



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2017; 3(2): 176-178
www.allresearchjournal.com
Received: 28-12-2016
Accepted: 29-01-2017

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Stress at work place among women teacher academicians

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Introduction

“Stress is a multi-factorial concept referring to the contribution of factors within the individual, the organization and with society which lead to lowering of feelings of personnel say worth, an achievement of effectiveness and of copying within one professional role”.

Trendull (1987)

Everybody experiences anxiety, stress and tensions. They are our self-protective reaction when we are confronted by threats to our well-being, happiness or self-esteem. Man has been made highly sensitive, critical and creative by scientific and technological advancements. This progress became the reasons of emergence of stress. The term stress has become a part of everyday vocabulary. The concept of stress may differ according to the individual's state or content of stress may differ according to the individual's state of content and interpretation.

The phenomenon of stress is not new rather people have been experiencing it since the origin of structured societies. The causes of stress in those societies were episodic in nature and low in severity and frequency, hence were not a major threat to the lives of people.

Modern world is marked as a world of stress that has become a pervading feature of human life now-a-days. The ever increasing needs and aspirations, tough competition, pressure of meeting deadlines, uncertainty of future and weakened social support have made life in present society diversely demanding and highly stressful.

Stress in an occupation that has also become an important issue in modern world. No occupation is free from stress; however its level or degree may vary. Even teachers also have to experience certain level of physical and mental stress in their life. Teaching is too going to be extremely stressful occupation now days. If it is of short duration then the effects are temporary and if it last for long duration then the effects can be highly deteriorating and diminishing. It not only affects the health of the teachers but starts affecting their role and performance also.

The profession of teaching has historically been viewed as a “Labour of Love”. Unfortunately, the realities of classroom have made teaching a stressful occupation. At present, Teachers, regardless of at what level they teach, are exposed to high levels of stress. Teacher is standing at a vulnerable position. He is over burdened with regular teaching work, and is paid less. In addition he has to face job insecurity, un-cordial relations with fellow colleagues and has to work for long hours. All these factors and many more have brought a feeling of low self-esteem among them and thus, they are facing both physical as well as psychological stress. As a result their teaching competency and efficiency decreases, ultimately leading them to depart from their jobs or face the consequences of stress. This directly or indirectly influences their level of satisfaction with respect to their job. In addition, stress at work place is also supposed to hinder effectiveness at work and can lead to low performance, job dissatisfaction, poor motivation, absenteeism, and reduced turnover.

Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work.

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Since the early 1970s, the amount of research on teacher stress has increased steadily, and it is now a major topic of research in many countries. However, very few studies reported to date have explored teacher stress in the teachers who are especially engaged with the training of the pupil-teachers in different teacher training institutions i.e. the teacher educators.

In what ways the stress at workplace influences the personality factors of the teacher educator is the matter of research. The teacher educators are also supposed to go through a number of problems as the other professionals. They also have to face the problems more are less similar to the teachers or can say in a more complicated way that may lead to the reduction in their level of job satisfaction or their performance too.

Thus, it becomes the need of the hour to lay due emphasis on the factors influencing the performance of teachers educators in one or another way.

The present investigation is a forward step in this regard. In the present study, the investigator has made an attempt to study stress at work place among the teacher educators working in various institutions and are engaged with the teachers' training programs at pre-primary, primary and/or secondary stage.

This would be of tremendous importance for the personnel engaged with the administration teachers' training institutions.

Objectives

1. To find out the effect of home and workplace environment on psychological stress of working women.
2. To know the stress of women because of her dual role.

A: Factors that affect in working and family commitments

1. Area-urban
2. Only married women were selected

Statistical analysis

Data was analyzed by using measures of Central Tendencies i.e. average and mean. For presentation bar diagram are used.

Results

1. Maximum number of professors had two children followed by one
2. 40% professors lived in joint families & 60% professors in nuclear families.

S. No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Meet out demands of job	35%	65%	-	-	-
2.	Comfortable to work with latest technologies	30%	45%	20%	5%	-
3.	Force on employees to upgrade education	10%	70%	10%	10%	-
4.	Feel stress due to point (3)	10%	30%	15%	35%	10%
5.	Support from heads, colleagues and juniors	35%	65%	-	-	-
6.	Good support from family members	40%	60%	-	-	-
7.	Miss out quality time with family & friends	-	30%	-	50%	20%
8.	Suffer from stress related diseases	25%	35%	10%	30%	-
9.	Experience excessive work load	-	50%	10%	40%	-
10.	Work for long hours holiday etc.	-	10%	25%	45%	20%

B: Factor that motivates to work

1. Personal satisfaction - 70%
2. Financial independence - 30%
3. Support from family - 35%

4. Constructive utilization of time - 50%

C: Factors that affect in balancing work and family commitments

S. No.	Questions	Doesn't affect	Affect sometimes	Affect many times	Always affects
1.	Negative attitude of institutional heads	25%	55%	20%	-
2.	Negative attitude of colleagues	25%	70%	05%	-
3.	Negative attitude of spouse	35%	35%	05%	25%
4.	Negative attitude of children	60%	25%	05%	10%
5.	Excessive household work	05%	80%	15%	-

Discussion

This paper examines stress of working women in field of education due to her dual role. To achieve the objectives of the study 50 Assistant Professors of college were selected.

10% strongly agreed that they have stress due to up-gradation of education, whereas 70% agreed for that and 20% disagreed; 60% agreed that they have good support from family members where as 40% don't have. 30% agreed that they miss out quality time with family & friends, 50% disagreed. 60% professional suffer from stress related disease such as diabetes, hypertension, obesity etc. 50% agreed that they experience excessive work load. Only 10% agreed they work for long hours, holidays etc. but 65% disagreed. Negative attitude of heads, colleagues, juniors, spouse and children affect in balancing work and family

commitments. 80% agreed that they suffer with excessive household work.

Conclusion

Stress in the work place is a commonality throughout world in every business. Managing that stress becomes vital in order to keep up job performance as well as relationship with co-workers and family members. Changing the work environment relives work stress. Making the environment less competitive between employees decreases some amounts of stress.

Specially, designed proforma were given to college professors to collect relevant information. After studying the result we obtained, that due to the dual role that women perform which are household work and her profession they

have the signs of stress and stress related problems but it can be managed by proper planning.

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