
Psychological and Social Problems among Higher Secondary School Female Teachers in West Bengal

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Abstract: *The historical contexts of the phrase Social Problems show that the singular "social" problem that was identified in early nineteenth-century Europe (Schwartz; 1997). Sociologists invented the concept of the 'social problem'. Fuller and Myers (1941) defined the 'social problem' as "those conditions or situations which members of the society regard as a threat to their values". Psychological Problems are increasing day by day among working women. There are many problem in working women. In this study, mental health, level of anxiety, sleep problems, depression are mentioned. Shaffer and Shoben (1956) wrote "anxieties vary greatly in intensity from a mere qualm in a transient situational conflict to a permeating distress that may effect of a person's social adjustment". Researcher wants to examine the psychological and social problem of working women in higher secondary school. Researcher has constructed a 3 point likert's scale containing on mental health, work-family conflict and level of anxiety, sleep problems, depression, weighty work trouble, substantial life pressing factor, and badgering about relational relationship directions. Five higher secondary schools were selected for this study through Purposive Sampling. The questioners were supplied to 120 higher secondary schools female teachers. And 120 female teachers (Local, Married Status and Stream background) have been selected by stratified random sampling. In this present study, the investigator has followed the Descriptive Survey Method. The married female higher secondary school teachers faced more psychological and social problems than unmarried female higher secondary school teachers. It is suggested that families should share the obligations of home-grown commitments to diminish the weight of working women.*

Keywords: *Descriptive Survey Method, Stratified Random Sampling and Psychological and Social Problem.*

1. INTRODUCTION

Teachers are essential to the educational process. According to Sri Aurobindo Ghosh (1956) "teacher is not instructor or taskmaster, he is a helper and guide" (Saini, 2017). As per Tagore's opinion "a teacher can never truly teach unless he is still learning himself." "A lamp can never light another lamp unless it continues to burn its own flame" (Pal & Pandey; 2016).



According to National Educational Policy (1986) “the status of the teacher reflects the socio cultural ethos of society. It is said that no people can rise above the level of its teachers”. It is the teacher's obligation to keep the learning environment dynamic. The talent of teaching, regardless of social establishment and financial consistency, establishes the unique seat of the teacher in the mind of the student. When the teacher's behaviour, personality, and demeanour are considered ideal for the student, the student imitates that teacher (Bhattacharya, 2018).

Psychological and Social Problems:

The historical contexts of the phrase social problems show that the singular "social" problem was identified in early nineteenth-century Europe (Schwartz; 1997). Sociologists invented the concept of the ‘social problem’. Fuller and Myers (1941) defined the “social problems as those conditions or situations which members of the society regard as a threat to their values. Clarifying their thoughts, they said at other spot that it is “a condition which is defined by a considerable number of persons as a deviation from some social norms which they cherish”. “Social problem is a generic term applied to a range of conditions and aberrant behaviours which are manifestations of social disorganization. It is a condition which most people in a society consider undesirable and want to correct by changing through some means of social engineering or social planning” (Oxford Dictionary of Sociology, 1994). Raab and Selznick (1959) hold that a ‘social problem’ is “a problem of human relationship which seriously threatens society or impedes the important aspirations of many people”. Merton and Nisbet (1961) have defined ‘social problem’ as “a way of behaviour that is regarded by a substantial part of a social order as being in violation of one or more generally accepted or approved norms”. Horton and Leslie (1970) wrote that a ‘social problem’ is “a condition which many people consider undesirable and want to correct. It is a condition affecting a significant number of people in ways considered undesirable, about which it is felt that something can be done through collective measures”.

Psychological Problems are increasing day by day among working women. Working women are facing many problems such as poor mental health, level of anxiety, sleep problems, depression, etc. Anxiety varies in quantity and quality from one person to another and within the same person from one time to another (Moral & Singh; 2017). Shaffer and Shoben (1956) wrote “anxieties vary greatly in intensity from a mere qualm in a transient situational conflict to a permeating distress that may effect of a person’s social adjustment”. World Health Organization (WHO) defined mental health as “a state of well-being in which the individual understands his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. According to American Psychiatric Association (1968) “depression is an emotional state with retardation of psychomotor and thought processes, a depressive emotional reaction, feelings of guilt or criticism and delusions of unworthiness”. The psychological-social issue of educators results from weighty work trouble, substantial life pressing factor, and elevated standard from youngsters' folks, badgering about relational relationship and the lack of their insight on mental wellbeing (Beri, 2015). Family and work are the two biggest occupations for some adults. Studies reveal that the stress from these two occupations is making people less resilient (Jain and Gunthey; 2001). Women face more mental and social issues in light of their double liabilities one in family and one in work. Different mental and social issues like nervousness, disappointment, psychological instability, trouble, misery, outrage, fears and

passionate pain upset her. A cautious and delicate perception of psyche and conduct of women uncovers certain how her apprehensions, anxiety, mental fortitude, productivity, greatness, progress and brilliance (Asnani, 2004). Lath and Sharma (2010) concluded that teachers are more stressed because of lack of support and environment. The socio-economic condition of teachers is far from satisfactory. Hence their mental well-being deteriorates. Jain and Gunthey (2001) showed that non-working women would do well, while working women had more issues less help, more mental change issues and more significant level of psychological wellness perils. An examination led by Mukhopadhyay (1996) tracked down that functioning women assume a double part in family and work place. They experience a supported pressure to adapt to conditions and henceforth their psychological health gets influenced. Mental and social issues affect her external and internal potential. In spite of all her versatility, patient, guts and resistance, now and then her soul gives way under the horrid and lumbering commitments of home and official obligations. The circumstance at work place and home are many a times clashing. This prompts tension, stress and narrow mindedness. Rose and accomplices (2002) have found an uncommonly strong association between organizational climate and agent reactions, for instance, sensations of nervousness, delinquency, obligation and collaboration. School environment updates or confines vigorous depletion, depersonalization and low energies (Grayson and Alvarez, 2008). Hence keeping in view the significance of psychological and social problems faced by teachers and its impact the present study was undertaken. Thus, the study was directed to fulfill the following objectives:

