

## Social Freedom in Secondary School Female Teachers and its Outcome on their Level of Stress Management

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### ABSTRACT

The present study focuses on the paramount importance of female teachers' social freedom, and stress management at the secondary school level. This is a descriptive study on issues in social freedom and stress management of female teachers, based on a quantitative study. The study investigates the relationship between female teachers' social freedom as approaches to reduce stress among them and thereby their level of stress management. Stress is assumed to have a significant link to maximize teachers' difficulties in dealing with students in school. Therefore, to have a stress free maximum social freedom is important for teachers to motivate themselves to optimize their teaching performance. We tested the relationship between social freedom and stress management in a sample of 200 female higher secondary school teachers. Using the t-test, we found that social freedom is significantly associated with stress management of teachers. The relationships between these variables are also found significant. Results suggest that orientation programmes help to reduce female teacher's level of stress and improve their stress management techniques taking into account the role of the social freedom. The buffering effect of social freedom in managing the stress levels in females will indirectly improve their all life aspects.

### INTRODUCTION

"The man should be strong and active; the women should be weak and passive." – Rousseau With this quotation, the pathetic scenario of women's social life can be drawn. The status of women in India has long been paradoxical as they are made to work as maids and were not being given adequate attention. They are not provided higher education and are banned to roam outside, consequently, they remain bound within the four walls to bring up their children. In India, the traditional family-style is patriarchy where the men were given more superiority over females. The rigid culture, traditions, superstitious beliefs had always stood as hindrances towards equal rights and freedom of the women. In prehistoric times, there are even proverbs like "husband is god". Daughters-in-law was not treated well and therefore due to this kind of agony or conduct many women in the past commit suicide. They are not given the freedom to preach religion as they remain devoid to learn many religious books or Vedas. After the modern era i.e. from 1500 A. D onwards, many changes have taken place in the life scenario of common masses and therefore many restrictions on women got eventually reduced. It is a great challenge for the women of the 21st century to face the resistance shown by the conservative people of closed-type society like India. Since now the prestige of women has enhanced considerably and the overall attitude towards women has changed a lot whether in terms of their education or in making their own standing in society. There is a transition in the role of women as they engaged such a position as were previously engaged by the menfolk. The occupations

which were previously dominated by men are now ruled by women and it is a great to transition indeed. Women are now captivating non-traditional roles and escalating a new outlook of life and these developments have speedily gained momentum. The government of India also showing interest in the overall welfare of women and had recently framed a Draft, "National Policy for women 2016" (Articulating a Vision for Empowerment of Women). The concept of Women Empowerment could be meaningful only in the real sense when the women should be provided equal social freedom as their male counterparts and certainly accomplish development in all spheres of their life as economic, social, and political. As it is a well-known fact that in almost all developed countries, women had played a significant role in development.

### METHODS:

This study falls under the category of descriptive research. Thus, the survey method will be adopted to carry out the work. In this study, emphasis will be given to the inferential quantitative approach to compare the different variables.

A sample of 200 teachers from government higher secondary schools participated in this study. Looking at the nature of this study, a multi-stage random sampling technique shall be used to select the required sample of teachers. There are 10 districts in Kashmir province. Out of these 10 districts, district Srinagar and district Anantnag (one urban and one rural) will be selected based on stratification for drawing samples for the present study. Total number of Govt. Higher Secondary Schools in District Srinagar is 30 and the total number of Govt. Higher Secondary Schools in District Anantnag is 45. Out of these, 20 Higher Secondary Schools will be randomly selected from each district, and from these selected Higher Secondary Schools again through randomization the required number of teachers (i.e. 200 female teachers) will be chosen to have both rural and urban background. In total, the number of units (teachers) chosen as a sample will comprise 400. The breakdown of the sample shall be as under.

### RESULT

As the current study deals with the mean score difference between social freedom and stress management among female teachers and to calculate the correlation value between these two variables. From the above table (fig.1) it can be concluded that the mean score of females on social freedom is 94.09 and standard deviation is 5.53. Consequently the mean score value of female teachers on stress management level comes 101.38 and standard deviation 13.9. Therefore the above results show that the mean score of female teachers on stress management level is more than that of their mean score value on social freedom. Therefore the female teachers show higher score on stress management level than social freedom. Further the

correlation value comes out to be significant (fig.2). From the results it can be revealed that there is significant positive correlation between social freedom and stress management level of the teachers. Therefore both the variables show noteworthy relationship between each other among the female teachers.

### CONCLUSION

In order to keep pace with the menfolk in day today modern scenario the women should be provided all the necessary requirements for their progress and development. To keep them involved in the rising prosperity of country they should be provided as equal rights and freedom as men should be provided. The study explores social freedom and stress management of female teachers particularly in higher secondary schools. The study first provides background of the two variables and after doing thorough review of the related literature it becomes obvious that such study should be the need of the hour and the female teachers should be provided social freedom in all their aspects so that they can develop high self-concept which overall helps them to combat stress in them. Therefore freedom of female teachers help them in dealing with their daily life stressors and thus they can effectively manage stress. In the study sample size of 200 female teachers had been selected by randomization technique from two districts of Kashmir valley I.e. from Srinagar (urban area) and Anantnag (rural area). The scale of Social Freedom by L. I. Bushan and V. Kaushik and Stress Management by V. Kaushik and N. A. Charpe were being used to collect data from the sample respondents. The result of the study shows that the mean score value of female teachers on social freedom is 94.09 and on stress management is 101.38. Further the study investigates a positive correlation between the two variable which shows that more the social freedom more will be the stress management. The female teachers having more freedom whether it may be in their professional or personal life show more resistance towards stress related situations.

### EDUCATIONAL IMPLICATIONS

Therefore it can be inferred that the stress management can be effectively done when there is more social freedom. The female teachers should be provided social support both in social as well as in their private life as well so that they can overcome all the daily life stressors. In the educational setup the study shall provide many benefits as the whole school organization may become aware of the concept of freedom of the teachers which becomes a shielding factor in them to cope up with any odd situation. In the schools, colleges and universities, many workshops and orientation programmes have been organized to orient the female teachers in managing their daily stressors in life. The workshops will facilitate them with the role of their social freedom in counteracting the stressful circumstances. Therefore the freedom of womenfolk in all the spheres of their

life is necessary and a prerequisite for maintaining their level of stress management.

### LIMITATIONS OF THE STUDY

The present study is confined to only two districts of Kashmir Division. The investigator delimit the study only to Kashmir division leaving other two divisions i.e. Jammu and Ladakh. The study is limited to only government higher secondary schools leaving private perspective. In the study the sample is restricted to only female teachers and would not include their male counterparts. Further the study investigates the relation between only two variables. The study exclude the teachers from other lower or higher grade schools of other institutions and departments.

### DIRECTION FOR FUTURE USE

The future study would include all the three divisions i.e. Jammu, Kashmir and Ladakh. In the Kashmir the study will further be extended to other districts also. The future investigation will take both the male and female teachers as sample for the study. In the future studies government as well as private schools shall be taken and the study would include the other departments or sectors. More variables shall be included in the future investigation on the study and the mediating effect of many variables can be calculated.

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