CHAPTER V

SUMMARY CONCLUSION AND RECOMMENDATION

Introduction

Teaching is one of the noblest profession on the earth. Teaching is a highly noble profession; most suited one especially for women. Teachers are always a boon to society. Teachers are the pillars of society; they educate and mould the future citizens of a country. Teaching is a revered profession in India also. Through their intelligence, patience and wisdom, they attempt not to hone the learner’s intellect and aptitude but also, create a well rounded personality. Teaching has an influence in developing one’s mind and character and also gives the satisfaction of clearing the clouds of ignorance. As this field is so vast, having different specializations, different skills and trainings required at different levels. A secure career, great monetary compensation and annual vacations are enticing hordes of men and women to join this teaching profession. Apart from requisite education and degree, teaching requires a flair for interacting with the students and an ability to explain things in a clear and lucid manner. Therefore, teachers not only augment student intellect but also contribute to their overall development.

The uniqueness of a female teacher is that she has to attend household chores as well as the teaching assignment. Hence, the stress experienced by them will generally more than their counterparts. Further, a teacher at college level has to devote more time for preparation of classes and later delivering the teaching assignment in an effective manner. For that the teacher has to devote some of their time even at home for her academic work. In course of this she may not be able to
take care of the family issues as effectively as women who perform exclusively the role of a home maker.

5.1: Stress

Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Now-a-days everyone talks about stress. It is cutting across all socio-economic groups of population and becoming the great leveller. Not only just high pressure executives are its key victims but it also includes labourers, slum dwellers, working women, businessmen, professionals and even children. Stress is an inevitable and unavoidable component of life due to increasing complexities and competitiveness in living standards. The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economical activity. Thus in modern time, stress in general and job stress in particular has become a part of the life and has received considerable attention in recent years. Stress has become the core concern in the life of everyone, but everybody wants stress-free life. Stress is a subject which is hard to avoid. Stress is a part of day-today living. Every individual is subjected to stress either knowingly or unknowingly. Stress, long considered alien to Indian lifestyle, is now a major health problem / hazard.

Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word ‘stringere’; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as “the non-specific response of the body to any
demand placed upon it”. Further, stress was defined as “any external event or internal drive which threatens to upset the organismic equilibrium” (Selye Hans, 1936). Another definition given by Stephen Robbins (1999) stress has been stated as “a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he / she desires and for which the outcome is perceived to be both uncertain and important”. Stress affects not only our physical health but our mental well being, too. To successfully manage stress in everyday lives, individual can learn to relax and enjoy life. The best way to manage stress is to prevent it. This may not be always possible. So, the next best things are to reduce stress and make life easier. Stress refers to any environmental, organizational and individual or internal demands, which require the individual to readjust the usual behaviour pattern. Degree of stress results from events or situations that have potential to cause change. Stimuli or situations that can result in the experience of stress.

5.2: Occupational Stress:

Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioral deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person’s job. They include the design of the individual’s job working conditions and the physical work
layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Beehr and Newmann (1978) define job stress as “a condition arising from the interaction of people and their jobs and characterized by change within people that force them to deviate from their normal functioning.” According to Lazarus stress occurs when their demands on the person which tax or exceed his adjustment resources.

5.3: Outcome of Stress

Teaching is one of the most stressful professions today. From the outside teaching seems all together a different job with vacations and flexible timings. But considering everything that a teacher has to go through every day, these days which is not just teaching, but mentoring the students, planning for lessons, maintaining various records and reports, stress can cause long lasting negative effects, often resulting in social, emotional and personal disorganization. The major causes of teacher stress are excessive working hours, excessive workload, and changes in curriculum, student’s misbehavior, and changing pedagogical concepts.

5.4: The Family

The family is by far the most important primary group in society. Historically, it has been transformed from a more or less self-contained unity into a definite and limited organization of minimum size, consisting primarily of the original contracting parities.
The family is the most important primary group in society. It is the simplest and the most elementary form of society. It is the most basic of all social groupings. It is the first and the most immediate social environment to which a child is exposed.

The family, as an institution is universal. It is the most permanent and the most pervasive of all social institutions. All societies large and small, primitive and civilized, ancient and modern have some form of family or the other. No one knows, or can know, how or when the family began. It is safe to summaries that the family is some form will always be with us. With regards to the future as the mind can imagine the family will continue to be a control and indeed a nuclear component of society.

“There may be no families in utopia and none in paradise, but planet we know best will probably always contain them” (Rao 2004).

5.5: Family Environment

A family and home environment has strong impact on the overall well-being of an individual. The conditions in a family very much affect the livelihood and working of an individual. A sense of belonging is derived from the strong bond of family. Families shape personality, develops personality, emotional strength, and works as a support system. Individuals are not just molded within this sociological unit, which prepares an individual to for worldly experience but also determines how he/she will react to stressful experiences. Dysfunctional families often lead to individuals making poor choices in life causing stress.

