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Original Article

Relationship between Job Satisfaction and Stress Level of Teacher Educators in Lucknow District

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Abstract

Teacher educators play a crucial role in preparing future teachers and maintaining the quality of teacher education. Their professional effectiveness depends significantly on their level of job satisfaction and the amount of occupational stress they experience. The present study investigates the relationship between job satisfaction and stress level among teacher educators working in teacher training institutions in Lucknow district. The study adopted a descriptive survey method and collected data from 120 teacher educators selected from government and private teacher education institutions. Standardized tools were used to measure job satisfaction and occupational stress. Statistical techniques such as Mean, Standard Deviation, t-test, and Pearson's coefficient of correlation were employed for data analysis. The findings revealed that teacher educators possessed a moderate level of job satisfaction and occupational stress. A significant negative relationship was found between job satisfaction and stress level, indicating that higher stress reduces job satisfaction. The study highlights the need for institutional support, professional development opportunities, and stress management programs to enhance the well-being and effectiveness of teacher educators.

Keywords: *Job Satisfaction, Occupational Stress, Teacher Educators, Teacher Education, Professional Well-being, Lucknow District.*

Introduction

Education is considered one of the most important instruments for social, economic, and cultural development. The quality of education largely depends upon the quality of teachers, and the quality of teachers depends significantly upon the quality of teacher educators who train them. Teacher educators perform multiple responsibilities, including teaching, research, curriculum development, mentoring, assessment, and administrative work. In recent years, the teaching profession has undergone significant changes due to technological advancements, increasing accountability, curriculum reforms, accreditation requirements, and administrative pressures. These changes have affected the professional lives of teacher educators, leading to increased occupational stress and influencing their job satisfaction. Job satisfaction refers to the positive emotional state resulting from an individual's appraisal of his or her job experiences. It reflects the extent to which employees enjoy their work and feel fulfilled in their professional roles. Stress, on the other hand, refers to the psychological and physical strain experienced when job demands exceed an individual's capacity to cope.

Teacher educators who are satisfied with their jobs tend to demonstrate higher motivation, commitment, productivity, and professional effectiveness. Conversely, excessive stress may reduce efficiency, job involvement, and overall satisfaction. Therefore, understanding the relationship between job satisfaction and stress level is essential for improving institutional effectiveness and educational quality. The present study aims to explore the relationship between job satisfaction and stress level among teacher educators in Lucknow district.

Review of Literature

Job satisfaction and occupational stress are among the most widely studied variables in educational research because they significantly influence teachers' effectiveness, commitment, and professional well-being. Several researchers have examined the relationship between these variables in different educational contexts.

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Sharma (2018) found that teacher educators working in private institutions experienced higher levels of occupational stress than those in government institutions. Workload, job insecurity, and administrative pressures were identified as major sources of stress. Kaur and Singh (2019) reported a significant negative relationship between occupational stress and job satisfaction among college teachers, indicating that increased stress reduced professional commitment and morale.

Mishra (2020) observed that teacher educators receiving greater institutional support and professional autonomy demonstrated higher job satisfaction. Similarly, Gupta and Verma (2021) found that female teacher educators experienced comparatively higher stress levels due to work-life balance challenges. Kumar (2022) concluded that occupational stress significantly predicted job satisfaction and recommended stress management interventions and supportive organizational policies.

Earlier studies also support these findings. Spector (1997) emphasized that job satisfaction is influenced by factors such as working conditions, salary, promotion opportunities, and relationships with colleagues and administrators. Kyriacou (2001) identified teaching as a profession particularly vulnerable to stress because of heavy workloads, student-related issues, and administrative responsibilities. Klassen and Chiu (2010) reported that higher levels of occupational stress were associated with lower job satisfaction and increased intentions to leave the profession.

Ahsan et al. (2009) found that excessive workload, role conflict, and inadequate organizational support were major contributors to occupational stress among educators. Crossman and Harris (2006) highlighted that professional recognition, institutional climate, and career advancement opportunities positively affected job satisfaction among academic staff. Darmody and Smyth (2011) revealed that supportive leadership and a positive organizational environment significantly enhanced teachers' job satisfaction while reducing workplace stress.

Collie, Shapka, and Perry (2012) further observed that teachers who perceived higher organizational support reported lower stress levels and greater professional satisfaction. Their study emphasized the importance of a healthy work environment in promoting educators' well-being.

The reviewed literature clearly indicates a strong relationship between occupational stress and job satisfaction. Most studies report that increased stress negatively affects educators' professional satisfaction and effectiveness. However, very few studies have specifically investigated this relationship among teacher educators in Lucknow district. Therefore, the present study aims to fill this research gap by examining the relationship between job satisfaction and stress levels among teacher educators in the district.

Need and Significance of the Study

Teacher educators occupy a strategic position in the educational system because they prepare future teachers. Their professional effectiveness directly affects the quality of teacher education programs.

The increasing workload, performance expectations, accreditation requirements, and technological changes have created new challenges for teacher educators. These challenges may contribute to occupational stress and influence their job satisfaction.

Understanding the relationship between job satisfaction and stress level will help educational administrators develop effective policies for improving teacher educators' well-being and productivity. The findings may also contribute to improving institutional climate, teacher retention, and educational quality.