2. OBJECTIVES:

1. To compare the psychological and social problems of female higher secondary school teachers with respect to
 - a) locale
 - b) marital status
 - c) stream background

Hypotheses:

- 1) There exists no significant difference in psychological and social problems of rural and urbanfemale higher secondary school teachers
- 2) There exists no significant difference in psychological and social problems of married andunmarried female higher secondary school teachers
- 3) There exists no significant difference in psychological and social problems of female highersecondary school teachers with science and arts background

3. METHOD OF STUDY AND PROCEDURE

The descriptive survey research method was adopted in this investigation. The sample was selected from 5 higher secondary schools of Berhampore block in Murshidabad district of West Bengal. Out of 120 female teachers 60 female teachers were from rural area [30 married

female teachers (15 science female teachers and 15 arts female teachers) and 30 un-married female teachers (15 science female teachers and 15 arts female teachers)] and 60 female teachers from urban area [30 married female teachers (15 science female teachers and 15 arts female teachers) and 30 un-married female teachers (15 science female teachers and 15 arts female teachers)] through stratified random sampling. To examine the psychological and social problems of female teachers (mental health, anxiety and depression) a self-constructed 3 point Likert’s scale was used. To compare the psychological and social problems of female teachers, the “t” test was used.

4. RESULTS AND DISCUSSION

(I) Results relating to differences in psychological and social problems of rural and urban female higher secondary school teachers.

Table-1 Mean scores of psychological and social problems of rural and urban female higher secondary school teachers.

Variable	Locale	N	Mean	S. D	t	Remarks
Psychological and social problems	Rural female school teachers	60	59.84	17.89	0.865	Not Significant
	Urban female school teachers	60	57	18.05		

The above table 1 shows the mean scores and SD of psychological and social problems of rural and urban female higher secondary school teachers of West Bengal. The t- value for psychological and social problems of rural and urban female higher secondary school teachers was found statistically insignificant at 0.05 level. Therefore, the similar psychological and social problems faced by both rural and urban female higher secondary school teachers. From the above discussion, the hypothesis no. 1 i.e. “there exists no significant difference in psychological and social problems of rural and urban female higher secondary school teachers” is accepted. The finding of the study are similar to Hussain and Kumar (2017) that the psycho-social problems faced by both rural and urban women are similar. The findings of study are also in congruence with the findings of Beri (2015) that there exists no significant difference between psycho-social problems of elementary women teachers in urban and rural schools in Nagaland and Kaur, et al. (1997) that there is no significant difference between psycho-social problems of women teachers working in urban and rural schools of Punjab.

(II) Results relating to differences in psychological and social problems of married and unmarried female higher secondary school teachers.

Table-2 Mean scores of psychological and social problems of married and unmarried female higher secondary school teachers.

Variable	Marital Status	N	Mean	S. D	t	Remarks
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Psychological and social problems	Married female teachers	60	61.5	16.60	2.809	Significant
	Un-married female teachers	60	52.34	19.10		

The above table 2 shows the mean scores and SD of psychological and social problems of married and unmarried female higher secondary school teachers of West Bengal. The t-value for psychological and social problems of married and unmarried female higher secondary school teachers was found to be significant at 0.01 level. Hence, the married female higher secondary school teachers faced more psychological and social problems than unmarried female higher secondary school teachers. This is likewise in consistency with the reality as the married female higher school teachers have more responsibilities towards their family members as compared to unmarried female higher secondary school teachers. From the above discussion, the hypothesis no. 2 i.e. “there exists no significant difference in psychological and social problems of married and unmarried female higher secondary school teachers” is not accepted. This is similar to the finding the Garima and Kiran (2014) that there exists a significant difference between married and un-married working women in psychological stress and emotional problem. Also similar with the finding the Gupta, Taneja, Kapoor and Kumar (2020) that there exists a significant difference between married and un-married working women in depression, phobic anxiety and anxiety.

(III) Results relating to differences in psychological and social problems of female higher secondary school teachers with science and arts background.

Table-3 Mean scores of psychological and social problems of female higher secondary school teachers with science and arts background.

Variable	Stream background	N	Mean	S. D	t	Remarks
Psychological and social problems	Science female teachers	60	60.5	17.35	1.276	Not Significant
	Arts female teachers	60	56.34	18.46		

The above table 3 shows the mean scores and SD of psychological and social problems of female higher secondary school teachers with science and arts background of West Bengal. The t-value for psychological and social problems of female higher secondary school teachers with science and arts background was found statistically insignificant at 0.05 level. Therefore, the similar psychological and social problems faced by both science and arts background female higher secondary school teachers. From the above discussion, the hypothesis no. 3 i.e. “there exists no significant difference in psychological and social problems of female higher secondary school teachers with science and arts background” is accepted.

5. CONCLUSION

- Rural and urban female higher secondary school teachers did not significantly differ in psychological and social problems. Psychological and social problems faced by both rural and urban female school teachers are similar.
- Psychological and social problems of married and unmarried female higher secondary school teachers differed significantly. Married female school teachers face more psychological and social problems than unmarried female school teachers.
- Science and arts background female higher secondary school teachers did not significantly differ in psychological and social problems. Psychological and social problems faced by both science and arts female higher secondary school teachers are similar.

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