Research on stress is of great relevance to the modern society as it provides a new dimension to the understanding of and dealing with social problems. The social psychological approach to the problem of stress has widened the scope of stress research as it calls for the study of social institutions and situation from which the
stressor variables originate. A substantial number of studies have been reported about stress under normal and isolated work environment. The results of these studies have revealed that certain occupation are more stressful than others stress is becoming a global phenomenon affecting all professions and all categories of employees. The present study processes to analyze the occupational stress and family environment of women under graduate college teachers.

5.6: Statement of the Problem

Teachers occupy an important position in the society. They mould the character, impart knowledge and are instrumental in providing value based education to the student population. Though no discrimination is made between male and female teachers either in their appointment or in the course of their work in educational institutions, women prefer teaching profession compare to their counter parts. The reasons are many and varied. However, women have their own unique problems of adjustment in both managing the domestic chores as well as their profession assignments. Hence, a study of their problems of adjustments is paramount from the point of view of gender justice and provision of quality education. The study refers to the occupational stress and family environment of women teachers.

5.7: Importance of the study

The uniqueness of a female teacher is that she has to attend house hold chores as well as the teaching assignment. Hence, the stress experienced by them will generally more than their counterparts. Further, a teacher at college level has to devote more time for preparation of classes and later delivering the teaching assignment in an effective manner. For that the teacher has to devote some of their time even at home for her academic work. In course of this she may not be able to
take care of the family issues as effectively as women who perform exclusively the role of a home maker.

In the backdrop of the above it would be of high importance and relevant from the point of view of social work profession to understand the family atmosphere of female teacher which may be either related directly or indirectly by them in discharging their duties as an effective teacher. Hence, a study to explore the above areas is important.

5.8: Aim of the study

The present study is aimed at assessing the occupational stress and family environment of the women college teachers.

5.9: Specific objectives are

The following are the objectives of the present study:-

- To study the socio-demographic and occupational details of women teachers.
- To study the family environment of women teachers.
- To study the level of occupational stress experienced by women college teachers.
- To understand the association between socio-demographic variables and occupational factors with family environment.
- To understand the association between socio-demographic variables and occupation factors with occupational stress.
- To suggest proper measures, on the basis of the results of the study, to improve the quality of life of women college teachers.
5.10: Hypotheses

The following directional hypotheses were formulated for the present research:

H1: Women college teachers of higher age group experience lower level of occupational stress.

H2: Women college teachers with long years of services experience lower level of occupational stress.

H3: Women college teachers from higher economic group experience lower level of occupational stress.

H4: Smaller the family size of the teachers lower will be the occupational stress experienced by them.

H5: Married women teachers experience higher levels of occupational stress compared to that of unmarried teachers.

H6: The age of female college teachers and extent of family environment are positively correlated.

H7: Income level of the female college teachers positively influence quality of family environment.

H8: Married female college teachers experience better quality of family environment.

H9: Smaller size of family of female college teachers and the extent of family environment are positively correlated.
5.11: Research Design

To satisfy the objectives of the study, a descriptive and exploratory research design was adopted. The present study is descriptive and exploratory in nature, where the study describes data and characteristics about the population or phenomenon being studied and when the purpose of research is to gain familiarity with a phenomenon or acquire new insight into it in order to formulate a more precise problem or develop hypothesis, the exploratory studies come in handy.

As the term suggests, exploratory research is often conducted because of a supposed problem that has not been clearly defined as yet, or its real scope is still unclear. It allows the researcher to familiarize him/herself with the problem or the concept needs to be focused in the pretext to counter any future deterrence and errors. Exploratory research helps determine the best research design, data collection method and selection of subjects, and sometimes it even concludes the very existence of the problem. Another common reason for conducting exploratory research is to test concepts, before they are applied in researches of Social Sciences.

5.12: Scope of the Study

The present study is clearly an eye opener for the researchers in the field of education, social work, and other related fields like women studies, where the research has brought out the fact that women teachers experienced moderate levels of stress. Age and experience were found to have significant influence over the occupational stress. Even marital status was found to have influence over stress, where unmarried ones had higher levels of stress.
If the institution concentrate and give more importance to financial problems, Unsatisfactory Work, working environment the level of stress will be reduced among women teachers. Since the individual often get into stress due to organization changes, proper communication should be given to reduce such stress. The teachers can seek professional help when it is required to reduce the stress and improve quality of their life to lead a better life style. Even employees can exercise regularly and get enough sleep and make time to enjoy an activity outside the work place. The women teachers should maintain a positive attitude; this will make it easier to live and work with others. They can be taught various relaxation methods to ease their daily tensions. They should be encouraged to do activities that help them to feel relaxed.

