



STUDY OF STRESS AMONG FEMALE COLLEGE TEACHERS IN RELATION TO THEIR LOCALITY, TYPE OF INSTITUTIONS AND MARITAL STATUS

Dr. Yad Ram, Assistant Professor

Vidya Bhavan College of Education, Khurampur, Gurugram

Abstract

The present paper deals with the study of stress among female college teachers of Rewari district in relation to their locality, type of institution and marital status. A sample of 120 female teachers from degree colleges and B.Ed colleges was taken. For collection of data, stress scale by Dr. Tejinder Kaur, Dr. Prerna Puri and Prof. Manju Mehta used was used. For the analysis and interpretation of data, mean, standard deviation, 't' ratio were used. It was concluded that there was different level of stress among female college Teachers and no significant difference was found between rural and urban female teachers. It was also observed that there was a significant difference in stress level of married and unmarried female teachers.

Key Words: Stress, Rural and Urban, Marital status.

INTRODUCTION

Stress is an everyday fact of life. It has physical, emotional and behavioral effects on us and can create positive and negative feeling. Stress is believed to be caused mostly by external events, stress occurs when the pressure is greater than the resources available. 50 to 70 percent of today's disease related to stress and stress within organization is the second most frequent trouble and affects as many as 28 per cent of employees. Stress is not always negative. An optimal amount of stress is essential to generate enthusiasm, creativity and productivity. However excessive level of stress could become counterproductive. The human life is becoming more and more complex and stressful day by day. Stress is a mental, physical and emotional reaction that someone experience as a result of demands of someone's life. A person's job life where he actively spends most of his time is a major source of satisfaction of his various social and psychological needs as well as stress and tension. Stress was first introduced in Life sciences by Selye Hans in 1936.

Teaching related stress, commonly termed as teacher stress is defined as a teacher's experience of unpleasant, negative emotions, such as anger, tension, frustration, or depression, resulting from some aspect of their work as a teacher. Unbalanced situation in this mechanism will lead into stress experience and ultimately into stress reaction. Teacher stress is defined as an uncomfortable feeling negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher. For this matter, stressed teacher is someone with their uncomfortable emotions towards changes in education culture which requires a teacher to give their knowledge and at the same time, they have to educate students to be a good community member. Teachers have to work more, doing clerical jobs, preparing for teaching and aid materials and attending courses or educational workshops. These require teachers to adapt themselves with new teaching techniques.



Normally, high level of stress, will lead into work unsatisfactory, work absentee, and works abandon. Stress adapting reactions of a teacher includes psychological reactions (anxiety and sadness), physiological reactions (headache, high blood pressure) and attitude related (alcohol and smoking addiction, life style and insomnia). Bad working environment will lead into stress factor and causing work unsatisfactory. Ultimately, a teacher will have desire to leave their professions.

NEED AND SIGNIFICANCE

Stress is one of the most pervasive phenomena in the modern world and it affects people from all walks of life, right from the time of birth till the last breath drawn. Stress is a common occurrence among people causing health, hazards, laziness, disinterest and lack of physical and mental vitality, Stress in elementary form may not be dangerous but its prolongation cause worry, loss of interest in life and tendency to do no work. The term professional stress refers to the difficulty experienced by the teachers working in any educational institution relation to their professional situations. Professional stress can be defined as the physiological and emotional responses that occurs when worker perceive and imbalance between their work demands and their capability and resources to meet these demands. Importantly, stress responses occur when the imbalance is such that the worker perceives they are not coping in situation. Professional stress is often associated with overachievers. High levels of self-induced stress usually characterize these individuals stress. However is also associated with so-called under load situations. Job level, associated with job status, and was found to betide to self esteem. Lower self-esteem was associated with higher level of stress. The Indian education commission (1964-66) observed “The destiny of Indian is now being shaped in their classroom” The destiny-makers are the teachers. Who play constructive role in influencing the quality of education and its contribution to national development. A teacher would be effective or ineffective has to live in the same society in which people belonging to other vocations are living. Like others, he/she too lives, in a modern consumerist age, facing pressure, stress, strain, anxiety and burnout. In looking to the future of main in 21st century, experts in the field of psychology and health reports that a man in future years would comparatively feel more concerned to maintain his physical and psychological health. Hence the study of professional stress among teachers gains its own significance.

