CHAPTER-I

INTRODUCTION

Women represent almost half of the total population of our country and their participation in the development programmes is imperative. No schemes whether in the field of economic development or social development can be successful unless women play their conservative role in such programmes. Inspite of the social imbalances existing in the society, there has been considerable improvement in their social status and today women occupy much high position. Women’s role in directing and shaping destiny of the society is crucial. The status of women in India has been a controversial one, as it has seen varied amount of discussion from a vast genera of fields and disciplines. In Vedic age they were treated as goddesses, in Muslim age their status suffered a sharp decline and in the British regime they were looked down upon as “slaves of slaves”. Since independence the tide seems to have made some progress because of the effective implementation of social legislations, progress made in the field of education, health, economics, technological developments or because of the process of evolution. Though in very small numbers, women are in every sphere, they are doctors, engineers, pilots, journalists, teachers, administrators, and judges including Supreme Court judge, state governors, ambassadors, and members of the parliament, ministers, astronauts and police officers.

Though concern is being expressed for her emancipation in every field economic independence is of paramount importance. Efforts are on to ensure that women are not economically dependent on any one. But these efforts have hardly been any help. Today a woman is burdened with two kinds of jobs – her work within the house and the job outside. She does not find any free time to enjoy the fruits of her
economic independence. However economic independence is not the final solution. An emphasis has to be laid on the development of the women, awareness about her rights and responsibilities, recognition of her role and work.

Teaching is one of the noblest professions. It is 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’s 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.
1.1: Stress:

Definitions:

The word ‘Stress’ was coined by an Endocrinologist Dr. Hans Selye in the year 1936. He defined stress as ‘the non-specific response of the body to any demand’.

He observed that many highly diverse ways of perturbing an organism resulted in psychological responses. Thus stress is established to function as a trigger or a maintaining factor for several illnesses.

Selye (1936), identified three stages of stress response

1. Alarm
2. Resistance
3. Exhaustion.

Exposure to the stimulus results in the release of hormones and chemicals whose purpose is to create appropriate physiological changes. This is the alarm reaction. It is cancelled as soon as the stressor is withdrawn. If exposure to the stressor persists, the body will adapt by developing a resistance which serves it well at the time. Such resistance however, takes a toll of the organism’s resources and the stage will not last indefinitely, as body resources become depleted, a stage of exhaustion takes over. Together these stages make up the general adaptation syndrome described by Selye in 1956. However it is also true that stress is highly non-specific as it is not the same for all. Only some individuals will develop psychological symptoms. ‘Hans Selye’ emphasized only on the biologically perspective of stress.
According to Webster- stress means constraining force or influence as:

(a) force exerted when one body or body part presses on, pulls on, pushes against or tends to compress or twist another body or body part,

(b) the deformation caused in a body by such a force,

(c) A physical, chemical or emotional factor that causes bodily or mental tension and may be a factor disease causation, and

(d) A state resulting from stress, especially from factors that tend to alter an existing equilibrium.

Hinkle (1973), states that in the 17th century the word stress was used to describe hardship or affliction and during the 18th century, stress denoted force, pressure strain or strong effort referring primarily to an individual, to an individual’s organs or mental powers. The growing rate of social and technological changes is quite obvious and the major outcome of these changes would increase the level of psychological stress, and it is apparent that increasing stress might shape our vital life experiences in a negative manner and affect our physical and mental health. Hence stress has been rightfully called the disease of the 20th century.

There is a growing body of evidence from studies in various organizational settings suggesting that occupational stress has been increasing implicated in the etiology of poor mental and psychosomatic disease (House et. al 1979). Apart from occupational stress, inherent characteristics of the individual and his behaviour may contribute to occupational ill health. Therefore, there are two main features of stress.

1. Dimensions or characteristics of the person.

2. The environmental stressors at work.
McGrath (1971), developed a model to explain stress related task performances. This model is based on the premise that task ability and difficulty in perceived stress. The stress experienced also depends upon the perceived consequences of task performance and the uncertainty associated with it. Actual task difficulty depends on the objective situation (i.e. stressor) which affects the perceptions of task difficulty (perceived situation). In turn the whole process results in the perception of stressfulness of the task. The person then engages in a decision process to decide on how to cope with the stressor. These responses result in the performance process in which selected behaviours are evaluated on quantity, quality and speed. The last link is the outcome process which indicates whether the behaviour produced the desired outcome feeds back into the original situation and may influence future situations.

