A Study on the Symptoms of Stress Experienced by Women Teachers in Public and Private Educational Institutions

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Abstract - **Workplace stress can be a serious issue for both the company and its employees, particularly among female teachers. The best ways to prevent stress are good management and a productive workplace. The management should be aware of any existing stress among the workforce and put the appropriate stress reduction measures in place. People may experience work-related stress as a reaction to expectations and pressures at work that are out of line with their knowledge and skills and that test their capacity for adjustment. All classes of Indian women have chosen careers that are stressful in every aspect of their lives. Women now have much greater access to educational opportunities than they did a few years ago, particularly in urban areas. The study makes an effort to pinpoint the symptoms of stress experienced by the women teachers working in both the public and private UG and PG educational institutions. The findings state that the respondents experience physical, psychological and behavioural symptoms at workplace.**

Keywords: Educational institutions, Efficiency, Women, Workplace, Stress, Teachers

I. INTRODUCTION

Workplace stress related to the reactions of individuals that have extreme pressure or additional burden sited by the employer. It is described as the hostile physical and psychological response determined when the requirements of the job assigned do not match with the capabilities and necessities of the individuals. Stress produces both physical and rational variations in the individuals that are destructive and are also the signals of psychological defects (Kompier, 2002). In the recent years, the stress at workplace have been stimulating the mounting interest of the individuals across the world. The work environment has transformed intensely due to privatization and globalization of the economy, usage of information technology, rising assortment at the workplace, and an increased mental workload (Landsbergis, 2003).

The teaching profession is noble one and at the same time it is a very challenging profession. This profession demands more from an individual self, resilience and integrity. It has remained as a physically exhausting and psychologically stressful profession. The teachers have the responsibility to mould the behaviour and attitudes of the students as good citizens of a society. Since teacher education entails producing high calibre teachers, the stressors operating in the lives of teachers is a critical issue with far reaching implications, influencing not only the quality of teachers but also the quality of the nation at large, thereby gaming prominence in academic circles.

The teachers facing the workplace challenges overtake their perceived ability to cope when they notice that the vital needs are not satisfied (Dutta, 2009). The most pertinent question that arises in the present scenario is whether our teacher educators are indeed well equipped to handle the pressures and challenges of their venerable yet vulnerable profession. The teachers are not only entitled to work as instructors but also have to perform different roles such as an administrator, resource person, innovator, counsellor and role model for society. Thus, this may subsequently lead to high level of stress among the women teachers.

The stress among the women teachers can be generated due to the demands placed by the management, working environment, organizational structure, human relations and its effect on job satisfaction, and health can differ depending upon the various psycho-physical features, coping-up strategies adopted by the individuals, and the social support received from the family members. Stress at workplace is a major challenge for the organizations as well as its employees. Efficient management and proper working conditions in the organization may lead prevent the stress among the employees. If the employees are previously stressed, the management should be aware of the symptoms and plan necessary programs to reduce the stress. Stress occurs in a wide

range of working situations and is habitually made worse when individuals feel they have less support from either the management or the peers, and where they can cope with its targets and pressures. The factors such as job insecurity, longer working hours, continuous change in work environment, unrealistic deadlines can cause serious challenges for the employees.

II. LITERATURE REVIEW

Workplace stress is an authoritative feature that influences the organizational efficiency as well as the well-being of the employees. The present study focuses on the previous studies related to workplace stress in women working in both public and private educational institutions.

Sri (2019) study analysed the various sources of stress and examined its impact in women employees of Tiruchirappalli city. The study identified that the main causes of stress in women employees are counselling, personal problems, workload, training programs, and overstress. The research stated that the major causes of stress are workload and working shifts when measured with age of the respondents and measurements of stress. Training programs, yoga and meditation caused low stress for the respondents when compared to the educational qualification of the respondents with measurements of stress. Bhatia and Goyal (2018) analysed the occupational stress and its impact on employee performance with reference to female employees. The study found that the factors work overload, career development and work/family conflict are considered to likely cause a disruptive effect on the performance of female employees. The results 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. Further, the stressors were found to have a positive and/or negative association with the physical health of the employees, their performance and overall satisfaction about their jobs as well as their commitment.

