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Occupational Stress of Teachers in Relation to their Family Environment

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Abstract

The present study aim to occupational stress of teachers in relation to their family environment. 200 samples were selected randomly. The Two questionnaires namely occupational stress index and family environment scale were printed along with teacher's personal information and made into a booklet. Permission from the school authorities were obtained well in advance so as to collect data from the selected teachers. The statistical were used to correlation and –test. The result concluded that that there is a negative correlation between occupational stress and family environment indicating that when family environment is more favorable, occupational stress decreases. Further the analysis proved that the teachers with more favourable family environment and teachers with more unfavourable family environment differ in their occupational stress, since the t-test is statistically significant. Looking at the mean scores teachers with more unfavourable family environment show higher occupational stress. This indicates that teachers with more favourable family environment have low occupational stress.

Keywords: Occupational stress, teachers and family environment.

Introduction

Most of us are aware that occupational stress is an increasing problem in organizations. Employees are stressed out from greater workloads and having to work longer hours because of downsizing at their company. They talk about the lack of job stability and job security in today's world. We read surveys in which employee complain about the stress which is created while trying to balance job and family responsibilities. This section first deals with the causes and consequences of stress and then considers what individuals and organization can do to reduce it.

Concept of Stress:

Stress is a dynamic condition in which an individual is confronted with an opportunity, Constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Stress is not necessarily bad in and it itself. Although stress is typically discussed in a negative context. It also has a positive value. It's an opportunity when it offers potential gain. Consider for example the superior performance that an athlete or stage performer gives in "clutch" situations. Such individuals often use stress positively to rise to the occasion and perform at their maximum. Similarly many professionals see the pressures of heavy workloads and deadlines as positive challenges that enhance the quality of their work and the satisfaction they get from their job.

More typically, stress is associated with constraints and demands. The former prevent us from doing what we desire, the latter refers to the loss of something desired. So when we take a test at school or we undergo our annual performance review at work, we feel stress because we confront opportunities, constraints, and demands. A good performance review may lead to a promotion, greater responsibilities, and a higher salary. But a poor review may prevent us from getting the promotion. An extremely poor review might even result in being fired.

Consequences of stress:

Stress shows itself in a number of ways, for instance, an individual who is experiencing a high level of stress may develop high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite, accident-proneness, and the like. These can be subsumed under three general categories (a) physiological (b) psychological and (c) behavioral symptoms.

a) Physiological symptoms: Most of the early concern with stress was directed at physiological symptoms. This was predominantly due to the fact that the topic was researched by specialists in the health and medical sciences. This research led to the conclusion that stress could create changes in metabolism, increase heart and breathing rates, increase blood pressure, bring on headaches and induce heart attacks.

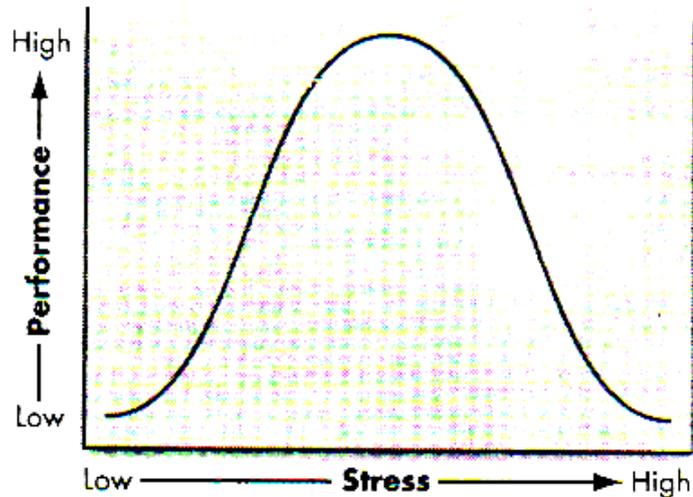
b) Psychological symptoms: Stress can cause dissatisfaction. Job-related stress can cause job – related dissatisfaction. Job dissatisfaction in fact, is the simplest and most obvious psychologically effect of stress. But stress shows itself in other psychological states – for instance, tension, anxiety, 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 about the incumbent's duties, authority and responsibilities, 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 identity to incumbents create stress and reduce satisfaction and involvement in the job.

c) Behavioral symptoms: Behavior – related stress symptoms include changes in productivity, absence and turnover, as well as changes in eating habits, increased smoking or consumption of alcohol, rapid, speech, fidgeting and sleep disorders.

There has been a significant amount of research investigating the stress performance relationship. The most widely studied pattern in the stress performance literature is the inverted – U relationship.

