational Stress.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Occupational stress	Govt. /Govt. Aided	117	136.7	8.43	0.18	No significant at 0.05 level* of Significance
	Self-financing	133	136.8	9.55		

*Critical value for 0.05 level = 1.96

The table 3.revealed that the mean score of teachers working in govt. and govt. aided was 136.7 and that of the self-financing colleges of education was 136.8 with S.D.s 8.43 and 9.55 respectively. The obtained t value was 0.18. which was found to be not significant at 0.05 level of significance. It shows that the two types of colleges didn't differed significantly on Occupational stress variable. Therefore the hypotheses, "there exists significant difference between Govt./Govt. Aided and Self-financing Colleges of Education on the basis of their Occupational Stress" is rejected. Since the mean score Self-financing educational colleges were higher than those of the Govt./Govt. Aided colleges of Education. It suggest that teachers who belongs to Self-financing colleges were found to have more Occupational stress in comparison to those belongs to Govt./Govt. Aided colleges of education.

Table 4

Significant Difference between Male and Female Teacher Educators working on Colleges of Education on Perception of Organizational Climate Variable.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Organizational climate	Male	117	209.4	33.08	4.08	Significant at 0.05 level* of Significance
	Female	133	224.6	24.9		

*Critical value for 0.05 level = 1.96

The table 4.revealed that the mean score of male teachers on Perception of Organizational Climate was 22.05 and those of the female teachers was 23.23 with the S.D.s 2.55 and 2.87 respectively. The obtained't' value was 3.47 and this was found to be significant at 0.05 level of significance. It implies that the two types of teachers differed significantly on "Perception of Organizational Climate" variable. Since the mean score of female teacher on Perception of Organizational Climate were higher than those of the male teachers. It suggests that Perception of Organizational Climate of female teacher educators were found to be good as compared to the male teacher educators.

Table-5

Significance difference between the Mean score of Male and Female Teacher Educators on Occupational Stress (OS) variable.

Variables	Group	N	Mean	SD	t' Ratio	Level Of Significance
Occupational Stress	Male	117	136.5	9.2	0.266	No Significant at 0.05 level* of Significance
	Female	133	136.8	8.8		

*Critical value for 0.05 level = 1.96

The table 5.revealed that the mean score of male teachers on Occupational Stress variable was 136.5 and those of the female teacher educators was 136.8 with the S.D.s 9.2 and 8.8 respectively. The obtained't' value was 0.266 and this was found to be not significant at 0.05 level of significance. It implies that the two types of teachers didn't differed significantly on "Occupational Stress" variable. Since the mean score of female teachers on Occupational Stress were higher than those of the male teachers. It suggests that female teacher educators have higher Occupational Stress than male teacher educators.

FINDINGS

1. There exists a negative correlation between the perception of organizational climate and occupation stress of teachers working in colleges of education.
2. There exists no significant difference between teachers working in Govt./ Govt. added and self-financing colleges of education on perception of organization of climate. The means score suggest that teachers who belongs to govt/govt.aided colleges were found to have better perception of organizational climate in comparison to those belongs to self-financing colleges of education.
3. There exists no significant difference between teachers working in Govt. /Govt.aided / and self-financing colleges of education on occupational stress. The means score suggest that teachers who belongs to Self-Financing colleges of education were found to have more occupational stress in comparison to those belongs to govt. /govt. added colleges of education.
4. There exists a significance difference between Male and Female teachers working in colleges of Education on Perception of Organizational Climate Variable. The mean score suggest that female have better organizational climate that male counterpart.
5. There exists no significant difference between Male and Female teachers working in College of Education on "Occupational Stress" variable. The means core suggest that female teachers have higher Occupational stress then male teachers.

CONCLUSION

Based on the finding of co-efficient of correlation there exist a negative correlation between perception of organizational climate and Occupational Stress. On the finding of 'T' ratio the teacher educators working in Govt. /govt added colleges are found better in perception of organizational climate and occupational stress variable self-financing colleges are found better. There exists significant difference between male and female teachers' educators on the basis of their perception of organizational climate. But in the occupational stress variable the difference were no significant.

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