Rao and Prasad (2017) examined the impact of stress on women employees with reference to selected BPO's. The study categorized stress as job stress, psychological stress, and personal stress. The results show that regarding job stress the women employees are pessimistic about their job followed by low salaries, poor job satisfaction, frequent arguments with customers, change in responsibilities at work, gender bias, workaholic boss, more worried about a job, over workload, and sexual harassment. The causes of psychological stress are frequent back pains and neck pains, frequent headaches, depression, thyroid and sleeping disorders. Further, the reasons for personal stress are childcare problems, financial problems, marital or family problems, trouble with in-laws and quality of personal life. Dua and Sangwan (2016) examined the stress among female high school teachers of Haryana. The study revealed 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. Majority of the respondents were spending more time in teaching-related activities compared to the home-related actives. The study also found that the respondents having less time for personal care, leisure, and sleep. Further, stress management mechanisms like relaxation, entertainment, delegation, sleep, and exercise were undertaken by the respondents.

Balaji (2014) study identified factors affecting work-family conflict and examined the stress experienced by married working women. The findings of the study stated married working women employees experienced work-family conflict because of working for long hours outside, inappropriate work times, family size and family dependants. These factors related to work-family conflict had severe effect towards psychological distress and well-being of married working women employees. Nakka and Naidu (2015) examined the association between the level of stress and level of workload among women employees in the information technology sector. The study identified that the majority of the employees felt stress due to lack of participation in decision-making matters in the IT companies. The most causative factors of stress expressed by the women employees in IT companies are workload/pressure, rotating shifts, and poor working conditions in the company. The results of the study revealed that there is a significant association between the level of stress and workload in women employees working in IT sector companies.

Jena and Mahanti (2014) examined the effect of technostress among Indian academicians. The study found that the use of fast-changing technologies is a

source of pressure among academicians. The results of the study revealed that the demographic factors gender, age, and technological awareness has a major influence on technostress. It is also found that men academicians experienced more technostress compared to that of women academicians because a woman finds technology less easy to use than men. Further, the study found that technostress has a significant effect on gender age, technology awareness and tenure of academicians. Arhabisarjou et al. (2013) analysed the relation among job stress and performance in the nurses working in hospitals. The research found that due to job stress, the nurses are experiencing a variety of diseases like physical and mental disabilities. These problems are leading to lower productivity and higher costs for the hospitals. Proper support from the hospital management and deceptive organizational assistance will help nurses to reducing stress and had positive influence in decreasing work-related stress in nurses. The study stated that the stress in work environment reduces the intention of individuals to perform better in jobs. With the increasing stress levels, the nurse's perception will democratize and the tendency to work decreases.

III. OBJECTIVES OF THE STUDY

The main objective of the study is analysing the various symptoms of stress experienced by the women teachers working in both the public and private UG and PG educational institutions.

IV. RESEARCH HYPOTHESES

To achieve the objective of the study, the following null hypotheses are developed.

H_{01}: The respondents do not have a significant opinion towards the physical symptoms of stress experienced at workplace.

H_{02}: The respondents do not have a significant opinion towards the psychological symptoms of stress experienced at workplace.

H_{03}: The respondents do not have a significant opinion towards the behavioural symptoms of stress experienced at workplace.

V. RESEARCH METHODOLOGY

The study applies data from both the primary and secondary sources. The secondary data sources include reports on education reforms, research studies on stress management in education sector related to women, journals, magazines, newspapers, and other internet sources. The primary data sources include women teachers of both public and private UG and PG educational institutions in Greater Hyderabad. To pursue the objective, a survey of women teachers' opinion on causes of stress and coping strategies has been taken up. A random sampling technique was used to collect the opinions of women teachers from both public and private, UG and PG educational institutions located in Greater Hyderabad of Telangana. Thus, the total of women teachers interviewed is 500 (i.e., 250 from each public and private institutions). A structured questionnaire was developed to ascertain the opinions of women teachers on the symptoms of stress experienced at workplace in both the public and private UG and PG educational institutions. Open ended questions, multiple choice questions and dichotomous questions are used to elicit opinions from the respondents. The questionnaire was tested by conducting a pilot study in selected education institutions on women teachers. Based on the results of the test, the questionnaire was finalized. For the tabulation and analysis of data, the appropriate descriptive and inferential statistical techniques were used. To analyse the collected data, the techniques such as frequency, percentages, mean, and ANOVA analysis are applied. To conduct statistical analysis, IBM SPSS software version 22.0 was used.

