A DETAILED STUDY ON FACTORS INFLUENCING OCUPATIONAL STRESS OF WOMEN FACULTIES IN ARTS AND SCIENCE COLLEGES IN UTTAR PRADESH

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Abstract

Stress is a term commonly used to describe feelings of tensions or exhaustion usually associated with work overload or overly demanding work. Stress is natural phenomenon in an individual's daily life. Stress refers to the strain from the conflict between our external environment and us, leading to emotional and physical pressure. The working women are required to perform multiple and at times, conflicting roles. Teaching profession occupies important and prestigious place in society. A Women teacher at present has a vulnerable position. Teacher's stress refers to the unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, owing to their work as teachers. Teaching the constant legitimate demands of the students and the volume of work involved, can be a stressful job, even at the college level. This study focus on Occupational stress of women faculties working in Arts and Science Colleges, Uttar Pradesh. Questionnaire was developed with 46 various occupational scales and circulated to a sample of 123 teaching faculties working in the Arts and Science Colleges in Uttar Pradesh. Factor analysis with principal component analysis using vari-max rotation is used to identify the factors influencing the Occupational stress. SPSS v21 is used to perform the data analysis.

Keywords: Occupational Stress, women faculties, Arts and Science College

Introduction

Stress is primarily the body's natural emotional and physiological reaction to the perception of danger in one's environment. Working women has to perform the duties of a wife and a mother at home and perform the role of a superior, a peer or a subordinate outside the home. The working women are required to perform multiple and at times, conflicting roles. Being simultaneously confronted with the multiple demands of home and

outside, women have to face the problem of role conflict. At home in addition to biological functions, there are other duties, which they have to perform because of the prevailing cultural norms and value. They are required at the same time to undertake responsibilities, duties and certain commitment connected with their employment.

The working women are required to perform multiple and at times, conflicting roles. Being simultaneously confronted with the multiple demands of home and outside, women have to face the problem of role conflict. At home in addition to biological functions, there are other duties, which they have to perform because of the prevailing cultural norms and value. They are required at the same time to undertake responsibilities, duties and certain commitment connected with their employment. Difficulty arises because often divergent and conflicting roles make demands on the women without taking into consideration their physical capability, energy, endurance and time, which are certainly finite. The conflicts arising out of women performing double role in the home and at place of work makes sense only on the back drop of this patriarchal-bourgeois concept of society according to which women is defined by her biological functions. This is truer in the case of women who are working in the organized sector. With the two contradictory roles which demand her time and energy, often put her in conflicts.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmed of the organizations of educations and Technical Education. A Women teacher at present has a vulnerable position. Teacher′s stress refers to the unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, owing to their work as teachers. Teaching the constant legitimate demands of the students and the volume of work involved, can be a stressful job, even at the college level. Even then, they are blamed and fired fairly and squarely for the shortcomings, unmindful of their difficulties and trying circumstances, which are not under control. It is observed that the phrase "teacher burnout" has become a catch phrase in educational literature and includes all there actions, apathy, aggression, anxiety neurosis, defeatism or sheer bloody-

mindedness, which can be observed in today's teachers, now totally disoriented as a professional body.

Nowadays, working women teachers has suffered lot of problems relating with the stress. Particularly, stress arise for the reasons physical surroundings at work, organizational climate and relationship with colleges, teaching experience, mental health, teacher's attitude towards students emotional and behavior, job expectations and performance, morale, sense of community, job security, work and family commitment, level of job involvement, administrative effectiveness, and long travel. Married women also affect stress across many situations like family maintenance to care such as spouse and their children, family functions, time schedule, social problem, finance related problems and the like. In this context, the present study aims to study the stress among the women teachers working in Arts and Science colleges in Uttar Pradesh.

Job stress results from various interactions of the worker and the environment of the work they perform their duties, location, gender, environment, and many other factors contribute to the buildup of stress. Job stress results from the interaction of the worker and the conditions of work. Views differ on the importance of worker characteristics versus working conditions as the primary cause of job stress. The differing viewpoints suggest different ways to prevent stress at work. Differences in individual characteristics such as personality and coping skills can be very important in predicting whether certain job conditions will result in stress. In other words, what is stressful for one person may not be a problem for someone else? This viewpoint underlies prevention strategies that focus on workers and ways to help them cope with demanding job conditions. In general, occupational stress is caused by a mismatch between perceived effort and perceived reward, and a sense of low control in a job with high demands. Low social support at work and job insecurity can also increase occupational stress. Psychosocial stressors are a major cause of occupational stress.

