



## **ASTATISTICAL STUDY ON JOB STRESS BETWEEN MALE AND FEMALE TEACHERS IN SELF FINANCING ARTS AND SCIENCE COLLEGES IN TIRUPPUR DISTRICT**

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**ABSTRACT:** Main areas where the investigator will be conducting the study work. There are two main types of objectives undertaken by the investigator in this study work. The purpose of the present study is to find out job stress between male and female teachers in self-financing arts and science colleges in relation to Gender, locality, qualification and department. A Study on job stress between male and female teachers in self-financing arts and science colleges. To find out the job stress between male and female teachers in self-financing arts and science colleges. To find out the impact of personal variables like gender, locality, qualification and departments regarding job stress between male and female teachers of self-financing arts and science colleges.

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### **1. INTRODUCTION**

Job stress is 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. Job stress matters to our health and our work. When we feel stressed, our bodies respond by raising the concentration of stress hormones in our blood. When our bodies continually respond to constant demands or threats, coping mechanisms stay in overdrive, which can be damaging to health over time. Research shows that excessive job stress can lead to many long-term health problems, including cardiovascular disease, diabetes, weakened immune function, high blood pressure, musculoskeletal disorders, substance abuse, depression and anxiety. Some short term signs of job stress are listed in the table to the right. Stressful working conditions can also impact health indirectly by limiting our ability or motivation to participate. Stress is a natural

part of the human experience. At times we try to ignore its presence and its impact, adopting an “out of sight, out of mind” mentality in the hopes that it will just go away; other times, however, it completely takes over us and can destroy our mental and physical wellbeing. Stress has always been a popular topic of discussion, because it is something that we all wrestle with, yet none of us can rid ourselves of it completely. Countless articles are written on where stress comes from, how it impacts us, and how we can manage it. Workplace stress, in particular, is a very hot topic. As our lives become busier and more interconnected, it is often difficult to switch off and have moments to decompress before the next task’s deadline, the next fire that needs to be put out, or the next demanding project lands on our desk. How, then, do we deal with this stress? And do men and women manage stress differently? Education is considered to be the

most powerful instrument for bringing about the desired changes in the society. In any free country, education is charged with the twin responsibility of conserving the country's traditional culture, initiating healthy social change and progressive modernization. The quality of nation depends upon the quality of its citizens; the quality of its citizens not extremely but in critical measure, upon the quality of their education. The quality of their education depends largely upon the quality of their own education, both that portion which precedes and that which comes after their entrance into their profession. Teaching is a noble profession. The teachers are the heart and core of whole educational process. The strength of education system largely depends upon the quality of teachers. Hence a teacher is a vital component of school administration that stands at the most important point in the educational process. It is teacher who is most influential as far as the quality of education is concerned. Teacher affects eternity, she can never tell when her influence stops. The teacher plays an important role in shaping, molding the habits, tastes, manners and above all the character of the students. Teacher actively shares her responsibility for reconstructing a social order, the values and traditional beliefs, which are being eroded by the surge of new ideas and practices. In the end it may conclude that there is significant difference in stress among married male and female teachers, the result further shows higher mean score for stress obtained by married female teachers in comparison to male teachers. Result also shows that there is no significant difference in job satisfaction among married male and female teachers; the result further shows higher mean score for job satisfaction obtained by male teachers in comparison to female teachers.

## 2. RELATED WORK

K.B.Powar (2002) has examined the basic concepts of higher education and evaluated the growth, development and future of Indian higher education. He also reviewed some

critical facets of the higher education system including the management of universities, autonomy and accountability, research in universities and internationalization of higher education. The education system remains suspended between over-regulation by the state on the one hand and a discretionary privatization that is unable to mobilize private capital in productive ways. DeveshKapur and PratapBhanu Mehta (2004) examined the political economy of Indian higher education. They argued that privatization is not the result of changing ideological commitments of the key actors like the state, the judiciary or propertied classes. Rather, privatisation has resulted from the breakdown of the state system and an exit of Indian elites from public institutions to both private sector institutions within the country as well as abroad. According to Gupta (2005) the world facing both quantitative and qualitative changes – quantitative in terms of economic growth and technological innovations, and qualitative in terms of a new paradigm of an evolving society is governed by altogether different values and ethos. P.V. Gupta (2003) has examined privatization of professional education. He has stressed the need that the societies, trust, corporate organizations having proven achievements in education, industry. They will bring the climate of competition and thus help in improving the standards. This will infuse new experimentation in our educational system and may help our universities from further deterioration. K. D. Raju (2004) explained that the scarcity of public funds and inefficiency called for private participation in the higher education sector in India. He has examined the private initiatives in this through enabling legislations and corresponding governmental regulation through various agencies and judicial decisions interpreting the concerned provisions in the backdrop of liberalisation of the sector under the WTO. The findings, coupled with the existing literature on private initiatives in higher education, stressed the need for greater private participation in the Indian higher education