1.2: 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”.

Okebukola and Jegede (1989), defined occupational stress as a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment. This definition coincides with a research conducted by Levi (1996), who posited that stress is cost by a multitude of demands stressors) such an inadequate fit between what we need and what we capable of, and what our environment offers and what it demands of us. Also, Kyriacou (1987), defined teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher. From the point of view of Levine and Ursin (1991), stress is a part of an adaptive biological system, where a state is created when a central processor registers an informational discrepancy. In essence, stress can be considered as any factor, acting internally or externally, that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment. In congruence, Steinberg and Ritzmann (1990), affirmed that stress is an under load or overload of matter, energy or information input to, or output from, a living system.

Borg (1990) has also conceptualized teacher stress as a negative and potentially harmful to teachers’ health. The key element in the definition is the teacher’s perception of threat based on the following three aspects of his job
circumstances. 1. That demands are being made on him. 2. That he is unable to meet or has difficulty in meeting these demands, and 3. That failure to meet these demands threatens his mental/physical well being. Stress has been considered as one of the major factors in work organization (Agrwal et al, 1979).

1.3: Nature of stress:

Stress is an adaptive response, mediated by individual characteristics or a psychological process that is a consequence of any external action, situation or event that places special or psychological demands up on a person. Stressors are those actions, situation or events that place special demands on a person, the antecedents of stress or the so called stressors.

1.3.1: External and internal stressors:

People can experience either external or internal stressors.

- External stressors include adverse physical conditions (such as pain or hot or cold temperature) or stressful psychological environments (such as poor working conditions or abusive relationships). Humans like animals can experience external stressors.

- Internal stressors can also be physical (infections, inflammation) or psychological. An example of internal psychological stressors is intense worry about a harmful event that may or may not occur. As far as anyone can tell, internal psychological stressors are rare or absent in most animals expect humans.
1.3.2: Acute stress:

Acute stress is the reaction to an immediate threat, commonly known as the fight or flight response. The threat can be any situation that is experienced, even subconsciously or falsely, as a danger. Common acute stressors include:

- Noise
- Isolation
- Hunger
- Danger

1.3.3: Chronic stress:

Modern life poses on-going stressful situation that are not short-lived and the urge to act (to fight or to flee) must be suppressed. Stress, then becomes chronic. Common chronic stressors include:

- On-going highly pressured work
- Long-term relationship problems
- Loneliness and
- Persistent financial worries.

1.4: Causes of stress:

Stressors are those actions, situation or events that place special demands on a person. The antecedents of stress or the so called stressors, affecting today’s employees are summarized in Figure 1.0., as shown in the figure the potential sources of stress can be broadly classified into six categories:
1. **Factors intrinsic to the job:** The various factors intrinsic to the job that seem to affect smooth functioning of executives are: work overload, time pressure and deadlines, having to make too many decisions, fatigue from the physical strain of the work environment, excessive (monetary and career) of making mistakes.

2. **Role in the organization:** the research already carried out suggests that organizational membership, one of the vital components of a social system, is a potential source of stress. Khan et al. (1964), developed a theory of role dynamics which reports stress resulting from conflicting and vague expectations. The theory points out that when the behavior of role conflict which produces stress. Role theory also indicates that role ambiguity stemming from lack of necessary information leads to stress.

3. **Relationships at work:** Another major source of occupational stress is the nature of relationship which one has with people working in the same organization. Selye (1976), suggested that learning to live with other people is one of the most stressful aspects of life. There are critical relationships at work – those with supervisors, those with subordinates, and those with colleagues/co-workers – which can produce stress.

4. **Career uncertainty:** Issues such as job security, fear of job loss, obsolescence, under promotion, status incongruities and frustration of having reached career stagnation can create pressure and strain. Satisfaction with salary and promotional opportunities has been found to be associated with increased self-esteem and job commitment in management population.
5. **Organizational structure and climate**: Organizational structure and climate being one of the largest constructs of the work environment, does have some bearing on the job stress experience of the organizational members. Factors like restrictions on behavior, office politics, lack of effective consultation and no participation in decision making process can contribute to stress.

