



Gender Difference in Experiencing Occupational Stress in Primary School Teachers of Port Blair

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Abstract

Purpose- To identify the effect of gender difference in experiencing occupation stress in school teachers of Port Blair. A gender tendency exists in many previous studies and literature. The study will also investigate the source of occupational stress in teachers. Occupational stress occurs due to demands and pressure at school.

Methodology- A sample of 50 primary school teachers were investigated. A simple random sampling technique were used to collect the sample. Masculine Gender Role Stress were used to measure individual experience of occupational stress.

Finding – The result of the study showed gender difference in experiencing stress by primary school teachers of Port Blair. Male teachers experienced less stress compared to female teachers of the school. Physical inadequacy, emotional inexpressiveness, subordinates, inferiority and performance were the reason of occupational stress in teachers.

Implication of Study- The finding of the study will help the primary school teachers to evaluate their occupational stress and also evaluate how male and female teachers perceive occupational stress in school.

Keyword: Occupational stress, teachers, age, gender, stress scale, work life-balance.

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Introduction

Stress is the most common response of the human body to any kind of demand related to mental, physical and emotional. Short term can be beneficial as it enhances the performance of an individual and increase alertness and motivate individuals' morale. But long term or chronic stress can affect the performance of individual negatively. There are two types of stress suffered by an individual eustress and distress. Eustress was given by Hans Selye to indicate 'well' or 'good' stress. it was originally used by Richard Lazarus in his model of stress. Eustress is positive cognitive behaviour and response towards stress. Distress effect the individual negatively and it be long and short term as well. Individual feel uncontrollable, irresistible and low self-efficacy during the episode of distress. It effects health and mental balance of individual negatively. Distress

is linked with less availability of resources, job satisfaction and work environment. Stress is not always negative it can also lead to fight-or-flight response. It can be harmful when sympathetic nervous system is on and off.

Occupational stress is chronic stress related to employees' job stress. When employees do not feel supported by colleagues and management, no or less control over the job and performance in work place, job insecurity, lack of motivation and performance appraisal is the cause of occupational stress. occupational stress effect both employee and management. Occupational stress cause major changes in the psychological and physiological disorder in the work place. Occupational stress is rubric for the causes of mental and physical condition of both male and female employees. Occupational stress was coined in 1980 as source and cause of mental and



physical problems in work place. Work and stress in the work place trigger the occupational stress level in both male and female employees. Occupational stress become worse due to work circumstances, little or no support from management and work-related demands.

Every individual has different response and effect of occupational stress in the work place. Male and female employees exhibit a methodical and patterned response to occupational stress. Some employees are vulnerable compared to other employees. They take occupational stress as motivational envoy to boost their performance in the work place. Some employees are self-resilient towards stress faced by them in the work place (Quick & Henderson, 2016). Females are affected more than male as they have to accomplish job as well as domestic responsibilities. There is high risk of stress related problems to female than male. Female has responsibility towards society as well, the societal burden is also added on their stress level. Professional female workers unswervingly face stress, burnout, anxiety and distress than male professionals as they have personal and social responsibility to carry on. Stereotype threat is also a major concern for female. Female perform poor than male, ability to perform task, test, competition is less as when she fails to perform is the common stereotype.

Literature Review

In the study conducted by A. S Antoniou, F.Polychroni and A.N Vlachakis, found that the high level of stress is suffered due to lack of student-teacher interaction, demotivation and difficulty in handling students. Female teachers of Greek Primary and Secondary schools experienced high level of stress as compared to male teachers.

In a cross- cultural study done by Karen, Mike, Cary, Luo, Kate and Paul on the managers from four counties. The study examined the interaction of gender and culture as a factor of occupational stress to the male and female managers. The source of stress was common for both male and female managers but the intensity of stress suffered by female teachers were high compared to male. The study focused on the source of stress more than providing details about the intensity of stress suffered by male and female managers (Miller, et al., 2000).

In another study on gender differences in male and female medical workforce researchers Juncai, Xinyu, Dan, Xiani, Lining, Haiyan and Yuqing investigated on 5558 neurologists. Both male and female workers work for the same time. No much stress was found on the workforce both faced same level of stress but the emotional exhaustion suffered by female were more than the male. And men suffered low level of job satisfaction. The study does not elaborate its finding more clearly (Pu, et al., 2017).

In the study done by Surinder on private and government school teachers illustrated the different sources of stress suffered by teachers. But the study does not imply any practical signification to prove the source of stress suffered by teachers (Kaur, 2011).

A study done on secondary school teachers in Ondo state, Nigeria by Akomolafe Moyosola Jude. The study instigated the influence of emotional intelligence and gender on occupational stress of teachers. Ex-post facto research design was used to collect data. The result showed no significance different between stress suffered by male and female teachers. But those with high emotional intelligence showed low level of stress (Jude, 2011).

In the study done on 755 medical students who attended 2 final years by Dusan, Backovic, Jelena, Llic, Jadranka and Milos. The academic stress influences mental health of students and there is difference in the stress level faced by male and female students. Female students showed adverse mental and physical health status as factor of stress. Gender Health Questionnaire (GHQ-12) and Maslach Burnout Inventory (MBI) was used to explore the mental health of students (Backovic, Zivojinovic, Malsimovic, & Maksimovic, 2012).