VI. PROFILE OF THE RESPONDENTS

The profile of the respondents related to age, marital status, and work experience are analysed. The age-wise distribution of the respondents working in both the public and private UG and PG educational institutions is shown in Table-1. The analysis reveals that 27.60% of the respondents are in the age group of 36-45. There are 27.40% of the respondents in the age group of 46-50 years, 19.20% respondents above 50 years of age, 15.80% respondents between 31-35 years, 7.20% respondents in the age group of 26-30 years and only 2.80% respondents below 25 years of age. In the case of the public UG and PG educational institutions, 38% of the respondents are in the age group of 46-50 years, 28% respondents are above 50 years, 24.40% respondents are 36-45 years, 5.20% respondents are 31-35 years, 3.20% respondents are 26-30 years, and only 1.20% is below 25 years of age. In the case of the private

institutions, 30.80% respondents are between 36-45 years, 26.40% respondents are 31-35 years, 16.80% respondents are 46-50 years, 11.20% respondents are 26-30 years, 10.40% respondents are above 50 years, and only 4.40% are below the age of 25 years.

Thus, it can be observed that majority of the respondents in the public UG and PG educational institutions are in the age group of 36 to more than 50 years, whereas, in private UG and PG educational institutions are 31-50 years.

Table-1: Age of the Respondents

Parameter		Public Institutions	Private Institutions	Total
Below 25 years	#	3	11	14
	%	1.20	4.40	2.80
26 - 30 years	#	8	28	36
	%	3.20	11.20	7.20
31 - 35 years	#	13	66	79
	%	5.20	26.40	15.80
36 - 45 years	#	61	77	138
	%	24.40	30.80	27.60
46 - 50 years	#	95	42	137
	%	38.00	16.80	27.40
Above 50 years	#	70	26	96
	%	28.00	10.40	19.20
Total	#	250	250	500
	%	100.00	100.00	100.00

The marital status of the respondents of public and private UG and PG educational institutions is shown in Table-2. The analysis reveals that 89.40% of the respondents are married and 9.40% are unmarried. There are 0.60% of the respondents divorced and widow. In the case of the public UG and PG educational institutions, 95.20% of the respondents are married, 3.20% are unmarried, 0.80% is

divorced and widow. In the case of the private UG and PG educational institutions, 83.60% of respondents are married, 15.60% are unmarried, 0.40% is divorced and widow. Thus, it can be observed that majority of the respondents in both the public and private UG and PG educational institutions are married.

Table-2: Marital Status

Parameter		Public Institutions	Private Institutions	Total
Married	#	238	209	447
	%	95.20	83.60	89.40
Unmarried	#	8	39	47
	%	3.20	15.60	9.40
Divorced	#	2	1	3
	%	0.80	0.40	0.60
Widow	#	2	1	3
	%	0.80	0.40	0.60
Total	#	250	250	500
	%	100.00	100.00	100.00

The work experience of the respondents related to both the public and private UG and PG educational institutions is shown in Table-3. The analysis reveals that 24.80% of the respondents' have 21-25 years of work experience. There are 21% of the respondents having above 25 years of work experience, 16.60%

have 16-20 years of work experience, 14.80% have 5-10 years of work experience, 12.20% have work experience of 11-15 years, and 10.60% have below 5 years of work experience in both the public and private UG and PG educational institutions.

Table-3: Work Experience

Parameter		Public Institutions	Private Institutions	Total
Below 5 years	#	7	46	53
	%	2.80	18.40	10.60
5 - 10 years	#	12	62	74
	%	4.80	24.80	14.80
11-15 years	#	21	40	61
	%	8.40	16.00	12.20
16-20 years	#	42	41	83
	%	16.80	16.40	16.60
21-25 years	#	86	38	124
	%	34.40	15.20	24.80
Above 25 years	#	82	23	105
	%	32.80	9.20	21.00
Total	#	250	250	500
	%	100.00	100.00	100.00

In the case of the public UG and PG educational institutions, 34.40% of the respondents have work experience of 21-25 years, 32.80% of the respondents have above 25 years of work experience, 16.80% have 16-20 years of work experience, 8.40% have work experience of 11-15 years, 4.80% have 5-10 years of work experience and 2.80% have below 5 years of work experience. In the case of the private UG and PG educational institutions, 24.80% of the respondents have work experience of 5-10 years, 18.40% of the respondents have below 5 years of work experience, 16.40% have 16-20 years of work experience, 16% have work experience of 11-15 years, 15.20% have 21-25 years of work experience and 9.20% have above 25 years of work experience. Thus, it can be observed that majority of the respondents in public UG and PG educational institutions have above 15 years of work experience and in private UG and PG educational institutions have below 15 years of work experience.

