

A STUDY ON OCCUPATIONAL STRESS OF WOMEN TEACHERS IN NAMAKKAL DISTRICT

¹ Dr.R. Dhevkrishnan, and Dr.S.Devi ²

¹ Principal, Mahendhira College of Education, Kalippatti Post, Namakkal District- 637 501, Tamilnadu State, India.

² Assistant Professor in Economics, Department of Commerce, Trinity College for Women, Mohanur Road, Namakkal District -637 002, Tamilnadu State, India.

Abstract : The present study was aimed at Occupational Stress of Women Teachers in Namakkal District, adopted Normative Survey method and observing the difference between Variables like Married and Unmarried, Urban and Rural, Ages, Communities, Educational qualifications, Teaching experience, Government, Aided and Self Finance teachers. The following schools were selected at random sampling, 200 teachers were selected from 11 different schools in Namakkal District. Thus the sample consists of 123 PG with B.Ed teachers, 56 UG with B.Ed teachers and 21 secondary grade teachers. Data analyzed using mean, S.D. and t-test. Findings of the study clearly point out that significant increase in the mean gain scores has been found in the Compare with Government, Aided and Self Finance teachers mean score is better than Government and Self Finance teachers with respect to their occupational stress. But there is no significant difference between the following variables Married and Unmarried Urban and Rural, Ages, Communities, Educational qualifications, and teaching experience. The conclusion is evident that the Government, Aided and Self Finance teachers mean score is better than Government and Self Finance teachers with respect to their occupational stress

Key words: Occupational Stress, Women Teachers

I. INTRODUCTION

The development of a Nation is dependent upon the standards of the education. It is true over the years that the turbulent millennium has brought major transformations in the area of education. India's destiny is in the hands of lacks of teachers who teach the youth in our country especially for teachers. Each and every teacher from class I to university level should be committed so that we could look forward to a united, intellectual and peaceful India. To sustain the pressure and to make the system vibrant we need devoted and professionally committed teachers. "Teacher education" is a critical area in which adequate inputs and investments have to be made for developing not only human resources but also physical resources.

Teacher education cannot be improved unless we improve the professional competence of teacher educators. But more than ever before 'Job stress' poses a threat to the health of workers including education. Stress has long been associated with the onset of significant, physical and mental health problems. Sources of occupational stress are from four areas. These areas include task demands, physical demands, role demands and interpersonal demands. It should be handled in a positive way so as to produce fruits in abundant in the work entrusted to each individual very special in education. In this study let us look upon how occupational stress plays a vital role in professional commitment and the ways to release and to become effective instruments in the education field.

II. REVIEW OF RELATED STUDIES

Mahomed, F.E. and Naude, J.L.P. (2006) investigated a study on "Occupational stress and strains of support staff at a higher education institution in the northwest province". The aim of this study was to determine the occupational stressors and strains for support staff at a higher education institution in the North West province, and to assess the differences between the stressors and

strains of different biographical groups. A cross-sectional survey design (n = 315) was used. The asset and a biographical questionnaire were administered. The results of the study show that, compared to international norms, support staff demonstrate significantly higher levels of psychological and physical ill-health, commitment from the organization, as well as commitment from the individual. Analysis of variance showed in-group differences in terms of occupational stress and strain for language groups, gender and years of experience.

Azizi Yahaya1, Noordin Yahaya2,(2012) This study investigated factors that contributed stress and the level of occupational stress among the technical teachers who are currently teaching in technical schools in Johore, Malacca and Negeri Sembilan. There were five teacher stress sources that included in this study: pupil misbehaviour, teacher workload, time and resources difficulties, interpersonal relationships, and recognition. A total of 92 teachers (N = 92) from nine technical schools in three states, which are Johore, Malacca and Negeri Sembilan were chooses randomly to represent the population by using the cluster over cluster method. The instrument for this study was adapted from the Teacher Stress Inventory constructed by Boyle, Borg, Falzonand Baglioni (1995) and had been modified by Mokhtar (1998) and Mazlan (2002). A pilot survey was done among 20 technical teachers in a technical school in Johore Bahru. The alpha croncbach for the instrument in this study was 0.982. The data were analysed using both descriptive (mean, frequency, and percentage) and inference (Independent t-Test, Pearson Correlation, and One Way ANOVA) methods. Data analysis indicated that the overall stress level of respondent was moderate. Among the five stressors, pupil.

