

Stress among Male and Female Higher Secondary School Teaching: A Comparative Study



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Abstract

The present paper explains the effect of various stress factors on the achievement of students. Human community is prone to variety of stress in modern life. People of all the age groups suffer from one or other types of stress & school children are no exception. The stress mainly is caused by the environmental forces that cannot be met by the resources available to the person. Stress is a complex phenomenon. Stress is a condition of strain on one's emotions, thought, process and physical condition, Stress is inevitable. It has always been and will continue to be present regardless of gender, age, social class wealth, profession and the times in which we live. It is a very subjective experience. What may be a challenge for one person will be a stressor for another? It depends largely on background experiences, temperament and environmental conditions. The present study designed in stress among male and female teachers. The sample consisted 200 male and 200 female teachers. The items of questionnaire is prepared Gayatri Singh (2002) and Sarla Jawa (2008). It has 50 questions. The questionnaire is designed to know the view of contributions of students, colleague, school climate, administration, job itself, lack of teaching skill and work overload in determination the sources and extent of the stress originated from them. This research paper is an effort to find out the impact of different stress factors on academic achievement of Male & female teachers.

Keywords: Stress, Stress Factors, Academic Achievement.

Introduction

Stress is a general term to describe tense situation and reaction to them usually having a strong emotional content. Stress is a bad feeling due to trouble beyond our control. Hall and Mansfield referred to stress as an external force operating on a system, be that system an organization or a person. Stress is a part of life and generated by constantly changing situations that a person must face. The term "stress" refers to an internal state which results from demanding, frustrating or unsatisfying conditions. A certain level of stress is unacceptable. So we can say an acceptable level of stress can serve a work easily. Stress is non-specific demand on the individual's body or mind to adapt a change physically or psychologically. The term job stress is used to describe the feeling of a person who is required to deviate from normal to self desired functioning in the work place as the result of opportunities, constraints or demands relating to potentially important work related outcomes.

Stress is our body's reaction to what is known as a stressor. A stressor can be a number of different things from the loss of a loved one or job, to a school term paper, exam, planning a vocation. A stressor is anything that poses a challenge in life. These can be people, places, or events. These stressors cause a mental and physical response that gives a sort of alert that one is under a fair deal of stress. The first response is called the "fight or flight" response. This actual response is regulated by the hypothalamus, but it is generated by the autonomic nervous system. The fight or flight response prepares the body to either fight or resist, or to flee from the problem. The fight or flight response in itself initiates a number of different physiological responses. However, it is the actual event of long-term stress or high level stress that negatively impacts the body. Long-term and high level stress can affect performance on everybody tasks, as well as cause psychological burn-out. It also impacts the body negatively through physical damage or distress.

Type of Stress

The major types of stress can be broken down into four different categories Eustress, Hyper stress, Hypo stress and Distress.

Eustress

Eustress can also apply to creative endeavors. When a person needs to have some extra energy or creativity, eustress kicks in to bring them the inspiration on they need.

When the body enters the fight or flight response, it will experience eustress. The esters prepare the body to fight with or flee from an imposing danger. This type of stress will clause the blood to pump to the major muscle groups, and will increase the heart rate and blood pressure to increase. If the event or danger passes, the body will eventually return to its normal state.

Distress

Distress is one of the negative types of stress. The mind & body do not work properly & mind is not in relax position. There are actually two types of distress: acute stress and chronic stress.

Acute Stress

Acute stress is the type of stress that comes immediately with a change of routine. So we can say Acute stress is the least types of stress. Acute stress is related with physical, emotional or psychological.

Chronic Stress

Chronic stress will occur if there is a constant change of routine for week after week. Chronic stress affects the body for a long period of time. This is the type of stress experienced by someone who constantly faces moves or job changes.

Hyper stress

Hyper stress is the type of negative stress that comes when a person is forced to undertake or undergo more than he or she can take. A stressful job that overworks an individual will cause that individual to face hyper stress..

Aim of Study

1. To know the sources and extent of occupational stress experienced by male and female higher secondary school teachers working in different cultural contexts. The present study is focused on following research questions. What is the pattern of stress in male and female teachers from various higher secondary schools?
2. To study the significant relationship between male & female academic achievement in respect of educational stress.

Review of Study

Stress has existed though out the evolution specific reference to teachers and within the general concept of occupational stress, Kyriacou and Sutcliffe (1978) defined stress as 'a response of negative affect (such as anger or depression) by a teacher usually accomplished by potentially pathogenic, Physiological and biochemical changes (such as increased heart rate or release of adrenocorticotrophic hormones into the bloodstream) resulting from aspects of the teacher's job and medicated by the perception that the demands made upon the teacher constitute a threat to his self-esteem

or well being and by coping mechanisms activated to reduce the perceived threat

There are external pressures exerted on teachers in schools, and teachers have limits to stress. In this approach, stress is a set of causes. The second approach is based on the "physiological "model, which focuses on the forms of reactions taken by teachers in response to these pressures. They may be emotional and bodily manifestations. The third one is the interactional approach that emphasizes the need to identify the sources of stress and the behavior that they adopt to cope with these demands.