Objectives of the Study

1. To study the level of job satisfaction among teacher educators in Lucknow district.
2. To study the level of occupational stress among teacher educators in Lucknow district.
3. To compare job satisfaction of male and female teacher educators.
4. To compare stress levels of male and female teacher educators.
5. To examine the relationship between job satisfaction and stress level among teacher educators.

Hypotheses of the Study

H01: There is no significant difference in job satisfaction between male and female teacher educators.

H02: There is no significant difference in occupational stress between male and female teacher educators.

H03: There is no significant relationship between job satisfaction and stress level among teacher educators.

Methodology

Research Method

The study adopted the Descriptive Survey Method, which is suitable for collecting information regarding existing conditions and relationships among variables.

Population

The population consisted of all teacher educators working in teacher education institutions of Lucknow district.

Sample

A sample of 120 teacher educators was selected through stratified random sampling from government and private teacher education institutions.

Sample Distribution

Category	Number
Male	60
Female	60
Total	120

Variables

Independent Variable

Occupational Stress

Dependent Variable

Job Satisfaction

Tools Used

Job Satisfaction Scale for Teacher Educators.

Occupational Stress Scale.

Statistical Techniques

Mean

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Standard Deviation
t-test
Pearson's Correlation Coefficient

Data Analysis and Interpretation

Objective 1: Level of Job Satisfaction

Level	Frequency	Percentage
High	30	25%
Moderate	65	54.17%
Low	25	20.83%

The table indicates that the majority of teacher educators (54.17%) possessed a moderate level of job satisfaction.

Objective 2: Level of Occupational Stress

Level	Frequency	Percentage
High	28	23.33%
Moderate	70	58.33%
Low	22	18.34%

Most teacher educators experienced a moderate level of occupational stress.

Objective 3: Gender-wise Comparison of Job Satisfaction

Group	Mean	SD	t-value
Male	72.35	8.25	1.52
Female	70.12	7.96	

The calculated t-value (1.52) is less than the table value at the 0.05 level, indicating no significant difference in job satisfaction between male and female teacher educators.
Thus, H01 is accepted.

Objective 4: Gender-wise Comparison of Stress Level

Group	Mean	SD	t-value
Male	58.24	7.48	1.87
Female	60.12	8.05	

The calculated t-value is not significant. Therefore, no significant difference exists in stress level between male and female teacher educators.
Thus, H02 is accepted.

Objective 5: Relationship between Job Satisfaction and Stress Level

Variables	Correlation Coefficient (r)
Job Satisfaction and Stress Level	-0.68

The obtained correlation coefficient (-0.68) indicates a significant negative relationship between job satisfaction and stress level. This means that as stress increases, job satisfaction decreases.
Therefore, H03 is rejected.
high levels of stress due to workload, administrative responsibilities, performance evaluation, and time pressure tend to report lower job satisfaction.The moderate level of stress found in the study suggests that teacher educators are managing their professional responsibilities reasonably well; however, excessive stress may negatively affect teaching effectiveness, research productivity, and professional commitment.
The absence of significant gender differences suggests that both male and female teacher educators face similar workplace challenges and opportunities. The significant negative correlation between job satisfaction and stress level confirms that reducing occupational stress can enhance professional satisfaction and overall institutional effectiveness.

Findings of the Study

1. Most teacher educators demonstrated a moderate level of job satisfaction.
2. Most teacher educators experienced a moderate level of occupational stress.
3. No significant gender difference was found in job satisfaction.
4. No significant gender difference was found in occupational stress.
5. A significant negative relationship exists between job satisfaction and stress level.
6. Increased occupational stress leads to decreased job satisfaction.
7. Institutional support and professional autonomy positively influence job satisfaction.

Discussion

The findings of the study support previous research indicating that occupational stress and job satisfaction are closely related. Teacher educators who experience

Educational Implications

1. Teacher education institutions should provide supportive working environments.
2. Professional development programs should be organized regularly.

3. Stress management workshops should be conducted.
4. Administrative workload should be rationalized.
5. Counseling services should be made available for teacher educators.
6. Opportunities for research and career advancement should be enhanced.

Suggestions and Recommendations

1. Institutions should promote participatory management practices.
2. Adequate teaching resources and infrastructure should be provided.
3. Faculty members should receive recognition for academic achievements.
4. Work-life balance initiatives should be encouraged.
5. Regular stress assessment programs should be conducted.
6. Teacher educators should be encouraged to participate in professional development activities.
7. Mentoring and peer support systems should be strengthened.

Limitations of the Study

1. The study was limited to Lucknow district only.
2. The sample size was restricted to 120 teacher educators.
3. Only job satisfaction and occupational stress were considered.
4. The findings are based on self-reported responses.

Conclusion

The study concludes that teacher educators in Lucknow district experience moderate levels of job satisfaction and occupational stress. A significant negative relationship exists between job satisfaction and stress level, indicating that increased stress adversely affects professional satisfaction. Since teacher educators play a vital role in shaping future teachers, their well-being should be considered a priority. Educational institutions should implement effective stress management strategies, provide professional support, and create conducive work environments to enhance job satisfaction and institutional effectiveness.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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