

A Study of Job Stress Among Women School Teachers in Ahmedabad District

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Abstract

The study looked on the job stress of teachers in Ahmedabad district of Gujarat. To collect information from the subjects, a literature research and secondary data were used. The majority of teachers suffer from headaches as a symptom of poor health, and they use television and cooking as stress-relieving strategies.

The society is one of the most significant sources of stress. It was stated that the educational system should be developed to improve the working conditions of teachers and to provide some social facilities such as satellite television, computers connected to the internet, and updated school curriculum, and that teachers should also have access to sports facilities that would provide them with knowledge and help them stay healthy, so that they could help themselves.

Keyword: Job stress, Society, Knowledge.

Introduction

Job stress has been the subject of numerous researches over the years. Many studies have linked stress to the pathogenesis of a variety of physical and mental illnesses, including coronary heart disease, skin diseases, ulcers, and so on (House, 2007; Copper, 2005). Furthermore, occupational stress might reduce effectiveness, resulting in poor performance. Job discontent, low motivation, absenteeism, and turnover are all factors that should be considered (Copper, 2002). Teaching these days has contributed a lot to rising stress because of increased duties and demanding deadlines. The degree of stress faced by teachers on a daily basis has always been the main focus of the vast studies.

According to Cox et al., 78 percent of teachers perceive work to be their primary source of stress, but just 38 percent of other professions feel the same way. Most people choose teaching as a profession because they have nothing else to do. As Many teachers work part-time to supplement their income.

Education is much more than just learning; it is a thought-provoking practice aimed at achieving excellence. Even the educational system has begun to develop as a result of mounting obstacles. Ahmedabad's schools and colleges have progressed to the point where they have all of the necessary skills and information to formulate guiding principles that will help students grow into individuals who are not only capable of competing with the best, but also capable of effectively representing their culture and values.

The education issue is widespread and deep, and this dynamic combination empowers them to be the future leaders of tomorrow. The number of poor children in India is the greatest in the world. The majority of teenagers and children under the age of ten are unable to read basic text. Because they cannot afford to continue their education, 75% will not attend college. Teachers' contributions to education are tackling India's most serious problem, and they have the opportunity to make a substantial difference every day.

Teachers are passionate about what they do, they are brilliant, and they work with a diverse group of individuals who inspire and support them in achieving their goals. Teaching stress is not only a function of exposure to these sources of difficulty, but can be controlled by psychological and social resources in educational institutions such as schools and colleges. Teachers have the autonomy to create their position as teachers and drive their own learning and progress. Higher stress perception was associated with 'immature'

defensive coping responses. Psychological coping is defined as the process of assessing a danger and mobilizing cognitive and behavioral mechanisms to address the situation and its emotional consequences. The purpose of this study was to determine the association between teacher stress and coping mechanisms due to the scarcity of information on the subject. We looked at a wide range of problem-focused and emotional-focused answers to see which ones were adaptable and which were not when it came to teaching.

Various reasons are related with occupational stress of instructors, such as increased work load, poor incomes, lack of equipment, large-scale classes, lack of professional improvement chances, conduct for pupils, etc. More commonly it is found that women teachers, particularly married women, have a greater occupational stress level than their male colleagues because they both have to play various duties at home and at school.

Review of Literature

Kyriacou & Sutcliffe (1977) have stated that occupational stress consists experiences of unpleasant emotions like anger, tension, anxiety, frustration, irritation, and depression in work front.

This is experienced by women teachers as well. Because of issues in work front, they may experience burnout, stress-related problems, mental health problems, and lower work productivity because of which they may consider leaving their jobs or change it.

(Blix et al, 2006) - Though most female teachers consider changing their jobs instead of leaving them.

There is a tendency among people to think about stress as a negative psychological state including emotional and cognitive components (Cox, Griffiths & González, 2000).

According to study done by Hancock and Weaver (2005), resulted that if a person experiences more stress, then they may exhaust the power to work more and have a high productivity to handle everything and work efficiently.

On the other hand, in a study done by Crum, Salovey & Anchor (2013) have stated that if employees or teacher control their actions and handle the stress they can work effectively and efficiently and manage their job profiles as well as other things.

Over the time, much research has been done on the topic of job stress among female teachers and how they cope up with the stress. One such research states that one cause of job stress and burnout among female teachers is poor working conditions. Burnout can be defined as the response to emotional or frustrated stressors on job or in personal life (Maslach&Lelter, 2007).

Some components which describe the job satisfaction comes to overcome stress of female teachers are social support at work, promotion and development, and workplace bullying.

Leavy (1983) in his study have described social support at work as helping relationships and the quality of those relationships.

