



WORD RELATED STRESS AMONG MALE AND FEMALE ELEMENTARY SCHOOL TEACHERS OF DISTRICT PULWAMA

Shyamalkumar Ashvinkumar Shukla¹ and Dr.Maldebhaibhagvanbhai Dodiya²

¹ M.Sc., M.Ed., Research Scholar

² Research Guide, Principal, Shardagram College of Education – Mangarol.

ABSTRACT

Stress, all in all, and word related pressure specifically is a reality of current life that appears to have been on the expansion. Educator stress is a genuine marvel and is related with issues of enlistment, wellbeing and maintenance of instructors. The fundamental motivation behind the examination was to discover and ompare the word related feeling of anxiety among male and female grade teachers of District Pulwama (J and K) India. The example comprised of 100 grade teachers, 50 male and 50 female educators. A. K Srivastava and A. P Singh's Occupational Stress Index was controlled on chosen test for assortment of information. The gathered information was measurably broke down and deciphered by applying Mean, S.D and t-test. The agents tracked down that male and female primary teachers vary fundamentally on generally word related feeling of anxiety. It was tracked down that female grade teachers have more word related feeling of anxiety than their male partners.



KEYWORDS: Occupational Stress, Male, Female, Elementary School Teachers.

INTRODUCTION

Stress is characterized as far as its physical and physiological consequences for an individual, and can be a psychological, physical or enthusiastic strain. It can likewise be a strain or a circumstance or factor that can cause pressure. The idea of stress was first presented in the Life-sciences by Hans Selye in 1936. It was gotten from the Latin word 'stringere'; it implied the experience of actual difficulty, starvation, torment and agony. Hans Selye, 1974 characterized pressure as "the vague reaction of the body to any request set upon it". Stephen Robbins (1999) characterized pressure as "a unique condition where an individual is stood up to with a chance, limitation or request identified with what he/she wants and for which the result is seen to be both unsure and significant." Occupational pressure can happen when there is an inconsistency between the requests of the climate/working environment and a person's capacity to do and finish these requests.

An assortment of variables add to working environment stress like negative responsibility, seclusion, broad hours worked, harmful workplaces, absence of self-sufficiency, troublesome

connections among colleagues and the board, the executives tormenting, provocation and absence of chances or inspiration to headway in one's expertise level.

All in all, word related pressure emerges from the functioning conditions/climate of a framework. Rutter, Hezberg and Paice (2002) tracked down that high self assumption, getting monetary help for research, deficient improvement in the field, lacking compensation, composition readiness, job over-burden, clashing position requests, moderate advancement on professional success, regular interferences and long gatherings are the reasons for pressure among scholarly staff. Inside the overall space of word related pressure, instructing has been distinguished as perhaps the most upsetting occupations in numerous nations (Cooper, Sloan, and Williams, 1988).

Showing related pressure, ordinarily named 'instructor stress', is characterized as an educator's experience of "undesirable, negative feelings, like resentment, nervousness, strain, dissatisfaction, or sorrow, coming about because of some part of their work as an educator" (Kyriacou, 2001, p. 38). Like different types of word related pressure, it can have genuine ramifications for the sound working of the person just as for the association wherein the individual serves. At an individual level, encouraging related pressure can influence an instructor's wellbeing, prosperity, and execution (Larchick and Chance, 2004). From a hierarchical viewpoint, it means inefficient representative practices like distance, disregard, and truancy (Gugliemi and Tatrow, 1998). Henceforth, even after almost thirty years of examination exertion, the investigation of instructor stress, especially its sources and signs, keeps on drawing in boundless premium and consideration.

Pervez and Hanif (2003) in their investigation with Pakistani female educators inferred that pressure indications could be physical, mental, or enthusiastic in nature. On looking at pressure appearances between educators of private and government schools, they tracked down that the previous had essentially a greater number of objections with cardiovascular and gastronomical issues than those working in government schools. GeetikaSingla (2006) found that specialists and educators are exceptionally focused when contrasted with the workers from different callings. Both the instructors and specialists face a lot of responsibility. It additionally uncovered that females are generally focused when contrasted with male. Sandeep Kumar Lath (2007) tracked down that in job inadequacy (RI) and job equivocalness (RA), less experienced instructors have more pressure.

NEED AND IMPORTANCE

The marvel of work pressure of instructors has been getting expanded worldwide consideration and worry as of late. A few investigations had been embraced to inspect the predominance, level and significant wellsprings of work pressure among teachers in England (Kyriacou and Sutcliffe 1978). Examination has shown that educator stress is dependably connected with various factors, including those characteristic for work, individual intellectual weakness and foundational factors. There are anyway significant holes in our comprehension of educators stress, most in regards to viable intercessions.

