



OCCUPATIONAL STRESS AND FAMILY ENVIRONMENT

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Abstract

Occupational stress is known as stress at work. It occurs when there is discrepancy between the demands of the work and that of individuals. It is a serious work hazard which has the power to bring crisis on teachers. There may be various reasons for occupational stress like personality, general outlook on life, Problem solving abilities, and social and family support system, etc. Hence the present study tries to find out the relationship between occupational stress and family environment of teachers. For this study the 800 teachers working at primary, secondary schools, junior and senior colleges of Nagpur city were taken as sample. The relationship between occupational stress and family environment was derived using occupational stress index and family environment scale. The data were analyzed using coefficient of correlation "r", to ascertain the relationship between them. The result reveals that there is no significant relationship between the occupational stress and family environment of college and school level teachers.

Keywords: Occupation, Stress, Family, Environment

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world. It may come from one's own irresponsible behavior, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual it depends on the personality general outlook on life, Problem solving abilities, and social support system. Many different factors may cause stress physical to emotional.

Occupational stress is known as stress at work. It occurs when there is discrepancy between the demands of the work place and that of individuals- occupational stress is a serious work hazard which has the power to bring crisis on teachers in recent time. The major reasons of occupational stress experienced due to increase in work load, delay and nonpayment of salaries, poor coming condition of service etc. The experience of workplace stress has been subject to a large amount of research. The amount of stress a person experience at work is likely to be a result of the interaction a number of factors such as type of work they are doing (their occupation) the presence of work stressors, the amount of support they receive both at work and at home and the coping mechanisms they use to deal with stress.

Teacher's stress on the other hand has been a topic of much discussion over the years. Adams (1999) noted that stress is a phenomenon that can produce both positive and negative results in teachers, while the positive effect of stress is seen to be fruitful. Unproductive levels of stress might be harmful to teachers and can affect their teaching, personal lives and most importantly, their students. Teaching is a challenging task which carries general stress, in fact, stress in the teaching profession has been recognized as a crucial problem. Teachers have a wide range of meanings when they use the term stress and when they accept or deny the existence of stress in themselves or in their colleagues.

Meanwhile, Johnson and Cooper (2003) found that of the 26 occupations included in their research, teachers were identified to be one of the most stressful jobs. In another study done in the United Kingdom the findings showed that teachers are experiencing above average level of stress MC Cormick (1996) indicated in this study on teachers stress 'Overall significant differences for personal characteristics when grouped

with occupational stress.' Furthermore, in the same study he found that female teachers were experiencing more stress than their male counterparts.

Significance of the study

In the developing country like India, where literacy rate is low, resources are limited, and very few percentage of students reach the university level. It requires imperative attention of higher management towards teaching system and faculty assigned to import the promised knowledge to give away attention to the changed mind of the students and the environment responsible for teachers stress. To find out the hidden reasons of the occupational stress of teachers and to throw more light to the co-related aspects, it is needful to study thoroughly.

Objective of the study

To study the occupational stress among school and college level teachers; To study the family environment of school and college level teachers.; To study the relationship between the occupational stress and family environment of the school and college level teachers.

Hypothesis

There is no significant relationship between the occupational stress and family environment of the school and college level teachers.

Methodology

Present study is an empirical study and is exploratory in nature. In the present study data has been collected from all Govt. aided and Govt. schools and colleges of Nagpur District, Maharashtra by administering Teachers' occupational stress scale by Dr. srivastava and Dr. A.P. Singh .To calculate the relationship of occupational stress with family environment, Family Environment Scale by Dr. Harpreet and Dr. N.K. Chand was used.

Sample: The present study is conducted at Nagpur district of Maharashtra state. The 800 teachers of four different categories were selected as sample. The teachers working at different levels include 200 primary Teachers (men/women) 200 secondary Teachers (men/ women), 200 Junior college Teachers (men/ women) and 200 senior college teachers (men/women) are taken for study.



