



OCCUPATIONAL STRESS OF WOMEN TEACHERS IN RELATION TO CERTAIN DEMOGRAPHIC VARIABLES

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Job stress has become an important issue. It is regarded as one of the important occupational risks in the modern age. The objective of the present study was to find out the difference in occupational stress of women teachers concerning certain demographic variables. The study was conducted on 500 women teachers teaching in government and self-financed schools and colleges from five districts of Punjab. A multistage random sampling technique was employed. The results revealed that women teachers in government schools and urban areas and women teachers above 35 years of age have higher occupational stress. Based on the findings, it is recommended that workshops on Yoga and meditation camps for teachers be organised to reduce the level of occupational stress.

KEYWORDS: Occupational Stress, School, College Women Teachers

INTRODUCTION

Job stress has become an important issue and it is regarded as one of the most important occupational risks in the modern age. Lazarus and Folkman stated that stress as a reaction to an environment poses a threat to his abilities and resources and is hazardous to his health. Although, stress exists in all occupations, it matters more in the professions that deal with human health. However, it has been seen that work related stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individual (G. Rani, 2017). Teachers are

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not only overburdened with regular teaching load but the major source of distress among teachers is result of failure of school to meet the social needs and job demands of teachers. Kryiacau and Sutcliffe (1978) defined teacher stress as a response of negative effect such as anger, anxiety and depression arising from aspects of teacher's job and mediated by the perception of the demands made upon the teacher. Robbins (2014) states that job stress is a dynamic condition where an individual is faced with an opportunity, demand, or resources related to what the individual wants and which results are considered important and uncertain. Job stress is something that can happen to the individual when the demand of work exceeds the ability or capacity of an employee, job stress also has charged the company with a high cost (Istijanto, 2010). Surekha (2016) studied work-life balance of 90 married women working in software industries in Bengaluru (India) and found that employment of women affects health both physiologically and psychologically. Dua and Sangwan (2017) conducted a study on 300 married female schoolteachers of Haryana (India) and found that there is a significant positive correlation between stress and wellbeing of teachers. Physical, behavioural, mental and emotional wellbeing is significantly positively correlated with stress. Although the teaching profession has traditionally been regarded as low stress occupation (French et al., 1982) but during the past two decades the situation is getting worse day by day (Olivier & Venter, 2003). Teaching is becoming more challenging as a profession: a more paperwork, more bureaucracy and more unruly classes.

REVIEW OF LITERATURE

The research studies on the variable of occupational stress reveal that it has been studied and analysed several times in recent past with a number of demographic variables e.g. gender, teaching experience, locale and type of institution. For instance, Tashi (2014) studied 150 Bhutanese schoolteachers and found that male teachers have more stress than their female counterparts. The results of this study also reveal that that teachers with more than 10 years of teaching experience have more stress as compared to those with less than 10 years of teaching experience. Whereas Qadimi, Shalmani, Praveena and Cherabin (2015) examined the effect of teaching experience on occupational stress on a sample of 819 teachers of Mysore, Karnataka (India) and found that teachers with an age group of 15-20 years of teaching experience have maximum stress as compared to more than 20 years of teaching experience. However, teachers with less than 5 years, 6-10 years and 11-15 years of experience have less stress. 'The Occupational Stress Index' by Srivastava and Singh (1984) was used as data collection tool. Whereas Ganapa and Sreedevi (2015) carried out a study to find out difference in stress levels of government and private school teachers on a sample of 180 school teachers of Distt Kurnool,

Andhra Pradesh (India) and found that government and private school teachers differ significantly on occupational stress i.e., private school teachers show more stress as compared to government school teachers. A study conducted on occupational stress by [Sundresh, Anitha, Jagatheshwaran, and Pandian \(2017\)](#) where researchers concluded that public and private sector working women do not differ significantly on stress.

Meanwhile, a study conducted by [Jani \(2017\)](#) on 100 school teachers (50 government and 50 private) of Kalahandi, Odisha (India) concluded that private primary school teachers have significantly more stress than government primary school teachers. Another study was conducted by [Zidan and Asaad \(2019\)](#) on Occupational Stress among Banking Employees at El Mansoura City to assess the prevalence of occupational job stress among banking employees, to find out risk factors of occupational job stress and to recommend interventions that could prevent occupational stress among banking employees. A study was conducted on 568 randomly selected banking employees and data was collected with questionnaire as a tool. Results reveal significant difference between national and private bank employees as regard the prevalence of health complaint. Age, gender, occupational degree and social relations at work, among these, study participants showed statistically significant difference between national and private banking employees. [Singh and Katoch \(2017\)](#) conducted a research on occupational stress of secondary school teachers of district Mandi at Himachal Pradesh. A sample of 200 secondary school teachers from the government schools was randomly taken. Standardize Occupational stress Index was used for data collection. It was found that the secondary school teachers generally had occupational stress at high, moderate and low levels and significant difference was found in the occupational stress of male and female secondary school teachers.