Quite a number of studies on teacher stress and burnout have indentified the causes for stress. Similar findings were obtained from studies done in different countries:

Wahlund and Nerell (1976) found that the most frequently stated causes of stress were large class size, Incompatible and excessive demands on teachers, and frequent school reforms. In the United Kingdom. Cox et al. (1978) identified five factors associated with job satisfaction: school organization, job demands, teaching resources and job environment, career and training, and pupil behaviour. In a similar study, Kyriacou and Sutcliffe (1978) reported four sources of stress which were common among teachers in British comprehensive schools: pupil misbehaviour, poor working conditions, time pressure, and poor schools.

P.G.Holeyannavar&S.K.Itagi(2012) "Stress & emotional competence of primary school teachers" in Journal of Psychology 3(1) 29-30(2018).The major objectives are: 1.To study the stress &emotional competence of primary school teachers.2.To know the relation between selected demographic factors with stress &emotional competence of teachers.3.To identify the relationship between stress and emotional competence of teachers.The major findings are most of the teachers indicated average to high levels stress &majority of them showed average to comptent level of emotional competence.The emotional competence of teachers showed positive &highly significant relationship with age and work experience.

Preet kumara,Gargi Sharma (2013) "Stress and Job satisfaction male female teachers" in Journal of educational chronicle Vol 4 No.2 December 2013.The Major findings are:1.The higher mean score for stress obtained by female teachers in comparison to male teachers.2.The female teacher on Job satisfaction was poor when male teacher on job satisfaction was good &positive.

Vijay Kumar (2015) "Institutional and Gender Differencences on Job stress among Teachers at secondary stage in Issues and Ideas in Education" Volume 3 No. 2 September 2015.The objectives of the study. The Present study is designed to study job stress of male & female secondary teachers serving in government and private schools. The major findings are secondary schools serving in government &private schools exhibit similar Job stress. This finding implicate that the private and government schools are providing same kind of infrastructure recreation facilities conducive atmosphere and proper wages. The results are in contradiction to the finding

Remarking An Analisation

of Mahakud and Bajaj(2014) which found that teachers working in private schools are more occupationally stressed as compared to the teachers working in government sector. Male teachers working in secondary schools felt more job stress than female teachers.

Sumanta Dawn & Payel Talukdar Subir Bhattacharjee Omprakash Singh (2016) "A study on job related stress among school teachers in different schools of west Bengal India "in eastern Journal of psychology January-June(2016).The major findings are teachers of urban schools were more stressed than rural and sub urban schools so it justified the stressed with long distance. Income is a major determining factor behind the stressed level of a teacher. A negative is found as with the increase income stress level is decreasing but the major findings are stress level was high with the highest paid teachers. It can be explained by the fact that teachers in administrative position like head master.

Dr.Nain singh & Anupama Katoch (2017) "Study of occupational stress of secondary school teachers" in International Journal of Advanced Education and Research Volume 2 Issue 4 July 2017 ISSN:2455-5746.The objectives of the study are –

1. To study the occupational stress of secondary school teachers.
2. To Compare the Occupational stress of male and female secondary school teachers.

The major findings are –

1. Secondary school teachers of Mandi district found definitely under occupational stress at all the tree levels of high moderate & low.
2. Male secondary school teachers of district Mandi were found under occupational stress as compared to their counter parts of female secondary school teachers

Dr.K. Selvavinayagam & V.Kaviarasu (2019) "A study on occupational stress among the teachers of the primary school in dharpuri district" in IJRAR January 2019 Volume 06 Issue ISSN2348-1269.The objectives of the study: This study is carried out to analyse occupational stress among the teachers of primary schools in Dharpuri district in Tamilnadu.1.To analyze the factors influencing occupational stress among the primary school teachers.2.To study the demography and academic characteristic among the primary school teachers of government and aided schools.3.To measure the levels of occupational stress among the primary teachers of government and aided schools. The Major findings are that: 1.The primary schools teachers as a whole are found to be highly stressed. This findings support the past research that the teaching profession has become one of the most stressful profession.2. The present study has provided comprehensive information about occupational stress among the teachers of government and aided schools.3.The

Private schools female teachers have also found to be significantly highly stressed than their government school female counter parts.

Research Hypothesis

Null hypothesis is tested in this research which is stated below:

There is no significant difference in occupational stress between male and female higher secondary teachers.

Method

1. The present study adopted an unconventional approach to study the stress phenomenon. In this research an attempt was made to examine the nature and extent of stressful experience encountered in academic context.
2. There is no significant relationship between the academic achievement of the male& female in respect of educational stress.