6. **Home / work interface**: Finally factors external to work environment or extra-organizational factors can also contribute to the personal stress which affects the physical and mental well-being of individual at work. The various factors apart from work that cause stress in an individual are: family relations, economic problems, conflict of company with family demands, etc.

**Figure 1.0. A Model of Organizational Stress**

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<table>
<thead>
<tr>
<th>Causes / Stressors</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Personal</td>
<td></td>
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<tr>
<td>- Factors intrinsic to the</td>
<td></td>
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<tr>
<td>job</td>
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<td>- Role in organization</td>
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<tr>
<td>- Relationship at work</td>
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<tr>
<td>Career</td>
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<td>- Organizational</td>
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<tr>
<td>structure and climate</td>
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<tr>
<td>- Home / Work interface</td>
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| STRESS                     |                                        |
|                           | Individual                             |
|                           | - Physiological                        |
|                           | - Psychological                        |
|                           | - Behavioral                           |
|                           | Organizational                         |
|                           | - Decreased job                         |
|                           |   satisfaction                         |
|                           | - Reduced work                         |
|                           |   performance                          |

**Sources**: Selye (1976)
1.5: Consequences of Occupational Stress

Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. Views differ, further, on the importance of worker characteristics versus working conditions as the primary cause of job stress. These differing viewpoints are important because they suggest different ways to prevent stress at work. According to one school of thought, differences in individual characteristics such as personality and coping style are most important in predicting whether certain job conditions will result in stress—in other words, what is stressful for one person may not be a problem for someone else. This viewpoint leads to prevention strategies that focus on workers and ways to help them cope with demanding job conditions.

Although the importance of individual differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. Examples of individual and situational factors that can help to reduce the effects of stressful working conditions include the following:

- Balance between work and family or personal life
- A support network of friends and coworkers
- A relaxed and positive outlook

Employee stress is an increasing problem in organizations. The employees are stressed out from greater workloads and having to work longer hours because of downsizing at their company. Stress shows itself in a number of ways. There can be subsumed under three general categories.
1. Physiological

2. Psychological


1.5.1. Physiological symptoms

Most of the early concern with stress is directed at physiological symptoms. Stress could create changes in metabolism, increase in heart and breathing rates, increase blood pressure, bring headaches, and induce heart attacks.

1.5.2. Psychological symptoms

Stress can cause dissatisfaction; job-related stress is the simplest and most obvious psychological effect of stress and shows itself in other psychological states like tension, worry, anxiety, boredom. The evidence indicates that when the employees are placed in jobs that make multiple and conflicting demands or in which there is a lack of clarity about the incumbent’s duties, authorities 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.

1.5.3. Behavioral symptoms

Behavior related stress symptoms include changes in productivity; absence and turn over etc. the 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 attainable demands or constraints on person, which results in lower performance.

Stress affects millions of employees, but it operates in more silent and subtle ways. Stress is a psychological agent that influences physical and emotional well
being and the ability to perform jobs. Stress in work place is also costly to employees as reflected in lower productivity, reduced motivation, increased errors and accidents. High stress is related in increase turn over intentions and counterproductive behavior such as theft drug and alcohol abuse. Stress affects employees at all levels of jobs. Those employees whose report being satisfied with their jobs suffer fewer harmful effects of stress, those who are very dissatisfied with their jobs shows many more stress related effects.

Cavanaugh et al. (2000), identified kinds of daily work stress.

1. Challenge related stress which includes pressure and a high level of responsibility that lead to feeling of fulfillment and achievement. Challenges related stress is motivating and positively related to job satisfaction.

2. Hindrance related stress which includes excessive job demands and constraints such as poor support from higher management and job security that interfere with achievement goals. Hindrance related stress is associated with frustration and low job satisfaction.

3. Hardiness is a personality variable that may explain individual differences in vulnerability to stress. So called hardy persons believe they can control the events in their lives and thus may be more resistant to stress.

