

# A Comparative Study of Psycho-social Problems of School and College Women Teachers

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## ABSTRACT

The present study was conducted on a sample of 500 married women teachers teaching in schools and colleges in the state of Punjab, India. Data was collected with the help of Psycho-Social Problems of Educated Working Women Scale by Hundal (2002). The major findings of the study reveal that school and college women teachers do not differ significantly on psycho-social problems. Women teachers with age (<35 years and >35 years) do not differ significantly on psycho-social problems. School and college women teachers do not differ significantly on psycho-social problems due to interactional influence of category of teachers (school & college) and age (<35 years & >35 years).

**Keywords:** Psycho-social problems, school women teachers, college women teachers

Psycho-social means refers to one's psychological development in and interaction with a social environment. Psycho-social aspects refer to the interaction between work environment, content and conditions and employees capacity, needs culture, extra work personal elements which may according to perception and experience, influence health, satisfaction and work performance. Psycho-social problems, which can greatly affect one's life, one's work, family and one's domestic life; can be mild to most severe in terms of how pervasive and to what extent a person exhibits the features of a personality disorder. Problems that occur in one's psychosocial functioning can be referred to as "Psychosocial dysfunction" or "Psychosocial morbidity".

This refers to the lack of development or atrophy of the psychosocial self, often occurring alongside other dysfunctions that may be physical, emotional, or cognitive in nature. Several researches have indicated that work family difficulties can make negative influence for working women mentality and physiology. Family difficulties are miss interaction with family members that involve physical, emotional and psychological problems.

Many job conditions caused stress among working women. These job conditions include little control over work; role ambiguity and conflict; poor relationships with co-workers and supervisors; heavy workload demands; job insecurity and work that are narrow, repetitive and monotonous. Besides this, delayed salaries, under paid, extra duties like election duties, pulse polio, social survey etc. produce stressful situations for women teachers. This stress results into teacher's physical, mental illness.

The women teachers show inability to protect themselves against threats to their efficiency, self esteem and well being. Working women experiences stress in family due to conflicts with in – laws, lack of motivation from family members, dual responsibility and lack of authority to carry out the roles and responsibilities. Female teachers report higher stress than male teachers (Antoniou, Polychroni & Vlachakis 2006; Chaplin, 2008) possibly due to higher levels of overall workload. Jani (2017) concluded that private primary school teachers have higher level of stress as compared to government primary school teachers. Dua &

Sangwan (2017) found that stress management mechanisms are negatively correlated with stress.

**Objectives of the study**

To find out the difference in psycho-social problems of school and college women teachers with respect to age.

**Hypothesis of the study**

There is no significant difference in psycho-social problems of school and college women teachers with respect to age.

**Data Base and Methodology**

The present study was a descriptive survey conducted on a sample of 500 married women teachers teaching in schools and colleges in the state of Punjab, India. The sample was drawn from five randomly selected districts namely Ludhiana, Jalandhar, Hoshiarpur, Amritsar and Moga. Multistage randomization was followed at the district, school/college and teacher level. Data was collected with the help of Psycho-Social Problems of Educated Working Women Scale by Hundal (2002).

**RESULTS AND DISCUSSION**

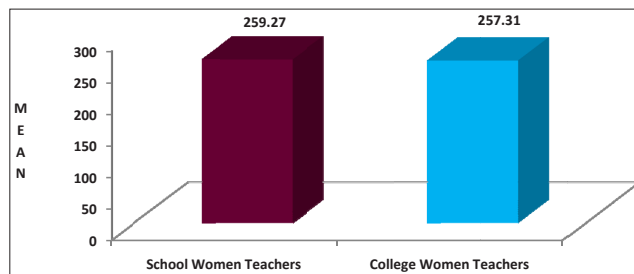
To verify hypothesis one-way ANOVA was employed on the scores of psycho-social problems of school and college women teachers with respect to age (<35 years & >35 years).

**Table 1:** Showing summary of 2X2 ANOVA for Scores of School and College Women Teachers with respect to Age (<35 years & >35 years) on Psycho-social Problems

Source of Variation	SS	d <sub>f</sub>	MS	F-Value
Category of Teachers (A)	542.17	1	542.17	0.20
Age (B)	58.44	1	58.44	0.02
First Order Interaction (AXB) Category of Teachers X Age	1128.73	1	1128.73	0.42
Within Group (Error)	1330663.62	496	2682.79	
Total	1332332.95	499		

**Main Influence (A) Category of Teachers (School & College) on Psycho-Social Problems of Women Teachers**

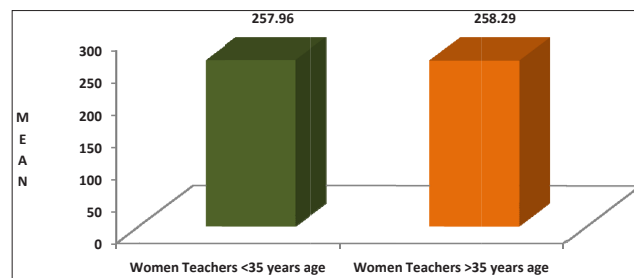
Table 1 reveals that the F-value (F=0.20) for the difference in mean scores of school and college women teachers on the variable of psycho-social problems is not significant indicating that mean scores of school women teachers (M= 259.27) and college women teachers (M=257.31) do not differ significantly on the variable of psycho-social problems. Hence it may be concluded that the school and college women teachers do not differ significantly on psycho-social problems.



