

Occupational Stress Among The Women Teachers Of Government, Aided And Unaided Higher Secondary Schools:A Study With Respect To Some Selected Schools In Palakkad District, Kerala

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ABSTRACT

The higher secondary school teachers (HSSTs) are often exposed to high degree of stress. This study is an attempt to compare the occupational stress among the women HSSTs of some government, aided and unaided higher secondary schools of Palakkad District, Kerala for the year 2017 –'18. Generally, the stress may be because of a series of reasons. As many as fifteen such variables (factors/resons) are considered in this study for analysis and interpretation. The study is conducted on a sample of 100teacher respondents consisting of 35 teachers from the government, another 35 teachers from the aided and 30 from the unaided schools. The data collected from these teachers were analysed using statistical tools. The study concludes that teaching is a stressful profession regardless of the class and category of schools.

Keywords: Government School, Aided School, Unaided School, teacher, Teaching, Student & Stress

INTRODUCTION

Teachers are the real promoters of tomorrow's citizens. Especially, the role of women teachers is more important and crucial to the students especially to the girl-students and the community as well. It is said that a teacher is the second mother of child at the school. Teaching is a noble and wonderful job. A good teacher is a mentor and counselor also. At the same time, teaching is a stressful job too. Of course, stress is a part of life of any person. Though it is both men and women who deal with stress, it is women who tend to be its most common victims. No school teachers (women) are exception to this. A school teacher suffers a lot on account of stress from different angles. As far as the teaching profession is concerned, a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as mentors, *amma* (mother), facilitators or

managers of knowledge. They work in a constant socially isolated environment surrounded by the hostile / negative / funny views and comments and sometimes even threat of physical abuse, and the same time under a constant Fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be sufficient cause for stress for an individual. But in the case of a teacher especially a lady teacher it is multiplied to many other factors as well.

The present study is undertaken in this context. Stress is always not a curse. Some kind of stress may be normal and even useful or promising. Sometimes, it can help the hard working persons in different ways. But if stress happens repeatedly, and lasts too for a long period of time, it may be bad and may bring negative impacts. It can bring about frequent tension, thirst, hunger, anger, headaches, an upset stomach, back pain, trouble sleeping, clashes etc. It will affect the job satisfaction of teachers and in turn the family and academic community as a whole. The word stress means different things to different people. It does not have an elixir or single word. Some people define stress as events or situations that cause them to feel tension, pressure, or negative emotion / energy such as anxiety and anger. Others view stress as the response to these situations. For the international labour organization (ILO) occupational stress is all pervasive and common in all situations, countries, all professions and all kinds of work. The National Institute for Occupational Safety and Health (NIOSH) defines occupational stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. It may be called by different names like job stress, work related stress, work stress, occupational stress etc.

SIGNIFICANCE OF THE STUDY

Both internal and external factors/conflicts have contributed very much towards stress in almost all occupations. The changing climate, nature, environment, technologies, policies, rules and laws, way and style of life, education, change

from public to private organization downsizing in organizations, increase in shifts etc. cause for stress on employees especially on teachers. The present study is undertaken on analyzing the occupational stress among the women teachers of government, aided and unaided higher secondary schools. It will indeed be useful to different segments of the community like teachers, students, policy-makers, school managers etc.

OBJECTIVES OF THE STUDY

To study the reason for stress of the women HSSTs of different kinds of schools

To compare stress level among the women teachers of government, aided and unaided schools.

To study causes of stress and satisfaction level of their job

To make suggestion on the basis of the study and to suggest a way to manage stress.

HYPOTHESES

As many as 15 hypotheses as listed below were set for the study.

H. 1 There is no significant dependence between the opinion / satisfaction level on salary pattern and the category of the schools.

H. 2 There is no significant dependence between the opinion / satisfaction level on the extra - curricular activities of the teachers and the category of the schools.

H. 3 There is no significant dependence between the opinion / satisfaction level on the co- curricular activities from the institution and the category of the schools.

H. 4 There is no significant dependence between the opinion / satisfaction level on the work schedule of the respondents and the category of the schools.

H. 5 There is no significant dependence between the opinion/ satisfaction level on the IQ

level of students and the category of the schools.

- H. 6 There is no significant dependence between the opinion/ satisfaction level on mode of evaluation of the students and the category of the schools.
- H. 7 There is no significant dependence between the opinion/ satisfaction level on motivation from the institution and the category of the schools.
- H. 8 There is no significant dependence between the opinion / satisfaction level on co-operation from colleagues of the institution and the category of the schools.
- H. 9 There is no significant dependence between the opinion/ satisfaction level on respect from men teachers and the category of the schools.
- H. 10 There is no significant dependence between the opinion / satisfaction level on the In-service courses of teachers and the institution and the category of the schools.
- H. 11 There is no significant dependence between the opinion/ satisfaction level on the extension activities from the institution and the category of the schools.
- H. 12 There is no significant dependence between the opinion / satisfaction level on party politics of the teachers from the institution and category of the schools.
- H. 13 There is no significant dependence between the opinion/ satisfaction level on student polity from the institution and the category of the schools.
- H. 14 There is no significant dependence between the opinion/ satisfaction level on vacation classes the institution and the category of the school.
- H. 15 There is no significant dependence between the opinion / satisfaction level on conduct of study tours from the institution and the category of the schools.

