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**A COMPARATIVE STUDY OF FRUSTRATION AND OCCUPATIONAL STRESS AMONG WOMEN  
TEACHERS OF GOVERNMENT AND PRIVATE PRIMARY SCHOOLS IN ROHTAK**

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**ABSTRACT**

The present study is an attempt to find out the level of frustration and level of occupational stress among women teachers working in government and private schools. Descriptive survey method was used. A sample of 200 women teachers was taken on the basis of random sampling method. Frustration scale by Chauhan and Tiwari and Occupational Stress Index by Srivastava were used to collect the data. Mean, SD and 't' test were used to analyse the data. The findings of the study revealed that : (i) Women teachers of private schools are more frustrated on all dimensions of frustration except fixation dimension than women teachers of government schools; and (ii) women teachers of private schools have more occupational stress than women teachers working in government schools.

**Key words:** Frustration, occupational stress, women teachers, government, private.

Working women are becoming very prominent feature of our modern social scenario. They are proving their marbles and delivering goods. In fact surveys and studies suggest that in certain areas women are more successful than their male counterparts. They have the advantage of their inborn distinctive qualities of affection, understanding and tenderness. All these qualities are assets for women. There is no putting the clock back now and the number of working women is sure to multiply manifolds in the times to come. But, life is not exactly a bed of roses for such women as having a job just doubles their duties and responsibilities. Traditionally, women have been associated with the tasks of house keeping and rearing children. A woman is a pivot around whom the whole household revolves. At the home front, a typical day for a working woman starts with getting up early, preparing breakfast, packing lunches, getting the children ready, rushing to catch the bus it is a perceptual race against time. At the office, the drill starts immediately with tough assignments, deadlines to be met and new problems cropping up everyday. She returns home in the evening with a heavy head, just to begin playing with the role of a house wife again.

In popular usage the term frustration refers to the unpleasant feeling that results from the blocking of motive satisfaction that is feeling we experience when something interferes with our wishes, hopes, plans and expectations. But those feelings take so many forms that they can't be

described scientifically. They may range from mild surprise to murders range, from confusion to disappointment to anger and from depression to apathy. This stage is called frustration. In another words, frustration is a state of mind which leads one to such a blockage that is captured by all negative vibrations of emotion. Any individual experiencing something completely opposite to her/his wants or desires can get into deep frustration. Frustration also occurs whenever an individual is forced to respond to something that the individual wishes to avoid.

### **Concept of Frustration**

In the background of human behaviour, a type of internal feeling works which motivates a person for activity in certain direction. Actually, by this motive power a man always tries to achieve the desired goal. But it is also true that an individual always cannot achieve the desired goals because several barriers in environment come in his way towards the achievement of goal. In addition to these, there are several other motives to be satisfied which the individual cannot do due to one or the other reason. These unsatisfied motives lead to conflict or frustration in an individual. These frustrated situations of various types; occurring at the same time in front of an individual ultimately lead to abnormality which is psychologically termed as 'Stress'.

### **Nature of Frustration**

As earlier stated, all human behaviour is the result of motivation. Due to motivation, goal-directed behaviour occurs but when the goal-directed behaviour suffers interference or barriers, then it results in frustration. Frustrations occur when ones strivings are thwarted either by obstacles that block progress towards a desired goal or by absence of an appropriate goal. A wide range of obstacles both environmental and internal can lead to frustration. Hence, the level of frustration has great impact on employee's quality of work

### **Stress**

Stress is rampant these days in almost all professions. Stressful conditions rarely exist in their own right, but certain life situations or conditions may be experienced as stressful depending upon the perceptions and cognitions of those who are reacting to these conditions. The stimulus does not cause the response directly but acts via the organism to produce the response. It is the particular biosocial makeup of humans that determines the (human) response. Other living creatures with different biologics would respond differently to the same set of life threatening stressors than would human. Thus, strictly speaking, stress per se, unlike gravities or molecules of carbon dioxide, has no independent existence of its own. As Klauwich notes, "Events in the environment are not significant unless the person attributes significance to them and perceives them to be stressful".

Stress is perceived by an individual at a given moment and in a particular state of body and mind by a process of association and analysis of past data. When a stressful event or anxiety provoking situation arises, a person may use direct action to deal with the actual problem. Stress is related to some aspects of an environment both internal as well as external. This assessment or appraisal goes on both at an objective as well as at a subjective level. And finally, the stress as an experience produces dynamic repercussions in the body as well as in the mind. There are therefore, three dimensions in which one has to view stress. Stress refers to the reactions of individual to characteristics of the environment which pose a threat. It points to a poor fit between individuals and their environment in which either excessive demands are being made or individuals are ill

equipped to handle a given situation (French, 1976).

