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Stress Management among Women Employees in Education Institutions - A Study

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Abstract: Stress at workplace can be a real problem to the organization as well as for its employees, especially among women teachers. Good management and effective working environment are the best forms of stress prevention. If employees are already stressed, the management should be aware of it and implement necessary stress management strategies to reduce stress at the workplace. Work related stress is the response people may have when present with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Indian women belonging to all classes have entered into various professions which causes stress in their personal and professional life. Women's exposure to educational opportunities is significantly higher than it was some years ago, especially in the cities. The study attempts to identify the stress management strategies implemented by the management of education institutions to manage workplace stress among women teachers.

Keywords: Education Institutions, Efficiency, Stress management, Teachers, Women, workplace

I. INTRODUCTION

The nature of work and workplace has changed over the years. Competition in the workplace which promotes self-interest can result in diminished feelings of well-being and trust. Intense competition reinforced by globalization has resulted in unsecure employment opportunities exemplified by the ever increasing number of mergers, acquisitions, outsourcing and downsizing initiatives. Not only individuals, but organizations as artificial human beings are also under pressure to outperform their competitors and attain competitive advantage. In current scenario women are represented in the workforce in greater numbers than ever before. They are holding a higher percentage of managerial and executive jobs than in the past. Consequently, harmonizing their personal and professional lives has been a challenging issue for women executives in every job profile. It may be seen that due to problems in place of work, personal life may get affected and vice-versa (Umesh, 2016). Stress at the workplace is a growing phenomenon across the globe. Among the identified potential causes of work related stress, role stress has been recognized as a significant contributor to work stress. Designing an effective role stress management programme requires a clear understanding of the employee experience of role stressors. Segmenting employees based on the extent of their experience of role stressors may provide a useful framework for designing an effective role stress management programme. However, the available framework for comprehending the role stressor based segments of employees is inadequate, and particularly so in the context of frontline bank employees who occupy boundary spanning positions and face increasing role pressures. Stress affects individuals psychologically, emotionally and behaviorally, and is inextricably linked to several health problems, especially coronary heart diseases. Any feeling, excessively pushed, pulled, squeezed or roused by external and internal factors needs to be recognized. The causes ought to be identified as to whether they are beneficial or destructive. Various methods and programs can help individuals cope with stress in personal life and work environment. Management of stress is a crucial issue for individuals and organizations. Managing stress is precisely about understanding that the individual is exposed to stressors. Stress cannot be managed unless the causes and its effect are known, physiologically, psychologically and behaviorally. So, effective stress management helps an organization improve the performance of individual, group and in turn that of the organization itself. Stress produces numerous physical and mental symptoms which vary according to each individual situational factor. These can include physical health decline as well as depression. Stress is an individual's response to a disturbing factor in the environment and the consequence of such relation. Stress can apparent itself in two ways positive and negative. If the situation creates a prospects to gain something is known as positive stress. When the stress is allied with health hazards, alcoholism, drug abuse, skiving, and organizational problems, it is said to be negative (Reddy and Jagannayaki, 2018). Stress underlies such diverse conditions as psychosomatic, heart diseases and can be a major contributor to disturbances in one's emotional, social, company and family life. It inhibits creativity and personal effectiveness and exhibits itself in a general dissatisfaction; there is great impact in women college teachers that end up with stress. Therefore, the study attempts to identify the stress management strategies implemented by the management of educational institution to manage workplace stress among women teachers.

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II. LITERATURE REVIEW

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 programmes 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 were 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. Geo Poul (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 the arranged in schools, thereby reducing the stress level of teachers in schools.

Mehta and Kumar (2009) indicated that technical teachers do not differ from non-technical teachers in terms of their inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, self role distance and role ambiguity in the whole sample and in the age group less than 30 years. For the age group greater than 30 years, technical teachers do not differ from non technical teachers in terms of their role stagnation, inter-role distance, role expectation conflict, role erosion, role overload; role isolation, self role distance and resource inadequacy are stronger for technical teachers. Anitha Devi (2007) found that in general that these groups experienced moderate to high stress whereas for the doctor role stress was predominant due to the societal impact.

The science and technology professionals, administrators and self-employed women teachers and bankers who experience comparatively low role stress. Suganya and Rajkmar (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.

III. OBJECTIVE OF THE STUDY

The aim of the study is to identify the various stress management strategies implemented by the educational institutions to reduce stress among the women teachers. To analyse impact of stress management programs on women teacher's efficiency.