On the other hand, in a study done by Bickford (2005), it is stated that social support is a feeling of emotional and practical resources which results from the interactions with family, friends, colleagues, etc. Social support is something which lets a person to work and efficiently and without any stress or frustration which they face when they are working alone and have to manage everything by themselves. This is seen in the case of female teachers.

Promotion and development on a professional front play a very important role as career development for school faculty matters to them and help them in terms of academic position and is associated with their increase in salary (Archibong, Bassey, &Effiom, 2010).

The work stress among female teachers is not only because of the work they are doing or handling professional and personal life together but one factor to this is bullying at the work front.

In a study done by Einarsen & Skogstad (1996), it is stated that bullying refers to as the negative acts or mental harassment happening at workplace. This happens mostly with females at their workplaces. These negative acts or mental harassment can affect a person very badly and the person may experience psychosocial hazards and in severe cases they may try to harm themselves as well (Rodríguez and Martín, 2017). Apart from all these factors the major thing now that has affected female teachers severely is the pandemic and school shut down, because of which they have to take classes online and no more black board, which makes things difficult for teachers as well as for students. As students as well as teachers had to adapt this online method. On one hand teachers have to manage their classes as well as their home and on the other hand the students have to adapt this new system of online studies and follow a disciplined routine to understand things.

Statement of the Problem

Woman teacher attrition is a severe problem that many school teachers are dealing with these days. When teachers are under stress, the quality of their instruction suffers. Aside from that, job insecurity, a severe workload, harassment, bullying, and a lack of communication are all factors that contribute to stress. When teachers are under pressure, they tend to lose their cool. It has a negative impact on their ability to function at work.

- A. What are the sources of job stress experienced by teachers in the Ahmedabad district of Gujarat State?
- B. How teachers can they manage their job stress?

Need of the study

The goal of this study is to discover the numerous sources of workplace stress that teachers are exposed to, as well as how instructors may manage the impacts of workplace stress and find methods to enjoy their lives. Women were not allowed to work because of our culture and custom, and as a result, there was a regular turnover of teachers. The term "organizational stresses" refers to factors that are associated to an organization and the causes of employee uncertainty. They have an impact on how employees work and how productive they are. The nature of the outcome might be both favorable and bad.

Objectives of the Study

To Study the work stress among women teachers in Ahmedabad district, Gujarat State of India.

According to Remenyi et al. (1998), research methodology is to see the logic of development of the process and the framework within which it is conducted.

In this article, the methodology is qualitative research in the social sciences. Data was gathered in order to meet the goal and scope of this study. This study relies on secondary data to supplement it. Secondary data has been obtained from both published and unpublished sources, with the published data coming from i) various publications of Indian Government and Gujarat Government or their subsidiary organizations, ii) numerous research reports written by research scholars, universities, economists, and others in many sectors, and iii) the unpublished data coming from a variety of sources.

Discussion

This study aims to find the job stress experienced by the teachers in the state. In a study done by Kinman and Wray (2013), it was found that almost 75% of teachers leave teaching job in first three to five years because of the issues faced at their work front and believing that the profession is incredibly stressful. More than 53% women teachers start to feel that their job is a stressful profession and demands a lot of efforts because of which they leave the job in first two to five years of their profession to avoid stressful conditions and adverse effects on their health.

Though there are promising implications and approaches for further research, still there are some limitations to this topic. The first limitation refers to the cross-sectional data which does not support any conclusion. A study done by Schwarzer and Hallum (2008) have investigated as the correlation between self-efficacy beliefs and burnout among female teachers. However, this study could not completely reverse a link between self-efficacy and burnout. The second limitation of this study refers to the recruitment of the sample. Many studies have been conducted to measure the job stress among the woman teachers but due to severe workload and busy schedule they could not get time to fill the questionnaire which did had an impact on the results as the actual level of job stress could not be measured. In a study done by Field (2013) it was stated that the demographic details and the years of experience that a teacher had. But there is no way that we can completely distinguish between the effects of age and years of experience cannot decide the level of job stress among the woman teachers.

