



INFLUENCE OF GENDER ON THE OCCUPATIONAL STRESS OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

Occupational stress refers to the ongoing or progressing stress an employee experiences due to the responsibilities, conditions, environment, or other pressures of the workplace. The main objective of the present study is to study the influence of gender on the Occupational stress of primary school teachers. Occupational stress of primary school teachers scale developed by **Mariya Aftab and Tahira Khatoon (2014)** was adopted for the present study. A sample of 240 Primary school teachers representing all categories of primary schools in Chittoor District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of gender at 0.05 level of significance on the Professional Occupational stress, Work Related Occupational stressors and Occupational stress of primary school teachers. It is observed that male primary school teachers have significantly moderate Teaching difficulties, Professional Occupational stress, Work Related Occupational stressors and Occupational stress than female primary school teachers. The administrators have to provide counseling facilities for male primary school teachers.

KEYWORDS : Primary School Teachers, Occupational stress and Gender.

INTRODUCTION

Stress hormones produced during worrisome times can shape the developing circuitry of the brain. They influence the neural connections in the prefrontal cortex (behind the forehead) that house our executive functions. These functions include our working memory, self-regulation, and cognitive flexibility. Executive functions are critical for reasoning, planning and problem solving, and for regulating emotions and attention. They are essential to academic success. The amygdala, at the center of the brain, is the hub of emotional responses. A storm of emotions raging in the amygdala can weaken the prefrontal cortex, hampering our ability to think and learn. Students under considerable emotional stress underperform in school as stress impairs executive function.

Stress can also affect our emotional intelligence. It negatively impacts our ability to intuit other people's feelings, convey our own feelings and communicate. Stress can prevent us from being aware of and controlling our emotions, getting along with others, adapting to change, and maintaining a positive mood.

Not all stress is bad. In fact, a little stress heightens alertness and improves our performance on complex tasks. However, at a certain level, stress starts to erode performance. When stress hormones, such as cortisol and noradrenaline, reach high levels, they flood the brain and shut down self-regulation. Stress from a variety of sources, such as chaotic and poorly run classrooms, or problems with family or peers, impedes learning. The good news is that knowing about the negative effects of stress means that finding ways to counteract it could boost students' learning capacity. The possibility exists that informed changes to home and learning environments could increase students' self-control and academic competence. Actively reducing stress in students can improve their well-being and cognitive performance.

REVIEW OF LITERATURE

Anbu, A (2015) has conducted research on professional stress of higher secondary school teachers. The main objectives of the study were to study the level of occupational stress of higher secondary school teachers with respect to gender, educational qualifications, marital status, location of the school, nature of the school, medium of instruction and years of teaching experience. Survey method was adopted. The

sample consists of 200 post graduate teachers of government private higher secondary schools in and around Nagercoil region, Tamil Nadu in India. The tool used in this study was occupational stress inventory developed by Joseph and Dharmangandam. The Findings are The female higher secondary school teachers have more stress than the male higher secondary school teachers. Married higher secondary school teachers have more stress than the unmarried higher secondary school teachers. Higher secondary school teachers working in government schools have more stress than working in private secondary schools. There is no significant difference in the dimensions of location of the school medium of instruction and teaching experience.

Ganesan and Tamilenth, S (2015) conducted "a study on study of occupational stress among teacher educators of B.Ed colleges in Namakkal district, Tamil Nadu." This study deals with the prevalence of stress and causes of stress of B.Ed college teacher educators. It is an attempt particularly to investigate the factors contributing to stress among teacher educators. Job stress has been associated with poor mental and physical health. This study assumes high significance due to the fact that determining with the perceived stressors were for teacher educators and how they voted with stress provides vital information about their occupation. The study is done by using descriptive characteristics that would be covered in a descriptive research. The sample of the study consisted of 10 teacher educators male 46, female 54 were randomly selected from B.Ed. colleges of Namakkal town. In order to study the significance difference among teacher educators under variables considered sex, age, experience, educational qualifications and salary. Statistical procedures like Chi-square test and ANOVA One way test were employed for data analysis. The major findings are; there is no significant association between the respondent opinion according to their educational qualification on caste, creed, and religion are not practiced at the workplace. There is no significant association between the respondents opinion accordingly to their experience on the status with no place for pretty politics. There is no significant association between the respondents opinion according to their educational qualification if the respondent is diagnosed with any disease. There is no significant variation between the variables of the respondents opinion about getting recognized for their contribution and their increments are regular motivation and

cooperation exist at the top level.

Rajbirkaur (2015) conducted a study "on occupational stress among teacher educators in relation to their gender and marital status" found that teacher educators have high levels of occupational stress. There exists a significant difference in the level of occupational stress among male and female teacher educators. There exists a significant difference in the level of occupational stress among married and unmarried teacher educators.

Scope of the Study: The main intention of the present study is to find the relation of Occupational stress of primary school teachers with gender.

Objective of the Study: To study the impact of gender on the Occupational stress of primary school teachers.