Result and interpretation: The objective wise analysis and results are given as follows

1 To study the occupational stress among school and college level teachers.

Table 1 - Level of occupational stress among school and college level teachers.

Sr. No.	Level of Occupational Stress	Response	Percentage (%)
01	Low Occupational Stress	00	00%
02	High Occupational Stress	800	100%
	Total	800	100%

Interpretation : All the school and college level teachers are having high level of occupational stress. According to above

Table 2 - Category wise percentage of family environment among school and college level teachers.

Sr.No.	Category of Family Environment	Level						Total
		Low		Medium		High		
		Response	%	Response	%	Response	%	
1	Cohesion	0	0%	775	96.87%	25	3.13%	800(100%)
2	Expressiveness	0	0%	348	43.5%	452	56.5%	800(100%)
3	Conflict	0	0%	674	84.25%	126	15.75%	800(100%)
4	Acceptance and Caring	4	0.5%	738	92.25%	58	7.25%	800(100%)
5	Active – Recreational	2	0.25%	237	29.63%	561	70.12%	800(100%)
6	Independence	0	0%	742	92.75%	58	7.25%	800(100%)
7	Organization	0	0%	678	84.75%	122	15.25%	800(100%)
8	Control	0	0%	511	63.87%	289	36.13%	800(100%)

Interpretation : The family environment of the school and college level teachers is further analyzed by the Family Environment Scale by Dr. Harpreet and Dr. N.K. Chand. This scale shows that 25 (3.13%) teachers of school level are belonging to high cohesion family environment and 775 (96.87%) belongs to the average. About 452 (56.5%) teachers of college and school level are belonging to high expressive family environment and 348 (43.5%) in average. 126 (15.75%) teachers at school level are belonging to high conflict family environment and 674 (84.25%) from college and school level in average. 4(0.5%) teachers of school level are belonging to low acceptance and caring factor where 58 (7.25%) in high and 738 (92.25%) of school and college level teachers have average acceptance and caring family environment. 2(0.25%) teachers at school level are belonging to low active recreational orientation family environment where 561 (70.12%) of school college level in high and 237 (29.63%) teachers at school level in average. 58 (7.25%) teachers are belonging to high Independence family environment and 742 (92.75%) at college and school level teachers are in average where no in low. About 122 (15.25%) college and school level teachers are belonging to high organization family environment and 678 (84.75%) in average and no in low. About 289 (36.13%) teachers of college level belonging to high controlled family environment and 511 (63.87%) from school and college level teachers are belonging to average controlled family environment.

3 To study the relationship between occupational stress and family environment of college and school level teachers.

The correlation between Occupational Stress and Family Environment of college and school level teachers are calculated using co efficient of co-relation between level of stress and

table, we have seen that all most 800 (100%) Teachers are having high level occupational stress and no single teacher is having low level occupational stress.

2 To study the family environment of school and college level teachers.

In this objective researcher has used the Family environment scale (FFS) to collect information related with teacher's family environment. Calculations and results were drawn bossed on all 8 categories and analysis was alone by using percentage It has shown in the following table :-

various factors of family environment along with overall family environment.

Table 3 - Correlation between occupational stress and family environment of college and school level teachers.

Sr. No.	O/S mean	Family Environment Mean (Factors of Family Environment)	'r' value
1	72.36	Cohesion 84.46	0.020 NS
2	72.36	Expressiveness 87.81	0.014 NS
3	72.36	Conflict 80.65	-0.015 NS
4	72.36	Acceptance and Caring 85.93	-0.04 NS
5	72.36	Independence 85.87	-0.054 NS
6	72.36	Active – Recreational Orientation 87.24	-0.036 NS
7	72.36	Organization 87.24	-0.01 NS
8	72.36	Control 86.14	0.025 NS
9	72.36	Overall Family Environment 85.15	-0.028 NS

