

Stress Management in Working Women of Education Sector

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ABSTRACT

Teachers are the real builders of the nation. The teachers' role in the growth, development and prosperity of the nation is undeniable. It is the teachers who mold the future society and influence the coming generations towards successful achievement of the national goals. If the teachers have to perform their duties with dedication and sincerity, they must possess adequate mental health. Job-related stress is an important factor in teacher's motivation and retention. Two of the main sources of this stress were cited as work pressure and students' misbehavior. This stress could be putting the school teachers' health at risk, as many find themselves unable to unwind out of school. Basically, school teachers play three different roles at home, school and society. They need to face numerous problems while playing these three roles. So they are flooded with extreme stress, anxiety and tension which finally affect their personality. This paper explores the source of stress, effect of stress, productivity, and the level of stress among the women in Education Sector. The main objective is to know the socio demographic characteristics and to assess the level of stress among the respondents. Through the pilot study, a questionnaire with 25 respondent's perception towards their job, attitude towards their job, their health, and their productivity were formed. It is hoped that this measurement tool contributes to the development of intervention strategies to reduce stress and improve productivity for the women stress in Education Sector. The first part of the schedule consisted the personal data and the second part measured the job-stress through the Job-Stress Scale. Based on the major findings suitable suggestions were made to reduce the job-stress among the respondents.

Keywords: Teachers, women, productivity, development, stress among working women.

Objectives of research study

- To find out the factors of stress faced by working women in Education Sector.
- To find out reasons that cause stress in the day to day working life of working women.
- To study the causes of stress among working women.
- To analyze the importance of interventional strategies at educational sector to manage stress among working women.

To suggest the techniques to manage the stress and reducing managerial problems.

INTRODUCTION

Stress is a part and parcel of everybody's life. Though it is both men and women who deal with stress, it is women who tend to be its most common victims, and it is particularly the working women who find themselves struggling with stress more than others, Today, the status of Indian women has totally

changed. The number of educated women including the number of working women is increasing. At present, women are in a position to compete with men in all walks of life. Teaching has always been one of the prior professions open to women. In recent times, working women not only acted as a home maker but also as a professional and contribute 50% of total workforce in India. Thus, working women across the world, specifically in India exposed with stressors from socio cultural environment and work environment. The problems of women who combine the different roles of a wife, a mother and a working woman are multiple, which can be categorized under different heads as physiological problems, adjustment problems, social problems and economic problems. Academic stress has been reported all over the world. Education is the ability to meet life's situation, it is a character-building process, enhancing one's personality and making him/ her rationale, capable, responsive a industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain. Since, education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. In this context, the schools and the teachers have more responsibilities in molding the character of the students. Thus, the role of the teacher in the society is vital for its improvement. Professionalism demands teachers to be innovative in their attitudes, flexible in their approach, always refreshing themselves with day-to-day developments in their respective subject area. At the same time, they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and enrich the environment for their growth. In essence, the dream of learning society in this information age becomes real only when the teachers are able to collaborate with each other to accomplish the task, and, towards this end, their ability to communicate effectively becomes more critical than their technical skills and capabilities. In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in his/her institution. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. However, the study on stress among academic administrators is next to nothing, particularly in the context of Education Sector. In addition, commitment, health, and productivity issues have been reported in relation to stress effects. A pilot study was undertaken for women stress management in Education Sector.

REVIEW OF LITERATURE

Workplace stress occur when is no proper balance between the demands and perceived pressures of the work environment and an individual ability to cope with the stress. An individual's incident of stress at work is to a large extent affected by the level of control they have over their working condition, the degree of support they receive from others in the workplace and the strategies they use to respond to work pressures.

The factors such as job insecurity, long hours, continuous change and unrealistic deadlines can cause serious problem for women employees working in the educational institutions (Vijayadurai and Venkatesh, 2012). Patro and Kumar (2019) found that reducing psychological and mental problems, reducing consequences of stress on work productivity, unable to manage work stress, fear of experiencing health problems and improving job satisfaction are the reasons of attending stress

management programs. Jeyaraj (2013) revealed that the teachers of government and aided schools expressed that they are victims of a high level of occupational stress. It is perceived that lack of interaction, time pressure for completing the syllabus, social status, heavy workload, poor working conditions, sufficient and mutual co-operation are the major sources of occupational stress. Aditi and Kumari (2005) identified that women teachers are facing lot of problems like overweight, body ache, and psychosomatic effect etc. These women working in under stress because of they have to perform various roles. The expectation is high from women's if they working as college teachers.

