

Occupational Stress among Women Teachers

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Abstract: The major objective of the present study is to find out the Occupational Stress among Women Teachers. For the present study, Normative Survey method is adopted. Random sampling technique is used in the selection of the sample for 200 Women Teachers selected from Secondary Schools located in Nagappattinam District of Tamilnadu. The "Occupational Stress scale", developed by Chandra N (2008) was used in this study. The major findings of the present investigation shows that the Women Teachers have moderate level of Occupational Stress.

Keywords: Occupational Stress, Women Teachers

Introduction

Women who work in public settings continue to fulfil their responsibilities as educators. The excellent professional performance of officials, businesswomen, legislators, religious leaders, and university researchers inspires other women and has the power to change their outlook on life and create new opportunities for decision-making, even if just inside the confines of their own homes. Women's position is changed when they participate in public life, such as becoming educators. This also affects family connections, how children are socialised, how labour is organised, and how it is divided. The presence of women in public places has a significant impact on cultural norms, attitudes, and values as well as the rigid division of labour along gender lines and the stereotypes that result from it.

Education is the process of imparting knowledge with the intention of enhancing a person's knowledge, skills, attitude, or character in order to better prepare them for meaningful living. An individual becomes sensible through schooling. In actuality, without it, human mind training is incomplete. The level of education of a country's population determines its power. Possibly the most crucial group of professionals for a country's future are women teachers. However, it has been discovered throughout time that female teachers are more vulnerable to stress since the day-to-day burden of managing students and ensuring their success is itself a difficult scenario. Women teachers are said to experience a lot of stress from school. Women teachers deal with a variety of issues with pupils on a daily basis, including student absenteeism, students with special needs, a lack of resources, and a lack of personal support. Additionally, after they get home, female teachers have a tonne of work to do, including preparation, note-book correction, evaluation, etc. All of them point to the fact that stress is a constant among female teachers.

One of the significant aspects of our everyday life that puts a lot of stress on us is our jobs. The majority of people in the world spend their time on work-related activities, ignoring work and life as a result of the competitive nature of the workplace. People frequently worry more about the results of their work, which can even influence how they treat other people and interact with their colleagues. In general, we can assume that those who experience more occupational stress may not be content with their jobs and won't feel good about working for the company. Therefore, we can conclude that it is crucial for teachers to understand how stress contributes to all of its bad impacts.

Stress

According to Sarason, Johnson, and Siegel (1978), stress is a person's evaluation of what they believe is being demanded of them by their environment. Stress is, in essence, a person's uncomfortable reactions to a certain scenario.

"Stress consists of any situation where environment demands, internal demands, or both, tax or surpass the adaptive resources of the individual, social system, or tissue system," wrote Farmer, Monahan, and Hekeler in 1984.

Occupation

A form of labour or task that may be found in a variety of industries or other types of work is the fundamental tenet of an occupation. The focus of an occupation is on a position that calls for a skill set that can be applied in a variety of work environments, enabling the holder to move around with reasonable ease. Depending on the situation, from one industry to another. In the workplace, new professions are born and develop. An occupation is a collection of related jobs performed across many companies. It moves through one or more places referred to as "occupations."

Miller asserts that "work is the general activity centred around survival. This activity's precise routine is referred to as an occupation.

Work-related stress

"Occupational stress, in particular, is the incapacity to cope with the pressures of a work," according to Rees (1997).

Occupational stress is described by Comish and Swindle (1994) as "a mental and physical condition that impacts a person's productivity, effectiveness, personal health, and quality of work."

Teachers' Occupational Stress: Causes and Effects

Being a teacher is thought to be an extremely difficult job. The competition among students to achieve their goals has increased awareness of education, which has put additional strain and stress on teachers. The following are reasons why instructors experience work-related stress. -

Low Social Status: Although the profession receives a lot of lip service, in reality, society does not accord teachers even a minimally respectable status. The teacher does not receive the required social acknowledgement. Teachers feel stressed out as a result of this and develop a sense of inferiority.