In the study done on male and female police officers to investigate the different level of occupational stress and burnout and various factors effecting it. The result of the study indicate that male and female officer feel different level of stress and burnout. A multivariate analysis was done to the existing models. African-American female officers suffered higher level of stress than the male officers. One program may not fit to judge stress on all officers and factors to be same in all situation (McCarty, Zhao, & Garland, 2007).



Methodology

About 50 primary school teachers (46% males and 54% females) working in the school of Port Blair. The teachers’ age ranged from 25 to 60 years. Teachers had been teaching primary level classes.

A questionnaire named Masculine Gender Role Stress Scale was used to collect data on gender-based stress faced by teachers in school. The scale contains 40-item measure teachers’ experiencing stress on the basis of gender. It is separated into 5 sub-scale. Physical Inadequacy, Emotional Inexpressiveness, Subordination to Women,

Intellectual Inferiority, and Performance Failure are the 5 sub-scale. It is 5-point Likert scale questionnaire.

Finding and Result

The teachers of primary school suffered moderate to high level of stress. Physical Inadequacy (mean=2.62) is the major cause of stress suffered by teachers in school followed by emotional inexpressiveness (mean=2.40), performance failure (2.30), intellectual inferiority (mean=2.24) and subordination to women (mean=2.22). Female teachers faced stress high stress than male teachers of the school.

Table:1 Means, Standard Deviation and interconnection of study variable (N=50)

		Report				
Gender		Physical Inadequacy	Emotional Inexpressiveness	Subordination To Women	Intellectual Inferiority	Performance Failure
Male	Mean	1.83	1.57	1.30	1.48	1.30
	N	23	23	23	23	23
	Std. Deviation	1.114	1.080	1.222	1.344	1.259
Female	Mean	3.30	3.11	3.00	2.89	3.15
	N	27	27	27	27	27
	Std. Deviation	.823	.801	.784	.934	.864
Total	Mean	2.62	2.40	2.22	2.24	2.30
	N	50	50	50	50	50
	Std. Deviation	1.210	1.212	1.314	1.333	1.403

Table 1 represent the mean, standard deviation and interconnection of all sub scale of the study. The mean of factor of stress differs from male to female. Female teachers suffer more than the male teachers.

Table 2: Age and percentage of Teachers

		Age		
		Frequency	Percent	Valid Percent
Valid	25	1	2.0	2.0
	26	2	4.0	4.0
	27	1	2.0	2.0
	28	3	6.0	6.0
	30	1	2.0	2.0

31	1	2.0	2.0
32	3	6.0	6.0
34	5	10.0	10.0
35	2	4.0	4.0
36	1	2.0	2.0
37	1	2.0	2.0
38	1	2.0	2.0
39	1	2.0	2.0
40	1	2.0	2.0
41	2	4.0	4.0
44	1	2.0	2.0



45	7	14.0	14.0
46	2	4.0	4.0
47	1	2.0	2.0
48	1	2.0	2.0
49	1	2.0	2.0
50	2	4.0	4.0
51	1	2.0	2.0
54	1	2.0	2.0
55	2	4.0	4.0
56	3	6.0	6.0
57	1	2.0	2.0
60	1	2.0	2.0
Total	50	100.0	100.0

The respondents of the study were in the age group of 45 years (14%), followed by age group of 34 years (10%), 28 years (6%), 32 years (6%) and 56 years (6%).

Table 3: Percentage of male and female teachers

		Gender	
		Frequency	Percent
Valid	Male	23	46.0
	Female	27	54.0
	Total	50	100.0

Table 3 shows the percentage of male and female teachers of the primary school teachers. Female respondents were 27 out of 50 (54%) and male respondents were 23 out of 50 (46%).

Table 4: Stress Level of teachers based on Age and Gender

Stress Level	No. of Teachers	Gender		Age
		Male	Female	
Low	23	19	04	25-35
Medium	10	03	07	36-45
High	17	01	16	46-60
Total	50	23	27	

The result also supports hypothesis of the study that gender effect the stress status of the study. Female teachers face more stress than the male teachers of the primary school. Teachers feel difficult to handle stress in school due to gender discrepancy, lack of motivation and support. This type of stress is suffered in large scale in many organisations. It is worth pointing out that gender has an effect on the stress source of teachers in school. Females are highly exhausted due to emotional inexpressiveness compare to male teachers which reflects that female don't utilize their psychological resource to handle their professional demand in school. Table 4 shows that age group 25-35 years face low stress (19-male, 4-female), 36-45 years face medium stress (3-male, 7-female), 46-60 years face high stress (01-male, 16-female). The result showed that high age group female teachers face more stress than male and low age group teachers.

Conclusion

The study has proved the effect of gender on the stress level of the teachers of primary schools of Port Blair. Teachers at young age face less stress than the older teacher. Teachers face difficulties due to over burden, physical performance, lack of support and being inexpressive in school. Occupational stress arises due to stress faced in job. Teaching profession is noble work for the society and future of students depends on them. So, it is important that teachers should be stress free and mentally capable to handle difficult situation in the school. Long term stress can lead to variety of negative effect on mental and physical aspect of life.

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