### **Occupational Stress**

Occupational stress can be defined as an incompatibility between the individual and his/her work environment. Increasing occupational stress among employees is a growing problem worldwide. Work related stress of the employees consequently affects the efficiency of the organizations because when one is under stress, his ability to carry out job responsibilities gets affected. Academic studies reveal that growing discontent among working women, in teaching or in any job; they face considerable disadvantages throughout their working life. Furthermore, the emotional stress is augmented when the successful woman begins to dissect herself in distinct, separate identifies, as a wife, mother and careerist. She does not view herself as a fully functional, integrated whole. While marriage and motherhood still dominate lives of working women, they choose between career and family. They accept "dead end jobs" because they do not want the responsibility, visibility or inconvenience thought to accompany career advancement. Against the backdrop of accomplishment of economic independence, a sense of discontentment and grievance seems to emerge. The dual role they play demands 16 hours of hard work per day, which can create frustration and occupational stress in their life.

Occupation related stress can cause job related dissatisfaction. occupational-dissatisfaction in fact is "the simplest and most obvious psychological effect from stress". But stress shows itself in other psychological states for instance, tension, anxiety, irritability, boredom and procrastination. The evidence indicates that when people are placed in jobs that make multiple and conflicting demands or in which there is a lack of clarity as to the incomberants duties, authority and responsibility, both stress and dissatisfaction are increased. Similarly, the less control people have over the pace of their work, the greater the stress and dissatisfaction, while more research is needed to clarify the relationship, the evidence suggests that jobs that provide a low level of variety significance, autonomy, feedback and identify to incumbents create stress and reduce satisfaction and involvement in the job.

### **Factors Causing Occupational Stress**

Although each occupation has its own potential stressors, there are some common factors:

- (1) Home/work interface
- (2) Internal demands
- (3) Factors intrinsic to job
- (4) Organizational structure and climate
- (5) Career development
- (6) Role in the organization
- (7) Relationship at work

## **REVIEW OF LITERATURE**

**Kaur, Kaur and Kaur (1997)** revealed that no significant difference existed in psycho-social problems of women teachers working in schools and colleges, in rural and urban areas of Punjab. **Aditi and Kumari (2005)** discussed in their research that women teachers are facing lot of problems like overweight, body ache, and psychosomatic effect etc. These women work under stress because of the fact that they have to perform various roles. The expectations are high from women teachers if they are working as college teachers. They have the pressure of balancing work and family. **Saxena (2009)** found that the working woman has higher level of frustration

than the non-working women. **Revathi and Yogesh (2012)** found that non-working women have better mental health when compared to working women and there were significant difference in level of depression among working and non-working women. A significant positive correlation was found between mental health and depression among working and non-working women. **Vijayadurai and Venkatesh (2012)** found that 82 % of respondents always have heavy work load within the organization, 82 % of respondents have much pressure to take up the result, 76 % of respondents have always sexual problems within the organization. **Antoniou, Ploumpi and Ntalla (2013)** concluded that female teachers experience more stress and lower personal accomplishment than men. Rational coping behaviors are a resource which help teachers overcome work-related stressors and burnout and achieve their valued outcomes with students, while avoidance coping predicted high level of stress and burnout. **Kumar, Wani and Parrey (2013)** found that male and female elementary school teachers differ significantly on overall occupational stress level. It was found that female elementary school teachers have more occupational stress level than their male counterparts.

**Hasan (2014)** revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teacher counterparts. **Sirajunisa and Panchanatham (2014)** revealed that there is a significant relationship between influence of occupational stress and work life balance dimensions of women professionals. **Rathee (2014)** revealed that there is no significant difference between teachers working in residential and non-residential schools with regard to their anxiety, depression and stress. However, anxiety and stress level of female teachers of non-residential schools are significantly higher than male teachers. **Chhansiyal and Jogsan (2015)** revealed a significant difference between working and non-working women on anxiety. **Islam and Darakhshan (2015)** revealed that there exists a moderate-level of occupational stress and moderate-level of work-life balance among female faculties of central universities of Delhi. The results of the study further reveal that there is a strong negative relationship between Occupational Stress and Work-Life Balance. **Chako, Verman and Mathur (2016)** revealed that there was a significant difference in stress level between working women in government and private sectors. Women working in private sectors are more stressed than their counterparts working in government sectors. **Jyothi (2016)** revealed that there was a significant difference in mental health and depression among working and non-working women. Non-working women possessed better mental health than working women and working women possessed high level of depression than non-working women.