4. Work overload and Work under load psychologists use the term work overload to describe the common condition of over work. They have identified 2 types
a. Quantitative overload is the condition of having too much to do in the time available. It is an obvious source of stress and has been linked to stress related ailments such as Coronary Heart Disease (CHD). The key factor seems to be the degree of control workers have the rate at which they work rather than the amount of work itself.

b. Qualitative overload involves work that is too difficult. Having insufficient ability to perform a job is stressful. Even employees with considerable ability can find themselves in situations in which they cannot cope with the job’s demands.

The opposite condition work under load, having work that is too simple or is insufficient to fill one’s time or challenge one’s abilities is also stressful. Thus an absence of challenge in the work place is not necessarily beneficial. A certain level of job stress can be stimulating, invigorating and desirable.

5. Role ambiguity and role conflict an employee’s role in the organization can be a source of stress. Role ambiguity arises when the scope and responsibilities of the job are unstructured or poorly defined. Adequate orientation and socialization programs for new employees can reduce role ambiguity.

Breaugh and Colihan (1994), have proposed three components of role ambiguity.

a. Performance criteria ambiguity- uncertainty about the standards used to evaluate a worker’s job performance.

b. Work method ambiguity uncertainty about the methods or procedures appropriate to the successful performance of the jobs.
c. Scheduling ambiguity uncertainty about the timing or sequencing of work.

d. Role conflict arises when a disparity exists in job requirements or between the jobs demands and the employee values and expectations. Problems of career development such as when an employee fails to receive an anticipated promotion may also lead to stress.

1.6: Impact of stress on employees:

The phenomenon of stress is highly individualistic in nature. Some people have high levels of tolerance for stress and thrive very well in the face of several stressors in the environment; as for example, working under deadlines and time pressure, meeting high expectations of performance, working with inadequate resources. In fact, some individuals are not able to perform well except when subject to a level of stress that activates and energizes them to put forth their best efforts. Yet, others may have very low levels of tolerance for stress and become paralyzed when they have to interface with commonly experienced everyday factors that appear noxious to them; as for example, having to deal with two customers who arrive and ask for assistance at the same time.

For every individual there is a optimum level of stress for performance at full capacity. If the stress experienced is below this optimum, then boredom results, the motivation to work reaches a low point, and apathy sets in. a person operating in a very low stress environment and experiencing frequent boredom is likely to psychologically or physically withdraw from work. Psychological withdrawal results in careless and repeated mistakes, forgetting to do tasks and mental distractions at work. Physical withdrawal manifests itself in increased rates of tardiness and absenteeism, which may ultimately lead to turnover. If, on the other hand, the
stressors in an individual’s environment are too many or too intense, as for instance, when one is constantly being “picked on” by the boss, has too many conflicts with the supervisor or disagreeable coworkers, or is engaged in a job that is exposed to high health hazards, the effects on performance will again be adverse. The error will increase, bad decisions will be made and the individual may experience insomnia, stomach problems, psychosomatic illness and burnout. Job performance and individual health are at their best at optimum, levels of experienced stress. Though the optimum level varies with individuals, each can sense and determine how much stress is functional for good performance.

1.6.1: Stress levels and consequences

<table>
<thead>
<tr>
<th>Stress level</th>
<th>Low stress</th>
<th>Optimum stress</th>
<th>High stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Low performance</td>
<td>High performance</td>
<td>Poor performance</td>
</tr>
<tr>
<td>Health effects</td>
<td>Dull health</td>
<td>Good health</td>
<td>Insomnia, psychosomatic illness</td>
</tr>
</tbody>
</table>
1.7: Physiological effects of stress

Stress involves physiological and psychological; response to excessive and unusually unpleasant stimulation and to threatening events in the environment. The stress faced on the job is psychological or emotional in nature, such as an argument with the boss, the belief that we have been treated unfairly, or concern about a promotion. These constitute to hassles or insults in everyday life. Individually, they are low level sources of stress, but they are hard on the body because they accumulate. Each stress adds to the previous one and can tax the body’s energy reserves because of the physiological changes it produces. If stressors are frequently found in the work place, the body remains in a state of high physiological arousal and alertness for long periods, a condition that can lead to physiological damage as well as psychosomatic illnesses.

