



A Shahdol district: A study of occupational stress among female teachers working in secondary schools

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Abstract

The present paper deals the A Study of occupational stress among female teachers working in secondary schools. Teaching profession can be identified as a stressful occupation in this modern challenging world which can adversely affect the health of the teachers which in turn affects the students and the learning environment. In this respect, female school teachers usually faced lots of occupational stress particularly the married female teachers as they have to play multiple roles both at homes and schools. In this paper, attempts have been made to identify the main causes of occupational stress among the female teachers of secondary schools and the ways for preventing and minimizing the same. Stress due to inadequate salary has been seen among the female teachers who work under privately run schools. Stress while managing students' behaviour in the classroom and large class size are seen to be the most common causes of teachers' stress in the secondary schools.

Keywords: Shahdol district, occupational stress, teaching profession, female teacher, secondary school

1. Introduction

Shahdol District is situated in the north-eastern part of the Madhya Pradesh province of India. Because of the division of the district on 15-08-2003, the area of the district remains 5671 km². It is surrounded by Anuppur in the southeast, Satna & Sidhi in the north and Umaria in the west. The district extends 110 km from east to west and 170 km from north to south. This district is situated between 22°38' N latitude to 24°20' N latitude and 80°28' E Longitude to 82°12' E longitude.

According to the 2011 census Shahdol District has a population of 1,064,989, roughly equal to the nation of Cyprus or the US state of Rhode Island. This gives it a ranking of 427th in India (out of a total of 640). The district has a population density of 172 inhabitants per square kilometre (450/sq mi). Its rate over the decade 2001-2011 was 17.27%. Shahdol has a sex ratio of 968 females for every 1000 males, and a literacy of 68.36%.

Occupational stress, an unpleasant psychophysical condition, is a common feature of this modern world where an individual fails to cope with the pressures in his/her job. It affects the personal health and working efficiency of the workers. Occupational stress can be seen in different field of works. In the recent days, the profession of teaching has become more challenging worldwide more particularly in the secondary level where the students enter the stage of adolescence and as such the occupational stress among the teachers has been increasing very rapidly. Variety of reasons are associated with teachers' occupational stress such as increased in work load, low income, lack of equipment ,large class size, lack of opportunities for professional enhancement, managing students' behaviour etc. More often it is seen that the occupational stress level of female teachers especially among the married female teachers is larger than their male counterparts because the former have to perform multiple

roles both at homes and schools. At homes, they have to perform the role of daughter-in-law, wife, mother, sister-in-law etc. and at the same time in the schools they have to play the role of a good sensitive teacher while educating their students. Therefore it is quite natural that they faced occupational stress which adversely affects both the teacher and taught. Thus, in this regard it is very essential to make attempts in order to minimize and prevent the main causes of occupational stress among the teachers for the desirable outcomes in the process of education.

Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent feature of the modern organisations. Stress, as opined by Robinson (2007) ^[1] is a pressure of adverse influences, circumstances, etc. that disturbs the natural physiological balance of the body. Some researchers have emphasised the role of job situations in their definitions of job occupational stress. Caplan *et al.* (1975) ^[2] have accordingly defined occupational stress as any characteristic of job environment which possess a threat to the individual. Cooper and Marshal (1976) ^[3] have expressed that by occupational stress is meant negative environmental factors or stressors associated with a particular job. But some other researchers have tried to define it in terms of interaction between worker and work environment. The definition proposed by Margolis *et al.* (1974) ^[4] falls in this category. They defined stress as a condition of work interacting with worker's characteristics to disrupt his or her psychological or physiological homeostasis. Similarly, Beehr and Newman (1978) ^[5] described job stress as a condition wherein job related factors interact with the worker to change (disrupt or enhance) his or her psychological conditions such that the person is forced to deviate from normal functioning.

2. Objectives of the Study

1. To identify the main causes of occupational stress among

- female secondary school teachers.
- To find out the different stress management activities for reducing the occupational stress among the teachers.

3. Methodology

- 3.1 Method of the present study: Descriptive survey method is used for the present study in order to observe the observant in their natural setting.
- 3.2 Population: The population of the present study comprises of 10 secondary schools of Shahdol district including both government and private schools; both vernacular and English medium.

- 3.3 Sample: In this present study, 40 female secondary school teachers were taken as sample in a random manner.
- 3.4 Tools: For the collection of data, a self-structured questionnaire and interview are used for gaining information from the female teachers who are taken as sample.

4. Analysis and Interpretation of Data

Both qualitative and quantitative analysis and interpretation of data are made in this study on the basis of the nature of the data and this have been presented below in the tabular form with their respective graphical representation.

Table 1: Different responses of the female secondary school teachers regarding the main causes of occupational stress in their profession

S. No	Teacher's Responses Regarding the main causes of occupational stress	No. of the Teachers agreed	% of teachers positive response
1.	Lack of support from family members in doing house-hold chores	15	37.50
2.	Financial problem at home	15	37.50
3.	Heavy work load	19	47.50
4.	Problem in managing students' behavior	33	82.50
5.	Large class size	37	92.50
6.	Lack of opportunities for professional enhancement	31	77.50
7.	Lack of healthy interaction among the staff members	27	67.50
8.	Time limit to cover the syllabus is not enough	26	65.00
9.	Lack of sufficient teaching aids	19	47.50
10.	Interference of family member into career	13	32.50
11.	Inadequate salary	25	62.50
12.	Lack of inner satisfaction	21	52.50