They have the pressure of balancing work and family. Bhatia and Goyal (2018) revealed that the job stressors affecting the employees included role conflict and ambiguity, lack of promotion opportunities and feedback, lack of participation in decision making, excessive workload, unsatisfactory working conditions and interpersonal relations. Dua and Sangwan (2016) found that female teachers are more vulnerable to stress as stress is caused by many factors including poor working conditions, scarcity of resources, heavy workloads and lack of administrative and family support system. Kumari and Saradadevi (2016) found that most of the working women are feeling stress as they are facing more family problems, and unable to balance the family and job. Some working women living with in-laws are not getting proper family support.

Sri (2019) identified that the main causes of stress among women employees are workload and working shifts when measures with age of the respondents and measurements of stress.

Training programmers and yoga and meditation causes low stress for the respondents when compared to the educational qualification of the respondents with measurements of stress. Zhou, et al. (2018) found that women's perceptions of both work-to-family **conflict** and **family**-to-work conflict was significantly negatively related to mental health. Additionally, the results showed that negative affect and perceived stress were negatively correlated with mental health.

The results indicated the sequential mediating effect of negative affect and stress in the relationship between work-family conflict and mental health was significant, which supported the sequential mediation model. GeoPoul (2010) indicated that different role stress was experienced by teachers. The study suggested that other programmes in holidays should be reduced in schools and the teachers could get enough time to engage with their families and maintain work-life balance, in addition, service of qualified counsellors should also be arranged in schools, thereby reducing the stress level of teachers in schools.

The science and technology professionals, administrators and self-employed women teachers and bankers who experience comparatively low role stress. Suganya and Rajkumar (2016) identified that teachers having less experience and inadequate facilities faced more stress. The private sector faculty faced more stress compared to public sector business school faculty. The main factors of stress are work overload, poor infrastructural facilities, conflict with management and peer, student interaction and inadequate salary.

SIGNIFICANCE OF THE PROPOSED RESEARCH STUDY:

Although more and more women are coming out in search of employment and their families also need their income, the attitude towards women and their role in the family has not undergone much change. Even today, looking after the family and children is generally perceived to be primary responsibility of women. Working women's problems at work are manifold. They are not taken to be as equally efficient worker as men and face discrimination at the workplace. This attitude tends to create feeling of

inferiority, uselessness or inability and leads to mental fatigue, stress related illness and high degree of job dissatisfaction among working women. Hence, women face problems like job strain, role conflict, sexual harassment, inadequate household help, financial dependence and other occupational hazards. The feeling of guilt and neglect afflict their job productivity and efficiency and earn them poor reputation as work

RESEARCH METHODOLOGY

The study uses data from both primary and secondary sources. The secondary data sources include the selected literature, research studies on stress management programs, journals, magazines, newspapers and other online websites, etc. The primary data sources include the women teachers of selected educational institutions on stress management programs. The study areas for the purpose of collection of primary data are Education Sector Gujarat state. To pursue the objectives of the study, a survey of employee's opinion on effectiveness of stress management programs has been undertaken. A sample of 500 respondents is included in the sample to know the perception on stress management programs. To collect primary data a structured questionnaire was designed. The questionnaire covers the following variables namely, administrative duties, work life balance, overload, Academic stress, physical health and program interventions. The different items relating to both the dependent variable and the intervening variables are provided on 5-point agreement scale, the five response categories together with the numerical values assigned to them for computations are Strong Agree (5) to Strongly Disagree (1). To analyze the collected data descriptive research design.

**DATA ANALYSIS AND INTERPRETATION
SAMPLING**

Universe of the Study:	Those women who are working in Education Sector.
Proposed sample size:	As per the respective calculation methods, time and cost constrain.
Sampling method:	Simple random sampling, Stratified Random sampling

Table 1: Demographics of the sample

Age	Percentage	Family Type	Percentage
Below 30	36.7	Joint Family	61.7
31-40	30.0	Nuclear Family	38.3
Above 41	33.3	Work Experience	Percentage
Education Level	Percentage	Below 5	21.7
Graduation	65.0	5-9	36.7
Post- Graduation	21.7	10-14	28.3
Any Others	13.3	Above 15	13.3

