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A Comparative Study on the Causes for Workplace Stress among Women Teachers of Public and Private Educational Institutions

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Abstract: The effectiveness of the employees is a critical component of any organization's success in the current, cutthroat business environment. Because of our workload, problems, responsibilities, and complexity, stress is an unavoidable aspect of our lives. Since stress can have negative physiological and psychological effects on those who work in organisations, it has become a major cause for anxiety. The field of education is currently dealing with several difficulties. As they instruct the next generation, teachers contribute significantly to the development of the nation. As a result of technological, educational, and vocational advancements, teachers' working conditions have changed. As a result of the continual engagement with children, parents, co-workers, and school administrators, teaching is one of the professions with the highest levels of stress. The study makes an effort to pinpoint the reasons for causes of stress at workplace experienced by the women teachers working in both the public and private UG and PG educational institutions. The findings state that the significant causes of workplace stress are work-related, environmental, organizational and personal causes.

Keywords: Educational Institutions, Environmental, Organizational, Personal, Stress, Workforce

I. INTRODUCTION

Stress management is referred to as the intrusions intended to decrease the effect of workplace stress among the individuals, especially women. These stressors show have individual focus by targeting at enhancing their ability to cope-up with stressors (Joshi and Goyal, 2012). The objective of stress management is to minimize pressure and strain in the daily work life of the individuals. The individuals can adopt different strategies to reduce stress like yoga, meditation and massage. In the present competitive era, when an employee tries to overcome others achievement, leading to an inequity among anxieties and resources, this may cause psychological stress. Therefore, stress has become is a part of everyday life (Azad, 2014).

The management of the educational institutions need to ensure a stress-free work environment to its staff members. They also need to identify the problems of stress experienced by the individuals and take necessary precautions in reducing stress. Workplace stress influences the individuals job efficiency, attention towards work, and knowledge. The organizational stress will have a stern risk of trial for the educational institutions and its administrators, carrying substantial responsibilities for indemnities, negative publicity and also in damaging the institutions reputation. Therefore, managing with work-related stress issues devours much time of the management.

Workplace stress management programs prosper and the rising research has been giving insight into the causes and potential cures for managing stress. Some individuals viewing problems as challenges, and experiencing the sense of control are safeguarded against the effects of stress. However, an organization can perform some programs to alter these individual factors. Some of the organizational stressors could be, bad bosses, work overload, job designs that do not make sense, lousy feedback, money, unpleasant co-workers, work itself, multitasking, work life balance and so on. The stress management strategies help the employees to cope with the stress and reduce stress at different levels. It also helps the working women employees to effectively manage their family and work life (Lazarus, 1991).

Work-related stress is generated due to improper balance between the job demands and perceived expectations by the institutions at workplace, and an individual capability in managing the stress. An individual's experience of stress at workplace is to a major part influenced by the controlling abilities over their job, environment, level of support received from colleagues/ supervisors/ management, and various strategies adopted to retort current work pressures. It is identified that various research studies have reported diverse outcomes basing on their specific situations. Workplace stress triggers these different situations as emotional and psychological aspects, and also may be a significant perspective of creating conflicts in an individual's life.

II. LITERATURE REVIEW

Stress is an imperative factor that influences the organizational productivity 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.

Chandra and Varghese (2019) explored the causes of stress in faculty members and examined the factors affecting work-life imbalance of faculty members in educational institutions. The results of the study reveal that there is a significant difference in work-life balance in terms of gender, where female faculty members have more stress than male faculty members. The faculty members have poor perception towards assessment techniques, students and teacher's relationship, and pay and benefits. There is a significant positive relationship between perception of work environment variables of the respondents and work stress. Agarwal, et al. (2018) analysed the level of occupational stress of business school faculty members in India with respect to age, gender, qualification, designation and income. The study reveals that a significant difference exists between age, gender, qualification, designation, income and occupational stress of the faculty members of business schools.

Rawal and Mhatre (2018) explored the reasons of stress among lecturer and the techniques to cope with stress generated at work place. The study examined the employee's behaviour and attitudes towards productivity which gets affected due to stress in organization. The study found that the maximum number of teachers in self-financing institute face stress related to work in the organization. Many of them feels they are overloaded with the work. Many a times employees sacrifice their domestic functions and accept the superiors order to achieve the target of the organization. Employees feel stress due to the family related stress. Employee feels that strategies used in institute/colleges to reduce stress are effective. Despite of huge stress in organization they manage to balance their social life. Bala and Kaur (2017) analysed the relationship of personality hardiness with work-related stress among secondary school teachers in the state of Punjab. The results of the study revealed a negative and significant relationship between personality hardiness and work-related stress among secondary school teachers. The study concluded that the teachers may be known with coping techniques like meditation, regular exercise, yoga, social networking, relaxing etc. the institutions may be conducted many seminars and workshops for teachers to improve their personality hardiness in order to reduce the work-related stress. Further, the study suggested that the policymakers need to take extra care in framing the curriculum, assigning academic and non-academic duties to the teachers, fixing their salaries and service conditions.

