



Occupational Stress among Lecturers: The Case of Female Lecturers in Universities India

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INTRODUCTION

Work related stress has been seen as a key challenge to workers' health and the well-being of their organisations [1]. Pressures from home and work can lead to stress. While employers cannot guard their employees from stress ensuing from family demands, a lot can be done to lessen stress rising through work.

Stress is a practice by which environmental events or forces intimidate the well-being of an individual in the society. It is the interruption of the emotional stability of the individual that brings a state of disorganisation within the personality and behaviour [3]. It is biological that is knowledgeable by all persons irrespective of their socio-economic position, occupation, rank or age [4-5] for instance saw stress as a slippery concept because it is a process of appraisal which enables victims to cope with environmental threats and challenges. This means that in dealing with problems of stress, the researcher has to see it as a process that deals with environmental threats. The relevance of this definition is that, it enables the researcher to take into consideration the variations in the definition and the values that they entail in stress. Besides, teachers and administrators are seen as sluggish recipients of stimuli who unavoidably experience stress when under pressure [6].

An occupation is a job or profession. It is an activity that serves a one's regular source of livelihood. [10] state that one's occupation includes thinking, sitting, playing or myriad of activities that claim one's attention. In the context of work, it is that specified activity which one is engaged for a living. In an economic setting there are such activities or occupation as farming, fishing, driving, engineering, teaching, trading, medical practice and legal practice among others.

Stress is a most important concern in many, if not all, educational institutions all over the world. Most of the institutions remain spending huge sums of money in an effort to avert, and even, help their staff manage the stress they go through in carrying out their duties and responsibilities [18]. Among the major causes of occupational stress are numerous roles allotted to academic staff within the universities. Lecturers, in Ghana, especially those at UEW, India campus are no exception. At the university, the administrative duties have increased together with the intensifying demands accompanying with teaching and research responsibilities [18].

For example, during the 2019/2020 academic periods, the student's populace of the University of Education, India was 45,663. (Basic Statistics, University of Education, India 17th Congregation, April 2019). An imperative associated factor is government involvement in the university governance, and efforts by the academicians and administrators to make the universities further approachable to the industrial and economic desires of the country have been observed as a key attack on the political leaders and on intellects who "play politics" with the educational policies of the country, policies that according to [19] should be protected by academic considerations.

In consequence of this, some lecturers and senior administrators in contemporary Ghanaian universities are continually faced with a multifaceted collection of stress inducing factors while meeting the day-to-day learning and behavioural desires of students. The United Kingdom National Health Service declared that stress is not a weakness, but if overlooked it can lead gradually to a reduction in performance of work, poor health and long term absence from work. Simply put, stress is basically the rate of wear and tear of the body induced by some stimuli. It is difficult to live without going through some level of stress at some point in one's life time [20]. Job stress is a state wherein job-related factors intermingle with the worker to change his or her physiological state such that he or she is forced to digress from normal functioning [21].

Stress affects a person's capacity to concentrate and to relax, creates irritability and generates moods of malaise and nervousness. Observations are affected-stress-ridden persons may become irrational, emotionally instable and disproportionately suspicious [24]. Stress is ostensibly endemic to contemporary organisational and institutional life of and personnel and others who go through stress-created weariness will be dull, clumsy, and not able to think plainly or perform work for lengthy periods. Performance at work classically depreciates when persons experience prolonged exposure to high levels of stress and with this, the direction of a person's reaction is problematic to foretell. In a survey conducted by [24] pointed out that some workers become antagonistic, others withdraw into themselves. Tension, tiredness and anxiety often lead to outburst of hostility and aggression. Workers become emotional to criticism and progressively unable to relate to working colleagues and friends. In consequence of this, the general rundown in a person's health can lead to frequent colds, upset stomach and other minor illnesses. [25] again stated that routine errors become frequent and marital and family difficulties are common among stress-ridden people which consequently affect their performances at work places.

Administratively, the lecturers work as counsellors, examination officers, postgraduate coordinators, departmental heads, directors, deans and many other positions of responsibilities. Regarding to their teaching loads/responsibilities, some teach tremendously large classes (up to 400 students per semester), supervise theses, dissertations and project work. Certainly, in some extreme cases, some lecturers supervise up to 30 students per semester, due to the running of both regular and sandwich programmes [18]. Nevertheless, lecturers are anticipated to publish high-quality research in reputable journals to be promoted within the institution. Thus, the lecturers work under increasing pressure to meet targets set by the university. However, according to [27] attempts made by the University to support the academic staff to manage with these increasing pressure seems to prove unsuccessful, as lecturers do not patronise the counselling services provided by the university to empower them to overcome such pressures.