[Dhar and Magotra \(2018\)](#) studied that occupational stress among various occupational groups, teaching profession was found to be on the top of the list of stress prone occupations. Two educational boards as its variables were selected and level of stress was compared among JKBOSE (schools affiliated to central board of school education) and CBSE (schools affiliated to central board of school education) school teachers. Sample of 180 school teachers was taken from four JKBOSE and four CBSE randomly. Mean, Standard deviation, Sedum and 'Z' test was used for data analysis. The study revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas.

[Farida, Nadia and Amtul \(2019\)](#) conducted a research on different stress causing factors, influence and consequences of workplace stress among Pakistan University teachers. Data was collected from 5 Public and private university lecturers in two phases using a mixed method design including qualitative interview with exploratory questions followed by 40 statements of quantitative

research instruments from 10 University lecturers rated on Likert scale. Results reveal that entrant teachers (lecturers) were more prone to stress than senior faculty members on higher posts. Excessive workload, role ambiguity and role conflict, management ineffectiveness, disparity of reward and recognition, unsupportive co-workers and lack of career development opportunities were found as major consequences of workload stress. Wen, Talwar, Tan et.al (2019) studied occupational stress of 60 male and female primary school teachers of Malaysia and concluded that marriage, gender and teaching experience play an important role in occupational stress. Occupational stress is significantly and negatively related with gender, teaching experience and marital status. Married male and experienced teachers have less stress as compared to unmarried female and inexperienced teachers.

[Selvavinayagam and Kaviarasua \(2019\)](#) compared occupational stress levels of 240 government school teachers and 70 government- aided higher primary school teachers and found that government- aided school teachers have more occupational stress level than government school teachers. They further reported that teachers who reported greater stress were less satisfied with teaching and greater frequency of absence and a greater number of total absent and they were more likely to leave teaching profession. [Sharadchandra \(2020\)](#) found that job stress has no statistically significant association with demographic variables like age and gender. However, job stress has an inverse correlation with the factors like work experience, shift timings and working hours. Researchers concluded that all the study participants were suffering from mild to severe level of job stress whereas younger age group and female nurses were commonly affected with job stress due to lesser experience, rotational shift and more working hours.

[Sharma and Marwaha \(2020\)](#) found a significant negative relationship between self-efficacy and occupational stress among school teachers. A significant negative relationship was found between self-efficacy and occupational stress among school teachers irrespective of their gender and type of institution, it indicates that the school teachers with more occupational stress have low self-efficacy and that the school teachers with less occupational stress have high self-efficacy. The findings of the study further indicate that gender and type of institution do not play any significant role in self-efficacy among school teachers. Type of institution plays a significant role in occupational stress among school teachers. As the mean score of occupational stress among private school teachers was found to be significantly higher than that of government school teachers, it may be concluded that the private school teachers experience higher occupational stress as compared to government school teachers. Empirical data reveals that as compared to the general population, teachers are at risk of higher levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990). Borg (1990) also reported

that up to one third of the teachers perceive their occupation as highly stressful. It is clear that teachers can be exposed to a number of sources of stress.

OBJECTIVE OF THE STUDY

The main objective of the study is to find out significant differences in occupational stress of women teachers with respect to certain demographic variables.

SAMPLE AND TOOL OF THE STUDY

The present study is based on the descriptive survey method. A sample of 500 women teachers teaching in government and self-financed schools and colleges from five districts of Punjab were selected randomly. Multistage randomization sampling technique was employed. Teacher's Occupational Stress Scale by Jamal and Raheen (2012) was used for data collection.

HYPOTHESES OF THE STUDY

The study has the following hypotheses:

1. There is significant difference in occupational stress of school and college women teachers.
2. There is significant difference in occupational stress of women teachers with respect to age.
3. There is significant difference in occupational stress of women teachers with respect to locale.
4. There is significant difference in occupational stress of women teachers with respect to type of institution.

RESULTS AND DISCUSSION

Hypothesis 1

There is significant difference in occupational stress of school and college women teachers

To verify this hypothesis, t- test was employed on the scores of school and college women teachers on the variable of occupational stress as given in Table 1.

Results in Table 1 reveal that the mean scores of school and college women teachers on the variable of occupational stress are 103.68 and 98.24 respectively.

Table 1

Significance of Difference between Mean Scores of School and College Women Teachers on the Variable of Occupational Stress.

Group	Variable	N	Mean	SD	SE _M	t
School Teachers	Occupational Stress	250	103.68	15.98	1.01	3.61*
College Teachers		250	98.24	17.69	1.12	

N=500 * Sig at 0.01 Level

The t-ratio is calculated as 3.61 with df=498 which is significant at 0.01 level of confidence. This shows that a significant difference exists between the scores of school and college women teachers on the variable of occupational stress. As mean score of school teachers was found higher than that of college women teachers, it may be further concluded that school women teachers undergoes more of occupational stress as compared to college women teachers. Thus, the above result gives the confirmation of acceptance of Hypothesis 1 i.e., there is significant difference in occupational stress of school and college women teachers.

