

STRESS AND STRAIN OF WOMEN TEACHERS: A SOCIOLOGICAL STUDY OF SOME SELECTED PRIVATE SCHOOLS OF BARGARH TOWN

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Abstract: In the challenging world everybody can faces many challenges in day to day life. Working of a teacher is the most challenging profession. In this study emphases to stress and strain of women teachers of selected private school of Bargarh Town. A sample of 40 teachers from different private school. This study based on both primary and secondary data. The main objectives of this study to measure the stress and strain level of women teachers. For analyze the hypotheses percentage and chi-square tools were used. The major findings found that there is moderate level of stress among the women teachers. Based on the major findings suggestions were made to reduce the job stress among the respondents.

Key words: Stress, Strain, Women teachers, Private school, Bargarh Town

Introduction: In today's challenging world women are not only busy in her domestic work but also come forward to facing the challenges and enter into the many profession. The roles and responsibility of women is changed in the current situation. Women can acts working for anywhere in society. Most of the women are working in the teaching profession. Women teachers are play important roles to build the nation. Women teachers are more responsible for performing both duties like home as well as in an organization. Teaching of school level is being affected by recruitment policy, promotions and placements. Women teachers are facing new challenges and need to be supported by the educational administrators and the state. In order to strengthen the role of women teacher's, there is needed to occupational stress of women teachers in private schools. Occupational stress and strain can be define as the physical and emotional response that occurs where the workers perceives an imbalance between their work demands and capabilities to meet these demands. Occupational stress is a term used by to define ongoing stress that is related to the workplace. According to Margolis and Koreas "Occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological

homeostasis. The casual situation conditions are job stressors and the disrupted homeostasis is job related stress." According to Dunham Stress refers to "a process of behavioral, emotional, mental, and physical reactions caused by prolonged, increasing, or new pressures which are significantly greater than coping resources." According to transactional model of stress, stress occurs when an individual is faced with a situation or event that he or she perceives is outside of their resources. Stress is a reaction that can occur through many reasons. It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. The stress and strain of women teacher in the private school is very high in the recent situation.

This research presents the various definitions of the stress and occupational stress, followed by a description of causes and consequences of stress and strain in various private schools then provides comprehensive review of the literature in order to identify causes and remedies of stress and stress of women teachers.

Significance Of The Study

The purpose of the study is to investigate into how female teachers in of private schools of

Bargarh district manage stress and explores the causes, effects, and ways of improving Work-related stress for better standard of education

Research GAPS

Many of the researchers did not focus the stress and strain of women teachers in private school. The root causes of stress and effect of stress in women teachers.

Objectives Of The Study

- To study the stress and strain of the women teachers.
- To identify the level of stress among women teachers.
- To identify the different ways in which the women teacher manage the stress.
- To assess the perception of the personnel towards their job stress.

Scopes Of The Study

This study helps to future researchers. This study helps to reduce the stress and strain of women teachers in private schools.

Hypotheses

H1: There is a significant relationship between age and level of job stress among the respondents.

H2: There is a significant relationship between educational qualification and level of job stress among the respondents.

H3: There is a significant relationship between health problem and level of job stress among respondents.

Limitations Of The Study

The study was conducted only in the various private schools of Bargarh District. Collection of data from the limited respondents.

Literature Review

Kalita.U (2015) study entitled "A study on the well being and occupational stress scale of women teachers of primary schools". This study found that few women teachers fall in the category of stress and there was a significant relationship between well being and occupational stress of women teachers of primary schools.

Sprenger.J (2011) Study entitled "Stress and coping behaviors among primary school teachers". The purpose of this proposed mixed method study is to recognize and investigate the stressors that affect primary school teachers, and to identify the coping behaviors that primary school teachers use in response to these stressors.

Alan .S, et al. (2010) study entitled "Work stress of teachers from primary and secondary schools in Hong Kong". The finding of this research could serve as a useful reference for the government and related organizations.

McIntyre (2011) study entitled "Teaching is a highly stressful occupation,". "Teacher stress affects various aspects of teacher health and may influence how effective teachers are in the classroom, with potential consequences for their students' behavior and learning. Nelson K (2000) study entitled "The work life of women physicians" They described the difference in stress among men and women US physicians. The researcher found t that women physicians are more stressed than male colleagues. Three fourth of the female physicians report to have on the job stress. Problems at work and family problems at work and family problems, clinical work are stated to aggravate the stress.