The word related pressure among instructors is of incredible importance. One's capacities are reflected through the exhibition and that presentation is straightforwardly identified with the psychological state and constitution. The school is where future country is formed. A school under pressure is a costly association to run, both in cost to educator's prosperity and in monetary terms. An overall inclination exists in the writing as indicated by which females experience more significant levels of pressure in regards to sexual orientation, explicit stressors and have various methods of deciphering and managing the issues identified with their workplace (Offerman and Armitage, 1993 in Antonion et al., 2006).

The soundness of educators could be truly influenced by pressure. Additionally, aside from educators themselves, work pressure endured by them can likewise antagonistically influence their understudies and the learning climate. What's more, stress issues of instructor may cause an increment in educating costs. It was thoughtful and worth contemplating this issue to limit the unfriendly impacts of work pressure of educators on understudies, study halls, schools and instructors themselves. Concentrating on the issue of work pressure of instructors was fundamental and it was significant for

the administration and educators to cooperate to improve the workplace and conditions in order to battle pressure. In this manner, in the current investigation, an endeavor has been made to feature the degree of word related pressure among primary school male and female instructors.

Plan of the examination Test

Fifty (50) male and fifty (50) female primary teachers were taken as test for the examination. The example was gathered arbitrarily from various govt. run primary schools of locale Pulwama.

CONCLUSION

The accompanying ends were drawn:

1. The male and female primary teachers don't vary altogether on sub-scales: Role over-burden, Responsibility for people, arduous working conditions and Unprofitability.
2. The male and female grade teachers vary altogether on sub-scales: Role uncertainty, Role Conflict, Unreasonable gathering and political pressing factor, Under cooperation, Powerlessness, Poor friend connections, Intrinsic impoverishment and Low Status.
3. The male and female grade teachers contrast altogether on generally word related anxiety. Female grade teachers have more feeling of anxiety than male primary teachers

REFERENCES

- Antoniou, A. S., Polychroni, F. furthermore, Vlachakis. A. (2006). Sex and Age Differences in Occupational Stress and Professional
- Burnout among Primary and High School Teachers in Greece, *Journal of Managerial Psychology*, 21(7) 682-690.
- Cooper, C. L., S. J. Sloan, and S. Williams (1988). *The Occupational Stress Indicator (OSI)*, Windsor: NFER Nelson.
- Geetika, S., (2006). A Study of the Occupational Stress among Employees from Different Careers of Chandigarh, Unpub. M.Ed. Paper. DCS Punjab University, Chandigarh.
- Guglielmi, S. R., and Tatrow, K. (1998). Word related Stress, Burnout, and Health in Teachers: A Methodological and Theoretical Analysis. *Survey of Educational Research*, 68, 61-91.
- Kumar, S. L. (2010) A Study of the Occupational Stress among Teachers, *International Journal of Educational Administration*, Vol. 2 Pp. 421.
- Kyriacou, C. (2001). Educator Stress: Directions for future exploration. *Instructive Research*, 53(1): 27-35.
- Kyriacou, C., and Sutcliffe. J. (1978). Instructor Stress: Prevalence, Sources, and Symptoms. *English Journal of Educational Psychology*, vol. 48, Pp. 159-167.
- Kyriacou, C., and Sutcliffe, J. (1978). A Model of Teacher Stress. *Instructive Studies*, 4, 1-6.
- Larchick, R. also, Chance. E., (2004). Instructor Performance and Personal life Stressors: Implications for Urban life School
- Overseers. *Public Forum of Teacher Education Journal*, 14E, 19-30.
- Pervez, s. furthermore, Hanif, R. (2003). Levels and Sources of Work Stress among Women School Teachers. *Pakistan Journal of Psychological Research*, Vol. 18, Nos. 3-4, Pp. 97-108.
- Rutter, H., Herzberg, J., and Paice, E. (2002). Stress in Doctors and Dentist who educate. *Clinical Education*, (36), 543-549.
- Selye, H. (1936). Thymus and Adrenals in the Response of Organism to Injuries and Intoxications, *British Journal of Experimental Psychology*, Vol. 17 Pp. 234-248.
- Selye, H. (1974). *Stress without Distress*. Harper and Row Publications, U. S. A.
- Stephen Robbins, (1999). *Authoritative Behavior*, eighth Edition, Prince Hall of India, New Delhi. 652-661



Shyamalkumar Ashvinkumar Shukla
M.Sc., M.Ed., Research Scholar