



## **A STUDY ON JOB STRESS LEVEL OF WOMEN TEACHERS WORKING UNDER WOMEN PRINCIPALS AT HIGHER SECONDARY SCHOOL LEVEL**

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### ***Abstract***

*The present study is an attempt to explore the phenomenon of women teachers stress. Principal's behavior has an important role in the teachers stress development. This study is to analyze the job stress of women teachers on accordance with their women principals. A standardized tool was given to the women teachers to identify their job stress. In that tool there will be 20 items. Among them 5 items deal with the stress, given by the institution, 5 by their finance, 5 by their working conditions and 5 by their women principals. The investigator analyze the total stress of the women teachers working in high schools with their type of school, age, educational qualification, experience, type of family and marital status. From that the stress given by the institution, finance, working condition, and women principals can be identified separately. If the stress level is low, then it is considered to be a stress less women teachers working in higher secondary schools. If it is high, there will be a need of some modification towards women teachers.*

### **INTRODUCTION**

Education is the ability to meet life's situation, it is a character building process, enhancing one's personality and making him/ her rationale, capable, responsive and intelligent. Twenty first century is characterized by the emergence of multiculturalism due to

industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain. Since, education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. In this context, the schools and the teachers have more responsibilities in molding the character of the students. Thus, the role of the teacher in the society is vital for its improvement.

Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and enrich the environment for their growth. In essence, the dream of learning society in this information age becomes real only when the teachers are able to collaborate with each other to accomplish the task, and, towards this end, their ability to communicate effectively becomes more critical than their technical skills and capabilities.

In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in his/her institution. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds.

### **Review of Related Literature**

The study focused on the factors causing stress among teachers. At one point or other everybody suffers from stress, relationship demands, physical and mental problems, pressure at workplace, traffic, meeting deadlines, growing-up tension-all of these conditions and situations are valid cause of stress.

**Antoniou and Polychroni (2006)** reported that female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Increased occupational stress among teachers had weakened the efficiency of the teachers.

**Brutes and Brower's (2006)** conducted a study on emotional stress and symptoms of burn out in teachers. Through random sampling, 365 mathematics teachers from Betherland were selected. Emotional stress scale and work related stress inventory was used for collecting data. The result revealed that there is no significant relationship between emotional stress and work related stress.

**Deepa Silkandkauts, Minakshivig Aggarwal (2008)** investigated the teacher stress, an emerging area of research in teacher educations. A sample of 250 was randomly selected. The findings indicate that members of the teaching profession are vulnerable to stress because of the often times demanding nature of the work and the stressors involves. Relatively speaking teachers need help and hurt. They are not as satisfied as they want to be with the role of teaching, unless they are able to reduce or eliminate their problems or attain their goals. They will feel considerable stress and burnout.

### **Objectives of the study**

The following are the main objectives of the study,

- To assess the level of job stress among higher secondary school women teachers.
- To find the level of stress given by the institution, finance, working condition, and with principals.
- To find the level of stress with type of school, age, educational qualification, experience, type of family and marital status.

### **Hypotheses of the study**

1. Women teachers working in higher secondary school do not differ job stress level according to their
  - Type of school
  - Age
  - Educational qualification
  - Experience
  - Type of family
  - Marital status

## **Methodology**

Stratified random sampling technique was used to gather data from the women teachers.

## **Sample**

In this study, 60 women teachers working under women Principal at Higher secondary school level are taken as samples in Chennai district.

