



A Study on - Gender Effect on Occupational Stress Level of Govt. Aided Upper Primary School Teachers

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Abstract: The present research is based on the comparison of occupational stress level of male and female upper primary school teachers. In the area of stress, nine dimensions are used. They are - workload, role-ambiguity, groupism & external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. As sample, data is collected from 113 male and 87 female upper primary level teachers from govt. aided schools located at various places at North 24 Parganas district at West Bengal. As a hypothesis, null hypothesis is used. Here independent variable is 'gender' and dependent variable is 'stress'. For scoring 5 point Likert scale is used here. 't-test' is used for statistical analysis. The tool, "Teacher's Occupational Stress Scale (TOSS)", is used for measuring the stress level and this is purchased from National Psychological Corporation. Statistical analysis reveals that female teachers are more stressed than male teachers.

Keywords: occupational stress level, upper primary, school teachers, govt. aided, male and female.

Introduction

In the present era of growing complexities, the emerging challenge of the market driven forces greatly influences the mental health of the people. Like other fields, the field of education is also being confronted with emerging issues and challenges due to changes in socio-cultural sphere. Teaching profession is becoming more and more complex and demanding. Teacher, being the pillar of educational process is posed with varied kinds of mental pressures and strains while discharging his/her duties which generally lead to stress. The role of a teacher can not be easily defined and the variables that come into play are becoming ambiguous. The stress that teachers experience in the process of performing their professional duties, is remained as an area of interest for last two-three decades by both researchers are very important to be taken to achieve educational

goals. For this purpose, incidence of stress on teachers in totality and on different dimensions is required to be evaluated. Hence, the investigators felt worthwhile to construct and standardize an occupational stress scale for upper primary school teachers.

The word 'stress' has been derived from the Latin word 'Stringere' which means hardship, strain, adversity or affliction. It is the commonly used to denote pressure, force, and strain or string effects in reference to an object or person. Selye (1959) coined the "stress", and defined it as the "non-specific response of the body to any demand for change". Work-related stress is considered to be the product of an imbalance between environmental demands and individual capabilities (Lazarus and Folkman 1984).

World Health Organization (WHO) described occupational or work-related stress as response that people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Hence, work stress may be considered as a condition where all the job-related components interact with the individual and change his psychological or physiological conditions which ultimately resulted into deviation from normal functioning and behaviour.

In this article, occupational stress means a feeling of tension, posed pressure on mind and body and dissatisfaction, which arise due to occupational demands of a person. The feeling of occupational stress for a teacher caused primarily by nine dimensions of occupation like; workload, role-ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. The scale is comprehensive in nature and measure the extent and level of occupational stress among upper primary teachers on different dimensions without discriminating male-female and rural-urban teachers.

Objectives

In this study, the main objectives are to ascertain the difference in the occupational stress levels of male and female upper primary level school teachers in the following dimensions: (i) workload, (ii) role-ambiguity (iii) groupism and external pressure (iv) responsibility, (v) powerlessness, (vi) work relationships, (vii) working conditions, (viii) personal inadequacy and (ix) lack of motivation

Hypothesis

H₀1. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of workload.

H₀2. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of role-ambiguity.

H₀3. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of groupism and external pressure.

H₀4. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of responsibility.

H₀5. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of powerlessness.

H₀6. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of work relationships.

H₀7. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of working conditions.

H₀8. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of personal inadequacy.

H₀9. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of lack of motivation.

Method

Variable

Here one independent variable, namely – gender, with two types - male and female; and one dependent variable – occupational stress of upper primary school teachers.

Population and Sample

The population of the study consists of all the govt. aided upper primary school teachers of North 24 parganas district in W.B. The sample of the study consists of 113 male and 87 female teachers from the North 24 district, W.B. The schools are selected randomly.

Delimitation

The sample is limited within upper primary level & govt. aided school teachers and within North 24 Parganas district of W.B.