The policy makers, social workers, educationists, psychologists and other significant ones can form strategies to improve the quality of life of teachers (special reference to women teachers) and thereby reducing their stress both occupational and personal to make them a prospective competent and efficient teacher.

5.13: Respondents

The researcher intended to study all the women undergraduate teachers working in government, aided and unaided colleges. It was found that there were 359 teachers working in various colleges in Mysore city. All of them were approached for the study and their willingness for the study too was considered. Forty women teachers did not give willingness and did not fit into inclusion criteria. The remaining 319 teachers who gave willingness were distributed questionnaires. Of them 264 duly completed questionnaires were received, with a high response rate of 83.69%. In total the response rate of 73.53% including those who were opted out of the study.
5.14: Source of Data

Under graduate women teachers in Mysore city who come under the inclusive criteria are the source of data.

5.15: Tool and Techniques of data Collection

Following tools were employed in the present study:

- A socio-demographic data sheet
- The occupational stress Index by Srivastava and Singh (1984)
- Family Environment Scale by Moos & Moos (1976)

5.16: PROCEDURE OF DATA COLLECTION:

Main Study

The respondents were personally contacted and the appointments were taken prior and met at the fixed time. The whole respondents filled out the questionnaire in the presence of investigator except for few who took more than 3 sessions to complete because of time constraint. The questionnaire was administered in the same way as in the pre test, spending 20-30 minutes initially to establish a rapport, by explaining the study, the confidentiality of the information obtained the nature of the research, the need to assess information through the questionnaire itself. “Placed before you is set of questionnaires. In the beginning some general instructions are given please go through it and then fill up the information schedule. All the items must be answered. Prior to the questionnaire there is specific information given, read them and then mark the alternatives by encircling the one that is true of you. At any time if you feel tired please ask me to read out, so that it will be much easier to answer. Do not omit any item.
The main study was conducted in two phases:

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<th>Session I</th>
<th>Socio-demographic data sheet, Occupational Stress Index</th>
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<td>Socio-demographic data sheet given to the employee and asked them to fill up with brief introduction given to them.</td>
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<td>Occupational Stress Index given to them with instructions, which assess the occupational stress of the women college teachers.</td>
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<th>Session II</th>
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<td>Family Environment Scale given with instructions.</td>
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5.17: Statistical methods applied

Following statistical methods were employed in the present study

1. Descriptive statistics

2. Independent sample t-test

3. One-way ANOVA

4. Multiple regression stepwise.

5.18: Major findings of the study:

The concept of stress is often confused with challenge, but these concepts are not the same. Challenges energize us psychologically and physically, and it motivates us to learn new skills and master our jobs. When a challenge is met, we feel relaxed and satisfied. Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work life is probably what people are referring to when they say “a little bit of stress is good for you”.

214
5.19: Occupational stress

- 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.

- 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.

5.20: Family environment

- In the 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, control.

• Income had significant influence in intellectual cultural orientation, organization.

• Institution had a significant influence in cohesion, expressiveness, independence, moral religious emphasis, organization, independence

5.21: Occupational stress and family environment

• Only two components of FES best predicted the occupational stress of the teachers, they are –Conflict and achievement orientation.

5.22: Implication of the Study

While stress is evident in any job, teachers seem to face moderate level of stress due to their unique circumstances. Think about what a teacher must deal with day in and day out...high stakes exams, overcrowded classrooms, grading tests, grading class work, administrative paperwork, meeting with parents, department meetings, faculty meetings, challenging students, angry parents, an unsupportive community, and the list goes on.
The teachers are not easily affected by the difficulties that they encounter in relation to their job. Seemingly, they have a high level of stress tolerance. The sources of stress experienced by the teachers in prevalence are as large class sizes, excessive paperwork or documentation, inadequacy of resources, materials and equipment to do the job, increased level of competition among colleagues, colleagues undermining competence or personality, and not airing of personal opinion. Concerned authorities should be made aware of the specific work related sources of stress for possible change and assistance along these areas.

Social work profession focuses on building capacities of people. It motivates to accept the challenges. Challenges energize us psychologically and physically. It motivates us to learn new skills and master our jobs.

As the stress levels among the under graduate teachers experienced moderate level of occupational stress, who have less than 5 years of experience and at the retirement stage there was increase of stress level. A planned and structured intervention needs to be designed and conducted for the teachers. If this trend continues as the teachers join the institution, efforts need to be taken to prevent such conditions, whereby they are trained on handling pressure and stressful situation positively. In every work place a counselor must be there to solve their problems.