Literature of review

Sharma and Shakir (2012) paper is a humble attempt to find the implication of Bhagavad Gita in the present scenario of education in tackling stress among people in general and

teachers in particular. As education is imparted by teachers and if the teacher is capable, energetic and mentally healthy, it is good for the school and a matter of joy for the society as well. In today's world as nobody is stress free, teachers are also human being they also suffer from stress. Stress is a very serious problem if it crosses its limits. It is a feeling of emotional or physical tension and may cause several other problems among teachers, if it is not tackled properly on time. Holy books such as The Vedas, The Bhagavad Gita, The Upanishads, The Quran and The Bible are considered as ocean of knowledge as the wisdom spelt out in them are the new rays of hopes which are essential to face the modern life problems especially stress. Like other religious books The Bhagavad Gita is referred as one of the important book which has bearing on education.

Partap Singh and Sangeeta Rani (2013) study was conducted to explore the faculty perception towards occupational stress using established questionnaire, data collected from five departments in the private colleges. To find opinion about teaching and handling students, to find out the stress creators, to analysis of sharing stress problems, to find out techniques applied by the College teachers for managing stress. They conclude that 40% of the college teachers accept

„Believe in actions rather than fruits" can be used to manage stress and they rank it at I while only 4% of the college teachers assume rest can be used as stress managing techniques and rank it at VII. 20% of the college teachers undertake yoga and exercise, 12 % read motivational books, 10% of college teacher believe in positive attitude, 8% believe in interaction with positive colleagues, 6% of college teachers" play with children. Jeyaraj(2013) has examined the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations. The study found that Aided school teachers have more occupational stress levels than Government school teachers. Policy makers are advised to analyze the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Further, the results shown that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching and less likely to take up a teaching career again. Kakkar and Ahuja (2013) explored the effect of stress among

women lecturers in different colleges so that remedies could be find out to live a stress less life. The study was based on primary data which was collected with the help of a questionnaire for assessing the level of stress and making a comparison between the groups of women lecturers from Government and Private Colleges. It was found that there is no significance difference of stress levels among the women lecturers working in government colleges and private colleges. The study suggests that there is need for promoting relaxation programmers for the women lecturers to reduce stress. Vijayadurai and Venkatesh(2012) examined the various factors to stimulate stress level among women teachers in college of Uttar Pradesh. Survey method was employed to collect the data from respondents and the data were collected with the help of questionnaire. The study revealed that Workplace stress occurs when there are imbalanced demands and perceived pressures of the work environment and an individual ability to cope. It was found that 82 per cent of respondents always have heavy work load within the organization and there is no significant association between the qualification of the respondents and heavy workload. It also suggested that proper communication, good working environment should be provided for reducing stress. GeetaNema et al.(2011) have conducted a study on the causes of work related stress among the college teachers at Lucknow (UP). They have conducted the study on 50 samples. Factor analysis is used to analyze the causes of work related stress. The researcher identified various causes of stress among the teachers, occurring frequently and occasionally. The researcher suggested certain programmes or motivational packages which will reduce their stress level, whether it is related to personal and family problem or administrative problems. Similarly there can be training and development programmes to increase the innovativeness of the college teachers.

Objectives of the Study

 To identify the factors that influencing the Occupational stress of Women faculties of

Arts and Science colleges, Uttar Pradesh.

Methodology

This study focuses on Occupational stress of women teaching faculties of Arts and Science Colleges, Uttar Pradesh. A sample of 123 women faculties working in

different Arts and Science colleges were selected for the study and this study falls under descriptive type of study. Questionnaire is considered as study instrument, Occupational stress scales developed by Dr. A. K. Srivastava and Dr. A. P. Singh (1979). Convenience sampling, a non-random sampling is

used to select the respondents for the study. The respondents are selected irrespective of age, qualification, experience, positions held and salary groups. Questionnaire comprises of two sections first section covers demographic details of the respondents and second section covers the scales of Occupational stress. Exploratory factor analysis with principal component analysis using vari-max rotation is used to identify the factors influencing the Occupational stress. Reliability of the study sounds with 0.823 (82.3%). SPSS v21 is used to perform the data analysis.

Data analysis and Discussion

A sample of 123 respondents were selected for the study, 38% of the respondents are having age less than 40 years, 63.5% of the respondents were married, 33.5% of the respondents possess Post graduation with Mphilas their qualification. 22.6% of the respondents are having a total experience of less than 10 years, 48.6% of the respondents are having less than Rs30,000 as their monthly salary.