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IV. RESEARCH HYPOTHESES

To achieve the objective of the study, the following hypotheses are developed to identify the relationship between the demographic variables age, education and experience and the stress management programs implemented in the educational institutions to reduce stress among the women teachers.

1) H_{01}: There is a significant relationship between the demographic factors (age, education, experience) and need evaluation.
2) H_{02}: There is a significant relationship between the demographic factors (age, education, experience) and counselling programs.
3) H_{03}: There is a significant relationship between the demographic factors (age, education, experience) and inter-personal initiatives.
4) H_{04}: There is a significant relationship between the demographic factors (age, education, experience) and program interventions.

V. 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 Hyderabad and Secunderabad districts of Telangana 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 120 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, need evaluation, counselling programs, inter-personal initiatives, 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 statistics, ANOVA, and Regression analysis were used. IBM SPSS software version 21.0 is used for the statistical analysis.

VI. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The demographic profile of the respondents related to age, education, experience, and monthly income are analysed as shown in table-1. The age wise distribution shows that 34% of the respondents belong to the age group of 26-30 years. The respondents representing 29% belong to the age group of 21-25 years, 27% are in the age group of 31-35 years, 13% are between 36-40 years and 12% are above 40 years of age. The education qualifications of the respondents reveal that majority of them representing 43% are post graduates whereas 41% are graduates. There are 9% having Ph.D's, 4% with M.Phil., and only 3% are professionals.

The work experience of the respondents' Show that, 33% have 11-15 years of experience, 26% have experience of 6-10 years, 24% have experience between 16-20 years, 12% have below 5 years of experience and only 5% have above 20 years of experience. The monthly salary of the respondents Show that 27% earn income between Rs. 25,001 - Rs. 35,000. There are 23% of respondents earning between Rs. 15,001 - Rs. 25,000, 19% earn below Rs. 19,000, 18% respondent's income is between Rs. 35,001 - Rs. 45,000, and 13% earn above Rs. 45,000.

Table-1: Demographic Profile of the Respondents (n=120)

Demographics	Frequency	Percentage
Age		
21 - 25 Years	29	24%
26 - 30 Years	34	28%
31 - 35 Years	27	23%
36 - 40 Years	16	13%
Above 40 Years	14	12%
Education		
Graduate	49	41%
Postgraduate	52	43%
Professional	3	3%
M.Phil.	5	4%
Ph.D.	11	9%

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Experience		
Below 5 years	14	12%
6 - 10 years	31	26%
11-15 years	40	33%
16-20 years	29	24%
Above 20 years	6	5%
Monthly Salary		
Below Rs.15,000	23	19%
Rs.15,001 - Rs.25,000	28	23%
Rs.25,001 - Rs.35,000	32	27%
Rs.35,001 - Rs.45,000	22	18%
Above Rs.45,000	15	13%

VII. STATISTICAL DATA ANALYSIS

The study analyses the respondent's perception towards various stress management programs implemented in the educational institutions to reduce stress among women teachers. Further, the study analyses the influence of demographic factors like age, education, and experience on stress management programs in the educational institutions.

Table-2: Need for stress management program

Parameters	Frequency	Percentage
Due to heavy workload	97	81%
To avoid the problems of poor administration	86	72%
To improve the efficiency in work	102	85%
To avoid errors in work	98	82%
Others work related problems	91	76%

The respondents' perception towards need for stress management programs in educational institutions is shown in table-2. The variable, to improve the efficiency in work got highest rating of 85% from the respondents followed by to avoid errors in work (82%), dud to heavy workload (81%), other work related problems (76%), and to avoid the problems of poor administration (72). The analysis reveals that stress management programs are essential for reducing stress among women teachers.

Table-3: Benefits of stress management programs

Parameters	Garrett Score
Improved Awareness on stress management techniques	54.30
Improved self-confidence	56.07
Improved Skills in managing psychological problems	53.40
Enhancing career development opportunities	51.31
Enhancing Work Productivity	54.20

The garrett scores regarding the perception of the respondents on the benefits of stress management programs is shown in table-3. The parameter improved self-confidence scored highest garrett score with 56.07. The other parameters improved awareness on stress management techniques (54.30), enhancing work productivity (54.20), improved skills in managing psychological problems (53.40), and enhancing career development opportunities (51.30) also scored positive ratings from the respondents.

