



A STUDY ON OCCUPATIONAL STRESS AMONG WOMEN TEACHERS

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Abstract:

The study focused on the occupational Stress among Secondary School Women Teachers. The data was gathered from 100 secondary school teachers in Krishna district. They were selected by the simple random sampling method. Occupational stress tool developed by Dr. A.K. Srivastava and Dr. Ashok Pratap Singh (2019) was used and the tool consists of 46 items to collect the data. The data was analysed using required statistics. The results revealed that the variable like Type of Institute, Subject and Teaching Experience have significantly influenced the occupational stress among secondary school women teachers.

Key Words: Occupational stress , Secondary schools and women teachers.

Introduction:

Occupational stress can be defined as the physical and emotional response/s that occurs when a worker perceives an imbalance between the work demands and the capability and/or resources available to meet these demands. In simple words it is the harmful physical and emotional response that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands.

According to Beehr and Newman (1986) occupational stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning.

Need and Significance of the Study:

Stress in our society is not something invisible. A person whether a child, adult, men, women, employed, unemployed everyone is facing stress in his/her own way. In everyday life we often come across many challenging situations. Some of them act as a source of inspiration while others cause challenge. If a secondary school teacher succeeds in creating a sound knowledge in a particular subject among the students then it is right to say that the learners will be motivated to learn the subject and may develop the interest in the subject concerned which may motivate them for higher studies. Therefore, it is justified to say that secondary school teachers possess the most crucial position in the entire system of education. The future success of the students depends upon the effectiveness of the teaching performance of the teachers at secondary level. As on one hand secondary education prepares students for life and on the other it prepares for further higher education.

Review of Related Literature:

Syed Andleeb Andrabi (2019) examined An Exploration of Stress among Women Teachers Teaching at the Secondary School Level in Pulwama District of J & K. India. Dr. K. S. Mishra tool was used to measure stress among secondary school teachers. The tool consisted of 55 statements, distributed among four areas i.e. Individual, Home, School and Social in which stress was to be measured. Results: There is no significant difference between stress level of women teachers teaching in government and private secondary schools.

Dua & Sangwan (2017) studied on the “stress among female high school teachers of Haryana”. The main objective of this study was to work out stress among female high school teachers and it was found that female teachers experience a lot of stress caused by poor working conditions, scarcity of resources, heavy workloads, lack of family support etc.

Kamboj (2017) conducted a study of “occupational stress among female teachers working in secondary schools in Rewa district” and it was found that female teachers faced a lot of occupational stress while working in secondary schools. The main causes of occupational stress faced by female teachers are – heavy work load, problem in managing students’ behavior, financial problem at home, lack of family support, stress while managing students’ behavior in the classroom and large class are seen to be the most common causes of female teacher’s stress in the secondary schools.

Title of the Study

Occupational Stress Among Secondary School Women Teachers.

Operational Definitions of key Terms:

Occupational Stress: A continually evolving process in which a person determines and evaluates the relationships that appear to exist between him or her and other people

Women Teachers: Female teachers working in secondary school.

Objectives of the Study:

The following objectives were proposed for the present research study.

1. To find out the occupational stress among secondary school women teachers and to classify them.
2. To find out the occupational stress among secondary school women teachers in the following variables
 - a) Residence : Rural/ Urban
 - b) Type of management : Government/ Private
 - c) Subject : Arts /Science
 - d) Teaching Experience : Above 10 years / Below 10 years

Hypotheses of the Study:

The following hypotheses were formulated in the present study. They were formulated in null form.

1. There would be no significant difference between rural and urban women teachers in their occupational stress.
2. There would be no significant difference between Government and Private secondary school women teachers in their occupational stress.
3. There would be no significant difference between arts and science subject women teachers in their occupational stress.
4. There would be no significant difference between the teachers with above 10 years and below 10 years of teaching experience in their occupational stress.

Delimitations of the study:

- The study is limited to 100 secondary school Women teachers in Krishna district only.
- The study is also limited to Locality, Type of institute, Subject and Teaching experience only.

Method of the Study:

Normative survey method was used in the present study.

Sample and Sampling:

100 secondary school women teachers were selected by using Simple Random Technique.

Tools of the Study:

Occupational stress tool developed by Dr. A.K. Srivastava and Dr. Ashok Pratap Singh (2019) was used and the tool consists of 46 items. The reliability coefficient 'r' was found to be 0.90 and the test is valid.

Data Collection:

The researcher personally visited the secondary schools in Krishna district and got permission from the school headmasters to collect the data from women teachers. Good rapport was established with the women teachers before administering the tools.

Statistical Techniques used:

Mean, S D, % of mean, 't' value are calculated.