PERIOD OF THE STUDY

The study was conducted in six months during the academic year 2017 –'18.

RESEACH METHODOLOGY USED IN THE STUDY

The study is purely based on primary data collected from the sample representatives. The higher secondary teachers constitute the population of the study. From this population, as many as 100 samples were selected. It was divided into three clusters for different categories of schools. Accordingly, 35 teachers each from the government & aided and 30 from the unaided school were included in each cluster. Formation of these cultures and number of samples in each cluster were done deliberately. As many as 10 schools each from each of the three categories/clusters were visited to meet the respondents. From each of the ten school not less than 3 teachers were selected on simple random. Data were collected from the sample respondents by means of a specially prepared Questionnaire.

TOOLS USED FOR ANALYSIS AND INTERPRETATIONS

The data so collected were analysed using the the Chi-square test.

VARIABLES / ATTRIBUTES USED IN THE STUDY

As many as 15 variables as listed are used in the study

- **Category of Schools:**

1. Government Schools
2. Aided Schools
3. Unaided Schools

- B. Opinion / Satisfaction Level on:**

4. Salary Pattern
5. Extra Curricular Activities
6. Co-curricular Activities
7. Work Schedule of Teachers
8. IQ level of students

9. Mode of Evaluation
10. Motivation from the Institution
12. Co-operation from the Colleagues
13. Respect from Men Teachers
14. In-service Courses
15. Conduct of Study Tours

LIMITATIONS OF THE STUDY

The major limitation of the study is that the sample taken for the study may not be apt. Further, often the teachers hesitate to respond. Many of their responses may not be factual. Such biased data may not hold good and not reliable

REVIEW OF LITERATURE

M. B. Bindu Menon (2016), in her treatise entitled ‘A Study on Job Satisfaction and Institution commitment among School Teachers in Kerala’ states that the female teachers are more satisfied than male is encouraging but at the same time the information that male teachers are less satisfied is disappointing.

Henry, Jonathan Casius Darroux, Jared Maesele (2013), in his work ‘Perceived Satisfaction and Its Impact on Organizational Commitment: An Empirical Study of the Public Secondary Schools Teachers in Tanzaniya’ arrives at the point of view that there exist a strong positive correlation between intrinsic satisfaction and the organizational commitment. The organizational commitment and demographic profile of the teachers are dependent one another.

Muhammed Ehsan Malik (2012), in their work ‘Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan’ arrives at the conclusion that the nature of work, emoluments satisfaction and quality supervisions are good predictors of organizational commitment in Pakistan.

Faranak Joolideh Yeshodhara (2009), in their study titled ‘organisational commitment among high school teachers of India and Iran’ arrives observed that age and the subject taught do not have any consequence on their organizational commitment of the teacher of India and Iran. Besides, for them the Indian teachers had strong organizational commitment in their effective and normative component.

The review of literature does not present clear picture of the stress and satisfaction of teachers of different categories of school. Almost all studies have made only macro-level analyses of the influence of demographic factors like the age, gender, educational qualification etc of the teachers on job satisfaction and organizational commitment. The country is passing through a period of revolution in higher secondary education. The role of self financing school is being widely intensified. The present study is undertaken against this background. It is in a varied dimension and an effort direction and it to fill the important gap in the available literature

TESTING OF HYPOTHESES

As many as 15 hypotheses as listed have been set and tested as follows:

H.1 *There is no significant dependence between the opinion / satisfaction level on salary pattern and the category of the schools.*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Salary Pattern	100	22.766	15.507	8	5 %	Significant	Rejected

This hypothesis, tested with the Chi-square, reveals significant relationship between the opinion/ satisfaction level on the salary pattern of the school teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value of the Chi-square 22.766). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on the pattern of salary are closely related.

H. 2 *There is no significant dependence between the opinion / satisfaction level on*

the extra - curricular activities of the teachers and the category of the schools

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Extra Curricular Activities	100	2.242	5.991	2	5 %	Insignificant	Accepted

Having tested this hypothesis with the Chi-square, the outcome does not reveal a significant relationship between extra-curricular activities of teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is not statistically significant at 5 per cent level of significance (value of the Chi-square 22.766). This hypothesis, therefore, may be accepted with the conclusion that these two variables, viz., category of schools and opinion / satisfaction level on extra-curricular activities are not closely related.