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Table-4: Perception towards stress management programs

Sl.No.	Parameters	Mean
Need Evaluation		4.76
1.	Program needs are identified by systematic procedure	4.73
2.	Programs are designed after through interaction with employees	4.82
3.	Work productivity is assessed before starting program	4.83
4.	Employee performance is considered in conducting program	4.80
5.	Employee opinions and ideas are considered in designing programs	4.69
6.	Organizational policies are initiating programs	4.71
Counselling Programs		4.66
1.	Counselling program is given adequate importance	4.73
2.	Counselling program is well-planned in advance	4.74
3.	Objectives of counselling programs are clearly explained	4.69
4.	Counselling program is giving good inputs for managing stress	4.51
5.	Managers are executing counselling program more effectively	4.78
6.	Counselling programs are best for sharing work related problems	4.56
7.	Counselling programs are providing suitable alternatives to stress management	4.60
Inter-Personal Initiatives		4.09
1.	Encouraging Peer relationship	4.12
2.	Encouraging cordial employee-employer relationship	3.91
3.	Giving flexibility for free flow of communication	3.97
4.	Encouraging employee rewarding	4.33
5.	Encouraging employee development interventions	4.10
Program Interventions		4.14
1.	Counselling method is used in managing stress among various levels of employees	4.13
2.	All the levels of employees are engaged in mentoring program	4.18
3.	Employees are actively participating in Senior Leadership Engagement programs	4.37
4.	Managers are engaged in designing Career Counselling programs	3.74
5.	Multiple communication channels are encouraged by company policy	4.30
6.	Continuous employee health check-up programs are initiated by management	4.12

The employees' perception towards the implementation of stress management programs are show in table-4. Among the four dimensions need evaluation scored highest mean value of 4.76 followed by the dimensions counselling programs (4.66), program interventions (4.14), and inter-personal initiatives (4.09). In the case of need evaluation, the variable work productivity is assessed before starting program secured highest mean value of 4.83.

The variables programs are designed after through interaction with employees (4.82), and employee performance is considered in conducting program (4.80) got second and third highest ratings from the respondents. The variables program needs are identified by systematic procedure (4.73), organizational policies are initiating programs (4.71), and employee opinions and ideas are considered in designing programs (4.69) also secured positive ratings from the respondents.

The perception on counselling programs reveals that the variable managers are executing counselling program more effectively (4.78) got highest rating from the respondents. The other variables counselling program is well-planned in advance (4.74), counselling program is given adequate importance (4.73), objectives of counselling programs are clearly explained (4.69), counselling programs are providing suitable alternatives to stress management (4.60), counselling programs are best for sharing work related problems (4.56), and counselling program is giving good inputs for managing stress (4.51) also have significant

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positive ratings from the respondents. With regard to the inter-personal initiatives, the variable encouraging employee rewarding secured highest rating from the respondents with a mean value of 4.33. The variables encouraging peer relationship (4.12), encouraging employee development interventions (4.10), giving flexibility for free flow of communication (3.97), and encouraging cordial employee-employer relationship (3.91) also got positive ratings from the respondents.

The respondents' perception on program interventions reveal that the variable employees are actively participating in senior leadership engagement programs got highest mean value 4.37 from the respondents. The second and third highly rated variables are multiple communication channels are encouraged by company policy (4.30), and all the levels of employees are engaged in mentoring program (4.18). The other variables counselling method is used in managing stress among various levels of employees (4.13), continuous employee health check-up programs are initiated by management (4.12), and managers are engaged in designing career counselling programs (3.74) are also positively rated by the respondents.

Table-5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
Need Evaluation	Regression	5.121	4	6.28	8.304	.000[b]
	Residual	68.489	115	0.756		
	Total	73.61	119			
Counselling Program	Regression	7.612	4	4.403	5.28	.000[b]
	Residual	96.012	115	0.834		
	Total	103.624	119			
Inter-Personal Initiatives	Regression	3.855	4	0.964	4.276	.002[b]
	Residual	80.012	115	0.225		
	Total	83.867	119			
Program Intervention	Regression	4.185	4	1.046	3.803	.005[b]
	Residual	97.673	115	0.275		
	Total	101.857	119			

b. Predictors: (Constant), Age, Education, and Experience

The table-5 shows the ANOVA results of the relationship between the dependent variables need evaluation, counselling program, inter-personal initiatives, and program intervention with the demographic variables age, education and experience of the respondents. The demographic variables have significant relationship with need evaluation (F=8.304, p=0.000), counselling program (F=5.28, p=0.000), inter-personal initiatives (F=4.276, p=0.002), and program intervention (F=3.803, p=0.005). Thus, the analysis reveals that all the independent variables age, education and experience have a significant positive relationship with the dependent variables of stress management programs.