Janani (2016) research examined the role stress levels and its effect on women employees working in the Information Technology (IT) sector in Coimbatore City, Tamil Nadu. The study found that with an increase in the role stress levels, its effect also rises. The productivity of women employees' working in IT Sector has no effect on their stress levels. The results stated that the married women are highly affected by psychological and physical problems of role. These problems of stress include anxiety, depression, low self-esteem, and other severe health issues compared to unmarried women. Suganya and Rajkumar (2016) examined job stress among higher education teaching faculty in both public and private business schools. The study found 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. The study suggested that the management needed to be aware of these factors of stress and take a necessary step to reduce the stress level.

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. Sivan and Sathyamoorthy (2014) assessed the management of occupational stress and work-life balance among women managers in Indian industries. The study examined the factors that create stress and coping strategies among women managers. The results of the study reveal that role conflict, role ambiguity and work-family conflict are the major factors that create stress among working women managers. The study suggested the companies should follow the coping strategies such as stress management intervention programs, career planning and redesigning the job to reduce stress.

Bhuvaneshwari (2013) explored the psychological and physical stress undergone by married working women. The study revealed that stress in married working women is caused due to various family and official commitments, harassments at the workplace, working for long hours and improper work-life balance. These factors lead to stress in working women such as prolonged headaches, hypertension and obesity. Further, the study identified that stress can be relieved from balancing work and family, from institutional support, by spending time with the family and performing physical exercises. After analysing the previous reviews, the researcher felt that the present study that is women teachers stress management in educational institutions – a comparative study in both public and private educational institutions by covering UG and PG colleges in Greater Hyderabad at Telangana state.

III. OBJECTIVES OF THE STUDY

The purpose of the study is to analyse the various causes of workplace stress among women teachers of both the public and private educational institutions.

IV. RESEARCH HYPOTHESES

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

- H₀₁: The respondents do not have a significant opinion on the work-related causes of stress experienced at workplace.
- H₀₂: The respondents do not have a significant opinion on the organizational causes of stress experienced at workplace.
- H₀₃: The respondents do not have a significant opinion on the environmental causes of stress experienced at workplace.
- H₀₄: The respondents do not have a significant opinion on the personal causes 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 various causes of stress by the public and private UG and PG educational institutions of Greater Hyderabad. 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, Factor Analysis, ANOVA, and multiple regression analysis are applied. To conduct statistical analysis, IBM SPSS software version 22.0 was used.

VI. OPINION TOWARDS ON THE CAUSES OF STRESS AT WORKPLACE

The various reasons for causing stress at the workplace are grouped as work-related causes, organizational causes, environmental causes, and personal causes. The opinion of the respondents on the various reasons for causing stress at workplace of both the public and private UG and PG educational institutions is analysed and discussed as follows. The respondent's perception towards the work-related causes causing stress at workplace is ascertained based on ten variables as shown in Table-1.

Table-1: Work-related Causes

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Discrimination among employees	4.01	4.12	4.07
2	Time pressure and deadlines	3.97	4.14	4.06
3	Boring or repetitive work	4.03	4.05	4.04
4	Inability to cope with technological change	3.96	3.83	3.90
5	Excessive workload	3.75	4.03	3.89
6	Non-co-operation of subordinates/ peers	3.86	3.91	3.89
7	Over-supervision	3.71	4.02	3.87
8	Lack of future prospects in the present job	3.64	3.88	3.76
9	Fear to interact with the superiors	3.51	3.64	3.58
10	Insufficient skills for the job	3.56	3.51	3.54
Total		3.80	3.91	3.86

Source: Primary Data

The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 3.91 followed by the public UG and PG educational institutions with a mean value of 3.80. The total mean value of referred ten variables is 3.97 which indicate that work-related causes have a significant influence on women teacher's stress management. Among the ten variables 'Discrimination among employees' secured highest rating with a mean value of 4.07 followed by the variables 'Time pressure and deadlines (4.06)', and 'Boring or repetitive work (4.04)' by the respondents of both public and private UG and PG educational institutions.