Antony lee (2013) Teacher stress, job satisfaction, absenteeism, career intention, career commitment and self-image as teacher were investigated in a context which allowed many of the characteristics of an educational system to be incorporated in the design. A questionnaire survey of 545 teachers in Maltese secondary schools revealed that some of the demographic characteristics of the sample were related to self-reported teacher stress, job satisfaction and career commitment. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

III.OBJECTIVES OF THE STUDY

To find out whether there is a significant difference between marital statuses, Locations of school, Educational Qualification, Types of school in their occupational stress.

IV. HYPOTHESES OF THE STUDY

1. There is no significant difference between marital statuses of teachers with respect to their occupational stress.
2. There is no significant difference between Locations of school teachers with respect to their occupational stress.
3. There is no significant difference between Educational Qualification of teachers with respect to their occupational stress.
4. There is no significant difference between Types of school teachers with respect to their occupational stress.

V. METHODOLOGY

5.1 Design and Sample of the study

The investigator adopted normative survey method for the present study. The following schools were selected at random sampling. 200 teachers were selected from 11 different schools in Namakkal District. Thus the sample consists of 123 PG with B.Ed., teachers, 56 UG with B.Ed., teachers and 21 secondary grade teachers.

5.2 Tool used in the present study

The present study used by the investigator is prepared by **A.K. Srivastva and A.P.Singh**. It consists of forty-six statements in the form of a questionnaire. The statements include both positive and negative items. The teachers have to mark in a five –point scale. The five point’s scales are strongly agree, agree-disagree, undecided and strongly disagree items.

5.3 Statistical technique used

Statistical techniques serve the fundamental purpose of the description and inferential analysis. The following statistical techniques were used in the study; mean, Median, Mode, standard Deviation and t-test were calculated.

V. RESULTS AND DISCUSSION

Hypothesis 1

There is no significant difference between Marital Status of Secondary teachers with respect to their occupational stress.

Table No: 5.1

The table showing Mean SD, and calculated t – value of difference between married and unmarried in respect to their occupational stress.

Variables	Frequency (N)	Mean	Standard Deviation	t- Value	5% Level of significance
Married	128	144.39	10.918	1.89	Not significant
Unmarried	72	141.53	9.082		

df = 198

Inferences

Since the calculated t – value (1.89) is less than the table value (1.97) at 0.05 level of significant. Hence the null hypothesis “There is no significance difference between marital statuses of secondary teachers with respect to their occupational stress” is accepted. Therefore it is concluded that there is no significant difference between marital statuses of secondary teachers with respect to their occupational stress. Married and Unmarried secondary teachers have same type of occupational stress.

Hypothesis 2

There is no significant difference between locations of school of secondary teachers with respect to their occupational stress.

Table No: 5.2

The table showing the Mean, SD and calculated ‘t’ of difference between urban and rural in respect to their occupational stress..

Variable	N	Mean	Standard Deviation	t-Value	5% Level of significance
Urban	130	142.93	10.041	0.80	Not Significant
Rural	70	144.16	10.966		

df = 198

Inferences

Since the calculated t – value (0.8) is less than the table value (1.97) at 0.05level of significant. Hence the null hypothesis “There is no significance difference between Locations of school secondary teachers with respect to their occupational stress” is accepted. Therefore it is concluded that there is no significant difference between Locations of school of secondary teachers with respect to their occupational stress. Urban and Rural secondary teachers have same type of occupational stress.

Hypothesis 3.

There is no significant difference between educational qualifications of Secondary teachers with respect to their occupational stress.

Table No: 5.3

The table showing Mean and F-Ratio for the score on secondary teacher in respect to their occupational stress based on educational qualification.

Educational qualification	N	Mean	Sources of Variation	Sum of Squares	df	Mean sum of square	F-Ratio	5% level Significance
D.T.Ed	21	145.05	Between Group	225.227	2	112.613	1.049	Not Significant
U.G with B.Ed	56	141.77						
P.G. with B.Ed	123	143.80	Within Group	21146.853	197	107.344		

df = 2,197

Inferences

From the above table the calculated F – ratio (1.049) is less than the table value (4.75) at 0.05 level of significant. Hence the null hypothesis “There is no significance difference between educational qualifications of occupational stress” is accepted. It is inferred that there is no significant difference between educational qualifications of secondary school women teachers in respect to their occupational stress.

Hypothesis 4

There is no significant difference between types of secondary teachers with respect to their occupational stress.