STATEMENT OF THE PROBLEM

“STUDY OF STRESS AMONG FEMALE COLLEGE TEACHERS IN RELATION TO THEIR LOCALITY, TYPE OF INSTITUTIONSAND MARITAL STATUS”.

OPERATIONAL DEFINITION OF TERMS USED

(a) TEACHERS’ STRESS:- In the present study, teachers’ stress means

- Conflict between amount of time to teach and curriculum.
- Heavy work load gives Teachers no time to relax within a Day.
- Stress of Low salaries.

Stress is the harmful physical, social and emotional responses that occur when the requirement of the job do not match the capabilities, resources or needs of the teachers.



(b) **LOCALITY**:-In the present study, Locality means female teachers who belong to urban and rural areas.

(c) **MARITAL STATUS**:- Marital status means the married or unmarried female teachers.

(e) **DEGREE COLLEGE** : It means a degree given to students of a higher learning institution signifying required credits have been obtained in a specific areas of study.

(f) **B.Ed.COLLEGE** :-It means the graduate professional degree which prepares students for work as a teacher in schools.

OBJECTIVES OF THE STUDY

1. To study the level of stress among female college teachers of Rewari District of Haryana State.
2. To compare the stress between rural and urban area female college teachers of Rewari District of Haryana State.
3. To compare the stress between B.Ed colleges and Degree colleges female teachers of Rewari District of Haryana State.
4. To study the stress between married and unmarried female college teachers of Rewari District of Haryana State.

HYPOTHESES OF THE STUDY

1. There is different level of stress among female college teachers of Rewari District of Haryana State.
2. There is no significant difference in the stress between Urban and Rural female college teachers of Rewari District of Haryana State.
3. There is no significant difference in the stress between B.Ed colleges and Degree College female teachers of Rewari District of Haryana State.
4. There is no significant difference in the stress between married and unmarried female college teachers of Rewari District of Haryana State.

DELIMITATIONS OF THE STUDY

1. The present study was delimited to study the Stress among Degree Colleges and B.Ed Colleges female teachers of Rewari District of Haryana State only.
2. The study was restricted to a sample of 120 female College Teachers only.
3. The study was limited to teacher of 15 Colleges (including 8 B.Ed. colleges and 7 Degree Colleges) only.

RESEARCH METHOD

In the present study, Descriptive Survey Method was used.

POPULATION OF THE STUDY

The present study was carried out in Rewari District of Haryana State so all Degree colleges and B.Ed. colleges of Rewari District were constituted the population of the present study.

SAMPLE OF THE STUDY

For drawing the sample of the present study, 120 Female teachers were selected from 8 B.Ed. Colleges and 07 Degree Colleges by lottery method, out of the total Degree Colleges and B.Ed Colleges of Rewari District of Haryana State.



TOOL USED

For the present study, Stress Scale by Dr. Tejinder Kaur, Dr. PrernaPuri and Prof. Manju Mehta was used to collect the data.

STATISTICAL TECHNIQUES USED:

The following statistical techniques were used for the present study:

- Mean
- Standard deviation
- t- ratio

DISCUSSION OF THE RESULT:

Keeping in view the objectives of the study, result of the study are given below:

Table 1: Levels of stress among female college Teachers of Rewari District of Haryana

Sl. No	Level of Stress	Number of Teachers	Percentage
1.	Low stress	27	22.50%
2.	Average	60	50.00%
3.	High Stress	33	27.50%

From Table-1, it can interpreted that 22.50% teachers having level low stress and 27.50% teachers having high level of stress and remaining 50% having moderate level of stress. Thus the hypothesis No. 1 “There is different level of stress among female college teachers of Rewari District of Haryana State” is accepted.