In this study factors influencing Occupational stress of women faculties have been identified. Occupational stress comprises of 46 variables. Based on the responses given by the selected women teachers in Uttar Pradesh, factor analysis with principal component method using vari-max rotation was adopted to group the variables in to factors. A total of twelve factors whose Eigen values are more than one are considered as valid factors.

46 variables are reduced into fewer factors by analyzing correlation between variables (Occupational stress). In this case 46 variables are reduced in to 12 factors which explain the much of the original data. From the cumulative percentage column, the 12 factors extracted together accounts 76.32 % of the total variance (information contained in 46 variables). The 12 factors evolved with their components are represented in the Table - A.

Table-A
Factor scores of Occupational stress

Factor	Components	Factor Scores
Factor1: Role Overload	I have to do a lot of work in this job	0.821
	Owing to excessive load I have to manage with insufficient number of employees and resources	0.801
	I have to dispose off my hurriedly owing to excessive workload	0.768
	Being too busy with official work, I'm not able to devote sufficient time to my domestic & personal problems	0.741
	I have to do such work as ought to be done by others	0.621
	I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time	0.525
Factor 2: Role Ambiguity	The available information's relating to my job-role and its outcomes are vague and in sufficient	0.725
	The objectives of my work role are quite clear and adequately planned	0.701
	I am unable to perform my duties smoothly owing to uncertainty &ambiguity of the scope of my jurisdiction	0.608
	It is not clear what type of work & behavior my higher authorities &colleagues expect from me	0.551
Factor 3: Role Conflict	My different officers often give contradictory instructions regarding my work	0.752
	Officials do not interfere with my jurisdiction and working methods	0.711
	I am not provided with clear instructions & sufficient facilities regarding the new assignments entrusted to me	0.672
	Employees attach due importance to formal working procedures	0.621
	It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice	0.514
Factor 4: Unreasonable Group and Political	Sometimes it becomes complied problem for me to make adjustment between political/group pressures and formal rules and regulations	0.732
	I have to do some work unwillingly swing to some	0.601
Pressure	group / political pressures	

	In order to maintain group conformity sometimes I have to do more than the usual	0.539
	It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice	0.511
Factor 5: Responsibility for persons	The responsibility for the efficiency and productivity of many employees is thrust upon me	0.695
	I am responsible for the future of a number of employees	0.558
	I bear the great responsibility for the progress & prosperity of this organization	0.522
Factor 6: Under-participation	Most of my suggestions are followed and implemented here and implemented here	0.701
	My co-operation is frequently sought in solving administrative or industrial problems at higher level	0.622
	My opinions are sought in framing important policies of the organization/department	0.548
	My opinion is sought in changing or modifying the working system, instrument and conditions	0.519
Factor 7: Powerlessness	My decisions regarding distribution of assignments among employees are properly followed	0.716
	My assignments are of nature	0.633
	Our interest and opinion are duly considered in making appointments for important posts	0.554
Factor 8: Poor peer relations	I have to work with persons whom I like	0.751
	Some of my colleagues & juniors try to defame and malign me as unsuccessful	0.666
	My colleagues do co-agree operate me voluntarily in solving administrative and industrial problems	0.554
	Our interest and opinion are duly considered in making appointments for important posts	0.506
Factor 9: Intrinsic impoverishment	My assignments are of nature	0.771
	I get ample opportunity to utilize my abilities & experience independently	0.722
	I get ample opportunity to utilize my aptitude and proficiency properly	0.648
	My suggestions and cooperation are not sought in solving	0.603

	even those problems for which I am quite competent	
Factor 10: Low status	Higher authorities do care for my self-respect	0.687
	This job has enhanced my agree social status	0.554
	My higher authorities don"t give due significance to my post and work	0.517
Factor 11: Strenuous working conditions	I do my work under tense circumstances	0.719
	Some of my assignments are quite risky & complicated	0.685
	I often feel that this job has made my life cumbersome	0.614
	Working conditions are satisfactory here from the point of view of our welfare and convenience	0.526
Factor 12: Unprofitability	I get less salary in comparison of the quantum of my labour/work	0.609
	I am seldom rewarded for agree my hard work & efficient performance	0.529

From the table ------ it is inferred that factor 1 is a combination of six variables such as ''I have to do a lot of work in this job", "Owing to excessive load I have to manage with insufficient number of employees and resources", "I have to dispose off my hurriedly owing to excessive workload", "Being too busy with official work, I"m not able to devote sufficient time to my domestic & personal problems", "I have to do such work as ought to be done by others" and "I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time" and it is named as **Role Overload.**

Factor 2 is a combination of four variables such as "The available information's relating to my job-role and its outcomes are vague and in sufficient", "The objectives of my work role are quite clear and adequately planned", "I am unable to perform my duties smoothly owing to uncertainty
& ambiguity of the scope of my jurisdiction" and "It is not clear what type of work & behavior my higher authorities &colleagues expect from me" which is named as **Role Ambiguity**.