The highly-rated variable is 'Boring or repetitive work' in the case of public UG and PG educational institutions with a mean value of 4.03, and in the case of the private UG and PG educational institutions is 'Time pressure and deadlines' with a mean value of 4.14. In the case of the public UG and PG educational institutions, 'Discrimination among employees (4.01) and 'Time pressure and deadlines (3.97)' occupied second and third highest ratings respectively. In the case of a private UG and PG educational institutions, the variables 'Discrimination among employees (4.12) and 'Boring or repetitive work (4.05)' 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 'Fear to interact with the superiors' with mean value of 3.51, and in the case of private UG and PG educational institutions is 'Insufficient skills for the job' with mean value of 3.51. Thus, it can be observed that work-related causes have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-2: Work-related Causes ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	1.655	5	.331	1.253	.283 ^b
	Residual	130.493	494	.264		
	Total	132.148	499			
Private	Regression	6.362	5	1.272	4.994	.000 ^b
	Residual	125.863	494	.255		
	Total	132.224	499			

The results of the ANOVA test as shown in Table-2 for public UG and PG educational institutions ($F=1.253$, $p=0.283>0.05$) indicate that work-related causes do not have a significant opinion from the respondents working in both the public and private educational institutions. However, private UG and PG educational institutions ($F=4.994$, $p=0.00<0.001$) indicate that work-related causes have a significant opinion from the respondents working in both the public and private UG and PG educational institutions. Thus, in the case of public educational institutions the null hypothesis H_{01} is accepted while for private educational institutions the null hypothesis H_{01} is rejected.

The respondents perception towards the organisational causes causing stress at workplace is ascertained based on ten variables as shown in Table-3.

Table-3: Organisational Causes

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Workplace politics and polemics	4.01	4.13	4.07
2	Responsibility and accountability	3.89	4.06	3.98
3	Lack of job security	3.51	4.16	3.84
4	Unable to satisfy all stakeholders	3.68	3.98	3.83
5	Unrealistic expectations	3.62	4.03	3.83
6	Lack of autonomy	3.63	4.01	3.82
7	Fear of being laid off	3.46	4.09	3.78
8	Rigid organisation policies	3.57	3.95	3.76
9	Poor and unplanned work	3.87	3.56	3.72
10	Frequent change in work policy	3.55	3.86	3.71
Total		3.68	3.98	3.83

Source: Primary Data

The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 3.98 followed by the public UG and PG educational institutions with a mean value of 3.68. The total mean value of referred ten variables is 3.83 which indicate that organisational causes have a significant influence on women teacher's stress management. Among the ten variables 'Workplace politics and polemics' secured highest rating with a mean value of 4.07 followed by the variables 'Responsibility and accountability (3.98)', and 'Lack of job security (3.84)' by the respondents of both public and private UG and PG educational institutions.

The highly-rated variable is 'Workplace politics and polemics' in the case of public UG and PG educational institutions with a mean value of 4.01, and in the case of the private UG and PG educational institutions is 'Lack of job security' with a mean value of 4.16. In the case of the public UG and PG educational institutions, 'Responsibility and accountability (3.89)' and 'Poor and unplanned work (3.87)' occupied second and third highest ratings respectively. In the case of private UG and PG educational institutions, the variables 'Workplace politics and polemics (4.13)' and 'Fear of being laid off (4.09)' 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 'Fear of being laid off' with mean value of 3.46, and in the case of private UG and PG educational institutions is 'Poor and unplanned work' with mean value of 3.56. Thus, it can be observed that organisational causes have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-4: Organisational Causes ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	12.361	5	2.472	6.981	.000 ^b
	Residual	174.953	494	.354		
	Total	187.314	499			
Private	Regression	9.640	5	1.928	4.355	.001 ^b
	Residual	218.708	494	.443		
	Total	228.348	499			

The results of the ANOVA test shown in Table-4 for public UG and PG educational institutions ($F=6.981$, $p=0.000<0.001$) and private UG and PG educational institutions ($F=4.355$, $p=0.01<0.05$) indicate that organisational causes have a significant opinion from the respondents working in both the public and private UG and PG educational institutions. Thus, the null hypothesis H_{02} is rejected.

The respondents perception towards the environmental causes causing stress at workplace is ascertained based on six variables as shown in Table-5.

Table-5: Environmental Causes

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Exhaustion by the daily routine work	3.88	4.02	3.95
2	Lack of proper resources and equipment	3.96	3.87	3.92
3	Inflexible work timings	3.67	4.11	3.89
4	Aggressive/Violent incidents	3.83	3.95	3.88
5	Lack of leisure time to relax	3.59	4.03	3.81
6	Inadequate working environment	3.77	3.67	3.72
Total		3.78	3.94	3.86

Source: Primary Data

The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 3.94 followed by the public UG and PG educational institutions with a mean value of 3.78. The total mean value of referred six variables is 3.86 which indicate that environmental causes have a significant influence on women teacher's stress management. Among the six variables 'Exhaustion by the daily routine work' secured highest rating with a mean value of 3.95 followed by the variables 'Lack of proper resources and equipment (3.92)', and 'Inflexible work timings (3.89)' by the respondents of both public and private UG and PG educational institutions.