sector and unified norms for its regulation. Sudha .K. Rao and Mithilesh Singh (2003) have come out with some of the significant findings on self-financing courses run by Indian Universities. The findings reveal that most of the institutions have introduced self-financing courses on their own initiatives and although these courses are called self- financed but actually burden is shared between the university and state government or between the university and central government or between the university and student fees. Most of the courses offered under the self- financed courses are market driven and are introduced keeping in view the students" demand. Self-financing courses in universities and colleges have been discussed by S.D. Tripathi (2003). He argued that running a few self-financing courses by the universities is not a bad idea. It can help various universities to establish new departments without any outside financial assistance. Dr.L.C.Singh and Dr. Sudarshan Mishra (2008) traced the growth of self-financing higher education institutions since the economic liberalization launched in 1991. The authors also discussed the problems and issues of self-financing institutions and also gave suggestions which help to overcome the problems.

### 3. PROPOSED SYSTEM

Main areas where the investigator will be conducting the study work. There are two main types of objectives undertaken by the investigator in this study work. The purpose of the present study is to find out job stress between male and female teachers in self-financing arts and science colleges in relation to Gender, locality, qualification and department. A Study on job stress between male and female teachers in self-financing arts and science colleges.To find out the job stress between male and female teachers in self-financing arts and science colleges. To find out the impact of personal variables like gender, locality, qualification and departments regarding job stress between male and female

teachers of self-financing arts and science colleges.

### 3.1. RESEARCH QUESTIONS

- Is there any significant mean score difference in job stress between male and female teachers in self-financing arts and science colleges?
- Is there any significant mean score difference in job stress based self-financing arts and science college teacher?
- Is there any significant mean score difference in job stress based on locality among the self-financing arts and science college teacher?
- Is there any significant mean score difference among the self-financing arts and science college teacher?
- Is there any significant mean score difference in job stress based on department among the self-financing arts and science college teacher?

### 3.2. HYPOTHESES

The following are the hypotheses formulated by the investigator for the present study.

- There will be significant difference in job stress between male and female in self-financing arts and science college teachers.
- There will be a significant mean score difference in job stress based on gender among the self-financing arts and science college teachers.
- There will be a significant mean score difference in job stress based on locality among the self-financing arts and science college teachers.
- There will be a significant mean score difference in job stress based on qualification among the self-financing arts and science college teachers.
- There will be a significant mean score difference in job stress based on department among the self-financing arts and science college teachers.

### 3.3 VARIABLES

In research, this term refers to the measurable characteristics, qualities, traits, or attributes of a particular individual, object or situation being studied. Nurses use the term variable whether they are conducting, reading or using results of qualitative or quantitative research. Researchers often refer to variables by the terms dependent or independent. Dependent variables represent outcomes of interest, and they are affected by independent (I.e predictor) variables. In this study the investigator will follow independent variables and dependent variables.

- Independent variables
- Dependent variables

#### i. Independent variables

An independent variable is a variable that is expected to influence the dependent variables. Its value may be changed or altered, which is independent of any other variables. In this present study the investigator has treated social media as an independent variable.

Also the following demographic variables were used as independent variables.

- Gender
- Locality
- Qualification
- Department

#### ii. Dependent variables

Dependent variables are those events which are by hypothesized as dependent on the changes in the dependent variable.

### 3.4 OPERATIONAL DEFINITIONS

#### i. Job stress:

Job stress can be defined 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.

#### ii. College teachers

The teachers those who are working in the department of arts, science and commerce in self –financing arts and science colleges.

### E. DESIGN OF STUDY

In the present study Survey Method was used. Survey refers to gather information by individual samples so as to learn about the whole thing. The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. Data are usually collected through the use of questionnaires, although sometimes researchers directly interview subjects. Surveys can use qualitative (e.g. ask open-ended questions) or quantitative (e.g. use forced-choice questions) measures. There are two basic types of surveys: cross-sectional surveys and longitudinal surveys.