Table No: 5.4

The table showing the Mean and F-Ratio for the scores on secondary teachers in respect to their occupational stress based on types of school.

Type of school	N	Mean	Sources of Variation	Sum of Squares	df	Mean sum of square	F-Ratio	5% level Significance
Government	73	142.84	Between Group	4649.406	2	2324.703	27.386	Significant
Aided	18	158.50						
Self-Finance	109	141.21	Within Group	21211.707	197	107.674		

df = 2,197

Inferences

The above table the calculated F – Ratio (27.386) is less than the table value (4.75) at 0.05% level of significant. Hence the null hypothesis “There is no significance difference between types of school in respect of occupational stress” is accepted. It is inferred that there is significant difference between types of school of secondary school women teachers in respect of

occupational stress. Compare with Government, Aided and Self Finance teachers mean score is better than Government and Self Finance secondary teachers with respect to their occupational stress. The figure showing the Mean score of secondary teachers with respect to their occupational stress

VI. FINDINGS OF THE STUDY

- 1) There is no significant difference between Married and Unmarried teachers in their Occupational Stress.
- 2) There is no significant difference between difference between Rural and Urban teachers in their Occupational Stress.
- 3) There is no significant difference among D.Ted, U.G With B.Ed and P.G With B.Ed teachers in their Occupational Stress.
- 4) There is a significant difference among Government, Aided and self-finance teachers in their Occupational Stress.

VII. RECOMMENDATIONS

Teachers play an important role in our society. So they must be free from their mental torture. The students are considered to be the architects of the nation So teachers are responsible persons in the process of educating our younger generations. For this great achievement every teacher must be free from the stress in their job and they be allowed to teach the students without any obstructions from the authorities. The students-teacher ratio must be minimized in Government schools. So the workload of teacher can be reduced. Library and Lab facilities are inadequate in most of the Government schools. Teachers should create interest in rural students by giving opportunity to do lab work and engaging them preparing aids. Rural students do not show interest in studies; since they are mostly engaged in farm work, they do not have interest in school work.

VIII. SUGGESTIONS TO OVERCOME THE OCCUPATIONAL STRESS

1. Stress management programme should be given to the teachers.
2. Yoga and meditation training should be provided to primary school teachers.
3. Introspective workshop should be provided to the teachers which help them to.
4. The school administrators should arrange some recreational programmes, there the teachers may get mental relaxation.
5. Training programme should be given to keep in touch with latest developments and techniques in subject matter and pedagogy.
6. Personality development programmes can be organized in the schools for teachers.

IX. SUGGESTIONS FOR FURTHER RESEARCH

1. The present study is limited to Namakkal. Similar study could be done in other districts.
2. A comparative study on Occupational Stress school teachers and college teachers.
3. Relationship between Occupational Stress and professional commitment of higher secondary school teachers can be studied.
4. A study on Occupational Stress and professional commitment of special schools staff. (deaf and dumb, blind school, mentally retarded).
5. A study on Occupational Stress and professional commitment of self financed college staff.
6. A study on Occupational Stress and professional commitment of primary teacher.
- 7.

X. CONCLUSION

Human beings have various biological, psychological and social needs. When these needs are not promptly and easily satisfied by them, an individual faces a condition of stress. Thus the results are unmarried school teachers had more occupational stress than married school teachers and significant difference among community of school teachers in their occupational stress.

The student teachers ratio must be minimized in schools. So the work load of teacher may reduce. A good teacher should have commitment to students, parents, society and the management. To follow professional ethics and also interest in teaching profession may reduce the occupational stress among the teachers.

REFERENCES

- [1] Anastasi.A. (1990). Psychological Testing. New York: Macmillan Publishing Co.
- [2] Aggarwal.Y.P.(1974). Survey of Audio Visual Material at the Secondary Training College. NCERT. New Delhi.
- [3] Berger. Arthur. A. (1982). *Media Analysis Techniques*. New Delhi, Sage Publications.
- [4] John W.Best and James V. Khan (2006). *Research in Education*, Tenth Edition, New Delhi, Prentice Hall of India Pvt.Ltd.
- [5] Garrett, Henry.E.(2005). *Statistics in Psychology and Education*. Twelfth Indian Reprint, Paragon International Publishers, New Delhi.

WEBLIOGRAPHY

- <http://www.becta.org.uk> . <http://oecdpublications.gfi-nb.com>. <http://www.eric.ed.gov>