## **Tool Used for the Study**

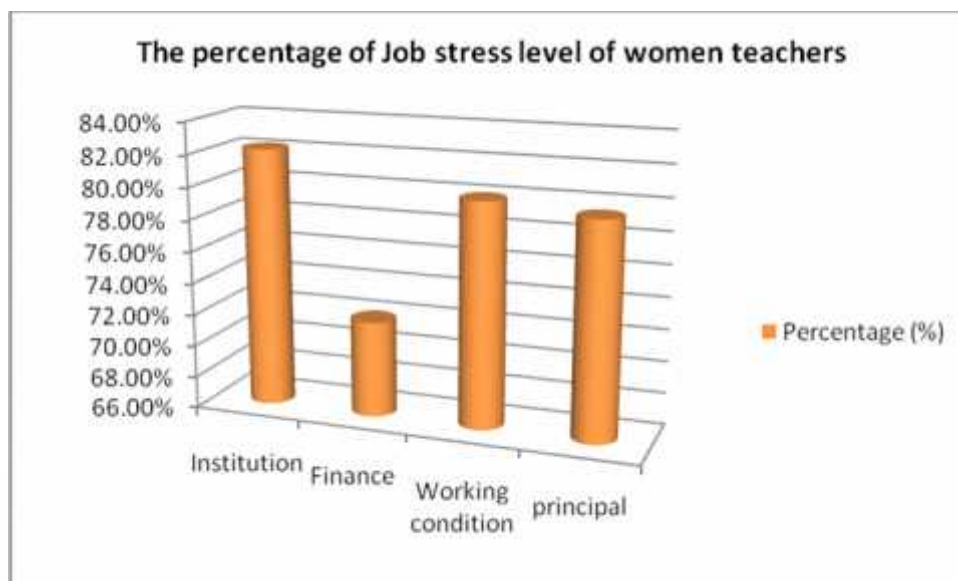
The investigator developed the Job Stress Questionnaire. The tool consists of 20 items out of which 5 items are for institution and 5 items are for finance, 5 items for working condition and 5 items are for principal. The tool was standardized by conducting pilot study by following the test and retest method. The calculated 't' value is higher than the table value, so the tool was reliable for the sample. Content validity was done for validation of the tool.

## **Analysis and Interpretation**

**Table 1-**Shows the percentage of job stress level of women teachers in criteria

<b>S. No</b>	<b>Stress</b>	<b>Percentage (%)</b>
1	Institution	82.2%
2	Finance	72%
3	Working condition	80%
4	principal	79.46%

The women teachers have maximum level of job stress in their institution when compared with other three criteria



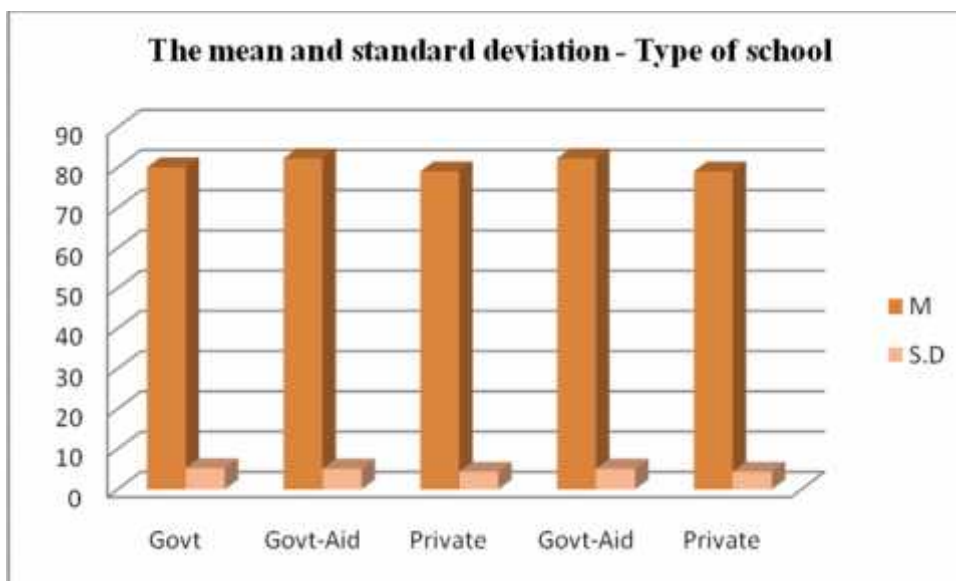
**Table 2** It shows the mean and standard deviation - Type of school

Variables		N	M	S.D	t value
Type of School	Govt	20	80.05	5.28	1.3646**
	Govt-Aid	20	82.30	5.15	
	Private	20	79.05	4.39	2.1134*
	Govt-Aid	20	82.30	5.15	
	Private	20	79.05	4.39	

\*Significant

\*\*Not significant

When compared to the type of schools the mean score is high in government-aided than the government school. The mean score is high in government school than the private school. The mean score is high in government aided school than the private school.