VII. OPINION ON SYMPTOMS OF STRESS

The symptoms of stress experienced by the respondents working in both the public and private UG and PG educational institutions at the workplace are grouped as physical symptoms, psychological symptoms, and behavioural symptoms. The opinion of the respondents on the different symptoms of stress faced at workplace is analysed as follows. The respondent's perception towards the physical symptoms experienced at workplace in both the public and private UG and PG educational institutions is ascertained based on seven variables as shown in Table-4.

Table-4: Physical symptoms

Sl.No.	Variables	Public Institutions	Private Institutions	Total
1	Sleeping difficulties	4.08	4.19	4.14
2	Headaches	4.03	4.15	4.09
3	Fatigue	4.01	4.12	4.07
4	Gastrointestinal upsets	3.98	4.02	4.00
5	Muscular tension	3.88	3.87	3.88
6	Dermatological disorders	3.69	3.88	3.79
7	Heart palpitations	3.64	3.78	3.71
	Total	3.90	4.00	3.95

Source: Primary Data

The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 4.00 followed by the public UG and PG educational institutions with a mean value of 3.90. The total mean value of referred seven variables is 3.95 which indicate that physical

symptoms have a significant influence on women teacher's stress management. Among the seven variables 'Sleeping difficulties' secured highest rating with a mean value of 4.14 followed by the variables 'Headache (4.09)', and 'Fatigue (4.07)' by the respondents in both the public and private UG and PG educational institutions.

The highly-rated variable is 'Sleeping difficulties' in the case of both public and private UG and PG educational institutions with a mean value of 4.08 and 4.19 respectively. In the case of the public UG and PG educational institutions, 'Headaches (4.03) and 'Fatigue (4.01)' occupied second and third

highest ratings respectively. In the case of a private UG and PG educational institutions, the variables 'Headaches (4.15) and 'Fatigue (4.12)' got second and third highest ratings from the respondents. It can be observed that the low rated variable in the case of both the public and private UG and PG educational institutions is 'Heart palpitations' with mean value of 3.64 and 3.78 respectively. Thus, it can be observed that physical symptoms have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-5: Physical symptoms ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
Public Institutions	Regression	3.369	5	.674	5.128	.000[b]
	Residual	143.126	244	.177		
	Total	146.495	249			
Private Institutions	Regression	4.659	5	.932	3.192	.008[b]
	Residual	144.192	244	.292		
	Total	148.851	249			

The ANOVA testresutls as shown in Table-5 reveals that in the case of public UG and PG educational institutions (F=5.128, p=0.000<0.001) and private UG and PG educational institutions (F=3.192, p=0.008<0.05) the factor physical symptoms have a significant opinion from the respondents woking in both the public and private educational institutions.

The respondents perception towards the psychological symptoms experienced at workplace is ascertained based on eleven variables as shown in Table-6. The descriptive statistics indicate that the private UG and PG educational institutions has the

highest mean value of 4.05 followed by the public UG and PG educational institutions with a mean value of 3.96. The total mean value of referred eleven variables is 4.00 which indicate that psychological symptoms have a significant influence on women teacher's stress management. Among the eleven variables 'Irritability' secured highest rating with a mean value of 4.11 followed by the variables 'Pessimism (4.08)', and 'Depression (4.07)' by the respondents in both the public and private UG and PG educational institutions.

Table-6: Psychological symptoms

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Irritability	4.07	4.14	4.11
2	Pessimism	4.02	4.15	4.08
3	Depression	4.01	4.13	4.07
4	Anxiety	3.97	4.12	4.05
5	Discouragement	3.89	4.12	4.01
6	Feelings of being overwhelmed	3.98	4.03	4.01
7	Gain/Loss of weight	3.95	4.05	4.00
8	Cognitive difficulties	3.95	4.01	3.98
9	Worrying	3.91	3.99	3.95
10	Nervousness	3.92	3.97	3.95
11	Moody	3.83	3.84	3.84
	Total	3.96	4.05	4.00

Source: Primary Data

The highly-rated variable is 'Irritability' in the case of public UG and PG educational institutions with a

mean value of 4.07, and in the case of the private UG and PG educational institutions is 'Pessimism' with

a mean value of 4.15. In the case of the public UG and PG educational institutions, 'Pessimism (4.02) and 'Depression (4.01)' occupied second and third highest ratings respectively. In the case of a private UG and PG educational institutions, the variables 'Irritability (4.14) and 'Depression (4.13)' got second and third highest ratings from the respondents. It can be observed that the low rated variable in the case of both the public and private UG and PG educational institutions is 'Moody' with mean value of 3.83 and 3.84 respectively. Thus, it can be observed that psychological symptoms have a significant influence on managing stress of women teachers in both the public and private UG and PG educational institutions.

