



The Occupational Stress Women Teachers towards Joint and Nuclear Society



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Abstract

Work is a central part of human life. It is the expression of the basic need to accomplish, to create, to feel satisfaction, and to feel meaningful. The rapidly changing nature of work has resulted in new and far-reaching mechanisms for management control in the form of monitoring, layoffs, and change in work rules, all of which contribute to increased levels of occupational stress. Although office work has always been stressful, several scientific studies and surveys have helped focus attention on the issue of job stress. Among the major negative effects of the job, stress is its impact on a person's self-image and self-esteem, which in turn, affects one's relationship with family, friends, and co-workers. The problems last far longer than the time we spend at work and are not easily left behind at the end of the day.

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1. Introduction

Cunningham, W. G. (1983), stress is an inherent factor in any type of vocation or career. Its best, the presence of stress can be a motivator that urges the individual to strive for excellence. However, excess amounts of stress can lead to a lack of productivity, a loss of confidence and the inability to perform routine tasks as a result quality employee lose their enthusiasm for their work and eventually withdraw from the company. During the middle of the 20th century, employees began to initiate programs to help reshape corporate cultures in an effort to minimize the amount of productive stress found in the workplace. Devi, A. (2006), for many companies, this meant developing an occupational stress definition that relevant to the individual business and the working environment as it was currently constituted. With the working definition in place, employers began to utilize resource such as confidential reporting method, professional counseling, and employee committees to identify areas where the corporate climate could be enhanced and reduce stress levels at the same time.

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Jha, S. S. (1988), stress is a common feature in our lives, especially as the pace of development increases. Work is a common term which is applied to all sorts of occupation. Lewis, R. (1999), it is a basic condition for most people and is an important component of the atmosphere for human survival. Many adults spend half of their lives in work-related activities. It is natural to experience work-related stress or tension or strain in the body or the mind if there is no release or outlet for the pent-up feelings. It is a silent killer in the modern age.

Parihar, K. S., Dahiya, R., Billaiya, R., & Jain, P. (2017), stress is a feeling that is created when we react to particular events. It is the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina, and heightened alertness. The human body responds to stressors by activating the nervous system and specific hormones. The hypothalamus signals the adrenal glands to produce more of the hormones adrenaline and cortisol and release them into the bloodstream. This natural reaction is known as the stress response. Working properly, the body's stress response enhances a person's ability to perform well under pressure. Teachers not only have the stress of dealing with so many diverse children on a daily basis. They are also charged with educating and helping to mold these children into productive members of society. With rules, regulations, guidelines, and performance expectations all around teachers can have a very high level of stress.

Occupational Stress and Teacher

In general, occupational stress arises from the working conditions/environment of a system, when we talk about stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of workload.

Pettegrew, L. S., & Wolf, G. E. (1982), teachers are also overburdened with regular teaching work and non-teaching work as election duties, duty in the census, populations counting etc. The teachers are often heard of complaining about. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stress and hassles of teachers.

Causes of Stress for Teachers

According to research, the major causes of teacher stress are:

- Excessive working hours
- Excessive workload
- Rising class sizes
- Pressure due to OFSTED inspection
- Changes in curriculum & courses
- Changes to assessment and testing requirements
- Poor management
- Workplace bullying
- Crumbling schools
- Pupil misbehavior
- Risk of violence from pupils, parents, and intruders
- Lack of support from bureaucracy, form filling, and routine tasks
- Lack of control over the job
- Lack of public esteem
- The burden of providing cover

Effects of Stress

These are as follows:

- a) Increased blood pressure
- b) Rapid heartbeat
- c) Reduced blood supply to the skin

- d) Cessation of digestive activities
- e) Increase perspiration
- f) Decrease in the immune system's functions to preserve it for later action

All these actions which are mentioned above have a very long lasting negative effect if these stressful situations are to become a frequently occurring feature. They may lead to the following serious and even fatal conditions:

- a) Depression and anxiety
- b) Alcoholism
- c) Drug dependency
- d) Congenital heart disease
- e) Stress-related diabetes

Operational Definitions

- a. Stress
"Stress is a mulch-faceted process that occurs in us in response to events that Disruptor threatens to disrupt out physical or psychological functioning."
- b. Occupational Stress
"Occupational stress is a condition whereby one suffers from unpleasant Psychological, social or physical effects of a given career or job."
- c. Joint Family
"This is a family in which the peoples of one or more than generations commonly live together."
- d. Nuclear Family
"This is a family in which only one people man progeny live together."

The objective of the study

- 1. To study and compare the occupational stress of Secondary school's women teachers belonging to the joint and nuclear family.

The hypothesis of the study

- 1. There is no significant difference in mean scores of the Occupational stress of secondary school's women teachers belonging to the joint and nuclear family.

2. Research Methods

Singh, A. K., & Sahgal, P. (1995), keeping in view the Research Evidence, Objects, and Hypothesis, the Research Scholar found it suitable to go through Descriptive Survey Method.

- a) Population
The population study consists of all working women (joint and nuclear family) of secondary schools of Meerut District.
- b) Sampling
The Research Scholar collected the 100 sample for the study and during the collection of Data; Research Scholar will satisfy technique for listing at the population.
- c) Tool
The occupational Stress index constructed by Dr. A.K. Shrivastava and A.P. Singh has been used for the study.
- d) Statistical Technique
The Research Scholar has been used Mean, Median, Standard Deviation, and t-test as a statistical technique in the Study.

3. Results and Analysis

3.1 Analysis and interpretation of data

Ho1: There is no significant difference in mean scores of the Occupational stress of secondary school's women teachers belonging to the joint and nuclear family.

Table 1
Occupational stress of secondary school's women teachers

Family type	N	Mean	S.D.	Degree of freedom	t-value
Joint family	50	556.3	240.44	98	*0.05
Nuclear family	50	665.5	224.24		

*Not significant difference at 0.05 level

Interpretation:

Here calculated value of 't' is 0.05 which is lesser than the table value. Hence the null hypothesis "There is no significant difference in mean scores of the Occupational stress of secondary school's women teachers belonging to the joint and nuclear family." is accepted. It may be interpreted that there is no significant difference between the occupational stress of women teachers of joint and nuclear family.

3.2 Findings

On the basis of the analysis of data presented in the foregoing pages the findings are systematically arranged here in accordance with the hypotheses as mentioned below:

Ho1: There is no significant difference in mean scores of the Occupational stress of secondary school's women teachers belonging to the joint and nuclear family.

Obtainer's value is less than the table 't' value at 0.05 level of significance. Hence the null hypothesis has been accepted. It means that the women teachers belonging to the joint and nuclear family do not differ significantly in relation to their occupational stress.

4. Conclusion

This study confined to the study of the Occupational stress of women secondary school teachers belonging to the joint and nuclear family. It was found that there was no significant difference in Occupational stress of secondary school's women teachers belonging to the joint and nuclear family.

Conflict of interest statement and funding sources

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Statement of authorship

The author(s) have a responsibility for the conception and design of the study. The author(s) have approved the final article.

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