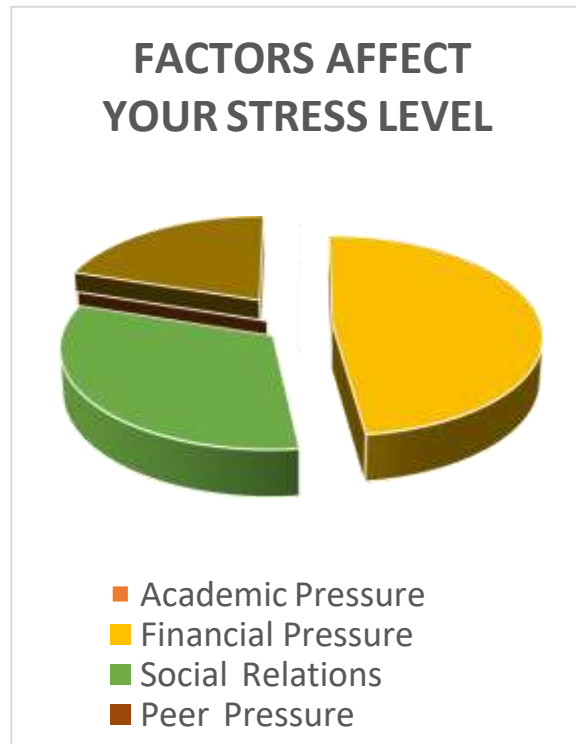
Table 2: Interpersonal Relation as a Source of Stress

Level Of Stress	Number of Respondents	Percentage
Low	2	3.3
Normal	14	23.3
High	44	73.3

From the table, we can see that a majority of the respondents (73.3%) incur a high level of stress in their job on account of interpersonal relations whereas, more than one fifth of the respondents (23.0%) incur normal level of stress and less than one-tenth of the respondents (3.3%) have low level of interpersonal stress.

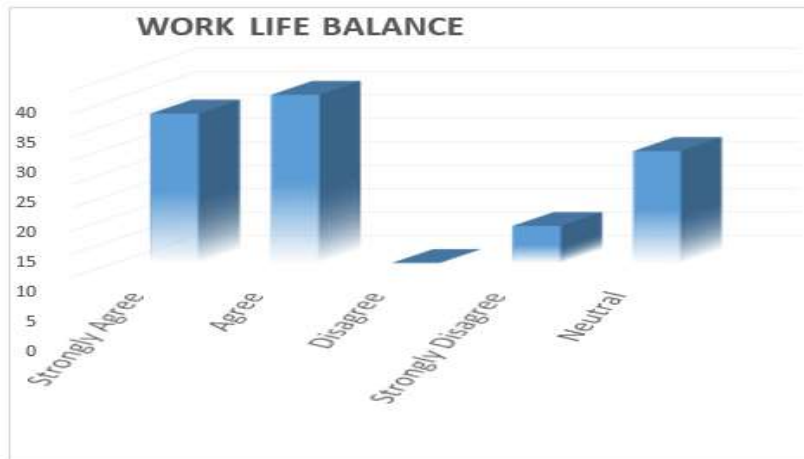
Thus, we can infer that stress due to strained interpersonal relationship very high. One possible fact could be due to the poor superior-subordinate relationship at work.

Which Factors affect the stress level the most?



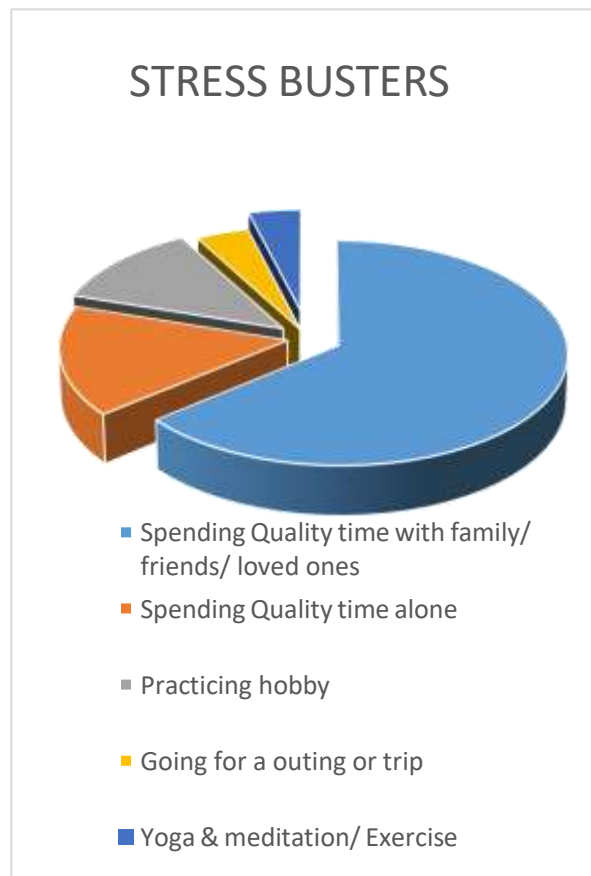
Interpretation: The levels of stress among teachers working at Education Sector reveals that, most of teachers (48%) had Financial Pressure, 32% of them had social Pressure, 20% of them had Future Plan Pressure.