Psychosomatic disorders are not imaginary; they involve specific tissue and organ damage. Although their origin lies in physiological and emotional factors, they have a definite physical impact on the body. Further the illnesses brought about by stress can serve as new sources of stress. When physical health has declined resistance has been lowered, and bodily energy has been reduced, as a result motivation and job performances are bound to suffer. It is widely assumed that executives experience enormous job stress and consequently have a higher rate of heart attacks than does the general population. High level executives have 40% fewer heart attacks than do middle level managers, who are popularly assumed to work under less stressful conditions.
1.8: Factors related to stress

The extent to which stressors will produce stress reactions or symptoms is moderated by various factors. A moderator is a condition, behavior, or characteristics that qualify the relationship between two variables. Personality factors have been related to tolerance of stress. The relationship is particularly apparent with Type A and Type B personalities, and their differential susceptibility of heart disease, which is a major consequence of stress. The effect may be to intensify or weaken the relationship. The variables which moderate the impact of stressors on stress are considered to be extremely vital in the stress process. These primarily consist of personality profiles (Type A or B) of the individuals and social support.

1.8.1: Type A Behavior pattern:

Friedman and Kosenman (1974), – define Type A personality as “an action-emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve efforts more and more in less and less time, and if required to do so, against the opposing efforts of other things or other persons”. It is characterized by aggressiveness, easily provoked impatience, abruptness of gesture and speech, over commitment to the profession and excessive drive and hostility. Type B behavior on the other hand, is the opposite of Type A. It is characterized by the relative absence of the behaviors associated with Type A persons. Type A behavior pattern has long been identified as a significant contributor to stress and Coronary Heart Disease (CHD). Type A personalities are attracted to high stress, fast paced, competitive and demanding jobs. They can be hostile, though they are successful in hiding that quality from others. They express their aggression competitiveness, especially on the job. Type A’s are thought to be in a continual state
of tension perpetually under stress. Even when their work environment is relatively free of stressors, they carry their own stress as a fundamental part of their personally Type B’s experience less stress at work and at leisure. They may work as hard and in equally stressful environments but they suffer fewer harmful effects. These two personality types respond differently to prolonged stress over which they have little control.

1.8.2: Social Support:

Social support can broadly be defined as “the availability of helping relationships and the quality of those relationships.” In other words, it is the comfort assistance, or information one receives through formal or informal contacts with individual or groups. It has been hypothesized that positive relation between stress and strain responses is stronger for individuals who have low levels of social support than those who have high levels of support. Two factors that may reduce a person’s susceptibility to stress-high job satisfaction and control over the conditions of one’s work. Several other variables have been related to our vulnerability to the effects of stress, one factor involved in coping with stress in social support, network of families and social ties. The person who lives alone or is emotionally alienated from others is more likely to be sensitive to stress than is someone who has strong ties with family and colleagues. Family support can help compensate for negative feelings about one’s job and can enhance self-esteem acceptance and worth. Social support on the job such as cohesive work group or a good relationship with one’s boss can also reduce the effects of stress. Lack of social support can increase the risk of heart disease. In general lower the level of available social support, greater the health risk. Variations in social support over the course of the work have been found to affect blood pressure.
Schuler (1985), further, proposed a complex model of stress in organizations. In Schuler’s model, some environment work stressors is appraised by the worker as being stressful. The individual perception of stress results in stress response and outcome. The model conceives the stress responses and outcome in terms of Selye’s General Adaptation Syndrome (GAS). After the individual perception of stress, the alarm reaction occurs followed by the resistance stage. Both of these responses have physiological (elevated blood pressure, heart rate etc.) and psychological (anger, anxiety) components. The final stage which is the exhaustion stage has physiological, psychological and behavioral components which eventually terminate the process. This mode includes mediating variables such as individual perception and the GAS which aids the understanding of the process of stress. It emphasizes the total experience of stress. And also the pervasive influence of explanatory variables and individual characteristics at various stages of stress.
Schuler’s integrative transactional process model of stress