Table 2: Comparison of Stress between Rural and Urban female teachers of Rewari District of Haryana

Category	N	Mean	Σ	σ DM	‘t’ value	Level of significance
Rural Female Teachers	59	51.59	9.255	1.927	0.37	Not Significant
Urban Female Teachers	61	52.31	11.746			

Table -2 clearly shows that the calculated value of $t = 0.37$ is less than 1.96 and 2.58, it means that the result was not significant at any level of significance. So it can be concluded that there was no difference in stress level of female urban teachers and female rural teachers. Thus, the hypotheses No. 2- “There is no significant difference in the stress between Urban and Rural female college teachers of Rewari District of Haryana State” is accepted.

Table 3: Stress between Degree and B.Ed. Colleges Female Teachers of Rewari District of Haryana

Category	N	Mean	Σ	σ DM	‘t’ value	Level of significance
Degree College female teachers	75	51.86	10.74	2.08	0.47	Not Significant
B.Ed College female teachers	55	50.88	12.39			

Table-3 clearly shows that the calculated value of $t = 0.47$ which is less than 1.96 and 2.58, it means that the result was not significant at any level of significance. So it can be concluded that there was



no difference in stress level of degree colleges and B.Ed colleges female teachers. Thus, the hypotheses No. 3-“There is no significant difference in the stress between B.Ed colleges and Degree Colleges female teachers of Rewari District of Haryana State” is accepted.

Table 4 :Stress between Married and Unmarried female teachers of Rewari District of Haryana

Category	N	Mean	Σ	σ DM	‘t’ value	Level of significance
Married female teachers	73	54.49	9.357	2.144	3.56	Significant
Un-married female teachers	47	46.85	12.640			

Table- 4 clearly shows that the calculated value of $t=3.56$ which is more than 1.96 and 2.58, it means that the result was significant at 0.05 level of significance. So it can be concluded that there was significant difference in stress level of married and unmarried female teachers and married female teachers had more stress. Thus, the hypotheses No. 4- “There is no significant difference between stress level of married and unmarried female college teachers” is rejected.

MAIN FINDINGS OF THE STUDY

- 22.50% Female college teachers having low level stress and 27.50% teachers having high level of stress and remaining 50% having moderate level of stress.
- There was no significant difference between rural and urban female college teachers.
- There was no significant difference between Degree and B. Ed Colleges female teachers.
- There was significant difference between married and un-married female teachers.
- Married female teachers had more stress as compare to unmarried teachers.

EDUCATIONAL IMPLICATIONS:

Keeping in view the finding of the present study the following educational implications enumerated from the study:

- Teacher have to be able to harmonize their own work with the colleague’s one, to compare and improve themselves through a good relationships.
- Teachers are the builders, who mould the children into shape to enable them to lead successful life. If the teacher is dissatisfied with his job, the product of such teachers cannot sustain the challenge of world when they grow up.
- There is need for improving the working conditions of College teachers which would make their job decent and respectable. The authorities should realize the problems of College teachers and should pay attention towards them to improve such problems.
- One of the most challenging problems faced by the educational administrators today seems to be that of accurate prediction of psychological variable viz. Teacher stress among Degree and B.Ed. College female teachers teaching with different experiences.
- It is well know that teachers shape the destiny of a nation in classroom but if they are not themselves satisfied with their job then they are not guide the younger generation in a better way.



So, offering better service conditions and better environment to attract a part of cream of the educated to teaching profession are, therefore as important as improving the classroom situation by reducing the class strength and by providing necessary equipments for effective teaching.

- Teacher stress has been ongoing challenge in Education providing resource to increase teacher's sense of personal efficacy and ability to may reduce stress. Reducing teacher stress is part of formula for promoting a healthy environment.
- Teachers under stress cannot perform well. Their job satisfaction and motivation levels are decreased and they show unwanted behaviors like absenteeism, mistake during work and violence at work. During the process of development of stress among the teachers, certain factors act as moderators, which buffer the negative effects of stress on the teacher's performance. There is a need to explore other factors which may affect teacher stress.

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