Hypotheses of the study

1. There would be no significant impact of 'gender' on the Occupational stress of primary school teachers.

Tools for the Study

1. The Occupational stress of primary school teachers scale was developed by Mariya Aftab and Tahira Khatoon (2014) was adopted. The tool was highly reliable for the investigation. The total items are 20. For the purpose of scoring; numerical values (weightages) were assigned to each of the five categories namely; Strongly Agree (S.A.), Agree (A.), Undecided (U.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method and the total score obtained by each teacher are marked on the right top corner of the sheet.

2. Personal data regarding the primary school teacher – 1. Name, 2. Gender.

Data Collection

The sample for the investigation consisted of 240 Primary school teachers in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. government and private, second stage is locality of the school i.e. rural and urban and third stage gender i.e. male and female teachers. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The Primary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. The Primary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The Occupational stress of primary school teachers scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' – test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Gender

In the present investigation, On the basis of gender; the Primary school teachers are divided into two groups. Male Primary school teachers formed as Group – I and Group – II is formed as female Primary school teachers. The influence of 'gender' on the Occupational stress of primary school teachers is investigated. The corresponding Occupational stress scores of two groups are analysed accordingly. The influence of 'gender' on the Occupational stress is investigated through 't' -test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'gender' on the Occupational stress of primary school teachers. The above hypothesis is tested by employing 't' - test. The results are presented in Table – 1.

Table – 1: Influence of gender on the Occupational stress of primary school teachers

| S. No. | Areas of occupational stress | Gender | N | Mean | SD | 't' – Values |
|--------|-------------------------------------|--------|-----|-------|-------|--------------|
| 1. | Collegial Relationship | Male | 120 | 10.08 | 1.99 | 1.789@ |
| | | Female | 120 | 10.44 | 2.03 | |
| 2. | Teaching difficulties | Male | 120 | 10.89 | 2.06 | 2.142* |
| | | Female | 120 | 10.08 | 2.01 | |
| 3. | Professional Recognition | Male | 120 | 11.02 | 1.99 | 0.423@ |
| | | Female | 120 | 11.19 | 2.01 | |
| 4. | Professional Occupational stress | Male | 120 | 10.19 | 2.55 | 2.037* |
| | | Female | 120 | 09.77 | 2.03 | |
| 5. | Work Related Occupational stressors | Male | 120 | 10.55 | 2.08 | 2.167* |
| | | Female | 120 | 09.38 | 2.04 | |
| 6. | Occupational stress | Male | 120 | 52.73 | 10.67 | 2.238* |
| | | Female | 120 | 50.86 | 10.12 | |

* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

The table value of 't' for 1 and 238 df at 0.01 level is 2.60 and at 0.05 level is 1.97.

It is clear from the **Table – 1** that the computed values of 't' for Collegial Relationship (1.789) is less than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is accepted** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has no significant influence on the Collegial Relationship of primary school teachers.

It is clear from the **Table – 1** that the computed values of 't' for Teaching difficulties (2.142) is greater than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is rejected** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has significant influence on the Teaching difficulties of primary school teachers.

The gender of primary school teachers differs significantly in Teaching difficulties. It is observed that male primary school teachers have significantly moderate Teaching difficulties than female primary school teachers.

It is clear from the **Table – 1** that the computed values of 't' for Professional Recognition (0.423) is less than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is accepted** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has no significant influence on the Professional Recognition of primary school teachers.

It is clear from the **Table – 1** that the computed values of 't' for Professional Occupational stress (2.037) is greater than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is rejected** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has significant influence on the Professional Occupational stress of primary school teachers.

The gender of primary school teachers differs significantly in Professional Occupational stress. It is observed that male primary school teachers have significantly moderate Professional Occupational stress than female primary school teachers.

It is clear from the **Table – 1** that the computed values of 't' for Work Related Occupational stressors (2.167) is greater than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is rejected** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has significant influence on the Work Related Occupational stressors of primary school teachers.

The gender of primary school teachers differs significantly in Work Related Occupational stressors. It is observed that male primary school teachers have significantly moderate Work Related Occupational stressors than female primary school teachers.

It is clear from the **Table – 1** that the computed values of 't' for Occupational stress (2.238) is greater than the critical value of 't' (1.97) for 1 and 238 df at 0.05 level. Hence the **Hypothesis – 1 is rejected** for the variable 'gender' at 0.05 level of significance. It is concluded that 'gender' has significant influence on the Occupational stress of primary school teachers.

The gender of primary school teachers differs significantly in Professional Occupational stress, Work Related Occupational stressors and Occupational stress. It is observed that male primary school teachers have significantly moderate Professional Occupational stress, Work Related Occupational stressors and Occupational stress than female primary school teachers.

Findings: There is significant influence of gender at 0.05 level of significance on the Teaching difficulties, Professional Occupational stress, Work Related Occupational stressors and Occupational stress of primary school teachers.

Conclusions:

In the light of the findings, the following conclusions are drawn. Gender has significant influence on the Teaching difficulties, Professional Occupational stress, Work Related Occupational stressors and Occupational stress of primary school teachers.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the primary school teachers with special reference to their Occupational stress of primary school teachers. Gender has influence on the Teaching difficulties, Professional Occupational stress, Work Related Occupational stressors and Occupational stress. It is observed that male primary school teachers have better Professional Occupational stress, Work Related Occupational stressors and Occupational stress than female primary school teachers. The administrators have to provide counseling facilities for male primary school teachers.

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