Source: Schuler, R. S. (1982)
1.8.3: The ABC model

Stressors are always present in the profession of teaching, which suggests teachers should learn techniques to manage stress to remain an effective teacher. One such method suggests a simple ABC stress management model which recommends first acknowledgement of the stress, second modification of behavior and finally communication with students and other staff. Just as is with many challenges in life, it is better for teachers to be proactive, rather than reactive, with management of stress. A widely recognized proactive stress management method is to maintain a healthy physical state through regular exercise, a nutritional diet and good sleep. Another well recognized proactive method of combating stress is to maintain a strong mental state: intellectually, emotionally and spiritually. Establishing clear classroom expectations can alleviate many of the stressors existing in a classroom between the teacher and students. A good practice is for teachers to set up these expectations from the formation of the class to prevent any escalation of anxiety in the classroom. A final proactive stress management technique is control of the work environment. An efficient and effective teacher will be proficient in time management, prioritization and organization. The Ten Commandments for Reducing Stress is a set of guidelines for teachers to ensure they control their work environment. If teachers continue to see unhealthy stress, even after following the proactive methods and the ABC’s method, then they should seek outside assistance. Outside assistance is typically sought after prolonged exposure to unhealthy stress, but outside assistance can be a good source for proactive stress management. The sources cited below in the Recommended Resources Section provide a good starting point for additional outside assistance.
1.9: 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 unit 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 basis 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.

The word family has been taken over from Latin word Famulus which means a servant. In Roman law the word denoted a group of producers and slaves and other servants as well as members connected by common descent or marriage. Thus originally, family consisted of a man and women with a child or children and servants. Family is a biological social unit, more or less durable association of husband, wife and children.
1.10: Distinct features of the family:

The family is an organization par excellence of the social organizations; large or small, family is of the greatest sociological significance. It occupies the central position in our social structure. The family, unlike other institute, enjoys position in society. It’s distinctive features that have been furnished below have been inspired from the book “Sociology of Indian Society” by Shankar Rao C.N. (2004).

- **Universality:** After having made an analysis of more than 250 societies Murdock concludes that the family is universal. There is no human society in which some form of the family does not appear nor has there ever been such a society.

  The family is a group consisting of mother, father and children is found in all communities. The irresistible sex need, the urge for reproduction and the common economic needs have contribution to this universality.

- **Emotional basis:** The family is grounded in emotion and sentiments. It is based on our impulses of mating procreation, maternal devotion, fraternal love and parental care. It is built upon sentiments of love affection, sympathy, co-operation and friendship.

- **Limited size:** The family is smaller in size. As a primary group its size is necessarily limited. It seems to be the smallest social unit. The biological conditions have also contributed to its small size.

- **Formative influence:** The family is the earliest social environment which surrounds trains and educates the child. It shapes the personality and moulds
the character of its members. It emotionally conditions the child. It is the nursery of human nature, and the nurse of our loyalties.

- **Nuclear position in the social structure:** The family is the nucleus of all other social organizations. The whole social structure is built of family units. It influences the whole life of society.

- **Responsibility of the members:** The members of the family have certain responsibilities, duties and obligations. The smooth running of family depends on how but the members discharge their responsibilities in co-ordination with the other individual of the family. In times of emergencies men may work, fight and die for their country, but they toil for their families all their lives.

- **Social regulation:** The family is peculiarly guarded both by social taboos and by legal regulations. The society takes precaution to safeguard this organization from any possible breakdown by divorce, desertion or separation.

- **The permanent and temporary nature of the family:** The family as an institution is permanent. Since it is based on the organic and emotional nature of man, it continues to exist. But family as an association may be temporary in character.

### 1.11: Functions of the family:

The family as a social institution performs several functions.

**Primary and secondary functions**

The primary functions; some of the functions of family are basic to its continued existence.

- Stable satisfaction of sex need
• Reproduction or procreation
• Production and rearing of the child
• Provision of home
• Family – an instrument of culture transmission and an agent of socialization
• Status ascribing function
• Affectional function

Secondary functions of family

• Economic functions
• Educational functions
• Religious functions
• The recreational functions.

1.12: 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, develop personality, emotional strength, and work as a support system. Individuals are not just moulded within this sociological unit, which prepares an individual for routine experience but also determine how he/she will react to stressful experiences. Dysfunctional families often lead to individuals making poor choices in life causing stress.
1.13: 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.

1.14: Summary

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 a women who perform exclusively the role of a home maker.

In the back drop 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.
References