Guglienin.S and Tatron.K (1995) study entitled" occupational stress and health in teachers shows a methodological analysis about teachers burnout" This research focuses the teachers are not properly rewarded, difficult working conditions, heightened job pressure and reduced professional satisfaction are said to cause stress. The potential negative repercussions of these occupational hazards have caused stress irritable Empirical investigations have identified the threats on the teacher's health.

Mukhopadhyay (1997) found that working women play a dual role in family and work place. They experience a sustained stress to cope with both conditions and hence their mental well being gets affected.

Wedrich (1995) found that subjects with higher well being have less stress and strain than subjects with lower well being.

Pithers (1995) study entitled "Scope of workplace, stress are a part of, and reflect a wider process of interaction between the person and his work environment" Much of the early writing on stress in general had led to a proliferation of different types of definition. It was thus not surprising that when writers tried to develop a definition of "job stress" in general or of "teacher stress" in particular. Kiecolt and Glaser et al. (2002) study entitled "Study of stress and the immune system" categorically states that stress causes a reduction in the effectiveness of immune system. Aggrawal (2004) observed significant differences in mental, emotional and total well being of male and female teacher trainees. But urban and rural teacher trainees does not differ significantly in physical, mental, social, emotional spiritual and total well being.

R.Mercinah, et.al study entitled "A study on the level of job stress among married women school teachers". The main objectives of this research are to know the demographic characteristics and to assess the level of job-stress among the respondents. Based on the major suitable suggestions were made to reduce the job stress among the respondents.

C.Manjula (2012) study entitled "A study on personality factors causing stress among school teachers". This study provides insights into the factor that lead to stress. By this study the causes can be identified that lead to potential harm to health, emotional well being and relationships to others.

Belcasto and Gold (1984) studied teacher stress and burnout implications for school health personnel and concluded that occupational stress proved to be a serious health risk to teachers.

Martin and Ickovics (1987) study entitled "The effects of stress on the psychological well being of army Wives" The data supported the view that

both military life stresses have important independent relationship to the general psychological well being of army wives.

Aggarwal (2004) observed significant differences in mental, emotional and total well being of male and female teacher trainees. But urban and rural teacher trainees does not differ significantly in physical, mental, social, emotional spiritual and total well being.

Stress

The term "stress" is borrowed from the discipline of physics. Stress actually means pressure. It is inner pressure caused by three set of factors as mentioned below:

- a) Endogenous
 - b) Exogenous and
 - c) Interaction of endogenous and exogenous factors
- Barron Lopez de Roda (1997) considers three kinds of stress definitions:

- **Stress as stimulus:** Here, stress is defined as any situation that provokes alteration in the homeostatic processes. This particular definition has been criticized, because it does not consider the individual differences in response to the same situation. Individuals are not passive and there are many situations that result in changes of the homeostatic processes but they are not stressful, for instance, 'to breath'.

- **Stress as response:** Stress, here, is defined in terms of the reactions provoked in the organism. Some authors argue that this kind of definition of stress can be misunderstood since there are both emotional and physical responses that can fit in this definition of stress and they result from non-stressful situations, for instance, 'to practice sports'.

- **Stress as interaction:** Many authors suggest that stress should be understood as a relationship between individuals and their environment. In this specific relationship, the environment is perceived as threatening by the individuals' who experience that environmental demands exceed their personal resources.

Occupational Stress: Occupational Stress refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands.

Causes of Stress

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world; environment is which one lives or works or the family. It may come from one's own irresponsible behavior, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual. It depends on the personality general outlook on life, problem solving abilities, and social support system. Many different things causes stress-physical to emotional. Identifying what causes stress is the first step to deal with stress.

Symptoms of stress

Intellectual symptoms:

- Memory Problem
- Difficulty in taking decision
- Confusion
- Poor judgment
- Lack of concentration

Physical symptoms

- Digestive problem
- Sleep disturbance
- Fatigue
- High Blood pressure
- Weight gain or loss
- Skin problems
- Asthma or shortness of breath
- Decreased sex drive
- Heart palpitations

Emotional Symptoms

- Moody and hypersensitive
- Restlessness and anxiety
- Depression
- Anger and resentment
- Irritation
- Lack of confidence

- Apathy
- Urge to laugh or cry at inappropriate times

Behavioral symptoms

- Eating more or less
- Sleeplessness
- Isolation
- Neglecting responsibilities
- Increased alcohol and drug use
- Nervous habits
- Teeth grinding or jaw
- Clenching
- Overdoing activities such as exercising or shopping
- Losing temper
- Overreacting to unexpected problem

Sources of teachers stress

- Teacher/pupil relationship
- Relationships with colleagues
- Relationships with parents and the community
- Innovation and change Relationships with colleagues:
- School management and administration.