FIGURE: 1
Inverted U-relationship Between Stress and Job Performance



The logic underlying inverted-U is that low to moderate levels of stress stimulate the body and increase its ability to react. Individuals then often perform their tasks better, more intensely, or more rapidly. But too much stress places unattainable demands or constraints on a person, which results in lower performance. This inverted – U pattern may also describe the reaction to stress over time, as well as to changes in stress intensity. That is, even moderate levels of stress can have a negative influence on performance over the long term as the continued intensity of the stress wears down the individual and saps his or her energy resources. An athlete may be able to use the positive effects of stress to obtain a higher performance during every Saturday’s game in the fall season or a sales executive may be able to psych herself up for her presentation at the annual national meeting. But moderate levels of stress experienced continually over long periods, as typified by the emergency room staff in a large urban hospital, can result in lower performance. This may explain why emergency room staffs at such hospitals are frequently rotated and why it is unusual to find individuals who have spent the bulk of their career in such an environment. In effect, to do so would expose the individual to the risk of “career burnout”.

Review of literature

Kinman.G, Jones F, (2012) studied lay representation of work stress by using semi-structure interviews with 45 individuals from a range of occupations. Similarities and difference were found between lay and professional discourses on work stress. The causes of stress at work were perceived as being predominantly organizational, but the impact of stress on the employee was more.

In order to understand the teachers Occupational stress **Lazuras, Lambros (2015)** explores the differences in stress levels of general and special teachers in Greece. 70 teachers from general and special education schools from a large Greek city participated in the study by completing questionnaires. Measures included occupational stress deriving from interpersonal conflict, organizational constraints, and workload; work – related negative affectively and health outcomes. Findings showed dynamic interaction between negative affectivity and health. Those with negative emotion were more prone to occupational stress.

METHODOLOGY

Need for the study

In today's world occupational stress is considered as an important factor which determines one's performance in a job. Teaching profession is recently considered as a highly stressful, and rapid changes in education have also increased the teacher's susceptibility to stress. Parents give more importance to their children's performance without looking into their children's ability. Parents, School administrators, general public and every one give undue pressure on school teachers and this put them still more pressure. These teacher have to play a balanced role between the activities of the school and the activities of their family.

This study will take us one step further in our understanding of occupational stress of teachers in relation to family environment. The effect of various other variables on occupational stress is also to be observed.

Objective of the Study

1. To find out the relationship between teacher's occupational stress and their family environment.
2. To understand Teacher's occupational stress in terms of their personal factors.

Hypothesis

1. There is no significant relationship between the teacher's occupational stress and the various dimensions of family environment.
2. There is no difference in teachers occupational stress in relation to favourable and unfavourable family environment.

SAMPLING:-

200 samples were selected using simple random sampling procedures.

RESULT AND DISCUSSION

Table 1. Showing the correlation co-efficient between occupational stress and family environment.

Name of the Item	N	'r'	Significance
Occupational Stress Family environment	200	0.76	0.01

Table 1 shows the correlation coefficient between teacher's occupational stress and family environment. The total number of teachers included in the study are 200 and the co-efficient of correlation between occupational stress and family environment is 0.76. This correlation value is significant at 0.01 level. It can be predicted from the table that the teacher's occupational stress depends on their family environment. The value indicates that there is a negative correlation between occupational stress and family environment indicating that when family environment is more favorable, occupational stress decreases. Hence the null hypothesis that there

is no relationship between teacher’s occupational stress and family environment is not accepted.

Table 2. Showing the difference in the occupational stress of more favourable family environment and more unfavourable family environment of teachers

Group	Family Environment	N	Mean	SD	SEm	t-value	Significance
1	Highly favorable	124	37.12	4.16	0.82	11.07	0.01
2	Highly Unfavorable	76	47.61	5.12	0.71		

Table 2 shows the difference in the occupational stress of more favourable family environment and more unfavourable family environment employees. There are 124 teachers who fall under Highly favourable family environment category and the total number of teachers who come under Highly unfavourable family environment category are 76. The mean, standard deviation is 37.12 and 4.16 respectively obtained by more favourable family environment teachers. Highly unfavourable family environment of teacher’s mean and standard deviation scores are 47.61 and 5.12 respectively. The t-ratio is 11.07 that indicates that the teachers with more favourable family environment and teachers with more unfavourable family environment differ in their occupational stress, since the t-test is statistically significant. Looking at the mean scores teachers with more unfavourable family environment show higher occupational stress. This indicates that teachers with more favourable family environment have low occupational stress. Hence the Null Hypothesis that teachers with more favourable family environment and teachers with more unfavourable family environment do not differ in the occupational stress is not accepted.

Findings

- Result reveals that there is a negative correlation between occupational stress and family environment indicating that when family environment is more favorable, occupational stress decreases.
- Analysis proved that the teachers with more favourable family environment and teachers with more unfavourable family environment differ in their occupational stress, since the t-test is statistically significant. Looking at the mean scores teachers with more unfavourable family environment show higher occupational stress. This indicates that teachers with more favourable family environment have low occupational stress.

Conclusion

The present study aim to occupational stress of teachers in relation to their family environment. 200 samples were selected randomly. The Two questionnaires namely occupational stress index and family environment scale were printed along with teacher’s personal information and made into a booklet. Permission from the school authorities were obtained well in advance so as to collect data from the

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