Table-7: Psychological symptoms ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	4.487	5	.897	2.989	.011[b]
	Residual	148.347	244	.300		
	Total	152.835	249			
Private	Regression	3.546	5	.709	2.276	.046[b]
	Residual	153.886	244	.312		
	Total	157.432	249			

The results of the ANOVA test as shown in Table-7 indicate that for both public UG and PG educational institutions (F=2.989, p=0.011<0.05) and private UG and PG educational institutions (F=2.276, p=0.046<0.05) educational institutions, the phychological symptoms of stress experienced by the respondents have a significant opinion from the respondents woking in both the public and private educational institutions.

The respondent's perception towards the behavioural symptoms experienced at workplace in both the public and private UG and PG educational institutions is ascertained based on eleven variables as shown in Table-8. The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 3.97 followed by the public UG and PG educational institutions with a mean value of 3.96. The total mean value of referred eleven variables is 3.97 which indicate that behavioural symptoms have a significant influence on women teacher's stress management. Among the eleven variables 'Increase in sick days or absenteeism' secured highest rating with a mean value of 4.06 followed by the variables 'Problems with interpersonal relationships (4.05)', and 'Diminished creativity and initiative (4.01)' by the respondents of both public and private UG and PG educational institutions.

The highly-rated variable is 'Increase in sick days or absenteeism' in the case of public UG and PG educational institutions with a mean value of 4.07, and in the case of the private UG and PG educational institutions is 'Diminished creativity and initiative' with a mean value of 4.10. In the case of the public UG and PG educational institutions, 'Problems with interpersonal relationships (4.06) and 'Short-temper (4.01)' occupied second and third highest ratings respectively. In the case of a private UG and PG educational institutions, the variables 'Increase in sick days or absenteeism (4.05) and 'Problems with interpersonal relationships (4.04)' got second and third highest ratings from the respondents. It can be observed that the low rated variable in the case of public UG and PG educational institutions is 'Isolation' with mean value of 3.84, and in the case of private UG and PG educational institutions is 'Feeling negative about everything' with mean value of 3.86. Thus, it can be observed that behavioural symptoms have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-8: Behavioural symptoms

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Increase in sick days or absenteeism	4.07	4.05	4.06
2	Problems with interpersonal relationships	4.06	4.04	4.05
3	Diminished creativity and initiative	3.92	4.10	4.01
4	The decrease in work performance	3.99	4.01	4.00
5	Lack of confidence	3.99	3.97	3.98

6	Short-temper	4.01	3.94	3.98
7	Frustration and impatience	3.98	3.95	3.97
8	Getting confused	3.99	3.91	3.95
9	Accelerated speech	3.88	3.94	3.91
10	Isolation	3.84	3.90	3.87
11	Feeling negative about everything	3.87	3.86	3.86
	Total	3.96	3.97	3.97

Source: Primary Data

The results of the ANOVA test as shown in Table-9 for public UG and PG educational institutions (F=2.733, p=0.019<0.05) and private UG and PG educational institutions (F=2.565, p=0.026<0.05) indicate that behavioural symptoms experienced at workplace have a significant opinion from the respondents working in both the public and private educational institutions.

Table-9: Behavioural symptoms ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	3.773	5	.755	2.733	.019[b]
	Residual	136.384	244	.276		
	Total	140.157	249			
Private	Regression	4.227	5	.845	2.565	.026[b]
	Residual	162.814	244	.330		
	Total	167.041	249			

VIII. CONCLUSION

The organisation should assist and encourage employees to take on positions that will help them balance work and family since stress is mostly caused by excessive job pressure and an unbalanced work-life schedule. When it comes to an organization's performance, employee productivity is the most important component. In turn, production is reliant on each employee's psychological health. According to the report, stress management programmes must be adopted at educational institutions if women teachers are to work more effectively. Boosting the self-confidence of female teachers is also advantageous. Programmes including need assessments, counselling services, programme interventions, and interpersonal projects increase women's motivation levels.

For women teachers and the organisations that hire them, workplace stress is a significant problem. Employee stress issues change along with the institution and the workplace environment. The management of educational institutions must constantly check the workplace for stress-related issues. Furthermore, it's critical to promote healthy work and minimise detrimental components of the workplace in addition to recognising and treating stress-related issues. As long as it occurs in a setting that is safe, supportive of growth, and healthy, work itself can be a self-promoting activity.

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