Women Teachers And Stress At Work

There has been a significant movement of women into the labour force since the Second World War (Rodin, 1991). As a result, more women find themselves faced with the dual roles of being employees and mother's as well. According to Bullock (1994), many women now exercise their freedom to work, while this has been denied to previous generations. Bullock (1994) further pointed out that many women work for financial reasons, as families are no longer able to cope financially on one income.

Lucas (1991) indicated that the increase in the percentage of working women has raised questions about the relative contribution of work and family to the psychological adjustment of women. Burke (1996) indicated that work and family are the major life roles of most employed adults. Furthermore, the researcher indicated that there is considerable evidence that work and family demands place special burdens on employed women.

Dunahoo *et al.* (1996) stated that women often experience conflict about the combination of their work and family roles. Apparently, work and family roles conflict is experienced when pressures from work and family roles are incompatible, and participation in one of the roles makes it more difficult to participate in the other (Burke, 1996). Scholars have written on the relationship between gender and stress. Anspaugh, Hamrick and Rosato (2003) have found interesting differences between men and women in their responses to stress. They stress that while women are concerned about everyday life and therefore more stressful men's worries are limited to areas of life such as family problems and sickness among other things.

Duffy (1999) observes that there are recognized individual differences in the experience of stress and coping. Surely, since individual differences determine reactions to situations, it is not to be expected that there may be true similarities in stressful situations. Green glass (1995) cited in Duffy (1999) reinforces the above position when he notes that there exists occupational gender segregation and equal power and control issues that tend to affect the perception of men and women and how they cope with stress.

Duffy (1999), further stresses that more conflicts and stress results in woman more than in men because of the multiplicity of stress that women experience and the overlapping roles on their heads. It is worth noting that gender and occupational issues are not only lifelong individual and collective experiences but also they are natural. This is why Willis (2005) stress that women are more stressful during labour because of the ever and sustained pain.

He further opined that loss of staff sympathy through making too much fuss or noise during labour is another stressful event to women. These submissions mirror what is happening all over the world. People of different races, gender and occupation suffer stress in one form or the other. This information is relevant to this study

because it widens the scope of the research and provides areas of comments and assessments in the study.

Furthermore, their care-giving roles are a contributing stress factor and there is a growing body of research connecting care-giving responsibilities with absenteeism and stress at work (Chapman *et al.*, 1994). Chapman *et al.* (1994) cited a number of studies that found that employees with children missed more days of work, had more conflict between work and family roles, took more time off during the day, and experienced more physical ailments than employees with no children.

Some researchers have stated that, in addition to marriage and employment, the presence of children may confound the impact of other sources of stress (Aneshensel, 1986). Other researchers found that female employee's with children experienced more depression than those without children (Cleary & Mechanic, 1983).

Furthermore, women with dual roles are more likely to be depressed when they are experiencing strain within these roles (Aneshensel, 1986).

In addition to this, women often take on other family-related roles and responsibilities such as becoming the primary care-giver for an elderly or sickly family member, even when the family member is more closely related to the woman's partner or spouse (Chapman *et al.*, 1994; Dunahoo *et al.*, 1996). According to Chapman *et al.* (1994), these women are more likely to experience significant role conflict. Women who take on these additional care-giving roles often find themselves sandwiched between the traditional and societal value placed on family care and the new value placed on employment and careers for women (Brody, 1991). Chapman *et al.* (1994) have argued that research on the effects of occupying multiple care-giving roles is conflicting. The occupation of these multiple care-giving roles may have both positive and negative effects. It is important to note that studies have only recently begun to

identify the risks to women’s health that is associated with this multiplicity of roles (Olarate, 2000). Dayananda (1993) mentioned that intra-role conflict could be another potential home stressor for professional women. Dayananda (1993) referred to intra-role conflict as a situation where there is disagreement between husband and wife as to the expectations of wife and mother roles. This means that the husband may expect his wife to stay at home and be a fulltime mother and wife, whereas the wife may want to balance home and work roles so that she is able to be a wife, mother and worker.

Remedial Measures

Some measures can be taken by individual and cope of with the situations as per the changing environment.