The highly-rated variable is 'Lack of proper resources and equipment' in the case of public UG and PG educational institutions with a mean value of 3.96, and in the case of the private UG and PG educational institutions is 'Inflexible work timings' with a mean value of 4.11. In the case of the public UG and PG educational institutions, 'Exhaustion by the daily routine work (3.88)' and 'Aggressive/Violent incidents (3.83)' occupied second and third highest ratings respectively. In the case of a private UG and PG educational institutions, the variables 'Lack of leisure time to relax (4.03)' and 'Exhaustion by the daily routine work (4.02)' 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 'Lack of leisure time to relax' with mean value of 3.59, and in the case of private UG and PG educational institutions is 'Inadequate working environment' with mean value of 3.67. Thus, it can be observed that environmental causes have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-6: Environmental Causes ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	7.489	5	1.498	4.065	.001 ^b
	Residual	182.004	494	.368		
	Total	189.493	499			
Private	Regression	10.517	5	2.103	5.186	.000 ^b
	Residual	200.353	494	.406		
	Total	210.870	499			

The results of the ANOVA test shown in Table-6 for public UG and PG educational institutions ($F=4.065$, $p=0.001<0.01$) and private UG and PG educational institutions ($F=5.186$, $p=0.000<0.001$) indicate that environmental causes have a significant opinion from the respondents working in both the public and private UG and PG educational institutions. Thus, the null hypothesis H_{03} is rejected.

The respondents perception towards the personal causes causing stress at workplace is ascertained based on six variables as shown in Table-7.

Table-7: Personal Causes

Sl. No.	Variables	Public Institutions	Private Institutions	Total
1	Personal/family health problem	3.92	4.01	3.97
2	Sexual Harassment	3.97	3.95	3.96
3	Family problems	3.87	4.03	3.95
4	No time to participate in social functions	3.76	4.11	3.94
5	Poor financial benefits/status	3.84	3.99	3.92
6	Delayed Marriage	3.53	3.97	3.75
Total		3.82	4.01	3.91

Source: Primary Data

The descriptive statistics indicate that the private UG and PG educational institutions has the highest mean value of 4.01 followed by the public UG and PG educational institutions with a mean value of 3.82. The total mean value of referred six variables is 3.91 which indicate that personal causes have a significant influence on women teacher's stress management. Among the six variables 'Personal/family health problem' secured highest rating with a mean value of 3.97 followed by the variables 'Sexual Harassment (3.96)', and 'Family problems (3.95)' by the respondents of both public and private UG and PG educational institutions.

The highly-rated variable is 'Sexual Harassment' in the case of public UG and PG educational institutions with a mean value of 3.97, and in the case of the private UG and PG educational institutions is 'No times to participate in social functions' with a mean value of 4.11. In the case of the public UG and PG educational, 'Personal/family health problem (3.92) and 'Family problems (3.87)' occupied second and third highest ratings respectively. In the case of a private UG and PG educational, the variables 'Family problems (4.03) and 'Personal/family health problem (4.01)' 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 'Delayed Marriage' with mean value of 3.53, and in the case of private UG and PG educational institutions is 'Sexual Harassment' with mean value of 3.95. Thus, it can be observed that personal causes have a significant influence on managing stress of women teachers working in both the public and private UG and PG educational institutions.

Table-8: Personal Causes ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
Public	Regression	10.433	5	2.087	6.823	.000 ^b
	Residual	151.073	494	.306		
	Total	161.506	499			
Private	Regression	6.964	5	1.393	3.601	.003 ^b
	Residual	191.065	494	.387		
	Total	198.030	499			

The results of the ANOVA test shown in Table-8 for public UG and PG educational institutions ($F=6.823$, $p=0.000<0.001$) and private UG and PG educational institutions ($F=3.601$, $p=0.003<0.001$) indicate that personal causes have a significant opinion from the respondents working in both the public and private UG and PG educational institutions. Thus, the null hypothesis H_{04} is rejected.

VII. CONCLUSION

Women employees' physical and psychological health are significantly impacted by workplace stress. Additionally, it has an impact on the effectiveness and productivity of female employees as well as educational institutions. There are numerous preventative measures that might be helpful for lowering stress and maintaining health because stress is a major detriment to humans. The causes of stress may change among different age groups. The environment of the organisation is disrupted by the stress that women teachers suffer at work due to issues like job instability and compensation, institutional culture and politics, an excessive workload, an inability to adapt to technological change, and a lack of future prospects in their current position. Interpersonal disputes, decreased productivity, a lack of organisational commitment, an increase in absenteeism, higher attrition, etc. are all caused by these problems.

The management can give the staff a platform to address their issues with stress by helping them receive good training. Stress management techniques including yoga and meditation, counselling and psychological care, time management, and sustaining healthy relationships can help to control stress. Even efficient time management techniques can reduce stress. These straightforward yet helpful steps can clear the way for higher employee productivity and organisational productivity.

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