Findings by [28] reveal important factors manipulating stress among academic staff to comprise strike and school interruption, delay and irregular payment of salary, lack of instructional facilities, preparation of examination results, invigilation of examination, campus militancy, high cost of living, office accommodation, lack of research facilities, lack of annual leave/holiday and underfunding of education. On the other hand, management role expectations and home-work interface were also considered to be factors influencing stress among academic staff [29]. Additional sources of academic stress known in studies by [30] showed high self-expectation, acquiring financial support for research, inadequate development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, relaxed progress on career advancement, recurrent interruptions and long meetings as causes of stress among academic staff. Working conditions, poor motivation, peripheral factors and low status were recognized by [31]. Arguing, [32] posited that constrained resources and scarcity of time, slow progress in career advancement, poor faculty communication, professional disillusionment and insufficient salaries were directly related to pressure experienced by academic staff.

[33] maintained that hefty work load, role uncertainty, conflicting job demands, frequent interruption and publication efforts were causes of stress on academic staff. However, higher level of stress was reported as arising from funding cuts to universities, heftier teaching loads, difficulty in securing research funds, lack of resources, poor relationships with colleagues and impracticable expectations from management by [34].

A lot of research has been carried out on stress in general but most of the reviewed literatures focused primarily in other fields of endeavour with particular attention to male population. On the flip side, stress-related studies on females in the sphere of teaching has been relegated to the background. The studies of [43-44] are examples of the relatively little literature on female lecturers as there had been a paucity of research studies in the field of education.

In Ghana, for example, little research has been undertaken to find out the causes of occupational stress among female lecturers in public universities as a whole and how they cope with these stressful events or states of which the University of Education, India is not an exception. There is the belief that work lives of female lecturers in the Universities across, India are not easy.

From interaction and observation with some female lecturers in the university, it was seen that lecturers face high amounts of stress during teaching and handling students. Recently where the university's population is growing and the lecture halls remain overcrowded with insufficient infrastructure to encounter these growing demands, lecturers face rigorous verbal communications, prolonged standing, and high volume of workload. Lecturers are also over burdened with consistent teaching work and non-teaching work as administrative work, family hopes, publishing articles, writing of books, attending both local and international conferences or workshops, among others to upgrade or grow on the job. These matters make it significant for a research to be carried out to arouse further investigation into occupational stress among female lecturers in the university and also to present the circumstances as it is currently at the University of Education, India.

The Rational of the Study:

The rationale of this study was to explore occupational stress and coping strategies among female lecturers; and to identify the sources of the occupational stress among female lecturers at the Universities across, India. The study was also to explore the effects of these occupational stresses on the female lecturers at the Universities across India.

METHODOLOGY

Research Design

A triangulatory mixed-method design was adopted for this study. This is a one-phase design in which both quantitative and qualitative approaches were employed in collecting data during the same time frame [45]. The method allowed the researcher to collect and analyse data and appreciate how the two approaches complement each other in helping to understand the occupational stress and its coping strategies among female lecturers.

In the field of stress and coping, various researchers suggest the use of mixed method which conglomerates both qualitative and quantitative approaches [46]. The paradigm of mixed method studies is pragmatism [46]. Pragmatism discards the epistemological position of either objective or subjective points of interpretation and as an alternative, it holds both of them [46].

In justifying the use of mixed methods approach,[45] states that using diverse sources and methods in the research procedure helps the researcher to build on the strengths of each type of data and minimise the weakness of any single approach. Therefore, collecting and analysing both words and numbers in a single study will permit the researcher to reveal the way in which people tend to understand the world around them.

By merging both inductive and deductive thinking the researchers tend to base knowledge claims on realistic grounds [46-47]. state that through mixed methods researchers can build a study based on the strengths of both qualitative and quantitative methods which

can provide a more complete picture of a research phenomenon [45] contends that mixed methods design can produce richer, more valid, and more trustworthy findings than evaluations based on either qualitative or quantitative methodologies alone.