### 3.5 POPULATION OF THE STUDY

Tirupur district is in Tamil Nadu. The district is an administrative region in the south of Tamil Nadu, India. It has an area of 6266.64 km<sup>2</sup>. The district is developed and industrialized. The city of Tirupur is the administrative headquarters for the district. It is one of the fastest developing cities in Tamil Nadu. Educationally Tirupur is well developed and popular city.

#### i. Sample

A sample is a small proportion of a population selected for observation and analysis. So a sample in other words is a smaller representation of large whole. For the study, the job stress between male and female in self-financing arts and science college teachers, sample size is 300 which are situated in and around Tirupur district in Tamil Nadu.

#### ii. Sampling Techniques

Sampling procedure is a definite plan determined before any data are actually collected for obtaining a sample from a given population under the simple random sampling technique. This sampling method is used for selecting samples. In this present study the Investigator selected Simple Random Sampling Technique.

**List of Colleges Used For Data Collection**

Sl. No	Name of the college	No. of teachers Selected
1	Joseph College For Women	72
2	AVP College Of Arts And Science	70
3	Maharani Arts And Science Women’s College	75
4	Jansons Arts And Science College	83
	<b>TOTAL</b>	<b>300</b>

**3.6 RESEARCH TOOL**

In the present study a tool on job stress between male and female teachers in self-financing arts and science colleges adopted which is in the form of questionnaire

**3.7. PERSONAL DATA SHEET**

The personal data sheet was prepared to collect the information on personal details of such as, gender, locality, qualification and department

1. Personal data developed by researcher.
2. Questionnaires’ adopted by researcher.

In the present study, a tool on a job stress constructed has been adopted.

The collected responses were scored with the help of scoring key. The responders were asked to give their opinion on the following basis.

**Scoring Key**

RATING SCORE				
SA	A	NC	D	SD
5	4	3	2	1

**3.8 DATA COLLECTION**

The data was collected using a questionnaire which was modified after the analysis of the pilot study. The study is based on primary data which was collected from a sample of 300 teachers in self-financing arts and science colleges in and around Tirupur district. Prior to the collection of data, the investigator got the permission from the college authorities.

The data was collected from the selected samples by using questionnaire. Totally the data was collected in 20 days. After the data

collection, the investigator has employed the SPSS for analysis.

**3.9 STATISTICAL TECHNIQUES**

In the present study the investigator employed the following statistical techniques by using SPSS package. Frequency and percentage differences in the levelJob stress between male and female teachers in self-financing arts and science colleges intirupur district were found using statistical technique quartile deviation. T- test was carried out for finding the significant differences present in the demographic variables.

**4. ANALYSIS AND INTERPRETATION OF DATA**

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

**HYPOTHESES – 1**

There will be significant difference in job stress between male and female in self-financing arts and science college teachers.

JOB STRESS								
Low			Moderate			High		
Q1	F	%	Q2	F	%	Q3	F	%
47	38	15.66	143	41	47	110	44	36.67

**Table 4.1- Mean score difference in job stress between male and female in self-financing arts and science college teachers.**

Table 4.1 exhibits the result of job stress between male and female teachers in self-financing colleges. According to the table totally 15.66% of the teachers at self-financing colleges belong to low level of job stress.47% of the teachers at self-financing colleges belong to moderate level of job stress and 36.67% of the teachers at self-financing colleges belong to high level of job stress. So



hypotheses 1 is accepted Thus it is inferred that there is a difference in the level of job stress among teachers at self-financing colleges.

**HYPOTHESES – 2**

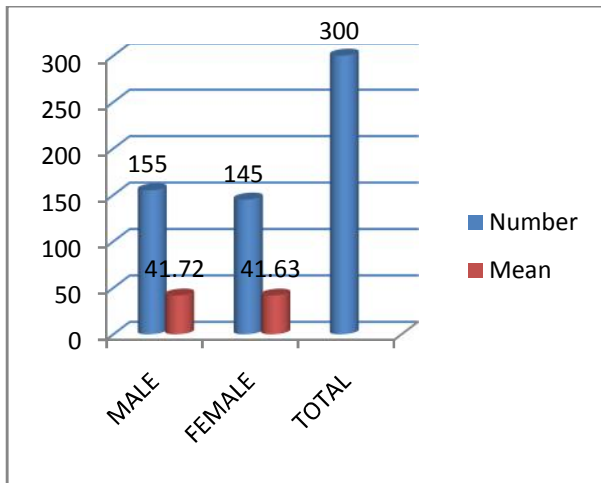
There will be a significant mean score difference in job stress based on gender among the self-financing arts and science college teachers.