Interpretation : From the above table no 3, the mean of Occupational Stress is 72.36 and the mean of "Cohesion" factor of Family Environment is 86.46. Correlation between Occupational Stress and "Cohesion" factor of Family Environment of college and school level teachers is 0.020. For 798 df table value of "r" at 0.01 level is .081 and at 0.05 level is .062 and calculated value of "r" is 0.020. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the



Occupational Stress and “Cohesion” factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Expressiveness” factor of Family Environment is 87.81. Correlation between Occupational Stress and “Expressiveness” factor of Family Environment of college and school level teachers is 0.014. For 798 *df* Table Value of “*r*” at 0.01 Level is .081 and at 0.05 level is .062 And calculated value of “*r*” is 0.014. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Expressiveness” factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Conflict” factor of Family Environment is 80.65. Correlation between Occupational Stress and “Conflict” factor of Family Environment of college and school level teachers is - 0.015. For 798 *df* table value of “*r*” at 0.01 level is .081 and at 0.05 level is .062 And calculated value of “*r*” is - 0.015. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Conflict” Factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Acceptance and Caring” factor of Family Environment is 85.93. Correlation between Occupational Stress and “Acceptance and Caring” Factor of Family Environment of college and school level teachers is -0.04. For 798 *df* table value of “*r*” at 0.01 level is .081 and at 0.05 Level is .062 And calculated value of “*r*” is -0.04. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Acceptance and Caring” Factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Independence” factor of Family Environment is 85.87. Correlation between Occupational Stress and “Independence” factor of Family Environment of college and school level teachers is -0.054. For 798 *df* table value of “*r*” at 0.01 level is .081 and at 0.05 level is .062 And calculated value of “*r*” is - 0.054. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Independence” factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Active-Recreational Orientation” factor of Family Environment is 84.01. Correlation between Occupational Stress and “Active-Recreational Orientation” factor of Family Environment of college and school level teachers is -0.036. For 798 *df* table value of “*r*” at 0.01 Level is .081 and at 0.05 level is .062 and calculated value of “*r*” is -0.036. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Active-Recreational Orientation” factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Organization” factor of Family Environment is 87.24. Correlation between Occupational Stress and “Organization” factor of Family Environment of college and school level teachers is -0.01. For 798 *df* table value of “*r*” at 0.01 level is .081 and at 0.05 level is .062 And calculated value of „*r*” is -0.01. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Organization” factor of Family Environment of college and school level teachers.

The mean of Occupational Stress is 72.36 and the mean of “Control” factor of Family Environment is 86.14. Correlation between Occupational Stress and “Control” factor of Family Environment of college and school level teachers is 0.025. For 798 *df* table value of “*r*” at 0.01 level is .081 and at 0.05 level is .062 and calculated value of “*r*” is 0.025. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and “Control” Factor of Family Environment of college and school level teachers.

So From the above table no 3 it is clear that mean of Occupational Stress is 72.36 and the over all mean of Family Environment is 85.15. Correlation between Occupational Stress and Family Environment of college and school level teachers is - 0.028. For 798 *df* table value of “*r*” at 0.01 Level is .081 and at 0.05 level is .062 and calculated value of “*r*” is - 0.028. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the Occupational Stress and Family Environment of college and school level teachers.

Correlation between the Occupational Stress and Family Environment of college and school level teachers is Negative



and Very Low Degree correlation. It means predict that when level of Family Environment is increasing positively after that it is affected the level occupational stress oppositely. It means level of occupational stress is decreasing.

Discussion

From the results of the study it is clear that the college and school level teachers are highly stressed. This finding support the past research that the teaching profession has become one of the mast stressful profession (Oliver and Venter, 2003)

From the study made by the researcher it is clear that correlation between the occupational stress and family environment of college and school level teachers is negative and very low degree. It means that when level of family environment is increasing positively after that it is affected the level of occupational stress oppositely. It means level of occupational stress oppositely. It means level of occupational stress is decreasing.

Ultimately it shows that there is no significant relationship between the occupational stress and family environment of college and school level teachers.

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