

Occupational Stress among Female Teachers of Elementary Schools with respect to their Marital Status and Type of Schools

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ABSTRACT

Teaching profession can be identified as a stressful occupation in this modern challenging world which can adversely affect the physical and mental health of the teachers which in turn affects the students and the learning environment. Female teachers particularly the married female teachers usually faced lots of occupational stress as the female teachers have to play very important role both at homes and schools. The major objective of this study is to study the occupational stress among female teachers working in elementary schools of Haryana with respect to their marital status and type of schools. The study employed descriptive survey method for the purpose of investigation. A sample of 190 female teachers working in elementary schools in Jhajjar district of Rohtak Division of Haryana was selected using multi-stage random sampling technique. Teachers Occupational Stress Scale by Jamal & Raheem (2012) was used. The findings of the study revealed a significant difference in occupational stress among female teachers working in elementary schools in relation to marital status. The married female elementary teachers were found to have high level of occupational stress than unmarried female elementary teachers. The study further revealed that female teachers of private elementary schools have been found to possess higher occupational stress than female elementary teachers working in govt. schools.

1. Introduction

Teaching profession has been considered a very noble profession. Teachers play a very important role in shaping the character, caliber, and future of the students. Teachers' role is multidimensional comprising pedagogical and social roles. As an academician a teacher plays the role of teacher (teaching), a guide (counseling) and of a supervisor. In society, the teacher prepares the pupils to participate in the way of life of the society. The importance of teachers in the life of students cannot be described in a few words and cannot be underestimated. The teachers mold the mind of the students in such a way that their future career opportunities are up for grabs. Teaching is one which essentially helps in building up other professions by channelizing young minds into them.

Stress is defined in terms of its physical and physiological effects on a person (or thing). Stress is mental, physical or emotional strain or tension or it is a situation or factor that can cause this. Today, there is a lot of challenges in all the spheres of life. In other words we can say that life is full of struggles and challenges. In everyday life we face many critical or unfavorable situations. As far as the work of a teacher concerned, it is a physically and mentally challenging. It is seen that the common sources of stress for teachers are misbehavior of students, poor working conditions, and lack of resources for teachers, poor relationships with colleagues, overload with teaching and non teaching duties, and poor administrative support. These days teachers feel overburdened with regular teaching and non-teaching work as duty in various elections, duty in census work, other duties assigned by the department of education etc. All these situations affect teachers' competency and they lack of recognition for effective teaching.

It was concluded by **Hasan (2014)** that the teachers of primary schools were found having high occupational stress. Further, the study revealed that the teachers of private primary schools were found to be highly stressed in comparison to their govt. teacher counterparts. **Ganapa and Sreedevi (2015)** showed private teachers show more symptoms of stress as compared to Govt. teachers. **Dhull and Bhardwaj (2016)** found no significant difference in occupational stress among married and unmarried elementary teachers. **Punia (2016)** concluded that teachers working in government schools affiliated to Board of School Education Haryana experienced more occupational stress as compared to their counterparts working in CBSE schools. The findings of a study by **Seema, Manju Kumari and Sudesh Rani (2016)** concluded that male and female secondary school teachers don't differ significantly on occupational stress. On the basis of mean scores the findings further revealed that Government secondary school teachers were found to have less job stress than private teachers. The findings of **Rabha (2017)** reported that female teachers have occupational stress in performing their duties due to a number of different reasons. **Arshad Ali Bhat (2017)** indicated that age group of teachers was important variable for the perception of occupational stress. Younger age teachers (20-30 years) perceived greater occupational stress than their counterparts in the middle age (30-40 years) and the old age groups (40-50 years). **Singh and Katoch (2017)** found the male teachers of secondary schools under occupational stress as compared to the female teachers of secondary schools. **Dhar and Magotra (2018)** revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas. Very few studies were found on female teachers' occupational stress. Keeping in view the gaps in research, the present study aims to understand the occupational stress

phenomena among female teachers working in elementary schools of District Jhajjar in Haryana in relation to their marital status and type of schools.

2. Operational definitions of key terms

The term used in the statement are defined as under:

Occupational Stress: Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities and needs of the worker.

Elementary Schools: The schools which impart education up to 8th grade.

Marital Status: Marital status refers to married or unmarried.

Type of Schools: In the present study type of schools refers to Govt. or Private schools.

3. Objectives of the study

1. To study the occupational stress among female teachers of elementary schools with respect to their marital status.
2. To study the occupational stress among female teachers of elementary schools with respect to type of school.