Individual Measures

When a person enters into a profession he or she can maintain the code of conduct of that organization. In teaching profession there is a difficult task to maintain the student teachers relationship, relationship with the parents and with the society. Women teacher can obey that rules and regulation also. They have maintained time for personal and professional life. So they can make a balance and cope of with the rules and regulation of the institutions.

Adopt a Hobby

Apart from the study teachers are adopted another hobby likes singing, gardening, painting etc. This individuals hobby somehow reduces the stress.

Adopting Healthy Habits

It is very important for a teacher to maintain the healthy habits. For making a sound health some of the things take care.

- Reduce drinking health drinks.
- Eat breakfast as it is the most important meal of the day as it will help you stay healthy.
- Avoid fast food.
- Set the goal of your life.

Research Methodology

Data collection

The following instruments were used to collect necessary data for this study. The primary data can be collected through interview schedule consists of several questions related to causes of stress, effect of stress on job performance, managing the stress. Secondary data through various journals, thesis and various websites.

Statistical Techniques

To analyze the data and interpret the data, the investigator used the following

Statistical techniques:

1. Percentage
2. Chi-square test

Analysis Of Data Socio-Economic

Background Of The Respondent Introduction

The socio-economic background of the respondents has direct concern on the analysis of the multi-dimensional characteristics of the respondent. This socio-economic background not only makes the respondents familiar with the other researcher as well as co-researcher and makes on easy distribution of the universe. In this present study characteristic relating to age, income category, educational qualification, and marital status shows the socio-economic background of the respondents. These data are collected through interview schedule and this beneficiary belongs to Bargarh.

TABLE-1

SL.NO	VARIABLES	RESPONDENTS (40)	PERCENTAGE
1	AGE		
	(a)BELOW 30 years	18	45
	(b)30-40	14	35
	(c) ABOVE 40 years	8	20
2	EDUCATIONAL QUALIFICATION		

	(a) Graduation	10	25
	(b) Post graduation	18	45
	(c) Graduation with b.ed	15	38
	(d) post graduation with b.ed	7	18
3	MARITAL STATUS		
	(a) Married	20	50
	(b) Unmarried	20	50
4	YEARS OF EXPERIENCE		
	(a) Below 5 years	10	25
	(b) 5-10 years	20	50
	(c) Above 10 years	10	25
5	INCOME		
	(a) Below 10,000	15	38
	(b) 10,000-25,000	15	38
	(c) Above 25,000	10	25

The above table reveals that majority (45%) of the respondents comes under the age group below 30 years. majority (45%) of the respondents comes under the post graduation. Both M and UM (50%) of the respondents.

majority (50%) of the respondent comes under 5-10 category experience holders. Majority (38%) of the respondents are comes under income below 10,000 to 25,000.

TABLE-2
DISTRIBUTION OF THE RESPONDENTS BY THEIR LEVEL OF JOB STRESS

SL.NO	PARTICULARS	NO OF RESPONDENTS(40)	PERCENTAGE (100%)
1	Low	18	45
2	Moderate	22	55

Table 2 shows that more than half (55%) of the respondents have moderate level of job-stress and less than half (45%) of the respondents have low level of job-stress.

TABLE-3
ASSOCIATION BETWEEN AGE AND LEVEL OF JOB STRESS AMONG THE RESPONDENTS

SL.NO	AGE	JOBSTRESS		Statistical inference
		LOW(18)	MODERATE(22)	
1	Below 30	2	6	X ² =6.234 Df=2 P<0.05 Significant
	30-40	6	12	
3	Above 40	10	4	

Table-3 shows that there is a significant relationship between age and level of job stress among the respondents.

TABLE-4

ASSOCIATION BETWEEN EDUCATIONAL QUALIFICATION AND LEVEL OF JOB STRESS AMONG THE RESPONDENTS

SL.NO	EDUCATIONAL QUALIFICATION	JOBSTRESS		Statistical inference
		LOW(18)	MODERATE(22)	
1	Graduation	4	10	$X^2 = 10.678$ Df=4 P<0.05 Significant
2	Post graduation	0	4	
3	Graduation with b.ed	6	4	
4	Post graduation with b.ed	4	4	

Table-4 shows that there is a significant relationship between educational qualification and level of job stress among the respondents.