The rationale of combining the qualitative and quantitative approaches is that each of them has its particular advantages. Quantitative approach provides an opportunity to obtain numerical data for traits and situations. The quantitative approach is thus used to show the general profile of stress and coping among female lecturers. Qualitative approach on the other hand, emphasizes on subjective meaning and its context [48]. Indicate that qualitative method is particularly suitable for studying new topics. Since very little has been known about stress and coping among female lecturers in the Universities across, India context, qualitative approach was used to attain background information. The qualitative data may add to a better understanding of the context of the study. This is not only significant for exploring the subjective meaning, but also important for the interpretation of quantitative data.

Population

The population comprised all female lecturers in the Universities across , India campus numbering 75. Sample and Sampling Techniques.

Sixty-seven (67) female lecturers were sampled for the study. Purposive sampling technique was used for sampling. Purposive sampling technique, a non-probability sampling technique ensures that the researcher carefully selects the sample to reflect the purpose of the investigation [49]. These are specific people who would provide the desired information to meet the researcher's criteria. In view of this, all females who were lecturers in the University were involved in the study. All the 67 female lecturers were requested to respond to the questions for the quantitative data, while a sample of 6 from the same 67 were made to provide the qualitative data.

Data Collection Instruments

The instruments used for data collection in the study was the semi-structured schedule and structured questionnaire. Semi-structured interview was used for the qualitative segment while structured questionnaire was used for the quantitative segment of the study. Semi- structured interview according to [45] is neither fully fixed nor fully free and are possibly seen as flexible. Interviews generally start with some defined questioning plan, but pursue a more conversational style that may see questions answered in an order natural to the flow of the conversation. It might start with few defined questions but follow any exciting talents that may develop [45].

To design the semi-structured interview schedule, the main aim was to collect data that would answer the research questions. Therefore, a set of questions relating to the central theme in each research question was stated to solicit the desired responses and opinions of the participants. The interview guide contained questions pertaining to stress and coping strategies [50]. Argues that interview allows the collection of people's views and opinions, allows spontaneity in the interviewer's questioning and the interviewee's responses.

The second instrument used in data collection was the structured questionnaire which was used to collect the quantitative data. According to [47] structured questionnaire comprises prearranged standardised questions or items meant to collect numerical data that can be subjected to statistical analysis. The Correlates of Stress Questionnaire (COSQ), revised by [44] based on items collected from the literature on stress such as that of [51] were revised by the researcher for the construction of the instrument. The questionnaire was separated into three parts: the first contained items on work-environment pressures. The second part contained home – environment pressures while the third contained items on stress outcomes due to work or home pressures respectively based on a five-point Likert scale requiring response such as 'strongly agree', 'agree', 'not certain', 'disagree', 'strongly disagree'.

Data Collection Procedure

The researchers spent some weeks visiting the various faculties in the three campuses of the University of Education, India for data collection. Letters of introduction was obtained from the Department of Counselling Psychology for access to conduct research in the University. Personal letter was also written to explain the purpose and significance of the study to seek the consent of participants. The researcher personally administered the questionnaires to all female lecturers and conducted the interview one-on-one with participants. Questionnaires were distributed to seventy-five (75) female lecturers and collected a week afterwards to ensure that importance is attached in answering the questions for data analysis.

The interviews were conducted at the convenience of the participants. Participants were personally consulted for scheduled date and time. Each participant was allotted twenty- five to thirty minutes (25-30) face-to-face interview which was recorded with permission. Prior to each interview session the consent of the interviewee was sought to record the conversation for the purpose of accuracy. The researcher took brief notes against recorder malfunction.

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Data Analysis

The study was the mixed triangulatory method. All data collected through the interviews were analysed manually through the constant comparative thematic approach [45]. The data was first organised by the researcher, immersed herself in and transcribe the data, generate themes, code the data, and describe them in line with the sub-themes to correspond with the research questions posed for the study [52].

In analysing the data for mixed methods approach, the researcher used the level of interaction for the data in which the level of interaction for the quantitative and qualitative strands was compared. This was done by comparing across the quantitative results and qualitative findings and making an assessment of how the findings addressed research questions.

According to [45] transcription is the method of transforming audiotape recordings into text data. Here the researchers listened to each tape repetitively to familiarize themselves with the conversation and cautiously wrote them down in the words of each interviewee. The researcher read through all the data to be familiar with the text and reflect on the overall meaning in order to reduce the voluminous data for analysis and clarity. Themes were then generated before the detailed analysis with the coding process [45] refers to this kind as pre-set themes. The researcher identified a set of themes from the literature reviewed and looked for data that matched the predetermined themes.