H. 3 *There is no significant dependence between the opinion / satisfaction level on the co-curricular activities from the institution and the category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Co-curricular Activities	100	7.91	5.991	2	5 %	Significant	Rejected

On testing this hypothesis, with the Chi-square, a significant relationship could be seen between the co-curricular activities of the school teachers and the category of the schools (Govt, Aided & Unaided), as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value of the Chi-square 7.91). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., the category of schools and the opinion / satisfaction level on co-curricular activities (other than the routine teaching learning activities) are closely related.

H. 4 *There is no significant dependence between the opinion / satisfaction level*

on the work schedule of the respondents and the category of the schools.

Attribute	N	²	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Work Schedule of Teachers	100	14.199	12.592	6	5 %	Significant	Rejected

While testing the hypothesis, with the Chi-square, the result reveals significant relationship between the work schedule of teachers of the school teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (²) is statistically not significant at 5 per cent level of significance (value of the Chi-square 14.1992). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and opinion / satisfaction level on work schedule of teachers are closely related.

H . 5 *There is no significant dependence between the opinion/ satisfaction level on the IQ level of students and the category of the schools.*

Attribute	N	²	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on IQ level of students	100	12.5427	9.488	4	5 %	Significant	Rejected

This hypothesis, tested with the Chi-square, reveals significant relationship between the IQ level of students and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (²) is statistically significant at 5 per cent level of significance (value of the Chi-square 12.5427). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and opinion / satisfaction level on the IQ level of students are closely related.

H . 6 *There is no significant dependence between the opinion/ satisfaction level on mode of evaluation of the students and the category of the schools.*

Attribute	N	²	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Mode of Evaluation	100	1.23	9.488	4	5 %	Insignificant	Accepted

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This hypothesis, tested with the Chi-square, does not reveal significant relationship between the mode of evaluation of the students and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically not significant at 15 per cent level of significance (value of the Chi-square 1.23). This hypothesis, therefore, may be accepted with the conclusion that these two variables, viz., category of schools and opinion / satisfaction level on the mode of evaluation of the students are not closely related.

H. 7 *There is no significant dependence between the opinion/ satisfaction level on motivation from the institution and the category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted /Rejected
Opinion on Motivation from the Institution	100	15.360	9.488	4	5 %	Significant	Rejected

This hypothesis, was tested with the Chi-square. The result reveals a significant relationship between the motivation from the institution and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value of the Chi-square 15.360). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on the Motivation from the Institution are closely related.

H. 8 *There is no significant dependence between the opinion / satisfaction level on co-operation from the colleagues of the institution and the category of the schools.*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Co-operation from the Colleagues	100	30.473	12.592	6	5 %	Significant	Rejected

On testing this hypothesis with the Chi-square, it is seen that a significant relationship between the co-operation from colleagues and the category of the schools (Govt, Aided & Unaided), as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value of the Chi-square 30.473). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on the co-operation from colleagues are closely related.

H. 9 *There is no significant dependence between the opinion/ satisfaction level on respect from men teachers and the category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Respect from Men Teachers	100	7.43	0.5991	2	5 %	Significant	Rejected

While testing the hypothesis, with the Chi-square, the result reveals significant relationship between respect from men teachers of the school teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically not significant at 5 per cent level of significance (value of the Chi-square 7.43). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on respect from men teachers teachers are closely related.

H. 10 *There is no significant dependence between the opinion / satisfaction level on the In-service courses of teachers and the institution and the category of the Schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on In-service Courses	100	134.14	15.507	8	5 %	Significant	Rejected

This hypothesis, tested with the Chi-square, reveals significant relationship between the in service courses of teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value

of the Chi-square 134.14). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on the in service courses of teachers are closely related.

H. 11 *There is no significant dependence between the opinion / satisfaction level on the extension activities from the institution and the category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Extension Activities	100	2.78	5.991	2	5 %	Insignificant	Accepted

Having tested this hypothesis with the Chi-square, the outcome does not reveal a significant relationship between the extension activities of teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is not statistically significant at 5 per cent level of significance (value of the Chi-square 22.766). This hypothesis, therefore, may be accepted with the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on the extension activities are not closely related.

H. 12 *There is no significant dependence between the opinion / satisfaction level on party politics of the teachers from the institution and category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Party Politics of the Teachers	100	4.266	5.991	2	5 %	Insignificant	Accepted

This hypothesis, tested with the Chi-square, does not reveal significant relationship between the party politics of the teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically not significant at 15 per cent level of significance (value of the Chi-square 4.26). This hypothesis, therefore, may be accepted with

the conclusion that these two variables, viz., category of schools and the opinion / satisfaction level on party politics of the teachers are not closely related.