Hypothesis 2

There is significant difference in occupational stress of women teachers with respect to age

To verify this hypothesis, t-test was employed on the scores of women teachers on the variable of occupational stress with respect to age i.e. (<35 years and > 35 years). Data is presented in Table 2.

Table 2

Significance of Difference between Mean Scores of Women Teachers with Respect to Age (<35 years & >35 Years) on the Variable of Occupational Stress.

Group	Variable	N	Mean	S.D	SE _M	t
Age <35 years	Occupational Stress	249	95.71	17.41	1.10	7.10*
Age >35 years		252	106.40	16.28	1.03	

* Sig at 0.01 Level

Results presented in Table 2 reveal that the mean scores of women teachers (<35 years & >35 years of age) are 95.71 and 106.40 respectively. The t-ratio is

calculated as 7.10 with $df = 498$ which is significant at 0.01 level of confidence. This shows that there is a significant difference in the occupational stress of women teachers with respect to age. As mean score of women teachers with more than 35 years of age is found to be higher than that of women teachers with less than 35 years of age, it may be further concluded that women teachers with more than 35 years of age undergoes more of occupational stress as compared to women teachers with less than 35 years of age. This leads to the acceptance of Hypothesis 2 i.e., there is significant difference in occupational stress of women teachers with respect to age.

The findings are inconsistent with the results of Sharma (2011) who reported that young, middle and old aged women do not differ significantly in their level of stress. The result has been found to be supported by the findings of Pervez and Hanif (2003), Kaur (2009), Birmi (2012) who reported that teachers with more age show more stress. Choudhary (2013) found that significant difference exists in psycho-social problems of school teachers with less than 35 years and more than 35 years of age and Bhuvaneshwari (2013) who found that stress in working women is directly proportional to their age.

Hypothesis 3

There is significant difference in occupational stress of women teachers with respect to locale.

It can be seen from Table 3 that the mean scores of rural and urban women teachers on the variable of occupational stress are 92.41 and 109.80 respectively.

The t-ratio is calculated as 13.23 which is significant at 0.01 level of confidence. This reveals that significant difference exists between mean scores of rural women teachers and urban women teachers. As, the mean score of urban women teachers is significantly higher than rural women teachers on the variable of occupational stress, this leads to the acceptance of Hypothesis 3 i.e., There is significant difference in occupational stress of women teachers with respect to locale.

The findings of Badola (2009) and Choudhary (2013) are not in line with these findings as they have found that there is no significant difference in psychosocial problems of women teachers working in schools and colleges in rural and urban area of Punjab.

Table 3

Significant Difference between Mean Scores of Women Teachers With Respect to Locale (Rural & Urban) on the Variable of Occupational Stress.

Group	Variable	N	Mean	SD	SE _M	<i>t</i>
Rural Women Teachers	Occupational Stress	254	92.41	13.56	0.85	13.23*
Urban Women Teachers		246	109.80	15.77	1.01	

*Sig at 0.01 Level

Hypothesis 4

There is significant difference in occupational stress of women teachers with respect to type of institution.

Results in Table 4 show that the mean scores of women teachers with respect to type of institution (Government & Private) on the variable of occupational stress are 104.42 and 99.97 respectively. The t-ratio is calculated as 2.46 with $df = 498$ which is significant at 0.05 level of confidence. This reveals that a significant difference exists between the mean scores of women teachers from government institutions and women teachers from private institutions. Hence, it may be concluded that teachers from government and private institutions differ significantly on the variable of occupational stress.

Table 4

Significant Difference between Mean Scores of Women Teachers With Respect to Type of Institution (Government & Private) on the Variable of Occupational Stress.

Group	Variable	N	Mean	SD	SE _M	<i>t</i>
Women Teachers from Govt. Institutions	Occupational Stress	126	104.42	15.91	1.42	2.46*
Women Teachers from Private Institutions		375	99.97	18.10	0.93	

* Sig at 0.05 Level

As the mean score of women teachers from government institutions was found to be significantly higher than that of women teachers from private institutions, it may be concluded that teachers from government institutions experience higher occupational stress as compared to private school teachers.

The above result has been found to be supported by the findings of Pervez and Hanif, (2003) who also found that government school teachers have more stress as compared to private school teachers. But the findings are inconsistent with the results of Chopra and Gartia (2009), R. Rani and Singh (2012), Choudhary (2013) and Sundresh et al. (2017) who researched that government and private school teachers do not differ significantly on the variable of occupational stress. Whereas Sharma and Marwaha (2020) found that private school teachers experience higher stress as compared to government school teachers.

CONCLUSION

The current study reveals that government, urban, school women teachers and women teachers with more than 35 years of age have more occupational stress as compared to private, rural, college women teachers and women teachers with less than 35 years of age. On the basis of findings of the study it is suggested that workshops on Yoga and meditation camps for teachers should be organised to minimize the level of occupational stress.

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