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A STUDY ON THE RELATIONSHIP BETWEEN ADMINISTRATIVE STRATEGIES AND THE ORGANISATIONAL STRESS AMONG THE TEACHER EDUCATORS IN PUDUCHERRY REGION



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Short Profile

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ABSTRACT:

The problem under the research was " A Study on the relationship between Administrative Strategies and Organisational Stress among Teacher Educators in Puducherry region ". The purpose of this quantitative study was to investigate whether the administrative strategies followed by the administrators of B.Ed college influences

the teacher educator's organisational stress. The objectives were (i) to examine the nature of organisational stress experienced by the teacher educators (ii) to find out the relationship between the administrative strategies and organisational stress (iii) to provide remedial measures to overcome the stress. A self constructed questionnaire prepared under the dimension Physical climate, Administrative climate, Financial climate and Academic climate was used as an instrument to determine the level of work related stress. Results show that there exists a significant relation between the administrative strategies and organisational stress among the teacher educators. It is recommended that proper orientation training and refresher courses should be provided periodically to prepare the teacher educators to behave mature enough to balance the theories proposed by the administrators with their own style of teaching.

KEYWORDS

Administrator, Administrative Strategies, Organisational Stress,

INTRODUCTION:

Education is an open system and it thrives an effective Interrelationship within it and with its relevant communities. What happens in the school affects the community and what happens in the community affects the school. Thus community and school build each other and their interdependence are unbreakable. The poor or mismanaged educational administration may lead to social chaos not only to the teachers working under, but also to the community. Ineffective administrative strategies creates uncomfortable working atmosphere in the education system. And this poor administration slowly results in great demand of work and accountability beyond the capacity. This Organizational changes causes job stress among teachers which gradually prolongs towards decrease in job satisfaction and performance. 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. Organizational 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 "A Study on the Relationship between Administrative Strategies and the Organizational Stress among the Teacher Educators in Puducherry Region "

Definition of terms:

Administrator : A person within the college who serves in both a leadership and a managerial capacity by means of appointed position.

Administrative strategies: The activities carried out by the administrator in an organisation

Organizational Stress : Factors in organisation which causes stress

Teacher Educators : Teachers working in Teacher Education Colleges

Objectives of the study:

To examine the nature of organisational stress experienced by the teachers.

To find out the relationship between the Administrative strategies and organisational stress.

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 teacher educator in terms of Type of institution.

- ❖ There is no significant difference in the mean scores of Administrative strategies in terms of Type of institution.
- ❖ There exists no correlation between Administrative strategies and Organisational stress among the teacher educators in terms of Type of Institution.

Significance of the Study:

Administrative Strategy 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. Directly or indirectly teacher's performance depends on the administrative factors like 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 became indispensable.

Theoretical background of the study:

Administrative Strategy: An administrator's primary responsibility is to promote the learning and success of all students. It was suggested that an administrator can accomplish this goal by focusing on learning, encouraging collaboration among faculty, analysing data, providing support, and aligning curriculum, instruction, and assessment. Promoting the success of all students is a lofty task for any administrator. Administrators also experience many different challenges in their pursuit of promoting the success of every child in their school. When these challenges exceed its limit like crushing the teachers with over work load, and are expected to stay in the college more than the college time by extending the working hours will automatically result in burnouts, stress, dis satisfaction which in turn expressed as "Stress" among the teachers. Thus the administrators follow many techniques. This research focuses on such strategies followed by the administrators to achieve their goal.

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. There are many factors which influence stress among teacher educators. The demographic factors like age, gender, education, occupation and experience play a primary role for stress. Secondly the Organisational factors like work load, personal development, interpersonal relationship, organisational climate, change in reporting authorities, lack of fair evaluation and job recognition also influences in increasing the stress level.

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 was prepared under the area Physical climate, Administrative climate, Financial climate and Academic climate and used to check the relationship between Administrative Strategies and Organisational Stress among the teachers educators. 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 among teacher educators in terms of Type 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 Administrative Strategies in terms of Type of institution.

Table 2: Mean, S.D, "t" value for Administrative Strategies 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 Administrative Strategies in terms of Type of institution.

Table 3: Correlation between Administrative strategies and Organisational stress in terms of Type of Institution.

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

The above table shows that there exists a positive relation between the Administrative Strategies and Organisational stress among the teacher educators

INTERPRETATION:

Teacher Educators working in government colleges when compared to the teachers educators 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 pressure from all other sources.

Teacher educators in government colleges get high salary when compared to the teacher educators 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.

Teacher educators 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 teacher educators in private college.

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 by decreasing the stress among teacher educators.

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 teacher educators should also be emotionally mature enough to balance the theories proposed by the administrators with their own style of teaching.

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