Analysis of the Data:

Objective -1: To find out the occupational stress among secondary school women teachers

Table-1 : showing mean, % of mean, S.D of the secondary school women teachers

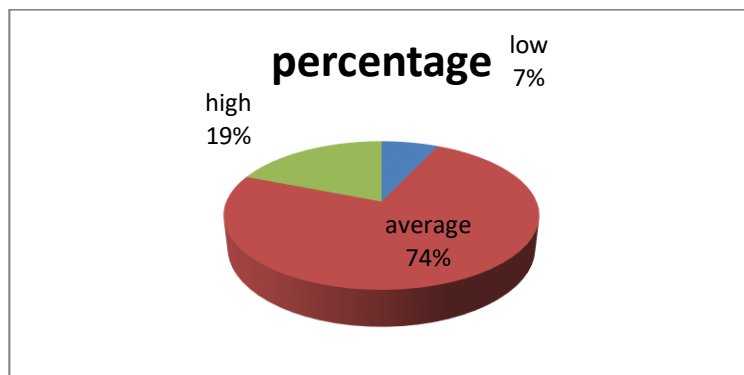
N	Mean	% of me	S.D
100	159.90	69.52	2.831

The occupational stress of women teachers is found to be 69.52%.

Table – 2: Classification of Secondary School Women Teachers

S.no	Level of Occupational Stress	No of Teachers	Percentage
1.	Low	07	7%
2.	Average	74	74%
3.	High ($\geq M + \sigma$)	19	19%

Majority of (74%) secondary school women teachers are having average level of occupational stress. 19% of women teachers are having high level of occupational stress and only 7% of women teachers are having low level of occupational stress.



Objective - 2. To find the influence of the occupational stress among secondary school women teachers in the following variables i.e. Locality, Type of management, Subject and Teaching experience.

Hypothesis -1: There would be no significant difference between rural and urban women teachers in their occupational stress.

Table – 3: showing mean, S.D. and ‘t’ values of Rural and urban sample of secondary school women teachers

Locality	N	Mean	SD	SEd	‘t’ value
Rural	25	37.05	3.82	0.26	1.92 ^{NS}
Urban	75	36.55	3.74		

NS – Not significant at 0.05 level

The table value 1.96 at 0.05 level and 2.58 at 0.01 level

There is no significant difference between the rural and urban teachers in their occupational stress. Hence the hypothesis is accepted.

Hypothesis – II: There would be no significant difference between Government and Private secondary school women teachers in their occupational stress.

Table – 4: showing mean, S.D. and ‘t’ values of Govt. and private secondary school women teachers

Type of institute	N	Mean	SD	S.Ed	‘t’ value
Government	50	156.95	1.65	0.39	5.01*
Private	50	158.99	2.27		

*– Significant at 0.05 level

There is significant difference between the Government and Private secondary school women teachers in their occupational stress. Hence the hypothesis is rejected. The private school teachers seemed to have more stress than government school teachers.

Hypothesis- III: There would be no significant difference between arts and science subject women teachers in their occupational stress.

Table – 5 : showing mean, S.D. and ‘t’ values of arts and science subject women teachers

Subject	N	Mean	SD	SEd	‘t’ value
Arts	40	156.95	1.71	0.24	3.95**
Science	60	157.99	1.29		

** – Significant at 0.05 and 0.01 levels

There is significant difference between the Arts and Science secondary school women teacher in their occupational stress. Hence the hypothesis is rejected. Science teachers have more stress than arts teachers.

Hypothesis- IV: There would be no significant difference between above 10 years and below 10 years teaching experience of women teachers in their occupational stress.

Table – 6: showing mean, S.D. and ‘t’ values of above 10 years and below 10 years teaching experience of women teachers

Teaching Experience	N	Mean	SD	SEd	't' value
Above 10 years	45	156.14	1.54	0.54	3.22**
Below 10 years	55	157.88	1.65		

** – Significant at 0.05 and 0.01 levels

There is significant difference between the teachers with above 10 years and below 10 years of teaching experience in their occupational stress. Hence the hypothesis is rejected. The finding proved experience of the teachers make a difference. Teachers with less experience are more stressed .

FINDINGS

- Occupational stress of women teachers is found to be at moderate level.
- Majority women teachers are having average occupational stress. .
- The variable locality is not significantly influencing the occupational stress among secondary school women teachers.
- The variables like Type of Institute, Subject and Teaching Experience are significantly influencing the occupational stress among secondary school women teachers.

EDUCATIONAL IMPLICATIONS

1. There would be more output if occupational stress is considered as one of the factors in the introduction or implementation of curriculum.
2. Less experienced teachers are to be helped and guided by more experienced teachers to decrease the level of stress with them.
3. Private administrations have to adopt the methods of government administration to lesson the levels of stress in their teachers.
4. New courses are to be introduced both in the inservice and pre-service training curriculum, to reduce stress in teachers.

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