Low Economic Status: Compared to other professions, teachers' salaries are appallingly low. Additionally, the chances of progression are incredibly slim, which results in the majority of teachers' lack of genuine enthusiasm in the profession. Frustration results from this.

No Security of Service: Most teachers are employed by private schools. The lack of job security in many institutions causes the teachers to lose their sense of confidence and become irritable.

Heavy workload: Teachers in schools are required to attend thirty periods each week. Additionally, they must take additional time off when staff members are on vacation. The requirement to organise extracurricular activities added to the already stressful environment.

Working for Autocratic Headmasters: Although we would prefer a democratic style of governance in schools, in reality, the headmasters function as bosses and have an autocratic, rather than democratic, attitude toward the instructors. This kind of behaviour is extremely offensive and harms instructors' self-respect.

Work monotony: Teachers must teach the same subjects year after year, which makes their work dull and repetitive. There is no variation in their work or difficult conditions. The instructor keeps himself occupied by getting the students ready for tests. Teachers are under stress because of this.

The Issue of Indiscipline: It is the job of the instructors to keep order in the classrooms, but there are many factors that contribute to indiscipline, and the majority of them are outside of their control. The teachers are dissatisfied and helpless in these circumstances.

The social environment in which a man is born. He needs to mould his behaviour to fit in with societal norms and values. Teachers often experience stress and helplessness when attempting to navigate societal standards.

Gastrointestinal: Appetite loss, heartburn, and other symptoms include anxiety, muscle discomfort, and uncomfortable urination. Stress and emotional disturbance are caused by all of these reasons.

Lack of Professional Aptitude: Teachers experience stress due to their lack of Professional Aptitude and Devotion to the Profession.

Occupational hazards: Constant criticism, limitations, increased workload, high expectations from society, and teacher bullying, among others, cause conflicts in teachers' thoughts and stress.

Autocratic Supervision: The way in which the work of instructors is monitored and evaluated is autocratic. Teachers' work is unduly hampered by higher authority. They typically have a penchant of spotting mistakes, which further increases workplace stress.

Recruitment System: Rather than on the basis of teaching aptitude and teaching talents, teachers are typically appointed based on other factors. Teachers become frustrated as a result of the strife and envy this situation causes.

These are a few of the significant factors that contribute to teacher occupational stress. As much as feasible should be done to eliminate these factors.

Significance of This Study

Despite being a world of successes, the modern world is also one that causes stress. In the modern workplace, stress and anxiety have ingrained themselves into people's daily lives. Despite incredible advances in science and technology and impressive economic growth, the majority of people worldwide appear to be dealing with moderate to severe psychological stress in a variety of areas of their lives. Therefore, it is not surprising that interest in the topic has increased as the current century, which has been dubbed the "Age of Anxiety and Stress," has progressed. For all employees, whether they work in the public or private sector, or are male or female, occupational stress is a widespread issue. Stress has the potential to both stimulate growth and development and play a significant role in the aetiology of many different physical and emotional illnesses. As a result, intense scientific research has been conducted on the nature of stress and the sophisticated psychological mechanisms that influence adaptation to stressful conditions. A job will inevitably include stress. It is not possible to completely eliminate stress from the workplace. By implementing various corrective actions by the management as well as by individual employees, some existing stressors can be avoided and the frequency as well as the severity of the occupational stressors can be lessened to some extent. Numerous studies on stress management and its effects have been done thus far, but few studies that compare stress to income have been made public. Therefore, a real effort has been made to close the gap in the body of literature on the issue. Moreover, the research aims at creating new stock of knowledge. Hence, the investigator decided to take up this problem.