Table-6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Need Evaluation	(Constant)	3.733	0.186		20.076	0.000
	Age	0.298	0.093	0.164	3.201	0.001
	Education	0.183	0.041	0.24	4.481	0.000
	Experience	3.306	0.049	0.00	0.001	0.999
Counselling Program	(Constant)	3.711	0.195		19.006	0.000
	Age	0.15	0.098	0.08	1.54	0.012
	Education	0.081	0.051	0.093	1.578	0.016
	Experience	0.015	0.061	0.015	0.245	0.006
Inter-Personal Initiatives	(Constant)	3.672	0.102		36.18	0.000
	Age	0.177	0.051	0.182	3.48	0.001
	Education	0.018	0.022	0.045	0.82	0.013
	Experience	0.031	0.027	0.07	1.184	0.037
Program Intervention	(Constant)	3.344	0.112		29.823	0.000
	Age	0.215	0.056	0.201	3.838	0.000
	Education	0.002	0.025	0.005	0.093	0.026
	Experience	0.013	0.029	0.026	0.444	0.657

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The coefficient values of the relationship between demographic variables and dimension of stress management programs is shown in table-6. In the case of need evaluation, the variables age (t=3.201, p=0.001), and education (t=4.481, p=0.000) have a significant positive relationship, whereas experience (t=0.001, p=0.999) do not have significant relationship with need evaluation. Thus, the hypothesis (H_{01}) strongly supports the relationship between demographics and need evaluation. With regard to counselling program, the variables age (t=1.54, p=0.012), education (t=1.578, p=0.016), and experience (t=0.245, p=0.006) show a significant positive relationship with the dependent variable. Thus, the hypothesis (H_{02}) strongly supports the relationship between demographics and counselling program. In the case of inter-personal initiatives, the independent variables age (t=3.48, p=0.001), education (t=0.082, p=0.013), and experience (t=1.184, p=0.037) show a significant positive relationship with the dependent variable. Thus, the hypothesis (H_{03}) strongly supports the relationship between demographics and inter-personal initiatives. With reference to the dimension program intervention, the variables age (t=3.838, p=0.000), and education (t=0.093, p=0.026) have a significant positive relationship, whereas experience (t=0.444, p=0.657) do not have significant relationship with program intervention. Thus, the hypothesis (H_{04}) strongly supports the relationship between demographics and program intervention.

VIII. FINDINGS OF THE STUDY

The major findings of the study are:

A. The age wise distribution shows that majority of the respondents belong to the age group of 26-35 years.
B. The education of the respondents reveals that majority of them are post graduates and graduates.
C. The work experience reveals that majority of the respondents have 6-15 years of experience.
D. With regard to the monthly salary, majority of the respondents income range is between Rs.15,001 - Rs.35,000.
E. The respondents' perception towards need for stress management programs in educational institutions reveals that these programs are essential for reducing stress among women teachers.
F. The respondents' perception on benefits of stress management programs revealed that it improves self-confidence of the women teachers.
G. Among the four dimensions need evaluation scored highest rating followed by the dimensions counselling programs, program interventions, and inter-personal initiatives.
H. In the case of need evaluation, the variable work productivity is assessed before starting program secured highest rating followed by programs are designed after through interaction with employees, and employee performance is considered in conducting program.
I. The perception on counselling programs reveals that the variable managers are executing counselling program more effectively got highest rating from the respondents followed by counselling program is well-planned in advance, and counselling program is given adequate importance.
J. 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.
K. 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.
L. 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 initiatives.

IX. RECOMMENDATIONS

A. The educational institutions need to concentrate and give more importance to financial problems, unsatisfactory work, and working environment.
B. Since the individual often get into stress due to organization changes, proper communication should be given to reduce such stress.
C. Maintaining a positive attitude with the colleagues make it easier to live and work with others.
D. Stress management techniques such as meditation, yoga, hypnosis, guided imagery, muscle relaxation, mindfulness breathing etc. should be used.

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E. Recreational facilities such as employee activity club, cafeteria, sports tournament, special lunch arrangements can be provided by the institutions rejuvenate their employees' efficiency.

F. Introduce the women's grievance redressal cell that will be responsible for looking into any complaints filed by the women staff in the working place.

G. The management of educational institutions can implement family-friendly approaches to encourage women teachers to balance their work family challenges.