**Table 3** It shows the mean and standard deviation of women teachers working in Higher secondary school teachers

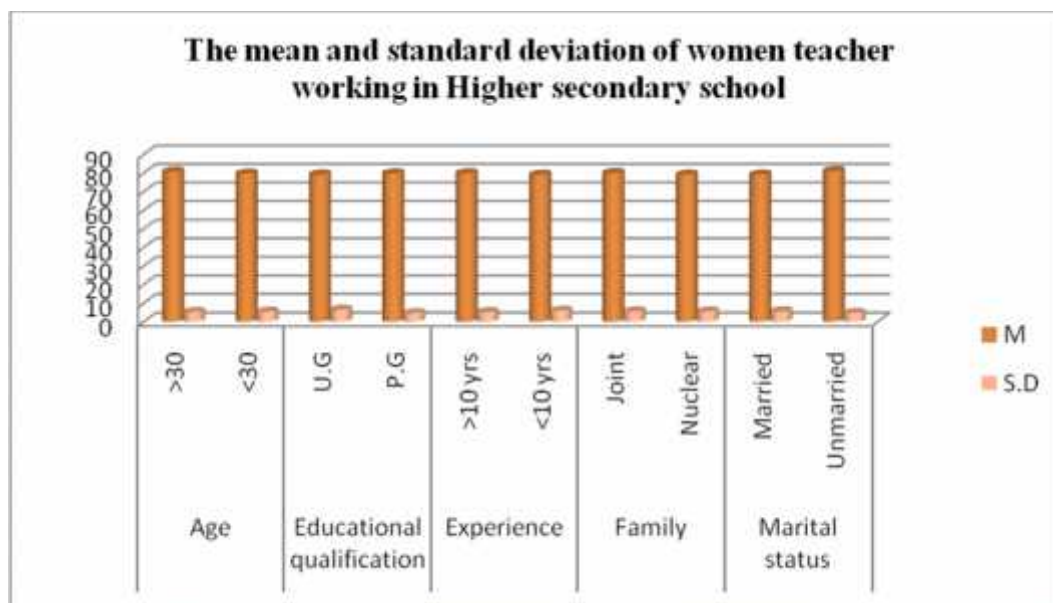
Variables		N	M	S.D	t Value
Age	>30	29	80.83	5.30	0.7810**
	<30	31	79.73	5.46	
Educational qualification	U.G	27	79.33	6.54	0.3918**
	P.G	32	79.91	4.66	
Experience	>10 yrs	37	79.95	5.24	0.5247**
	<10 yrs	23	79.17	6.00	
Family	Joint	22	80.18	5.63	0.6231**
	Nuclear	36	79.24	5.57	
Marital status	Married	49	79.24	5.65	1.0531**
	Unmarried	11	81.18	4.79	

**\*Significant**

**\*\*Not significant**

When compared to the women teachers' age, the mean score is high in below 40 years than above 40 years. When compared to the educational qualification the mean score is high in P.G with B.Ed., teachers than U.G with B.Ed., teachers. The mean score is high in below

10 years experienced women teachers than above 10 years experienced women teachers. When compared to the type of family than the nuclear family. When compared to the marital status the mean score is high in unmarried women teachers than the married women teachers.



### **Findings of the Study**

1. Women teachers working in high school do not differ job stress level according to their
  - Type of school
  - Age
  - Educational qualification
  - Experience
  - Type of family
  - Marital status
2. Women teachers working in Government aided school differ in their job stress level when compared to the private school teachers.
3. There is no significant difference between the government and government Aided school women teachers
4. There is no significant difference between the Government and Private school women teachers

5. There is significant difference between the Government-Aided and Private school women teachers
6. There is no significant difference between the age of below 40 and above 40 women teachers
7. There is no significant difference between the educational qualification of U.G with B.Ed., and P.G with B.Ed., women teachers
8. There is no significant difference between the experience of below 10 years and above 10 years women teachers
9. There is no significant difference between the joint and nuclear family women teachers
10. There is no significant difference between the married and unmarried women teachers

### **Educational Implication**

Teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their effectiveness while teaching. Therefore the teaching environment should be made so conducive and favorable such that their work behavior can be enhanced.

### **Conclusion**

The purpose of the present study was to study the level of Job stress prevailing among higher secondary school teacher. The atmosphere existing in the school premises should be peaceful and democratic which can enhance their teaching skills and implementing the strategies required for the effective teaching in the class rooms.

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