Teaching is the only profession which is liked by girls, women and their families. For the present study, the investigator, has taken teaching profession especially, as it is a profession that is efficiently handled by women. It is generally admitted by the educationists in all countries that women are better fitted by nature in aptitude and interest to teach children. In appointments as teacher, it is generally an accepted fact that it is the primary stage, from the educational point of view, women teachers are to be preferred. Teaching is a profession where women can get satisfaction and give time to their families. But it is an old trend to look upon the whole situation. One of the things many of us find difficult is balancing the pressures of our jobs with the need of family life. One can find examples where a job can dominate home life in the teaching profession. In many cases, for a teacher, who has already worked for as much 7-8 hours with no proper break, school work continues even when they return home. It is not surprising that this puts a huge

strain on their family life.

Women are employed in teaching profession both in government and private schools. Government sector offers them handsome salary, less workload, fixed working days and more leaves/holidays. In private sector they have comparatively less salary and more working hours and less free days due to limited number of holidays. Moreover, they are not given job stability. This causes huge frustration and stress in their mind. Women may be teaching in government schools or private or in any other job play a dual role as a home maker and as an employee, but do we know where she feels helpless and depressed? What does she want from society and family? When are they dissatisfied? What are her needs? How different types of working conditions of government and private sector affect her family and social life? Review of various surveys of educational research reveals that a few studies have been conducted to get the answers to such questions. The present study is an attempt in this direction.

### **OBJECTIVES OF THE STUDY**

1. To compare the women teachers of government and private primary schools on frustration.
2. To compare the women teachers of government and private primary schools on different dimensions of frustration.
3. To compare the women teachers of government and private primary schools on occupational stress.

### **HYPOTHESES**

1. There is no significant difference between women teachers of government and private primary schools on frustration.
2. There is no significant difference between women teachers of government and private primary schools on different dimensions of frustration.
3. There is no significant difference between women teachers of government and private primary schools on occupational stress.

### **METHOD**

Descriptive survey method was used in the present study.

### **SAMPLING**

The sample of 200 women employed in teaching profession in government and private primary schools was taken on the basis of random sampling method.

### **TOOLS USED**

The standardized tool of Frustration by Dr. N.S. Chauhan and Dr. Govind Tiwari and Occupational Stress Index by Srivastava and Singh have been used to collect the data.

### **STATISTICAL TECHNIQUES USED**

For the analysis of data, the **mean, S.D.** and **'t' values** were calculated for testing the significance of difference in frustration among women teachers employed in government and private primary schools.

### **DATA ANALYSIS**

**Table 1****Difference in Mean Frustration Score Among Women Teachers of Government and Private Primary Schools**

Variable	Government Schools N=100		Private Schools N=100		t value
	Mean	S.D.	Mean	S.D.	
Frustration	100.4	12.57	111.41	14.44	5.79**

\*\*Significant at 0.01 level,

A perusal of Table 1 indicates that mean scores of women teachers of government schools on frustration is 100.4, whereas mean scores of women teachers of private schools on frustration is 111.41 respectively. The 't' value comes out to be 5.79 which is significant at 0.01 level of significance. This indicates that there is a significant difference between frustration of women teachers working in government and private primary schools.

When we have a look at the mean scores of two groups, it becomes clear that the mean score of women teachers working in private primary schools is higher as compared to their counterparts. The higher mean score makes it clear that the women teachers of private schools are more frustrated than women teachers of government schools.

**Table 2****Difference in Mean Frustration Among Women Teachers of Government and Private Primary Schools on different dimensions of frustration**

Dimensions of Frustration	Government Schools N=100		Private Schools N=100		t value
	Mean	S.D.	Mean	S.D.	
Regression	25.60	5.82	28.45	4.47	3.90**
Fixation	26.15	6.15	27.37	5.65	1.47NS
Resignation	23.18	6.37	26.85	5.89	3.67**
Aggression	25.05	5.85	28.45	4.98	4.47**