Development of the tools

'Teachers' Occupational Stress Scale' is used to determine the stress of upper primary level school teachers. It was developed by Dr. Meenakshi Sharma And Dr. Satvinderpal Kaur. These items belonging to nine dimensions of teachers' occupational stress are: (i) workload, (ii) role-ambiguity (iii) groupism and external pressure (iv) responsibility, (v) powerlessness, (vi) work relationships, (vii) working conditions, (viii) personal inadequacy and (ix) lack of motivation. The questionnaire is 30 items using a 5-point Likert scale – 1. Strongly Agree 2. Agree 3. Undecided 4. Disagree 5. Strongly Disagree

Scoring

All the 30 items of the scale are positively worded. Items are given a score of 5, 4, 3, 2, 1 for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively. The sum of numeric values gives the aggregate occupational stress score for the subject. The total score varies from 30 to 150, showing lowest level to highest level of occupational stress. In this study the score of samples is 58 to 111.

Statistics

Here t-test is used for testing null hypothesis and interpreting & analyzing the data of the study.

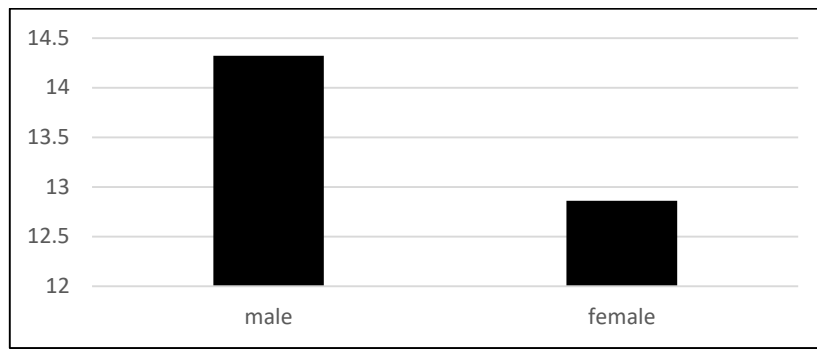
Analysis and result

H₀₁. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of workload.

table - 1

Gender	N	Mean	SD	df	t-score	P value
male	113	14.32	3.13	198	3.28**	.001
female	87	12.86	3.09			

Inference 1: H₀₁ is rejected. There is a significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of workload. Male school teachers are more stressed than female school teachers and the difference is significant at 0.01 level of confidence.



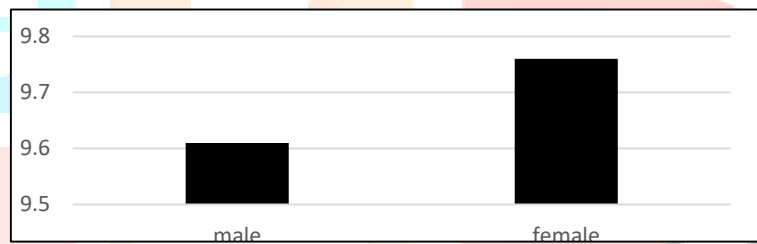
mean of workload

H02. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of role-ambiguity.

table - 2

Gender	N	Mean	SD	df	t-score	P value
male	113	9.61	2.58	198	0.41	.682
female	87	9.76	2.46			

Inference 2: H02 is accepted. There is no significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of role-ambiguity.



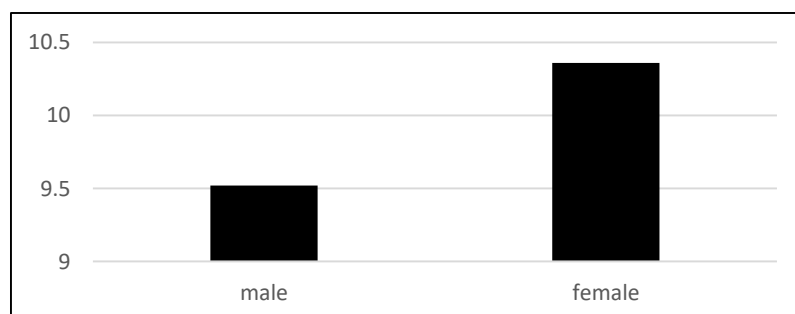
mean of role-ambiguity

H03. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of groupism and external pressure.

table - 3

Gender	N	Mean	SD	df	t-score	P value
male	113	9.52	2.51	198	2.39*	.021
female	87	10.36	2.52			

Inference 3: H03 is rejected. There is a significant difference between the stress levels of male and female upper primary school teachers in dimension of groupism and external pressure. Female school teachers are more stressed than male school teachers and the difference is significant at 0.05 level of confidence.



