ABSTRACT

The present study is aimed at assessing the occupational stress and family environment of the women college teachers. A total of 264 women teachers working in government, aided and unaided Under-Graduate colleges, belonging to different age groups were selected from the city of Mysore. They were administered by occupational stress scale and family environment scale, consisting of 46 and 90 items, respectively; measuring occupational stress and family environment in 12 and 10 dimensions, respectively. The occupational stress was measured in the following subscale role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerless. The family environment was measured in the following dimensions—cohesion, expressiveness, conflict, independence, achievement orientation, intellectual orientation, active recreational, moral religious emphasis, organization and control. A total of 9 hypotheses were formulated for the study. Data were collected in 2 sessions. Data were subjected to descriptive statistics, Independent samples-‘t’ test, One way ANOVA and stepwise multiple regression. Results revealed that Under-graduate Women teachers experienced moderate level of occupational stress in all the subscales of occupational stress index. Age had significant influence in role overload, role ambiguity, role conflict, unreasonable group and political pressure, poor peer relations, low status, strenuous working conditions and profitability, where initially we find a decrease and at the retirement stage there was increase in the scores. Experience had significant influence in role overload, role conflict, unreasonable group and political pressure, responsibility for persons, strenuous working conditions, unprofitability, where initially we find a decrease and at the retirement stage there was increase in the scores. Income had significant influence in role overload role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, poor peer relations, strenuous working conditions and unprofitability. Lastly, marital status has significant influence over occupational stress with unmarried women teachers having higher level stress in role overload, role ambiguity, role conflict, unreasonable group and political pressure poor peer relations, low status and unprofitability.
As far as family environment is considered, among subscales cohesion, conflict, achievement orientation, moral religious emphasis and organization experienced very healthy family environment. Family environment of the women teachers were found healthy in few of the subscales like expressiveness, independence, active recreational and control experienced a healthy family environment. Age had significant influence in cohesion, conflict, independence, intellectual cultural orientation, organization. Distance of travel had significant influence in cohesion, conflict, intellectual cultural orientation, active recreational, organization, and control. Income had significant influence in intellectual cultural orientation, organization. Institution had a significant influence in cohesion, expressiveness, independence, moral religious emphasis, organization, independence. Stepwise multiple regression revealed that among total components of FES, only two components of FES best predicted the occupational stress of the teachers, they are – Conflict and achievement orientation. The thesis concludes with verification of hypotheses, suggestions for future research and implications.