 Factor 3 is a combination of five variables such as "My different officers often give contradictory instructions regarding my work", "Officials do not interfere with my jurisdiction and working methods", "I am not provided with clear instructions & sufficient facilities regarding the new assignments entrusted to me", "Employees attach due importance to formal working procedures" and "It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice" which is named as **Role Conflict**.

Factor 4 is a combination of four variables such as "Sometimes it becomes complied problem for me to make adjustment between political/group pressures and formal rules and regulations", "I have to do some work unwillingly swing to some group / political pressures", "In order to maintain group conformity sometimes I have to do more than the usual" and "It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice" which is named as **Unreasonable Group and Political Pressure.**

Factor 5 is a combination of three variables such as "The responsibility for the efficiency and productivity of many employees is thrust upon me", "I am responsible for the future of a number of employees" and "I bear the great responsibility for the progress & prosperity of this organization" which is named as **Responsibility for persons**.

Factor 6 is a combination of four variables such as "Most of my suggestions are followed and implemented here and implemented here", "My co-operation is frequently sought in solving administrative or industrial problems at higher level", "My opinions are sought in framing important policies of the organization/department" and "My opinion is sought in changing or modifying the working system, instrument and conditions" which is named as **Under- participation**.

Factor 7 is a combination of three variables such as "My decisions regarding distribution of assignments among employees are properly followed", "My assignments are of nature" and "Our interest and opinion are duly considered in making appointments for important posts" which is named as Powerlessness.

Factor 8 is a combination of four variables such as "I have to work with persons whom I like", "Some of my colleagues & juniors try to defame and malign me as

unsuccessful", "My colleagues do co-agree operate me voluntarily in solving administrative and industrial problems" and "Our interest and opinion are duly considered in making appointments for important posts" which is named as **Poor peer relations.**

 Factor 9 is a combination of four variables such as "My assignments are of nature", "I get ample opportunity to utilize my abilities & experience independently", "I get ample opportunity to utilize my aptitude and proficiency properly" and "My suggestions and cooperation are not sought in solving even those problems for which I am quite competent" which is named as **Intrinsic impoverishment**.

Factor 10 is a combination of three variables such as "Higher authorities do care for my self- respect", "This job has enhanced my agree social status" and "My higher authorities don"t give due significance to my post and work" which is named as **Low status**.

Factor 11 is a combination of four variables such as "I do my work under tense circumstances", "Some of my assignments are quite risky & complicated", "I often feel that this job has made my life cumbersome" and "Working conditions are satisfactory here from the point of view of our welfare and convenience" which is named as **Strenuous working conditions**.

 Factor 12 is a combination of two variables such as "I get less salary in comparison of the quantum of my labour/work" and "I am seldom rewarded for agree my hard work & efficient performance" which is named as **Unprofitability**.

Heavy work in job, available information of job-role and its outcomes are vague and sufficient, different officers often give contradictory instructions regarding job, adjustment between political/group pressures and formal rules and regulations, responsibility for the efficiency and productivity of employees is thrust upon the employees, employees suggestions are followed and implemented, decisions regarding distribution of assignments among employees are properly followed, work with persons who like them, assignments are of nature, higher authorities do care for self-respect, I do

my work under tense circumstances and less salary in comparison of the quantum of labour/work are the variables that influences the stress of the teaching faculties more.

Conclusion

Occupational stress is a real challenge for college teachers and their employing institution. As institution and their working environment transform, so do the kinds of stress problems that employees may face. It is important that your workplace is being continuously monitored for stress problems. 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. Twelve factors are influencing the Occupational stress of Arts and Science colleges in Uttar Pradesh. Heavy work in job, available information of job-role and its outcomes are vague and sufficient, different officers often give contradictory instructions regarding job, adjustment between political/group pressures and formal rules and regulations, responsibility for the efficiency and productivity of employees is thrust upon the employees, employees suggestions are followed and implemented, decisions regarding distribution of assignments among employees are properly followed, work with persons who like them, assignments are of nature, higher authorities do care for self-respect, I do my work under tense circumstances and less salary in comparison of the quantum of labour/work are the variables that influences the stress of the teaching faculties more.

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