The data were coded to generate description categories for analysis. Coding according to [45] is the method of organising the materials into parts or text before bringing meaning into information. It involved segmenting sentences into categories and labeling them to form description in the actual language of the participants. This was done by circling texts and assigning codes that precisely described the meaning. The researcher then used the description and themes to represent the qualitative narrative passage to convey the findings of the analysis. For the purpose of anonymity participants were identified by prefixing the abbreviation of their respective titles with codes of 1, 2 and 3.

The research questions were analysed using frequency counts and percentages. The purpose of descriptive analysis was to explore and describe the phenomenon in real-life situation. During the analysis of the findings, associations and relationships between responses were explored in making interpretation. However, data collected were analysed quantitatively and qualitatively in separate sections in view of the purpose of the study. The quantitative data preceded the qualitative data whereby the qualitative data was used for thorough information to augment the findings for the quantitative data analysis and used as explanatory information to buttress the research findings.

DATAANALYSIS, RESULTS AND DISCUSSION:

Data were analysed quantitatively and qualitatively. The quantitative analyses were presented research question by research question and their respective tables. Qualitative analyses were presented in themes and transcribed responses.

Research Question 1: What are the sources of occupational stress among the female lecturers of the University of Education, India?

The first research question wanted to identify the various sources of occupational stress among female lecturers of the University of Education, India. The responses gathered are shown in Table 1.

Table 1. Sources of occupational stress

Statement	Agree	Disagree	%	N	%	N
Teaching and assessment of students			64	43	36	24
Pressure from meeting deadlines			79	53	21	14
Lack of adequate logistics for teaching and assessment			68	44	32	23
Effects of work on social life			68	44	32	23
Inability to give equal attention to domestic chores and professional demands			60	40	40	27
Demands from career expectations on private life			78	52	22	15
Work overload			67	45	33	22
Acting on decisions affecting me without my knowledge or involvement to enable me plan.			45	30	55	37
Conflict between academic responsibilities and administrative roles besides teaching			67	45	33	22
Overlapping responsibilities			84	56	16	11
Working at home at the expense of rest			72	48	28	19
Unfavourable policies affecting especially women			28	19	72	48
Lack of tailor-made promotion prospects for women			48	32	52	35
Lack of management support for development			48	32	52	35
Rigid promotion procedures for women in this university			39	26	61	41
Conflicting management procedures			43	29	57	38

Getting feedback only when my performance is inadequate	57	38	43	29
Not Knowing what the people I work with me expect from me	33	22	67	45
Inadequate opportunities to hold power embedded positions of influence	45	30	55	37
Post – retirement uncertainties	34	23	66	44

Table 1 presents the analysis for research question 1 showing the main sources of occupational stress as reported by the respondents. The common types of occupational stress as reported by the respondents are as follows – over lapping responsibilities (84%, n=56), pressure from meeting deadlines (79%, n=53), demands from career expectations on private life (79%, n=52), working at home at the expense of the rest (72%, n=48), work overload (68%, n=55), conflict between academic responsibilities and administrative roles besides teaching (68%, n=45), lack of adequate logistics for teaching and assessment and effects of work on social life (66%, n=44) respectively, teaching and assessment of students (64%, n=43), inability to give equal attention to domestic chores and professional demands (n=60%, n=40), getting feedback only when my performance is unsatisfactory (57%, n=38), lack of tailor-made promotion prospects for women and lack of management support for development (48%, n=32), acting on decisions affecting me without my knowledge or involvement to enable me plan (46%, n=30), inadequate opportunities to hold power embedded positions of influence (45%, n=30), conflicting management procedures (44%, n=29), , respectively, rigid promotion procedures for women in this university (39%, n=26), post – retirement uncertainties (35%, n=23), not knowing what the people I work with expect from me (34%, n=22) and unfavorable policies affecting especially women (28%, n=19).

The main source of stress as reported by female lecturers of the University of Education, India was overlapping responsibilities with 84% (n=56), pressure from meeting deadlines (79%, n=53) and demands from career expectations on private life (79%, n=52). This finding is in agreement with what [11] pointed out that too much or too little work may cause stress. Also the assertion by [33] supports the present study's finding of overlapping responsibility as a source of stress when he says major occupational stress includes too much or too little responsibility.

Research Question 2: What are the effects female lecturers face in combining work and family?

The research question two sought to explore the effects of these occupational stress on the female lecturers of the University of Education, India. The responses gathered are presented in Table 2.

