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Occupational Stress Among School Teachers In Relation To Gender

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Abstract:

The present study was conducted to examine empirically the main effect of gender on occupational stress. A sample of 100 teachers was selected randomly from high schools of Rohtak district and were administered of Occupational Stress Index by Srivastava and Singh ,OSI(1981).The findings suggested that the main effect of gender was found to be associated with occupational stress.

Key words: Occupational Stress, School Teachers, Relation, Gender

1.Introduction

In the emerging era, life is becoming more and more complex, problematic and conflicting day to day. Stress is an unavoidable consequence of modern living. With the growth of industries, pressure in the urban areas, quantitative growth in population and various problems in day to day life are some of the reasons for an increase in stress. Stress is a condition of strain that has a direct bearing on emotions, thought process and physical conditions of a person. Most of us experience stress at one time or another. However, excessive or prolonged stress can be harmful. Stress is unique and personal. A situation may be stressful for someone but the same situation may be challenging for others. Stress is a feeling experienced when a person thinks that "the demands exceed the personal and social resources the individual is able to mobilize." (Richard S Lazarus, 1975). Taber's Cyclopedic Medical Dictionary defines stress as "the result produced when a structure, system or organism is acted upon by forces that disrupt equilibrium or produce strain".

Kaur Satwinderpal (2008) studied "The Occupational Stress in relation to teacher effectiveness among sec. School teachers." This study was aimed at finding out the relationship between occupational stress and teacher effectiveness and to find out the level of occupational stress between male and female teachers. The study reveals that female teachers have more occupational stress as compared to their counterparts. Ravichandran, R. and Rajendran, R. (2007) conducted a study on "Perceived Sources of Stress among the Teachers"

The result of one way ANOVA indicated that the personal variables: sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession.

2.Objectives

- To study occupational stress among women working as teachers.
- To study occupational stress among men working as teachers.
- To compare the occupational stress among men and women working as teachers.

3.Hypothesis

There exists no significant difference in the occupational stress among men and women working as teachers.

4.Methodology

In the present investigations, Descriptive Survey method was employed to study the occupational stress among men and women working as teachers.

4.1.Sample

A sample size of 100 school teachers of Rohtak district in the state of Haryana, 50 male and 50 female teachers from the sample for the study.

4.2.Tool

Occupational Stress Index developed by Srivastava and Singh (OSI) (1981) was used to gather the data of teachers regarding stress. The scale consists of 46 items, each to be rated at five point scale. Out of 46 items 28 are 'true keyed' and the rest 18 are

‘false keyed’. The items rated in almost all the relevant components of the job life which cause stress in one way or the other such as role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and un-profitability.

5.Statistical Techniques

The statistical techniques used in this study are Mean, Standard Deviation and t-test.

6.Results And Discussions

S. No.	Sub Scales Of Occupational Stress	Mean	S.D.
1	Role overload	20.5	3.01
2	Role ambiguity	10.4	2.24
3	Role conflict	13.2	2.56
4	Unreasonable group & Political pressure	13.6	2.09
5	Responsibility for persons	10	1.08
6	Under participation	12.3	2.31
7	Powerlessness	9.4	2.08
8	Poor peer relations	11.7	1.8
9	Intrinsic impoverishment	9.2	2.28
10	Low status	7.3	2.42
11	Strenuous working conditions	9.4	1.6
12	Un-profitability	6.9	2.0

Table 1: Mean's And S.D's Of The Scores Of Occupational Stress Of School Teachers

It may be observed from the table 4.1 that the school teachers of Rohtak district have **moderate occupational stress**. Role overload (Mean 20.5 & S.D. 3.01) is the main reason behind the stress among school teachers at Rohtak. Role conflict and Unbearable Group and Political Pressure are also to some extent responsible for work stress among teachers, (Mean & S.D. 13.6, 2.09 & 13.2, 2.56 respectively). Un-profitability, Low Status, Intrinsic Impoverishment are least responsible for stress among teachers.

S. No.	Areas Of Variable	MALE		FEMALE		t-value	Level Of Significance
		Mean	S.D.	Mean	S.D.		
1	RO	20.5	3.01	20.0	2.61	1.47	Not significant at both .05 & .01 level
2	RA	10.4	2.24	10.4	2.06	0	Not significant at both levels
3	RC	13.2	2.56	14.6	2.33	0.70	Not significant at both levels
4	UG/PP	13.6	2.09	12.0	2.45	6.80	Significant at both levels
5	RP	10	1.08	9.4	1.36	4.8	Significant at both levels
6	UPC	12.3	2.31	12.6	2.33	1.15	Not significant at both levels

S. No.	Areas Of Variable	Mean	S.D.	Mean	S.D.	t-value	Level Of Significance
7	PL	9.4	2.08	10.4	1.74	4.26	Significant at both levels
8	PPR	11.7	1.8	12.8	2.4	5.24	Significant at both levels
9	II	9.2	2.28	9.6	2.42	1.57	Not significant at both levels
10	LS	7.3	2.42	8.0	3.63	2.33	Significant at both levels
11	SWC	9.4	1.6	9.2	0.75	0.97	Not significant at both levels
12	UP	6.9	2.0	7.5	1.47	3.91	Significant at both levels

Table 2: Comparison Of The Various Subscales Of Occupational Stress Of Male And Female School Teachers At Rohtak

From the table 2 the investigator has made the following analysis for the various subscales of occupational stress in male and female school teachers.