**Fig. 1:** Bar Graph showing Mean Scores of School and College Women Teachers on the variable of Psycho-Social Problems

**Main Influence (B) Age (<35 years & >35 years) on Psycho-Social Problems of Women Teachers**

Table 1 reveals that the F value (F= 0.02) for the difference in mean scores of women teachers on the variable of psycho-social problems of with respect to i.e. age <35 years and >35 years is not significant. This indicates that the mean scores of women teachers (M= 257.96 and 258.29 respectively) with respect to age (<35 years and >35 years) do not differ significantly on the variable of psycho-social problems.



**Fig. 2:** Bar Graph showing Mean Scores of Women Teachers with respect to age (<35 years & >35 years) on the variable of Psycho-Social Problems

Hence it may be concluded that the women teachers with age (<35 years and >35 years) do not differ significantly on psycho-social problems. Results are presented in Table 1 and Fig. 2.

The results reveal that women teachers with <35 years and >35 years of age do not differ significantly on the variable of psycho-social problems. The plausible reason for the said results may be that leading a marital life along with employment puts dual responsibility on married women that demands to be paid equally up to the expected level as determined by Indian society. As a result, a huge burden is put on women leading to psychological stress. Due to dual demands at home and work they are liable to face a crisis of adjustments throughout their whole life. With the increased in age, change is observed in type of problems not intensity of problems. Zaroo and Jan (2009) found that women generally have depression in their middle adulthood (30-40) years. Kumari and Kang (2009) found that working women significantly have higher life stress as compared to non-working women. Hence, no significant difference is expected between married women teachers with <35 years and >35 years of age on the variable of psycho-social problems.

On the other hand women with >35 years of age have gained a better understanding of their family life, career and aging parents but they have psychological problems as their children are in adolescence period. They are worried about their education and career. Women with >35 years of age also worried about their future promotions in their job. Hence they have also psychological and social problems. So, women teachers with <35 years and >35 years of age do not differ significantly psycho-social problems. This leads to the acceptance of hypothesis states, 'There is no significant difference in psycho-social problems of school and college women teachers with respect to age' stands accepted'.

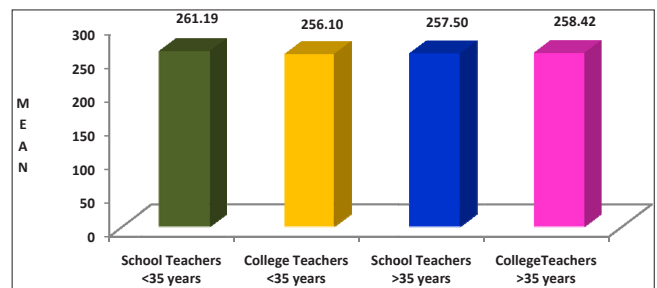
The result has been found to be supported by the findings of Sharma (2011) who reported that young, middle and old aged women do not differ significantly in their level of stress. Choudhary (2013) and Kaur, Kaur & Kaur (2013) who found no significant difference in psycho-social problems of married women working in schools and colleges. The findings are in consistent with the results of Kaur (2009) who researched that teachers with

more age show more stress; Choudhary (2013); Kaur, Kaur and Kaur (2013) found that significant difference exist in psycho-social problems of school teachers with < 35 years & > 35 years of age and Bhuvaneshwari (2013) who found that stress in working women are directly proportional to their age.

### INTERACTIONAL INFLUENCE (A X B)

#### Interactional influence of Category of Teachers (School & College) and Age (<35 years & >35 years) on Psycho-Social problems

Table 1 reveals that the F-value for the difference in mean scores of psycho-social problems of women teachers due to interaction between category of teachers (school & college) and age (<35 years & >35 years) is 0.42 which is not significant indicating that the mean scores of school women teachers with age <35 years (M=261.19) and college women teachers with age <35 years (M=256.10) and mean scores of school women teachers with age >35 years (M= 257.50) and college women teachers with age >35 years (M=258.42) do not differ significantly on psycho-social problems. Hence it may be concluded that school and college women teachers do not differ significantly on psycho-social problems due to interactional influence of category of teachers (school & college) and age (<35 years & >35 years).



**Fig. 3:** Bar Graph showing Mean Scores of School and College Women Teachers with (<35 years & >35 years) of age on Psycho-social problems

Results shown for main influence (A) Category of Teachers (school and college) and main influence (B) age (<35 years & >35 years) and interactive influence AXB (Category of Teachers X Age) showing non-significant difference between school and college women teachers and leading to the acceptance of Hypothesis states, 'There is no significant difference in psycho-social problems of school and

college women teachers with respect to age' stands accepted.

## CONCLUSION

1. School and college women teachers do not differ significantly on psycho-social problems.
2. Women teachers with age (<35 years and >35 years) do not differ significantly on psycho-social problems.
3. School and college women teachers do not differ significantly on psycho-social problems due to interactional influence of category of teachers (school & college) and age (<35 years & >35 years).

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