Variable		N	Mean	S.D	Df	t-value	Result
Gender	Male	155	41.72	1.64	298	0.541	NS
	Female	145	41.63	1.56			
	Total	300					

**Table – 4.2-Mean score difference in Job stress based on Gender among the self-financing arts and science college teachers.**

Table 4.2 shows that Mean score difference in Job stress based on Gender among the selected teachers at self-financing colleges. The calculated t-value (0.541)is not statistically significant at 0.05 level and hence, the hypothesis 2 is Rejected. It can be concluded that there is a no significant Mean score difference in Job stress based on Gender among the selected teachers at self-financing colleges.

**CHART 4.1**



**Mean score difference in Job stress based on Gender among the selected teachers at self-financing colleges.**

**HYPOTHESES – 3**

There will be a significant mean score difference in Job stress between the groups based on Locality among the teachers at self-financing colleges.

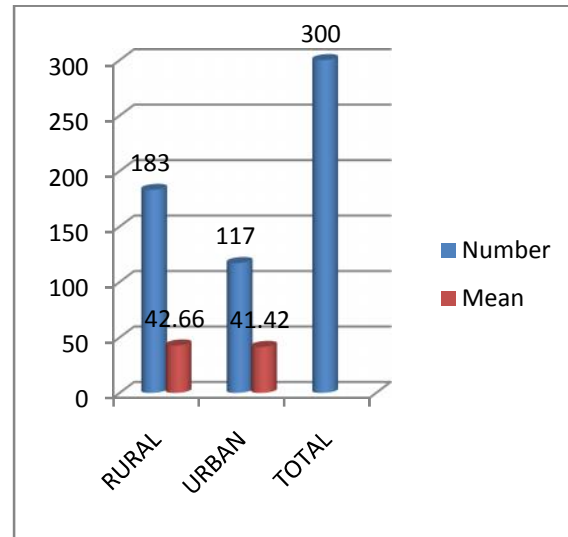
Variable		N	Mean	S.D	df	t-value	Result
Locality	Rural	183	42.66	1.47	298	6.21	S
	Urban	117	41.42	1.81			
	Total	300					

**Table – 4.3 - Mean score difference in Job stress between the groups based on Locality among the teachers at self-financing colleges.**

**Interpretation:**

Table 4.3 shows that Mean score difference in Job stress based on Locality among the selected teachers at self-financing colleges. The calculated t-value (6.21)is statistically significant at 0.05 level and hence, the hypothesis 3 is accepted.

**CHART 4.2**



**Mean score difference in Job stress between the groups based on Locality among the teachers at self-financing colleges.**

**HYPOTHESES – 4**

There will be a significant mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges.

Variable	Qualification	N	Mean	S.D
Job Stress	P.G Degree	91	102.91	12.883
	M Phil	42	100.07	12.975
	Ph D	167	99.40	13.355
	Total	300	100.56	13.211

**Table – 4.4 -Mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges.**

**Interpretation:**

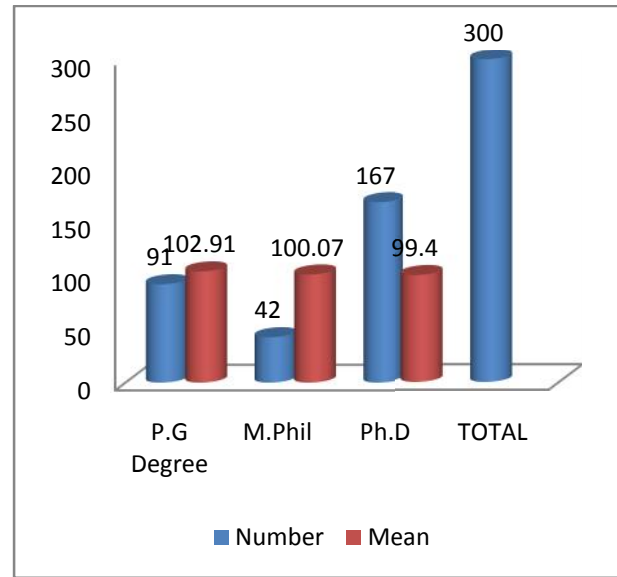
Table 4.4 shows that Mean score difference in Job stress based on Qualification among the selected teachers in self-financing colleges. Mean value of PG Degree is 102.91, Mean value of M.Phil is 100.07, Mean value of Ph.D is 99.40. and the total value pf mean is 100.56. Mean value is high in P.G Teachers when compare to other.