Statement of the Problem

Understanding the underlying causes of workplace stress is crucial for preventing its negative impacts. The current study focuses on the job stress experienced by female secondary school teachers. Since everyone, in general, experiences stress, this study will help CEOs and organisations reflect back on and reconsider their roles in order to manage such complex stressful situations. In the long run, this will not only aid in organisational development but also improve society. This is a very dynamic topic that necessitates in-depth research. In line with this, the problem of this study taken for investigation can be stated as "**Occupational Stress among Women Teachers**".

OBJECTIVES OF THIS STUDY

The present study has the following objectives:-

1. To find out the Women Teachers' level of Occupational Stress.

- To find out whether there is any significant difference between Arts and Science Women Teachers with respect to Occupational Stress.
- To find out whether there is any significant difference between rural and urban located Women Teachers with respect to Occupational Stress.

Hypotheses of this Study

Suitable null hypotheses were framed.

Method of Study

In the present study, Normative Survey method is adopted.

Sample of this Study

Random sampling technique is used in the selection of the sample for 200 Women Teachers selected from Secondary Schools located in Nagappattinam District of Tamilnadu.

Tool used in this Study

The "Occupational Stress scale", developed by Chandra N (2008) was used in this study.

In order to find out the level of Occupational Stress of Women Teachers, the mean and S.D have been calculated.

Table No.1
The Mean and Standard Deviation of Occupational Stress scores of Women Teachers

| N | Mean | SD |
|-----|-------|-------|
| 200 | 88.20 | 14.02 |

Entire Sample

It is evident from the above Table that the calculated mean score of entire sample indicates that the Women Teachers have moderate level of Occupational Stress.

Null hypothesis

There is no significant difference between Arts and Science Women Teachers with respect to Occupational Stress. In order to test the above Null hypothesis 'F' value is calculated.

Table.2
Significance of difference among the sub-samples of Group with respect to their Occupational Stress

| Group | N | Mean | SD | t-value | Significance at 0.05 level |
|---------|-----|-------|-------|---------|----------------------------|
| Arts | 87 | 84.50 | 11.75 | 1.66 | Not Significant |
| Science | 113 | 87.39 | 15.11 | | |

From the above table, since the 'F' value is not significant at 0.05 level. Hence the Null Hypothesis is accepted and concluded that there is no significant difference between Arts and Science Women Teachers with respect to Occupational Stress.

There is no significant difference between rural and urban located Women Teachers with respect to Occupational Stress. In order to test the above Null hypothesis 't' value is calculated.

Table No.3
Significance of difference between Rural and Urban Women Teachers with respect to their Occupational Stress

| Locality | N | Mean | SD | t-value | Significance at 0.05 level |
|----------|-----|-------|-------|---------|----------------------------|
| Rural | 108 | 87.32 | 14.88 | 1.62 | Not significant |
| Urban | 92 | 84.32 | 13.96 | | |

From the above table, since the 't' value is not significant at 0.05 level, the above Null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban located Women Teachers with respect to Occupational Stress.

Summary of Findings

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- ✓ The Women Teachers have moderate level of Occupational Stress.
- ✓ There is no significant difference between Arts and Science Women Teachers with respect to Occupational Stress.
- ✓ There is no significant difference between rural and urban located Women Teachers with respect to Occupational Stress.

Recommendations

Based on the important findings stated earlier the following recommendations are suggested for the betterment:

- ✓ To decrease Women Teachers' level of Occupational Stress, more social programmes should be included in the Schools for Women Teachers.
- ✓ Differences between the demographic variables are to be taken for consideration while preparing plan for of level of Occupational Stress reduction.

- ✓ Work load of the Women Teachers should be reduced.
- ✓ Stress relaxation-yoga programmes should be arranged for Women Teachers.
- ✓ Family members should treat the Women Teachers in a cordial way.

Conclusion

The present study made on Women Teachers' Occupational Stress reveals that it is at moderate level. To reduce the Occupational stress, the authorities should follow democratic way of management. More freedom should be given for the Women Teachers. Psychological counseling centers and Yoga practices should implemented for Women Teachers.

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