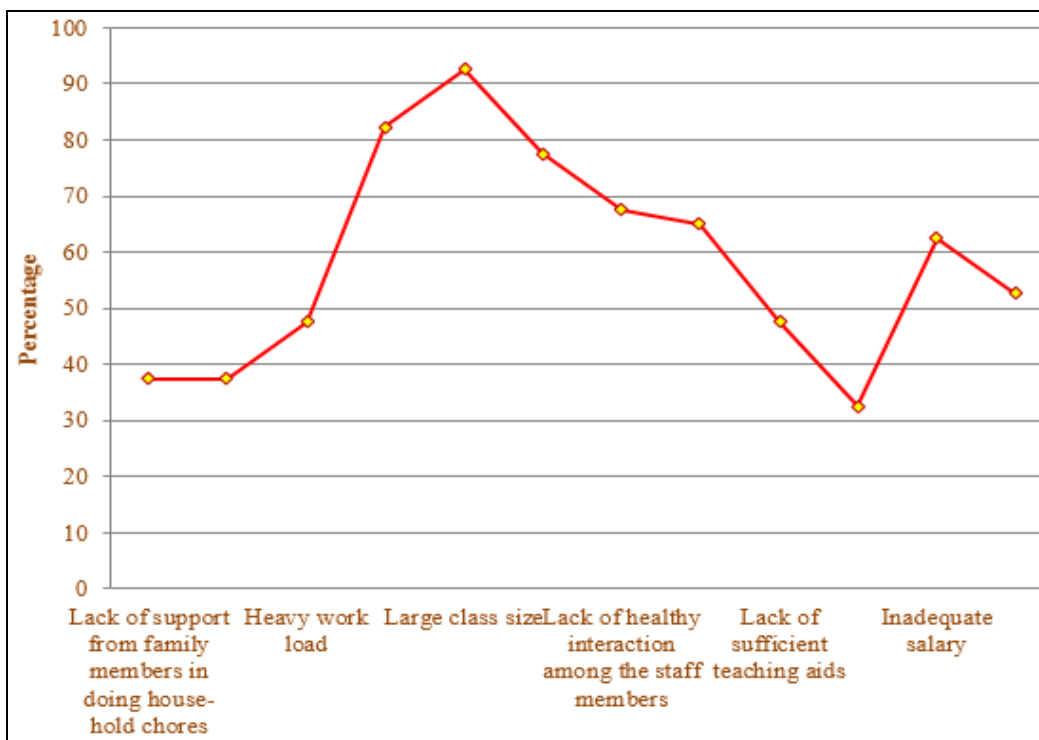


Fig 1: Graphics analysis of Teacher's Responses Regarding the main causes of occupational stress

From table-1 and its graphical representation of the responses made by the female secondary school teachers it is seen that they suffer from the problem of occupational stress due to various reasons such as large class size (92.50%), problem in managing students behaviour (82.50%), lack of opportunities for professional enhancement (77.50%), lack of healthy

interaction among staff members and shortage of time limit to cover the syllabus (67.50%), inadequate salary (62.50%), lack of inner satisfaction (52.50%), lack of proper teaching aids (47.50%), heavy work load and lack of family support in doing household chores (47.50%), financial problems at home (37.50%), family interference in career (32.50%).

Table 2: Different stress management activities as responded by the female secondary school teachers

S. No.	Different stress management activities as responded by the teachers	No. of the positive response	% of the positive response
1.	Sleeping	40	100.00
2.	Talking with friends	25	62.50
3.	Watching TV	38	95.00
4.	Listening to music	37	92.50
5.	Shopping	19	47.50
6.	Travelling to places of natural beauty	21	52.50



Fig 2: Graphics analysis of Different stress management activities as responded by the teachers

From table -2 and its graphical representation it has been seen that all the selected female teachers used to sleep for getting relieve from the occupational stress, 95.00% of female teachers watch tv, 92.50% listen to music as stress management activities, 62.50% talk with friends, 52.50% of them take travelling as stress management activities and 47.50% do shopping.

5. Conclusion and Suggestion

From the present study it can be concluded that the profession of teaching has become quite challenging as the teachers experienced many kinds of problems while imparting education to the students as a result of which their occupational stress level appears to increase. Occupational stress has become an inescapable aspect of teaching. In one way or the other a teacher becomes the victim of occupational stress which is more common among the married female teachers. In this context, the following suggestions can be put forwarded for minimizing the problem of occupational stress among the female secondary school teachers to some extend-

- Government and private secondary school management should jointly organized personality development courses, yoga courses and refresher courses for the teachers to enhance their personality traits and reducing occupational stress.
- Family support should be provided to the married female teachers. In this respect, husbands should be more sensitive in providing helping hand to their wives.

- Schools should provide job security to the teachers.
- Counseling and stress management programmes must be started in schools.
- Education department should modify the structure of syllabus so that the teachers can complete the courses in the fix time-limit.
- Salary should be increased among the private school teachers according to their qualifications, experience and teaching competencies.
- Recruitment of more teaching staffs to reduce the workload on teachers.
- Government should provide fund for enhancing the teaching aids so that the students can be motivated to attend the classes without any disturbance and the stress level of the teachers can be reduced.

Thus, by being aware of the main causes of occupational stress and by proper implementation of the stress preventing strategies the level of occupational stress can be controlled to a large extend. In this respect, government, school authorities and also family members play a major role. Reduction of stress level among the teachers helps in the creation of pleasurable educational environment for all and also helps in accelerating the nation's progress by developing the future generation both as economic and social assets.

6. References

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