Name of the Factor	Qualification	Sum of Squares	df	Mean Square	f	Sig.	Result
Job Stress	Between Goup	740.038	2	370.019	2.136	.120	NS
	Within Group	51445.999	297	173.219			
	Total	52186.037	299				

**Table 4.5 -F ratio of Job stress between the groups based on Qualification among the teachers at self-financing colleges**

The result given in Table 4.5 shows the mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges. According the table f test value is statistically not significant at 0.05 level for qualification hence the hypothesis four rejected. And it can be concluded that there is no significant mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges.

**CHART 4.3**



**Mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges.**

**HYPOTHESES – 5**

There will be a significant mean score difference in Job stress between the groups based on Department among the teachers at self-financing colleges.

Variable	Department	N	Mean	S.D
Job Stress	Arts	84	99.73	14.008
	Science	114	100.11	14.301
	Commerce	102	101.74	11.155
	Total	300	100.56	13.211

**Table – 4.6 Mean score difference in Job stress between the groups based on Department among the teachers at self-financing colleges.**

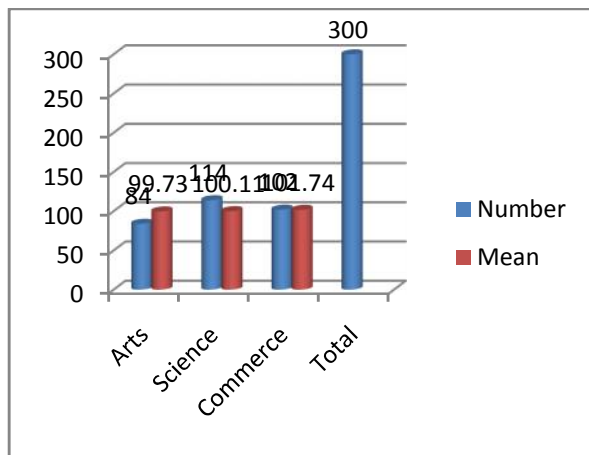
**Interpretation:**

Table 4.6 shows that Mean score difference in Job stress between the groups based on Qualification among the teachers at self-financing colleges mean value of arts is 99.73, mean value of science is 100.17, mean value of commerce is 101.74 and the total mean value is 100.56. Mean value is high in commerce Department when compare to others.

Name of the Factor	Department	Sum of Squares	df	Mean Square	f	Sig.	Result
Job Stress	Between Group	221.964	2	110.982	.634	.531	NS
	Within Group	51964.073	297	174.963			
	Total	52186.037	299				

**Table 4.7 - F ratio Job stress based on Department among the teachers at self-financing college teachers**

The result given in Table 4.7 shows the mean score difference in Job stress based on Qualification among the teachers at self-financing colleges. According to the table f test value is statistically not significant at 0.05 level for colleges. However in total job stress between the group based on department is statistically not significant at 0.05 level. Hence the Hypothesis 5 is rejected and it can be concluded that there is no significant mean score difference in



**Mean score difference of Job stress between the groups based on department among the teachers at self-financing colleges.**

### 4.3 CONCLUSION

Analysis and interpretation of data collected to test the hypothesis formulated were discussed based on this findings, summary and conclusion is derived and is given in the following chapter.

### CONCLUSION

One of the most important commitments a country can make for its future economic, social and political progress and stability is to address the health and development related needs of its adolescents. The need of the hour is to recognize the diversity of age group spanning between the age of 24-58 years who vary by age, college, residence, family size and socioeconomic status. The policy makers and health professionals need to collaborate to address the need of our target group comprising of rural men belonging to extended families of low socioeconomic status.

Education does not mean the same thing to women as it does to men. Cultural expectations and expectations of the family are that woman will take up the domestic/reproductive roles. Such attitudes create the backdrop for poor attendance at college, poor achievement, and dropout rates of women being considerably higher in the case of educational efforts. The society has to change in terms of sharing the household responsibilities by both men and women so that women can take time off to educate, and improve their skills. If women's education leads to wage employment, the girl children will have more possibility of getting educated. The research study also found that education and employment are linked deeply in constructing hierarchies of gender and the perception of the society.

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