

A Comparative Study of Occupational Stress Between Female and Male Teachers at Secondary Level of Education

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Abstract

Teachers play a crucial role in shaping future generation. On the other hand, teaching is considered as one of the most stressful occupation these days. There is always a debate on whether a female teacher faces more stress or a male teacher. To understand this difference a comparative study was undertaken through normative field effect method. To collect the data a 20 item “Teachers’ Occupational Stress Scale (TOSS)” was administered on a stratified random sampling technique comprising of 50 male and 50 female teachers selected from 10 schools of Badaun city (UP), India. From the results it was observed that the two groups (male and female teachers) differed statistically in occupational stress scale scores – the female teachers found to be more stressed in their occupation.

Keywords: Stress, Occupational Stress, Normative field effect method

Introduction

Education is the process of instruction aimed to develop the knowledge skills, attitude of character of individuals for preparing them in a meaningful way. The success of any educational programme depends largely upon the effective way of the teachers work. The teachers are called “Nation builders”. But it has been observed over the years that the teachers are more prone to stress.

Teachers work daily with students, cope up with number of problems, student absenteeism and students with special needs, insufficient fundings and lack of personal support. If the teacher is unable to do his part of work effectively, then the whole schooling would collapse.

Teacher have to play multiple roles i.e. an administrator, role models, friends, philosopher and counsellor for the students which in turns increases stress in teachers. In the existing researches, it has been identified that teachers face stress due to many reasons i.e. academic problem, fear, uncertainty, life causes, frustration, pressure, environment, fatigue, overwork, gender roles, job satisfaction and years of experience (Sapna, Dr. Ved Prakash Gabha, 2013 ; Blix et al., 2004 ; Chandraiah, 1994 ; Rakhi, 2014 ; Bhaishya, Dharitri, 2023).

Teachers’ stress become problematic and potentially harmful when the challenges teachers face outpace their perceived ability to cope ; or when they perceive that important needs are not being met (Dutta, 2009). The empirical study found some factors i.e. salary, academic qualification, career prospects, supervision, management, working environment, culture etc which effects job satisfaction of teachers. Few perceptions were same to the male and female teachers but there were many perceptions as well as factors in which the male and female teachers were in two opposite poles. It was found that both the male and female teachers were dissatisfied but the female section was more dissatisfied than those of the male teachers (Rani, Ruchi, Pattnaik, 2021).

1.1 Significance of the study

Nowadays when India is progressing by leaps and bounds and is on the verge of becoming a developed nation, we cannot afford to neglect talent of our teachers. The teacher influences the educated minds of the youth. The mental condition of teachers is also miserable because of the stress they face in their profession. In present day, for the sake of proper education and development of our nation, it is mandatory to look after the occupational stress and mental peace of our teachers.

There is a mushroom growth of school during recent years but there is unavailability of adequate teaching learning material, poor infrastructure and new recruitment policy and poor connectivity.

Today's need is to find the level of occupational stress cause due to the household works of female teachers and other works which affects the teaching and mental health of male teachers. These factor causes an impact on their job satisfaction and stress level which will result to the occupational stress. The researcher of the study have made an attempt to find the level of occupational stress among the teachers based upon their gender rolls.

1.2 Objective of the study

The main objective of the study was to compare occupational stress level of the female and male secondary school teachers.

2. METHODS:

The present study was carried out through normative field effect method. The details regarding sample selection, research tool, procedure of data collection and statistics technique are reported below.

2.1 Sample:

In order to obtain objectivity of the study 100 male and female teachers of secondary level were selected randomly from different secondary schools of Badaun city (UP). Schools were selected randomly.

2.2 Tool of research:

The occupational stress scale (TOSS) was used as a data collection tool in this study, the details about this tool are mentioned below.

2.2.1 Teachers' Occupational Stress Scale

This tool constructed by Dr. Mariya Aftab and Dr. Tahira Khatoon is a scale consists of 20 statements, each to be related on the five point scale. These 20 statements are further divided in 5 sub-areas of stressors i.e. 4 statements for each work related stressors, teaching/ instructional difficulties, collegial relationship, professional recognition and professional distress. The items related to almost all relevant components of job life which cause stress in some way or the other.

The scheme of scoring response categories involved differential weighting, in respect of responses pertaining to negative worded statements on stress. The scoring was reversed for the positive worded statements. The occupational stress score of a teacher is the sum total of the score on all the 20 items of the scale. Theoretically, the range of the scores on the scale extended from 40 to 200. The higher the score the more is the stress faced by the teacher towards their occupation.

2.3 Procedure of data collection:

The heads or the principals of the schools were contacted for the permission to allow collecting the data. The tools were then distributed among the randomly selected teachers. Tools were then filled by the teachers by taking the instructions of the manual into mind. Then the tools were collected from all the teachers.

2.4 Analysis of the collected data:

The results of the study were calculated and categorised into two different categories:-

- (a) Descriptive analysis
- (b) Comparative analysis

3. RESULTS

The results of the comparative analysis of occupational stress score of male and female teachers are presented below:-

Table 3.1 :- statistics of the occupational stress score of male and female teachers at secondary level of education

Gender	N	Mean	SD	t-score	Level of significance
Male	50	51.80	1.64	6.3436	0.05=1.98
Female	50	54.68	2.76	6.3436	0.01=2.63

Table3.1: exhibits statistics of occupational stress score of male and female teachers. The means of male and female teachers were 51.80 and 54.68 respectively; again the standard deviation were 1.64 and 2.76 respectively.

4. Discussion:-

From table 3.1, we have the statistics that the secondary school teachers as a whole are found to be stressed significantly. The means of male and female teachers were 51.80 and 54.68 respectively. Again it was clear that the two groups (male and female) statistically differed in the level of occupational stress – the female teachers found to be more stressed in their field of occupation.

5. Conclusion:-

The female teachers found to be more stressed than the male teachers in their field of occupation.

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