- In case of Role Overload: Mean difference in male and female teachers is not significant in case of Role Overload. Hence null hypotheses (H_0) are retained at 1% and 5% level of significance.
- In case of Role Ambiguity: Mean difference in male and female teachers is not significant. Hence null hypotheses (H_0) are retained at 1% and 5% level of significance.
- In case of Role Conflict. The mean difference in male and female teachers is not significant in case of Role Conflict. Hence null hypotheses (H_0) are retained at 1% and 5% level of significance.
- In case of Unreasonable Group and Political Pressure: The mean difference in male and female teachers in respect of Unreasonable Group and Political pressure may be taken as significant at 5% and 1% levels of significance. Hence null hypotheses (H_0) are rejected by 1% and 5% level of significance. Thus the mean difference is quite trustworthy and significant.
- In respect of Responsibility for Person: The mean difference in male and female teachers in respect of Responsibility for person may be taken as significant at 5% and 1% levels of significance. Hence null hypotheses (H_0) are rejected at .01 and .05 levels of significance.
- In case of Under- Participation: The mean difference in male and female teachers is not significant in the case of Under - participation. Hence null hypotheses (H_0) are retained at .01 and .05 level of significance. This mean difference is untrustworthy and insignificant.
- In respect of Powerlessness: The mean difference in male and female teachers in respect of Powerlessness may be taken as significant at 5% and 1% levels of significance. Hence null hypotheses (H_0) are rejected at .01 and .05 level of significance.
- In respect of Poor Peer Relationship: The mean difference in male and female teachers in respect of Poor Peer relationship may be taken as significant at 5% and 1% levels of significance. Hence null hypotheses (H_0) are rejected at .01 and .05 level of significance.
- In case of Intrinsic Impoverishment: The mean difference in male and female teachers is not significant in case of intrinsic impoverishment. Hence null hypotheses (H_0) are retained at .01 and .05 level of significance.
- In case of Low Status: The mean difference in male and female teachers is significant at .05 levels and insignificant at .01 level in case of Low status. Hence null hypotheses (H_0) are rejected at .05 levels and retained at the 01 level of significance.
- In case of Strenuous Working Conditions: The mean difference in male and female teachers is not significant in the case of Strenuous working conditions. Hence null hypotheses (H_0) are retained at .01 and .05 level of significance. This mean difference is untrustworthy and insignificant.
- In respect of unprofitability: The mean difference in male and female teachers in respect of unprofitability may be taken as significant at 5% and 1% levels of significance. Hence null hypotheses (H_0) are rejected at .01 and .05 level of significance. Thus the mean difference is quite trustworthy and significant.

Gender	No. of Teachers	Mean	S.D.	t-value
Male	40	133.4	14.7	0.70*
Female	40	136.5	18.11	

Table 3: Comparison Of Occupational Stress In Male And Female School Teachers For Testing Null Hypothesis – I

** Not Significant At .05 Level Of Significance*

It is evident from the table 3 that the mean difference between male and female teachers in case of occupational Stress is not significant at both the levels and the difference between the means may be by chance. Hence null hypotheses that there exists no significant difference between male and female school teachers in case of occupational stress are retained at .05 level of significance. Thus this difference between the means is insignificant.

7. Conclusion

- On the basis of the findings and interpretation of the mean scores of occupational stress the investigator has concluded that the school teachers in Rohtak have **moderate occupational stress**.
- On the basis of findings and interpretation of the mean scores of the various variables of occupational stress of school teachers in Rohtak, the investigator has concluded that Role overload, role conflict and unreasonable group and political pressure are responsible for stress at work in schools.
- On the basis of findings and interpretation of the mean scores of the various variables of occupational stress of school teachers in Rohtak, the investigator has concluded that there is no significant difference in male and female teachers in respect of Role overload, Role ambiguity, Role conflict, Under-participation, Intrinsic impoverishment, strenuous working conditions in the areas of occupational stress.
- On the basis of findings and interpretation of the mean scores of the various variables of occupational stress of school teachers in Rohtak, the investigator has concluded that female teachers are under more occupational stress because of the un-profitability, low status, powerlessness and poor peer relationship as compared to their counterparts.
- On the basis of findings and interpretation of the mean scores of the various variables of occupational stress of school teachers in Rohtak, the investigator has concluded that stress in relation to Unreasonable group and political pressure and Responsibility for person is comparatively high in case of male teachers.

8. References

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