



Stress among Female Teachers of Rural Government Elementary Schools

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ABSTRACT

This paper emphasizes the stress among female teachers of rural government elementary schools. Teacher's Stress Scale (TSS) developed by the researcher himself was used to measure stress among female teachers. The Scale consists of 30 items. Stress was studied among 40 female teachers of arts and science streams of both primary and upper primary schools of Amroha district. No significant difference was observed between the stress of primary and upper primary female teachers, more and less experienced teachers, and arts and science female teachers. However, significant difference was observed between the stress of married and unmarried female teachers. Married female teachers were found to be more stressed than unmarried teachers.

KEYWORDS :

INTRODUCTION

Education is the backbone of the country and entire development process of any nation depends on the quality of the education (Ponmelil, 2007). Basic education is one of the greatest services provided by teachers. Today, with challenging environment in any college, every thing primarily depends on the teachers. A committed teacher can arm the students to meet the challenges being faced by the students and society at large. A good and

committed teacher becomes a role model for students. It is the committed teacher who can inculcate values, nurture and help students to internalize values. A good teacher shows positive attitude about students, is perceptive about students motives, strength, need and situation. Over the past ten years, educational research has established that high teacher stress is associated with psychological distress, which may be mediated through different coping mechanisms and personality traits. Specifically, poor active coping abilities or an over reliance of passive coping strategies may lead to negative emotional responses and, consequently, teacher burnout. A plethora of research on the different sources of stress and their eventual consequences in teachers and student teachers exists, and researchers have used varying methods in explaining the intricate relationships between sources of psychological stress and other intricately related constructs such as coping mechanisms, personality traits, emotional responses, environmental effects, and burnout.

Many researchers have identified sources of stress among post-secondary faculty members. Their findings have indicated that time pressures (Astin, 1993; Barnes, Agago & Coombs, 1998; Smith et al., 1995; Thompson & Dey, 1998) and high self expectations (Gmelch et al., 1986; Smith et al., 1995) are the main sources of stress for teachers. In many countries teacher's job is often considered as one of the most stressful profession. In the last two decades, intensive researches have been carried out in USA and Europe concerning the sources and symptoms of teachers' professional stress (Kyriacou, 1996). Gillespie et al. (2001), Kinman (2001), Bright (2001), Ramage (2001), Hogan, et al. (2002), Levi (2002), Tripathy, K.K. (2002), Greenglass, (2002), Kyriacou C. and Pei-Yu Chien (2004), Chalmers (2004) Pearson and Moomaw (2005), Burchielli R. and Bartram T. (2006), Michael J. firmian (2006), Ravichandran, R. and Rajendran, R. (2007), Cooper, C. L. (2007) have done studies in the field of teacher's stress. Teaching profession is generally considered as a noble profession with lots of expectations from the parents towards their children's education and the development of their personalities. These expectations may also contribute as a source of stress. Present study attempts to identify the of stress among female teachers of government elementary schools and also explore its relationship with certain demographic variables.

OBJECTIVES

- To study the stress among female teachers of rural government elementary schools.
- To compare the stress among female teachers of primary and upper primary schools.

- To compare the stress among more and less experienced female teachers.
- To compare the stress among female teachers of arts and science background.
- To compare the stress among married and unmarried female teachers.

HYPOTHESES

- There is no significant difference between the stress of primary and upper primary female teachers.
- There is no significant difference between the stress of more and less experienced female teachers.
- There is no significant different between the stress of arts and science female teachers.
- There is no significant different between the stress of married and unmarried female teachers.

DILIMITATIONS

In research we study only a minute segment of reality. Due to lack of time and sources it is not possible to include all the teacher and school of Uttar Pradesh for obtaining accurate focus it become essential to delimit the problem. Therefore the study is delimited as follows –

1. The study was delimited to government rural elementary schools of Amroha district.
2. The study was delimited to only female teachers of rural government elementary school.
3. As regard to the size of the sample it was delimited to 40 female teachers of rural government elementary schools.