How satisfied are you with your work life balance?



Interpretation: From the above table it is inferred 32% of women’s Strongly Agree, 36% of women’s Agree, Strongly Disagree 08% and among them 24% are Natural, Towards the satisfaction with work life balance.

What are your stress, Busters?



Interpretation: From the above table it is inferred 64% of women’s Spending Quality time with family/ friends/ loved ones, 16 % of them women’s Spending Quality time alone, 12% of them Women’s spend Time in Practicing Her hobby, 4% of them women’s Going for a outing or trip and Apart from this 4% of them women’s do Yoga & meditation/ Exercise for her stress buster.

In which of the following areas you face problems because of stress in your job?



Interpretation: From the above table it is inferred 44% of women's Have Health problems, 20% Of women's Unable to work with focus, 8 % of them women's Able to achieve Target, 12% of them women's face family problems and 16% of them Women's face problems regarding Relationship her colleagues.

ECHNIQUES/ INTERVENTION FOR STRESS MANAGEMENT

- They should recommend ways, like seminars and workshops should be organized to deal with stress.
- Women always must avoid taking work to home regularly for their work-life balance, should not stay too long or unnecessarily at workplace, and they should avoid multiple tasks at a same time.
- For making adjustments in work and family life of women, counselling or trainings should be conducted by the respective institutions to support them.
- A supportive, energetic and positive culture should also be established within the institution to support and motivate these women.
- They must provide positive and favorable work environment to working women.
- They include techniques such as relaxation, meditation, cognitive behavioral therapy, mindfulness training, and exercise programmers', as well as other techniques such as education and interpersonal skill development.

FINDINGS

- There is a significant association between educational qualification and level of job stress among the respondents.
- There is no significant association between economic condition and the job stress among there respondents.
- There is a significant association between health problem and level of job stress among the respondents.
- It is found that most of the respondents feel that their organization do take steps to evade their job stress.
- The respondents' perception on benefits of stress management programs revealed that it improves self-confidence of the women teachers.
- The respondents' perception on program interventions reveal that the variables employees are

actively participating in senior leadership engagement programs, multiple communication channels are encouraged by company policy, and all the levels of employees are engaged in mentoring program are also positively rated by the respondents.

- With regard to the inter-personal initiatives, the variables encouraging employee rewarding, encouraging peer relationship, and encouraging employee development interventions got positive ratings from the respondents.
- The analysis reveals that all the independent variables age, education and experience have a significant positive relationship with the dependent variables of stress management program dimensions counselling programs, program interventions, and inter-personal initiative.

CONCLUSION

The study reveals working women are having different levels of stress. Stress is an inseparable part of human existence. It affects all individuals rich and poor, literate and illiterate, both men and women and young and the old alike across the developed and developing nations. Stress and its effects on humans has been well understood and attempts are constantly being made to promote the well-being of them by organizing stress management programs at periodic intervals in both Governmental and Non-Governmental sectors. Stress management has acquired particular importance in the Twenty First century mainly due to health is very expensive and prevention of health is potentially possible by using health promotion strategies like stress management. Women has to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the job. Despite all her resilience, patience, fortitude and tolerance, sometime her spirits give way under the dreary and cumbersome obligation of their home and official duties. All the psycho-social problems prey upon her mental, moral, social, official and familial sphere. We can have a glance at the withering and decaying impact of the psycho-social problems on her outer and inner potential. With the passage of time, the wounds may heal but the scars remain and these scars with her ageing process become more marked and more pronounced and manifest themselves in her attitude and self- conduct.

SUGGESTIONS

- To reduce the job-stress, periodic recreational programs could be organized.
- Methods of social work could be conducted for the teachers.
- Organizing Periodic parent teachers meeting could support the teachers to look over the students well.
- Teachers should find time for themselves and to their interests. They need to understand only when they possess sound mental health; they can bring light to the life of the students and their family.
- Sound communication is essential trait of the teachers because teachers spend a great deal of time interacting with others, including students, parents, and school faculty and administrators.
- Counseling services should be provided from the organization or the school in order to cope with their physical problem, family problem, psychological problem, etc to reduce the level of job-stress.
- Workshop on stress management, anxiety, positive mental health etc could be conducted.
- Importance of meditation and yoga which will relax them should be highlighted among the teachers.

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