Findings of the Study

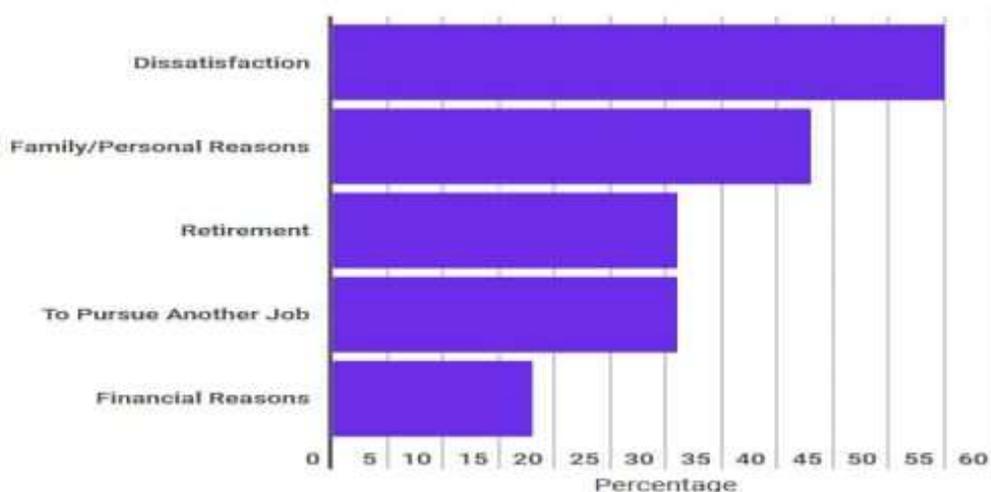
The Research has been done on the topic of job stress and job satisfaction among female teachers and how they cope up with the stress. One such research states that one cause of job stress and burnout among female teachers is poor working conditions. Burnout can be defined as the response to emotional or frustrated

stressors on job or in personal life (Maslach & Lelter, 2007). Some components which describe the job satisfaction of female teachers are social support at work, promotion and development, and workplace bullying. Leavy (1983) in his study have described social support at work as helping relationships and the quality of those relationships. On the other hand, in a study done by Bickford (2005)

Almost everyone agrees that the interaction of the worker and working conditions leads in occupational stress. The views differ, however; workers' traits vs. working environment are the fundamental cause of work stress.

Workplace stress is caused by a variety of factors. Lack of voice, lack of time to do the job, lack of job description, lack of creativity and autonomy, inadequate working circumstances (lighting, noise, ventilation), far too much responsibility with little or no authority, far too little to do with resources, and engagement in work-related activities outside of regulations are among those reported by the National Security Council (2004).

Teachers leave the profession for a variety of reasons, but overwhelmingly, as shown in the graph below, we see “dissatisfaction” as the top reason by a fairly wide margin.



Shocking facts about teachers

- 66% of all teachers consider leaving the teaching profession.
- 36.4% of teachers do leave their job.
- 41.3% of all new teachers leave the teaching profession within the first 5 years.
- 36.8% of new teachers leave within 4 years.
- 28.4% of teachers leave within the first 3 years of teaching
 - 23% leave within 2 years
 - 11.9% leave within 1 year
- 15% of the overall teacher workforce leave the profession each year
- The cost of teacher turnover to school districts (and ultimately taxpayers) is 2.2 billion a year!
- Teacher burnout rates are 50% higher in low-income schools.
- The #1 reason for teacher burnout was “dissatisfaction” with 55%
- Family & Personal Reasons (ie: starting a family) came in at #2 with almost 45%
- Despite the low pay, financial reasons were the last reason teachers leave about 17% of the time.
- Of those generally “dissatisfied” 25% were unhappy with STAAR and other standardized testing practices.
- 21% of those dissatisfied were unhappy with school administration leadership.
- 21% were just unhappy with the realities of being a teacher

Suggestions

According to numerous studies and this document it was seen that the female teachers who are first career teachers experienced job stress whereas teachers who are second career teachers experience low level of job stress. According to previous studies it is resulted that self- efficacy and self-confident plays a significant role in female teacher's job stress as it reduces the level of stress. Lowering stress amongst woman teachers helps create a fun educational atmosphere for everyone and also serves to accelerate the success of the nation by developing the next generation as an economic and social asset.

The number of hours each day in which people perform jobs is quite limited; consequently, their time pressure needs to be allocated judiciously. They can form routines, make lists, build timetables and successfully exercise optional time pressure, when they can start feeling loaded and stressful.

Thus, the degree of occupational stress may be regulated to a significant extent by being aware of the primary causes of job stress and by the application of stress prevention techniques.

Conclusion

Though there are promising implications and approaches for further research, the aim of the study was to investigate the level of job stress among female teachers in the Ahmedabad city of Gujarat, with development in the education sector over the time, female teachers now experience a proficient level of job stress. Teachers are having a tough time to adapt with the technology system. Also, it is seen that that the teachers who are starting teaching as the second career, require enthusiasm, self-efficacy, and self-confidence to restart everything. Whereas females who are starting teaching as their first career options experiences job stress initially but over the time they get comfortable. There are many factors resulting in increase of job stress with some solutions to handle it. In some cases, in which female teachers experiences a prominent level of job stress may have negative effects on the mental health of the person and they may leave their jobs to get some peace.

Scope for Further Research

In comparison to other cities such as Mumbai and Delhi, the study finds that teachers are extremely sensitive and dissatisfied with their compensation. Surprisingly, the future scope includes research into the stress levels of other state teachers, as well as research into unbiased and fair policies on decision-making in sensitive topics of concern state government policies for teachers, which will improve teacher satisfaction.

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