X. CONCLUSION

Stress is mostly due to excess of work pressure and work life imbalance, the organization should support and encourage taking up roles that help them to balance work and family. The productivity of the work force is the most decisive factor as far as the success of an organization is concerned. The productivity in turn is dependent on the psychological well being of all the employees. The study found that the stress management programs need to be implemented in the education institutions so as to increase the efficiency of the women teachers. It is also beneficial to increase the self-confidence among the women teachers. The programs such as need evaluation, counselling programs, program interventions, and inter-personal initiatives leads to higher motivation level among the women teachers in order to achieve the objectives of the organisations.

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

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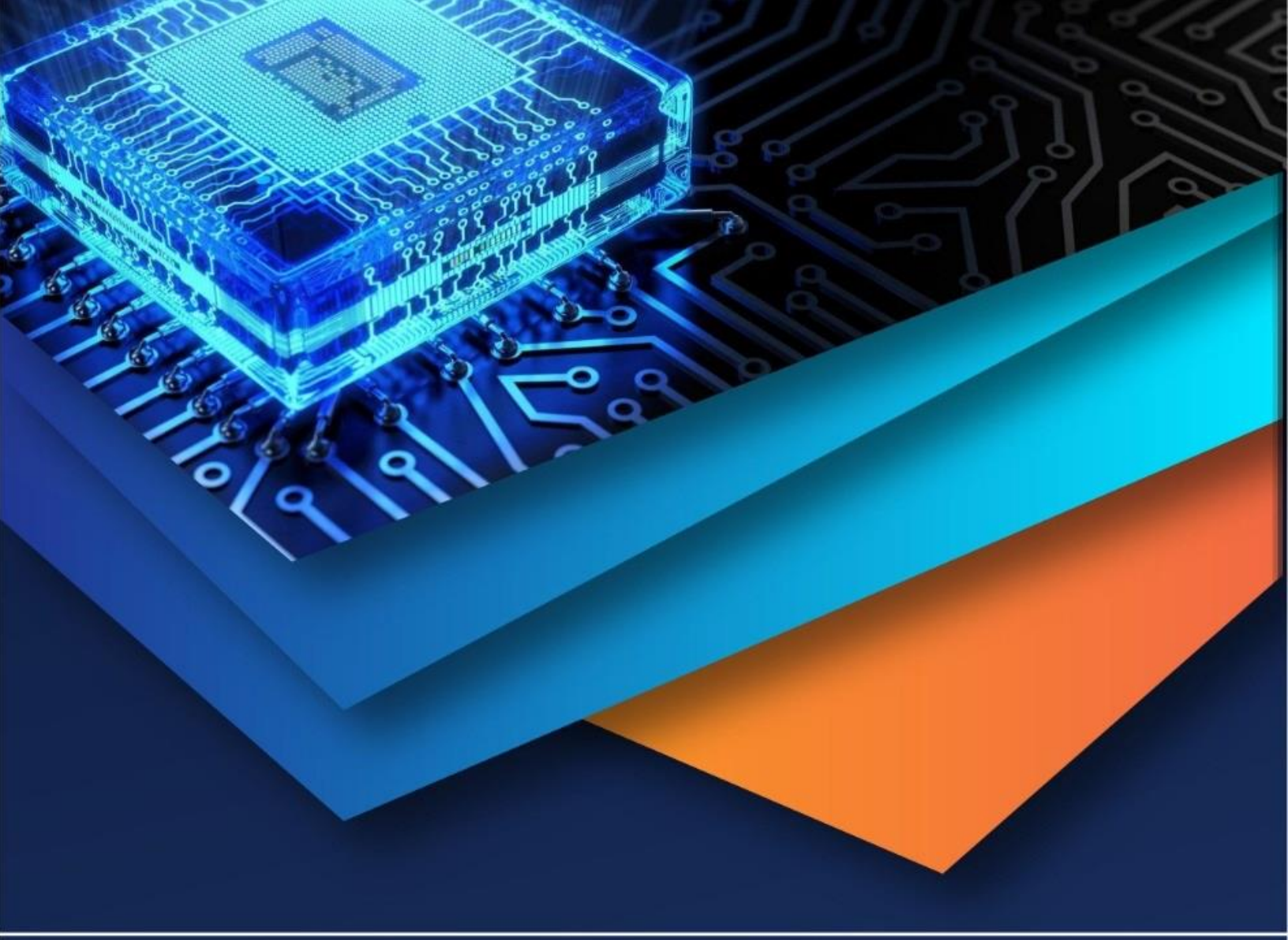

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