\*\*Significant at 0.01 level, NS = Not significant

A perusal of Table 2 indicates that mean scores of women teachers of government schools on regression, fixation, resignation and aggression (dimensions of frustration) are 25.60, 26.15, 23.18 and 25.5 respectively. Whereas mean scores of women teachers of private schools on these dimensions are 28.45, 27.37, 26.85 and 28.45 respectively. The 't' values (3.90, 3.67 and 4.47) on regression resignation and aggression dimensions respectively comes out to be significant at 0.01 level of significance. This indicates that there is a significant difference between women teachers working in government and private primary schools on regression, resignation and aggression dimensions of frustration. When we have a look at the mean score of two groups, it becomes clear that the mean score of women teachers working in private primary schools is higher as compared to their counterparts on these dimensions indicating that women teachers working in private primary schools are more frustrated on regression, resignation and



aggression as compared to women teachers working in government primary schools. But on fixation dimension of frustration, the 't' value (1.47) comes out to be not significant meaning thereby that there is no significant difference between government and private primary women teachers on fixation dimension of frustration.

**Table 3**

**Difference in Occupational Stress among Women Teachers of Government and Private Primary Schools**

Variable	Government Schools N=100		Private Schools N=100		t value
	Mean	S.D.	Mean	S.D.	
Occupational Stress	121.05	7.00	131.98	6.36	11.63**

\*\*Significant at 0.01 level

A perusal of Table 3 indicates that mean scores of women teachers of government schools on occupational stress is 121.05, whereas mean scores of women teachers of private schools on occupational stress is 131.98. The 't' value comes out to be 11.63 which is significant at 0.01 level of significance. This indicates that there is a significant difference between occupational stress of women teachers working in government and private primary schools.

When we have a look at the mean scores of two groups, it becomes clear that the mean score of women teachers working in private primary schools is higher as compared to their counterparts. The higher mean score makes it clear that the women teachers of private schools have more occupational stress than women teachers of government schools.

### FINDINGS OF THE STUDY

1. The study revealed that women teachers working in private primary schools are more frustrated than women teachers of government schools.
2. The study also revealed that women teachers working in private primary schools are more frustrated on all dimensions of frustration except fixation dimension than women teachers of government schools.
3. The study further revealed that women teachers working in private primary schools have more occupational stress than women teachers working in government schools.

### DISCUSSION OF RESULTS

The present study was an attempt to compare the level of frustration and occupational stress among women teachers working in government and private primary schools in Rohtak district. The findings of the present study reveal that women teachers working in private primary schools are more frustrated than women teachers of government schools. Secondly, women teachers working in private primary schools have more occupational stress than women teachers of government primary schools.

These findings are in consonance with the findings of **Hasan (2014) and Chako, Verman and Mathur (2016)** who revealed a significant difference in frustration and stress level between working women in government and private sectors. According to them working women in private

sectors were found to be more frustrated and stressed than their counterparts working in government sectors.

## **CONCLUSION**

On the basis of results obtained on frustration scale, it can be stated that except the fixation dimension, women teachers of government and private primary schools were found to differ significantly on all the other dimensions viz. regression, resignation, aggression and total scores on frustration scale. More specifically, women teachers of private primary schools were found to be more frustrated than the women teachers of government primary schools on all the dimensions of frustration scale viz. regression, resignation, aggression and total scores on frustration scale except the fixation dimension. No significant difference was found between the women teachers of government and private primary schools on fixation dimension of frustration scale. While on the basis of results obtained on occupational stress index, it can be commented that the women teachers of government and private primary schools differ significantly on occupational stress index. More specifically, women teachers of private primary schools were found to be more occupationally stressed than the women teachers of government primary schools.

## **EDUCATIONAL IMPLICATIONS**

It is an established fact that frustration and occupational stress in teaching profession in private primary schools depend largely on inadequate pay scale of teachers, less facilities provided by the schools and inappropriate working conditions. Present study revealed that women teachers working in private primary schools are more frustrated than their counterparts in government schools. Moreover women working in private schools were found to have higher occupational stress than women teachers of government schools. So depending upon the result of the present study, some arrangements can be made to minimize the difference between the women teachers working in government and private primary schools in terms of salary, leave and other facilities. Economic conditions of teachers should be improved. Although the pay scales of all categories of teachers have been revised, yet the net salary of a teacher working in private school falls below the actual cost of living. It should be ensured that private schools follow the norms in terms of workload, facilities and salary. Workload should be equally distributed among the teachers. Facilities like maternity leave, policy of increment, timely promotion, study leave, medical aid, etc. should also be provided in private schools. Wards of teachers working in private schools should be given fee concession. Only then we can bring the women teachers working in private schools in the mainstream who in turn can truly educate the young and subtle minds.



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