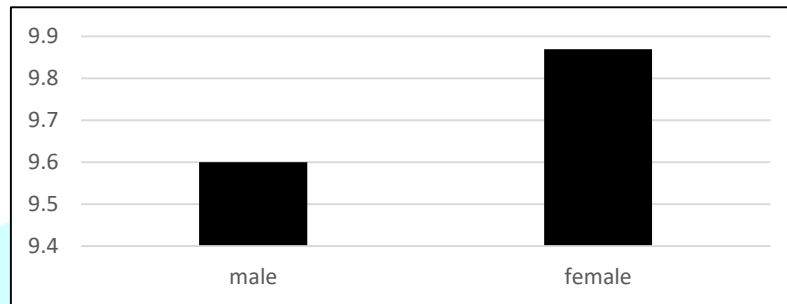
Mean of groupism and external pressure

H₀₄. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of responsibility.

table - 4

Gender	N	Mean	SD	df	t-score	P value
male	113	9.60	2.69	198	0.66	.507
female	87	9.87	2.03			

Inference 4: H₀₄ is accepted. There is no significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of responsibility.



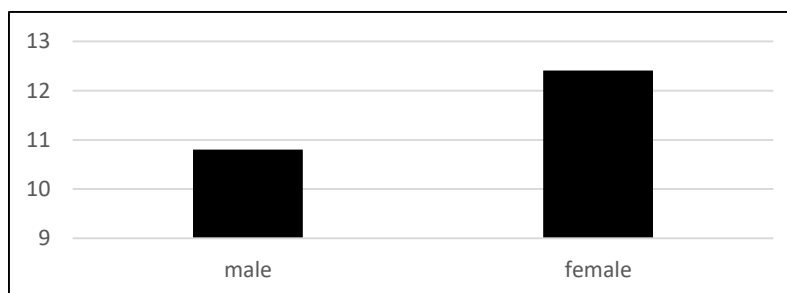
mean of responsibility

H₀₅. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of powerlessness.

table - 5

Gender	N	Mean	SD	df	t-score	P value
male	113	10.80	3.55	198	3.16**	.002
female	87	12.41	3.66			

Inference 5: H₀₅ is rejected. There is a significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of powerlessness. Female school teachers are more stressed than male school teachers and the difference is significant at 0.01 level of confidence.



mean of powerlessness

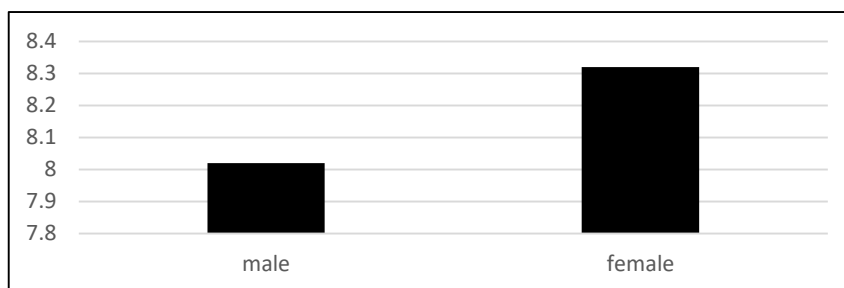
H₀₆. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of work relationships.

table - 6

Gender	N	Mean	SD	df	t-score	P value
male	113	8.02	2.72	198	0.77	.445

female	87	8.32	2.87			
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Inference 6: H_{06} is accepted. There is no significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of work relationships.



mean of work relationship

H₀₇. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of working conditions.

table - 7

Gender	N	Mean	SD	df	t-score	P value
male	113	6.65	1.69	198	1.45	.148
female	87	6.87	1.63			

Inference 7: H_{07} is accepted. There is no significant difference between the stress occupational levels of male and female upper primary school teachers in dimension of working conditions.