Table 2 presents the analysis for research question 3 showing the main effects of occupational stress as reported by the respondents. It can be seen from the data presentation that the effects of occupational stress as outlined by respondents was increased marital problems and tension (95%, n=64), anxiety/frustration (66%, n=44), inability to meet deadlines (69%, n=46) and feeling of fatigue or ill-health (67%, n=45). The other effects which were not as dominant as the above three were poor time management (48%, n=35), pettiness (46%, n=31), procrastination (46%, n=31), unfriendly and uncooperative attitudes towards colleagues (42%, n=28), depression (41%, n=27), aggression (42%, n=28), poor quality of work (25%, n=17) and resignation/pre-mature retirement (26%, n=18). The highest effect of stress from the data analysis was increased marital problems and tension (84%, n=64) and the least acknowledged effect of stress was poor quality of work (25%, n=17). This shows that the respondents did not allow stress to affect the quality of work.

The main effects of stress as experienced by the female lecturers in the University of Education, India are pointers of burnout. This is in line with the findings by [18] which argues that the consequence of stress which has clear implications for both people and the organization is burnout. This is also in line with the finding by [35] which states that when burnout occurs individuals may start fearing going to work in the morning not as much like before and may normally display mental and physical exhaustion. In the current study respondents' effects of stress were similar to those in the study of Zhu.

The researcher enquired to know the sources of occupational stress that were mostly experienced by female lecturers in the university. Analysis from the responses revealed that there was no one particular source of stress experienced by female lectures rather the prevailing situation determines the source. In addition, the data revealed that demand from career expectations, pressure from meeting deadlines, overlapping responsibilities as well as working at home at the expense of rest were said to be some of the sources of stress. However, a female lecturer had this to say:

I teach so many programmes in the department during the regular and sandwich periods. I also teach in other departments as well. Apart from my teaching commitments, I supervise a lot of undergraduate students and grade their results. [Respondent 2]

Additionally, collated data shows that the respondent attributes stress to teaching a lot of courses during the regular and sandwich session and preparing lecture notes which all relate to work in the academic environment. The sandwich session usually starts right about the time the regular session ends and due to the compressed nature of the programme there is a lot of pressure on the lecturers to deliver. A lecturer for instance is expected in preparing notes for various classes and different courses is time consuming as well as researching and publishing articles. These in itself are recipes for occupational stress. A lecturer narrated:

As a female , one can be easily associated with stress in that one has to compete in an area dominated by males, meet deadlines for article publications, submission of results, and still manage the home. There is the tendency for one to be stressed, frustrated and overwhelmed and I fall into this category. [Respondent 5]

The need to prove one's self in a male dominated field is often a cause of stress as there is the need for you to work twice as hard as the male counterparts and also in combining it with other responsibilities as a woman. Man usually do not have as much responsibility as women do with respect to house chores, taking care of children, cooking etc., and as such have more time on their hands to work unlike women. This can cause a lot of stress to women. Thus these comments point to a theme that there is a lot of occupational stress in the academic environment when looked at from a female perspective.

Table 2. Effects of occupational stress

Statement	Agree	Disagree	N	%	N	%
Aggression	22	42	39	58		
Poor Quality of work	12	25	40	45		
Anxiety/ Frustration	32	26	23	34		
Depression	21	30	40	50		
Unfriendly and uncooperative attitudes towards colleagues	23	42	39	58		
Forgetfulness	22	43	48	57		
Poor time management	2	38	32	52		
Procrastination	31	46	36	44		
Inability to meet deadlines	36	59	21	31		
Pettiness	21	46	36	34		
Feeling of fatigue or ill- health	35	57	22	33		
Resignation/pre-mature retirement	28	47	39	72		
Increased marital problems and tension	34	75	2	4		

Theme two: Effects of occupational stress

This part presents findings relating to the effects of occupational stress experienced by female lecturers. In this study, the data revealed among other things that little time for family, increased marital problems and tension, procrastination, poor quality of work, aggression, forgetfulness and feeling of fatigue or ill-health were identified by interviewees as the effects of occupational stress. With regard to little time for family matters, the data suggested that married female lecturers hardly make time for their family. A respondent explained:

I have little time for my family. No time for leisure

e.g. watching a movie/reading a novel, no time for self-grooming – going to the salon every weekend to make myself beautiful and feel good about myself. [Respondent 1]

Another respondent also narrated

As a female lecturer, it is really difficult managing my occupation with my family. Occupational stress sometimes translates to aggression, frustration, unfriendliness toward subordinates and colleagues, forgetfulness's and most importantly inadequate time for family (spending quality time with my husband and children) and personal activities like reading, attending social gatherings etc. [Respondent 6]

Furtherance to the challenge at work, a female lecturer expressed that

It is very difficult managing my home and work. Not having adequate time for my children, that is I cannot attend most of their programmes at school and this really hurts, [Respondent 5]

Data attest to the fact that there is a gap for most female lecturers in handling both work and the family. These difficulties result in the respondents having little time for their family. This can lead to a lot of stress with regard to family members feeling neglected and this can also lead to tension in the home. In most cases when there is tension in the house it also goes a long way to affect the persons involved and often times this is transmitted to their working environment.