The intervention needs to be designed depending on the problems encountered by the teachers. The techniques of case work can be utilized on the teachers who have specific personal issues which perhaps, cannot be tackled when engaging them is a common concern experienced by a sizable number of teachers, group work techniques could be needed.
A “stress awareness” drive by incorporating topics on stress in the social orientation subject is to be encouraged. The normal level of stress among the teachers should be maintained in all aspects. Regular assessment of stress level should be conducted for preventive measures.

Creation of policies that will encourage more social interaction between administrators and teachers and holding workshops and retreats on the subject of heightening awareness on stress management can also be recommended.

Set aside a room or a suite on campus for spirit rejuvenation. Creation of reward and recognition systems that will strengthen work ethic of teachers is also important. The developed Stress Management Program should be implemented in the college to keep stress at a bearable level.

Motivate teachers to do exercise; they must not use the excuse that they don't have time. They must make time. Make it part of their routine. While it may be tough at first, but they will quickly find themselves with more energy and they will be much more efficient at work.

Make them to learn to say “No”. This can be quite difficult, especially as a new teacher. New teachers think they must say "yes" to everything in order to keep their job, but this can quickly lead to teacher burnout.

Make them to join teachers in the discussion boards/forums. There are many teacher forums on the internet where teachers can not only vent their frustrations, but get real advice from teachers who have experienced the same problems.

Think positive: In fact, don't just think positive thoughts, but actually say them out loud. In the morning, or on your way to work, say positive things about your job,
about your students, about your colleagues. You'll be amazed at the impact that saying these things out loud can have on the rest of your day.

Cool down and take breaks. Teachers have a tendency to go straight through the day (and night) without taking a break. This is unhealthy and only adds to your stress level. Make sure to NOT work through lunch. Take that time to eat a healthy meal and talk to colleagues about things other than college. In other words let yourself take a mental break from the job during the day. Also, at the end of the college day, make a to-do list for the next day and then take ten minutes to relax and cool down with some other stress relieving techniques such as deep breathing exercises, stretching, or visualization.

5.23: Suggestions to Improve Family Environment of the Teachers:

1. For women teachers, mental and physical health academic planner can have different schedules. The collegiate education and respective institutes can plan various academic planners including leisure activities for reduction of stress.

2. Private institutions have to pay the salary on par with UGC scale. The long term dispute in pay disparity between government and private institutions if balanced, stress can be reduced.

3. Regularly training/orientation programmes should be conducted to update the teachers. The training/orientation/refresher courses aimed at stress management and coping strategies can help in alleviating anxiety and stress are need of the hour.
4. Induction programmes must be there for newly appointed teachers. The induction programme basically meant to familiarize the teacher to adjust to the new environment and deal effectively.

5. For over time and extra work the concerned agency has to provide incentives. This will motivate the teacher to work harder thereby improving the quality of self and the institute.

5.24: Suggestions for Future Research

1. Future researchers can focus on various coping strategies adapted by women teachers.

2. The study can be extended to quality of life, subjective and Psychological well being of women teachers.

3. Women teachers at primary level can be studies in depth as they have to spend a lot of time with children.

4. Women teachers in urban and metro areas can be involved in future studies as their life style is different from teachers in sub urban and rural areas.

5. Impact programmes could be studied using stress management programmes and anger management techniques.

In terms of further research, it is recommended that the same study may be replicated in other regions of the country to validate findings of the present research or to explore and evaluate the other variables or factors that may affect the stress experiences of the teachers.
5.25: Conclusion

Occupational stress is a real challenge for college teachers and their employing institution. As institution and their working environment transform, so do the kinds of stress problems that they may face. It is important that the workplace is being continuously monitored for stress problems. Further, it is not only important to identify stress problems and to deal with them but to promote healthy work and reduced harmful aspects of work to improve quality of life. Work in itself can be a self-promoting activity as long as it takes place in a safe, development and health-promoting environment.

When a woman starts working outside also she bears dual responsibility that requires double labour. In this situation, if she cannot discharge her duties equally efficiently, she feels tense and continuous tension creates stress that in turn may affect her family environment. With growing age, problems may also grow. However, in the present study age had significant positive influence over some of the components of family environment. When they reach middle age years some kinds of changes starts in them. Now, dual role responsibility may generate irritation, frustration, anxiety, depression etc. This is quite understandable in the sense that temporary job brings a kind of insecurity, present day selection processes; uncertainty over getting jobs, uncertainty over present job itself may reduce the family cohesion to some extent, which in turn brings down the family environment. There is a need to improve family environment by self and by the family members also. Programmed interventions like, meditation, relaxation and other sensitization programs may reduce stress and enhance quality of life to their years resulting in healthy family environment.