Sample

In view of the goal to investigate the stressful experiences of higher secondary school teachers. It was decided to draw the sample from various higher secondary schools located in urban and semi urban /rural settings near to Bhopal. With this purpose a sample of 400 higher secondary school teachers (200 male and 200 female) were drawn from different higher secondary schools located in urban and rural area in the central area of Madhya Pradesh specially Bhopal region. The teachers were selected on the basis of stratified random sampling.

A structured questionnaire to assess the type and extent of stress is prepare by the researcher in the course of pilot study. It is focused on different sources stress and extent of stress experience. The items of questionnaire is prepared Gayatri Singh (2002) and Sarla Jawa (2008) . It has 50 questions. The questionnaire is designed to know the view of contributions of students, colleague, school climate , administration, job itself, lack of teaching skill and work overload in determination the sources and extent of the stress originated from them. A set of 5 point rating scale ranging from very high stress (5) to no stress (1) is used to investigate the extent of stress.

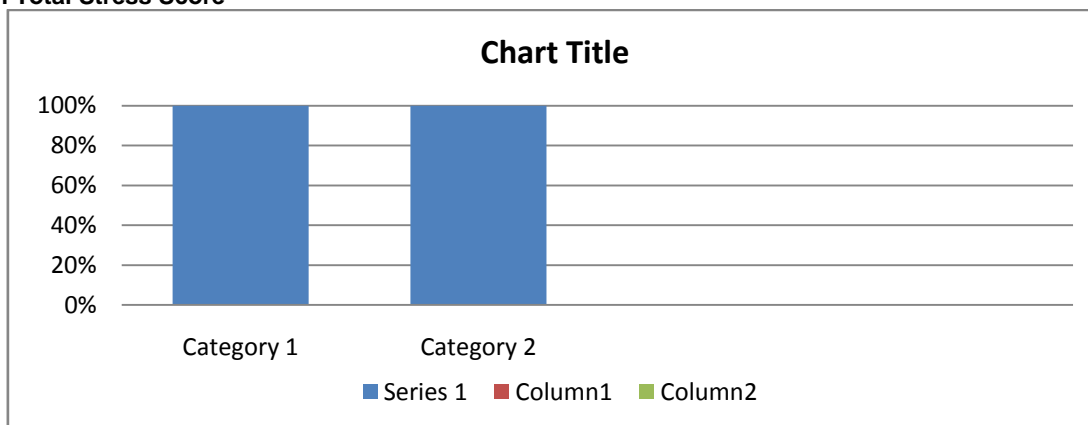
Result And Interpretation

The summary of ANOVA was performed on the basis of scores indicating total stress, mean score and standard deviation is also calculated below:

S.No.	Gender	Mean	Standard deviation	Total No.
1	Male	139.75	34.128	200
2	Female	121.71	40.997	200

It is observed that the main effect of gender, $F(1,392) = 24,388, p < .01$ was significant. The observation of mean table reveals that male teachers (M= 139.75) experienced higher stress than female teachers (M = 121.71).

Sex on Total Stress Score



Findings the study revealed that higher secondary teachers working in different environment and different types of school experience various variety of stress. The research on stress evidence that stress is a transactional phenomenon, perceived when same event is appraised as taxing an individual's resources beyond tolerable limit (Lazarus and Folkman, 1984). The stresses perceived by teachers are influenced by nature and characteristics of the context and area in which they live.

Present study examined difference of occupational stress among male and female teachers of higher secondary schools. The major findings of the study showed that stress was significantly and positively related to teacher evaluation system, salary and benefits, workload, colleagues, student misbehavior and time management. The results showed that stress level tends to increase with poor teacher evaluation system, lower salary and benefits as perceived by the teachers, increased workload, lesser collegial support, increased student misbehavior and poor time management. The three most common symptoms of stress experienced by secondary school teachers were exhaustion, tension and headache.

Result of ANOVA with respect to total stress based on the gender of respondents, indicate that there were statistically significant deference in the stress level of teachers base on the gender, with male teachers experiencing, significantly higher level of stress, compared to female teachers. The reason why females' employees experienced lower level of stress than men may be due to the facts that they are more committed to their job. They have tremendous adjusting power; they are highly dedicated towards their work and in the society teaching job is considered a safe job for female. Male teachers experienced higher stress due to students, colleague, school climate, administration, lack of teaching skills and work overload.

Conclusion

In real life, occupational stress is an inevitable phenomenon and it exists in all kinds of occupation although it varies in degree and extent. There is no doubt that the teaching profession in higher secondary schools is highly stressful is it known from public opinions and the results revealed

in the present study. If teacher stress is left unresolved. It will have substantial negative impacts on teacher's physical and mental health. Worst still, this will accelerate the turnover rate of teachers and aggravate the problem of teacher shortage. The whole educational system will be impaired and inefficiency will ensue. In view of all the possible adverse consequences of teacher stress, certain measures must be undertaken to alleviate teacher stress and strain in order to enhance their enthusiasm in teaching.

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