3. Hypotheses of the study

1. There exists no significant difference in occupational stress of married and unmarried female teachers of elementary schools.
2. There exists no significant difference in occupational stress of female teachers of govt. elementary schools and private elementary schools.

3. Research Methodology

The major objective of the study was to find out the occupational stress among female teachers of elementary schools in relation to their marital status and type of school, so descriptive survey method was justified and hence used.

Sample

Multi-stage random sampling technique was used to select the sample of 190 female teachers of elementary schools in Jhajjar district of Rohtak Division of Haryana.

Tool Used

To measure occupational stress, Teachers Occupational Stress Scale developed and standardized by Sajid Jamal & Abdul Raheem (2012) was adopted. The scale consists of 30 items, each to be rated on five point scale.

Statistical Techniques Used

The data was analyzed using means, standard deviation and t-ratios.

4. Results

Comparison of the occupational stress among female teachers of elementary schools in relation to their marital status

In this study the investigator has taken marital status as a major variable. In this regard the sample was divided into two categories - married female teachers and unmarried female teachers. The mean scores of the teachers belonging to both the categories were calculated and the significance of difference was calculated. The findings have been presented in the following table 1.

Table -1
Summary of test significance of difference between total mean scores on Occupational Stress of Elementary school female teachers with regard to their Marital Status

Marital Status	Number	Means	SD's	t-value	Remarks
Married Female Teachers	107	123.65	11.48	3.69	Significant
Unmarried Female Teachers	83	117.23	12.27		

The t-value 3.69 shows a significant difference between the scores of married and unmarried female teachers of elementary schools on Occupational stress. Therefore, formulated null hypothesis which states that, "There exists no significant difference in occupational stress of married and unmarried female teachers of elementary schools" stands rejected. It can be reframed that married and unmarried female teachers of elementary schools differ significantly on Occupational Stress. Further, it is evident from the table that mean score (117.23) of unmarried female elementary teachers is smaller than those of married female elementary teachers (123.65). Therefore, it may be concluded that married female elementary teachers have been found to possess higher

occupational stress than unmarried female elementary teachers.

Comparison of the occupational stress among female teachers of elementary schools in relation to type of school

This section deals with the comparison of the occupational stress of female teachers working in govt. and private elementary schools. The mean scores of the teachers belonging to both the categories i.e. govt. and private were calculated and the significance of difference was calculated. The findings have been presented in the following table 2.

Table -2
Summary of test significance of difference between total mean scores on Occupational Stress of Elementary school female teachers with regard to type of school

Type of School	Number	Means	SD's	t-value	Remarks
Female Teachers working in Govt. Elementary Schools	75	112.37	10.69	4.45	Significant
Female Teachers working in Private Elementary Schools	115	119.32	10.35		

The above table depicts that the calculated t-value is 4.45. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is greater than the table value. Thus, the null hypothesis "There exists no significant difference in occupational stress of female teachers of govt. elementary schools and private elementary schools" stands rejected. It is evident from the above table that the mean score of female teachers working in private elementary schools is significantly higher than the mean score of female teachers working in govt. elementary schools. The results lead to the conclusion that the female teachers working in private elementary schools have higher level of occupational stress as compared to female teachers working in govt. elementary schools.

4. Findings of the study

1. It was found that married and unmarried female teachers working in elementary schools differ significantly on occupational stress. Further, it was found that mean scores of married female elementary teachers was greater than unmarried female teachers indicating that married female elementary teachers have higher level of occupational stress as compared to their counterparts.
2. It was found that female teachers working in elementary schools differ significantly on occupational stress with respect to type of school. Further, it was found that mean scores of female teachers of private elementary schools was greater than female teachers

of govt. elementary schools indicating that female teachers of private elementary schools have higher level of occupational stress as compared to female teachers of govt. elementary schools.

5. Conclusion and suggestion

From the present study it can be concluded that occupational stress has become an inescapable aspect of teaching. In one way or the other a teacher becomes the victim of occupational stress which is more common among the married female teachers and female teachers of private schools. The following are the suggestions on the basis of which the problem of occupational stress among teachers particularly female teachers can be minimized to some extent-

- Counseling and stress management programs by experts can be started in schools.
- Family support should be provided to the married female teachers. In this respect, husbands should be more sensitive in providing helping hand to their wives.
- As per workload a sufficient number of teaching staffs must be appointed to reduce the workload on teachers especially in private schools.
- Salary should be increased among the private school teachers according to their qualifications, experience and teaching competencies.
- Curriculum should be reframed or modified so that the teachers can complete the courses easily or happily in the stipulated time.

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