Tension, mood swings as well as ill-health were some indicators expressed by female lecturers. With the increasing workload and demands, a female lecturer recounting her usual schedules, indicated:

Stress causes fatigue, sleep problems, feeling of being overwhelmed and occasionally mood swings in my life, I feel so tired and sick most of the time [Respondent 3 & 4]

These are typical pointers to how stress affects the persons experiencing it. The feeling of being overwhelmed, tired, sick etc. leads to one's inability to deliver and when that happens you are constantly swimming against the tide.

Implications of the Results:

Complete prevention of stress on the campuses are neither possible nor desirable, because stress is an important stimulus of human growth and creativity, as well as an inevitable part of life. A person's ability to remain healthy in stressful situations require the development of stress hardness – a cluster of personality traits that strengthen the individual's ability to cope. These may mean that lecturers need to develop such traits as viewing life situations and changes as positive opportunities rather than threats.

Universities among other things, provide the highest training grounds for the requisite human capital for national development. If Ghana is to achieve her developmental goals therefore, she needs to adopt practices that may help to alleviate stress among university lecturers, it is counselled that the university executive should ensure that lecturers go on annual leave as at when due instead of engaging them in extra part time teaching programme to generate funds for the institution.

Recreation facilities and social support packages should be boosted up in the university environment. The Government on their part should look into the inadequate and deteriorating infrastructures. The collapsed municipal services (water, sewage, electric power and waste disposal etc.) should be addressed with all urgency. Functional well equipped counselling centres should be established in all Ghanaian universities, so that competent counsellors can offer professional services to all female lecturers. Additionally, in addressing the issue of occupational stress and interpersonal relationship, counsellors should encourage female lecturers to network with other colleague lecturers for their professional growth in the university. The networking which could be strengthened through group counselling sessions will augur well for female lecturers to share experiences and ideas relating to their field of endeavour and this could create the platform for productive suggestions from other colleagues.

CONCLUSIONS

The following conclusions have been strained from the study based on the findings.

Female lecturers in the Universities ,india, experience high stress levels due to work-overload, time pressure to meet deadlines, teaching and assessment of students, lack of adequate logistics for teaching and assessment, effects of work on social life, inability to give equal attention to domestic chores and professional demands. Authorities in the university should employ graduate assistants to minimise their stress level.

Stress had an impact on the academic work. As a result of stress, most female lecturers easily forget things and sometimes made mistakes due to oversight and tiredness and undergoing

They also sometimes fall behind schedules due to stress.

RECOMMENDATIONS

The following recommendations are made:

The university should reduce the workload of female lecturers by employing the services of assistants. In the case of female lecturers who also engaged in teaching activities, senior research assistants and assistant lecturers could be employed to assist ease the workload.

The counselling centre undertake counselling sessions, workshops and seminars on stress and stress management for all workers in the university to provide them with relevant information on stressors and coping strategies.

SUMMARY OF FINDINGS

It emerged from the analysis that the factors that mostly accounted for stress was work overload, time pressure to meet deadlines, teaching and assessment of students, lack of adequate logistics for teaching and assessment, effects of work on social life, inability to give equal attention to domestic chores and professional demands, demands form career expectations on private life, were the strongest factors that accounted for stress among female lecturers in the Universities ,india, India.

Regarding the effect of stress on female lecturers, it emerged from the data that indeed stress had an impact on the health of female lecturers and this was revealed when the responses of the participants indicated that they experienced headaches, back pains, high blood pressure, tiredness, nervousness and sexual weakness as a result of stress. The comments of participating female lecturers indicated that they easily forgot things and sometimes made mistakes due to oversight and tiredness. They also added that they sometimes fell behind schedules due to stress.

It also emerged that the University did to have adequate stress management interventions and the only prominent source of intervention which was the counselling service patronised by staff, though there was the belief that the center belongs to students.

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