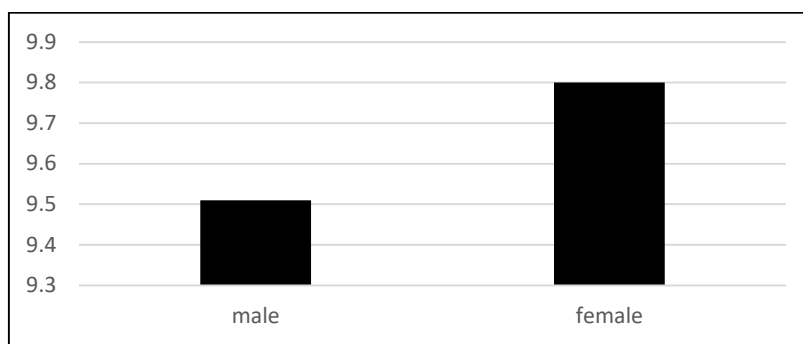
mean of working condition

H₀₈. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of personal inadequacy.

table - 8

Gender	N	Mean	SD	df	t-score	P value
male	113	9.51	3.09	198	0.61	.542
female	87	9.80	3.65			

Inference 8: H_{08} is accepted. There is no significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of personal inadequacy.



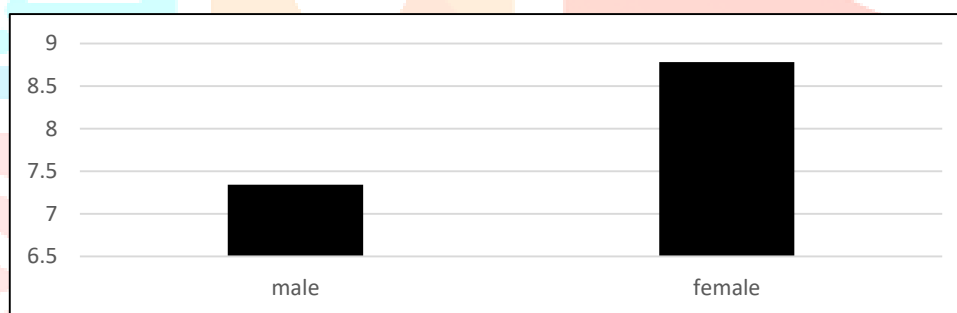
mean of personal inadequacy

H₀₉. There is no difference between the occupational stress level of male and female upper primary school teachers in dimension of lack of motivation.

table - 9

Gender	N	Mean	SD	df	t-score	P value
male	113	7.34	3.40	198	3.96**	.000
female	87	8.78	3.12			

Inference 9: H₀₉ is rejected. There is a significant difference between the occupational stress levels of male and female upper primary school teachers in dimension of lack of motivation. Female school teachers are more stressed than male school teachers and the difference is significant at 0.01 level of confidence.



mean of lack of motivation

Research Findings

1. There is a gender effect on the occupational stress level of male and female upper primary school teachers in dimension of workload. Male teachers are higher than female teachers.
2. There is no gender effect on the occupational stress level of male and female upper primary school teachers in dimension of role-ambiguity.
3. There is a gender effect on the occupational stress level of male and female upper primary school teachers in dimension of groupism and external pressure. Female teachers are higher than male teachers.
4. There is no gender effect on the occupational stress level of male and female upper primary school teachers in dimension of responsibility.
5. There is a gender effect on the occupational stress level of male and female upper primary school teachers in dimension of powerlessness. Female teachers are higher than male teachers.
6. There is no gender effect on the occupational stress level of male and female upper primary school teachers in dimension of work relationships.

7. There is no gender effect on the occupational stress level of male and female upper primary school teachers in dimension of working conditions.
8. There is no gender effect on the occupational stress level of male and female upper primary school teachers in dimension of personal inadequacy.
9. There is a gender effect on the occupational stress level of male and female upper primary school teachers in dimension of lack of motivation. Female teachers are higher than male teachers.

Conclusion:

According to means (male-85.37, female-88.48) female teachers are more stressed than male teachers. Here 9 dimensions are discussed. In all the dimensions, stress level of female teachers is high, except 'workload'. In 'workload' dimension male teacher are more stressed.

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