H. 13 *There is no significant dependence between the opinion/ satisfaction level on student polity from the institution and the category of the schools*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Student Polity	100	13.22	5.991	2	5 %	Significant	Rejected

This hypothesis, tested with the Chi-square, reveals significant relationship between the student polity and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is statistically significant at 5 per cent level of significance (value of the Chi-square 13.22). This hypothesis, therefore, may be rejected with the conclusion that these two variables, viz., category of schools and the Opinion / satisfaction level on student polity are closely related.

H. 14 *There is no significant dependence between the opinion / satisfaction level on vacation classes the institution and the category of the school*

Attribute	N	χ^2	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Vacation Classes	100	2.5178	12.952	6	5 %	Insignificant	Accepted

On testing this hypothesis with the Chi-square, the outcome does not reveal a significant relationship between vacation classes teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (χ^2) is not statistically significant at 5 per cent level of significance (value of the Chi-square 2.5178). This hypothesis, therefore, may be accepted with the conclusion that these two variables, viz., category of schools and the Opinion / satisfaction level on vacation classes teachers are not closely related

H. 15 *There is no significant dependence between the opinion / satisfaction level on conduct of study tours from the institution and the category of the schools*

Attribute	N	²	Critical Value	df	Level of Significance	Result	Accepted / Rejected
Opinion on Conduct of Study Tours	100	4.9	5.991	2	5 %	Insignificant	Accepted

Having tested this hypothesis with the Chi-square, the outcome does not reveal a significant relationship between conduct of study tours activities by the teachers and the category of the schools (Govt, Aided & Unaided) as the value of Chi-square (²) is not statistically significant at 5 per cent level of significance (value of the Chi-square = 4.9). This hypothesis, therefore, may be accepted with the conclusion that these two variables, viz., category of schools and the Opinion / satisfaction level on conduct of study tours activities by the teachers are not closely related.

FINDINGS

- As many as two variables, viz., category of schools and the opinion / satisfaction level of the teachers on the pattern of salary are dependent. It means that the teachers of each category of school has their own opinion / satisfaction level on the pattern of salary.
- As many as two variables,, viz., category of schools and the opinion / satisfaction level on extra - curricular activities done by the teachers are independent. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on the extra-curricular activities.
- As many as two variables, viz., category of schools and the opinion / satisfaction level on the co-curricular activities (other than the routine teaching learning activities) are dependent which means teachers of all categories of school have their own opinion / satisfaction level on own co-curricular activities to be discharged by them.
- As many as two variables,, viz., category of schools and the opinion / satisfaction level work schedule of teachers are closely related. That means teachers of each category of school has their own opinion / satisfaction level on work schedule of teachers.
- As many as two variables, viz., category of schools and the opinion / satisfaction level on IQ level of students are closely related. That is the opinion / satisfaction level on IQ level of the student varies from category to category of schools.

- As many as two variables, viz., category of schools and the opinion / satisfaction level on mode of evaluation of the students are not closely related. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on mode of evaluation of the students.
- As many as two variables, viz., category of schools and the opinion / satisfaction level on motivation from the institution are closely related. That is the opinion / satisfaction level on motivation from the institution varies from category to category of schools.
- As many as two variables, viz., category of schools and the opinion / satisfaction level on co-operation from the colleagues are closely related. That is the opinion / satisfaction level co-operation from the colleagues varies from category to category of schools.
- As many as two variables, viz., category of schools and opinion / satisfaction level on the respect from men teachers are closely related. That means the opinion / satisfaction level respect from men teachers varies from category to category of schools.
- As many as two variables, viz., category of schools and the opinion / satisfaction level on the in service courses of teachers are not related. That means the opinion / satisfaction level on the in service courses of teachers varies from category to category of schools.
- As many as two variables, viz., category of schools and extension activities from the institution are teachers are independent. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on the extension activities from the institution
- As many as two variables, viz., category of schools and opinion / satisfaction level on the party politics of the teachers are independent. It means that teachers of almost all categories of schools have more or less similar opinion on the party politics of the teachers.

- As many as two variables, viz., category of schools and the opinion / satisfaction level on student polity are closely related. That means the opinion / satisfaction level student polity varies from category to category of schools.
- As many as two variables,, viz., category of schools and opinion / satisfaction level on compulsory vacation classes / special by the teachers are independent. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on the compulsory vacation classes / special by the teachers
- As many as two variables,, viz., category of schools and opinion / satisfaction level on the conduct of study tours are independent. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on the are independent. It means that teachers of almost all categories of schools have more or less similar opinion / satisfaction level on the compulsory vacation classes / special by the teachers

CONCLUSION

The study highlights the importance of considering the relationship between the category of schools and different variables. The teachers of different category of schools have some common features and some specific features for stress, and negative emotions, discontent and job satisfaction. The general statement that only teachers in the unaided sector do confront high stress will not hold good because stress is not the outcome of safety and security of job and life. It is rather the outcome more factors taken together.

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