METHOD

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. These considerations have led the investigator to use the descriptive survey method of research for the present study.

POPULATION

The population for the purpose of the present study has been defined as all the science and arts female teachers of rural Government elementary schools of Amroha district.

SAMPLE

As the total population female teachers in Rural Government Elementary Schools was very large, it was decided to draw a representative sample. A list of all the schools was prepared. Out of which only ten schools were selected randomly. For the sake of convenience the sampling was done randomly from all the Rural Government Elementary Schools of Amroha district. Out of these selected 10 rural government elementary schools of Amroha district only 40 female teachers of both science and arts streams were randomly selected for the purpose of this research study.

TOOL USED

To achieve the objectives of the present study, Teacher's Stress Scale (TSS) developed by the researcher himself was used to measure stress among female teachers. There are 30 items in this scale. Each item was followed by five options, namely, 'Always', 'Often', 'Sometimes', 'Rarely' and 'Never'. It the teacher has marked 'Always', as her answer in response to that item, then a stress score of 5 was assigned to it. Similarly, the responses 'Always', 'Often', 'Sometimes', 'Rarely' and 'Never' were assigned scores of 4,3,2, and 1 respectively.

RESULTS

To find out the significance of difference between different categories of female teachers on total stress, t-test was used. Means, S.Ds and t-values are given in Table-1, 2, 3, & 4 respectively.

Table-1
Summary of t-test for difference between primary and upper primary female teachers on stress

Variable	Primary Female Teachers (N = 20)		Upper Primary Female Teachers (N = 20)		t value
	Mean	S.D.	Mean	S.D.	
Stress	93.9	24.42	102.03	23.19	1.115

It is observed from Table-1 that t-values between the means of primary and upper primary female teachers on stress was found to be 1.115 which is not significant at 0.05 level. This reveals the fact that primary and upper primary female teachers do not differ significantly on stress.

Table-2
Summary of t-test for difference between more and less experienced female teachers on stress

Variable	More Experienced Female Teachers (N = 20)		Less Experienced Female Teachers (N = 20)		t value
	Mean	S.D.	Mean	S.D.	
Stress	95.4	26.45	100.4	23.03	0.637

It is observed from Table-2 that t-values between the means of more and less experienced female teachers on stress was found to be 0.637 which is not significant at 0.05 level. This reveals the fact that more and less experienced female teachers do not differ significantly on stress.

Table-3
Summary of t-test for difference between arts and science female teachers on stress

Variable	Arts Female Teachers (N = 20)		Science Female Teachers (N = 20)		t value
	Mean	S.D.	Mean	S.D.	
Stress	102.1	23.96	92.3	23.47	1.333

It is observed from Table-3 that t-values between the means of arts and science female teachers on stress was found to be 1.333 which is not significant at 0.05 level. This reveals the fact that arts and science female teachers do not differ significantly on stress.

Table-4
Summary of t-test for difference between married and unmarried female teachers on stress

Variable	Married Female Teachers (N = 20)		Unmarried Female Teachers (N = 20)		t value
	Mean	S.D.	Mean	S.D.	
Stress	104.5	19.18	89.7	26.36	2.030

It is observed from Table-4 that t-values between the means of married and unmarried female teachers on stress was found to be 2.030 which is significant at 0.05 level. This reveals the fact that married and unmarried female teachers differ significantly on stress. As the mean scores are in favor of married teachers it means that married female teachers are more stressed than unmarried female teachers.

CONCLUSION

It is apparent from the findings of this study that female teachers were found to be under stress in the process of teaching in rural government elementary schools. The reason behind that is that, there is a consistent pressure on female teachers mind to complete their assigned work in time. It is concluded that primary and upper primary female teachers do not differ significantly on stress. Similarly, arts and science teachers as well as more and less experienced teachers do not differ significantly on stress. However, Married and Unmarried female teachers differ significantly on stress, and married female teachers are more stressed than unmarried female teachers. The reason behind that is access of workload at home along with teaching and other responsibilities assigned to them by government.

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