TABLE-5

ASSOCIATION BETWEEN HEALTH PROBLEM AND LEVEL OF JOB STRESS AMONG THE RESPONDENTS

SL.NO	HEALTH PROBLEMS	JOBSTRESS		Statistical inference
		LOW(18)	MODERATE(22)	
1	Headache	8	12	$X^2 = 11.178$ Df=4 P<0.05 Significant
2	Irritation	2	4	
3	BP	6	2	
4	Restlessness	6	4	

Table-5 shows that there is a significant relationship between health problem and level of job stress among the respondents.

TABLE-6

ASSOCIATION BETWEEN HAVING FRIENDS AND LEVEL OF JOB STRESS AMONG THE RESPONDENTS

SL.NO		JOBSTRESS		Statistical inference
		LOW(18)	MODERATE(22)	
1	Have friends	10	12	X ² =3.367 Df=1 P<0.05 Significant
2	Have no friends	8	10	

Table-6 shows that there is a significant relationship between having friends and level of job stress among the respondents.

TABLE-7

ASSOCIATION BETWEEN QUALITY TIME SPEND WITH THE FAMILY AND LEVEL OF JOB STRESS AMONG THE RESPONDENTS

SL. NO	HAVING SPENDING THE TIME WITH FAMILY	JOBSTRESS		Statistical inference
		LOW	MODERATE	
1	YES	16	14	X ² =1.139 Df=1 P<0.05 Significant
2	NO	2	8	

Table-7 shows that there is a significant relationship between quality time spend with the family and level of job stress among the respondents.

Major findings

- Less than half (45%) of the respondents were the age group of below 30 years
- Majority (50%) of the respondents having 5-10 years of teaching experience.
- More than half (55%) of the respondents experienced moderate level of job-stress

- Less than half (35%) of the respondents having income below 10,000-25,000

Findings related to hypotheses

1. There is a significant association between age and level of job stress among the respondents.
2. There is a significant association between educational qualification and level of job stress

among the respondents.

3. There is a significant association between health problem and level of job stress among the respondents.
4. There is a significant association between having friends and job stress among the respondents
5. There is no significant association between quality time spent with the family and level of job stress among the respondents.

Suggestions

1. To reduce the job-stress, periodic recreational programs could be organized.
2. Methods of social work could be conducted for the teachers.
3. Organizing Periodic parent teachers meeting could support the teachers to look over the students well.
4. Teachers should find time for themselves and to their interests. They need to understand only when they possess sound mental health; they can bring light to the life of the students and their family.
5. Sound communication is essential trait of the teachers because teachers spend a great deal of time interacting with others, including students, parents, and school faculty and administrators.
6. Counseling services should be provided from the organization or the school in order to cope with their physical problem, family problem, psychological problem, etc to reduce the level of job-stress.
7. Workshop on stress management, anxiety, positive mental health etc could be conducted.
8. Importance of meditation and yoga which will relax them should be highlighted among the teachers.
9. Teachers should be given more independence, respect and say in the decision making.

Conclusion

The teaching profession is a stressful occupation. Most teachers would agree that daily interactions with students, parents, colleagues and the constant demands of teaching often lead to overwhelming pressures

and challenges, which ultimately elevates to stress. The participants recognized several causes of stress: work overload, personal development, interpersonal relations and organizational climate. However, the female teachers felt that their stress conditions negatively affect their job performance but employing coping strategy such as social support can serve to reduce the stress. Stress management techniques should be targeted at creating conducive or friendly working environment.

Coping with stress is an individualized task and one method over another may not be superior, so find what works for you and master it. A person that is stressed takes so much away from his or her health and performance levels. To make the most of your life, limit your stress and of course for that stress that you cannot diminish, learn to manage it.

Recommendations

The findings of the study were important from the point of view of quality of teachers and their effectiveness and efficiency in their teaching. Stress affects the job performance of employees not excluding teachers. So, it is necessary to provide proper environment and support systems to minimize the stress levels of the individuals. The study has shown that there are variations in the experience of stressors related to work, personal development, interpersonal relations and organizational climate by the female teachers. Therefore, there is the need for effective management of these stressors by making use of different management strategies and providing effective guidance and counseling services.

Suggestions for Further Research

Present research is an effort to understand how female teachers manage or cope with their stress and burnout. The results of the present study are opened for verification by future researchers.

The following similar studies are suggested to be carried out with large sample size.

A study on level of stress and management techniques among teaching and non teaching staff.

A study on job stress among both males and females in various professions can be carried out in the future research and compare the results. An investigation into the stressors and level of stress among female teachers in comparison with other professions needs to be carried out.

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