

**A STUDY ON STRESS MANAGEMENT AMONG WOMEN COLLEGE  
TEACHERS AMIDST PANDEMIC WITH SPECIAL REFERENCE TO  
ERNAKULAM CITY.**

**Dissertation**

**Submitted by**

**AYSHA ANAZ P A: (SM20COM006)**

**Under the guidance of**

**Ms. NAMITHA N.A**

**In partial fulfillment of the requirement for the Degree of**

**MASTER OF COMMERCE**



**ST. TERESA'S COLLEGE ESTD 1925**

**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM**

**COLLEGE WITH POTENTIAL FOR EXCELLENCE**

**Nationally Re-Accredited with A++ Grade**

**Affiliated to**

**Mahatma Gandhi University**

**Kottayam-686560**

**March-2022**

**ST. TERESA'S COLLEGE, ERNAKULAM (AUTONOMOUS)**

**COLLEGE WITH POTENTIAL FOR EXCELLENCE**

**Nationally Re-Accredited with A++ Grade**



**CERTIFICATE**

**This is to certify that the project titled "A Study on Stress Management Among Women College Teachers Amidst Pandemic with Special Reference to Ernakulam City" submitted to Mahatma Gandhi University in partial fulfillment of the requirement for the award of Degree of Master of Commerce is a record of the original work done by Ms. Aysha Anaz P A, under my supervision and guidance during the academic year 2021-22.**

**Project Guide**

**Ms. Namitha N.A**

**Assistant Professor**

**Department of Commerce (S.F)**

**Viva Voce Examination held on....**

**Smt. Jini Justin D'Costa**

**(Head of the Department)**

**Department of Commerce (S.F)**

**External Examiner(s)**

## **DECLARATION**

**I, Aysha Anaz P A, final year M.Com student, Department of Commerce (S.F), St. Teresa's College (Autonomous) do hereby declare that the project report entitled "A Study on Stress Management Among Women College Teachers Amidst Pandemic with Special Reference to Ernakulam City" submitted to Mahatma Gandhi University is a bonafide record of the work done under the supervision and guidance of Ms. Namitha N.A, Assistant Professor of Department of Commerce (S.F), St. Teresa's College (Autonomous) and this work has not previously formed the basis for the award of any academic qualification, fellowship, or other similar title of any other university or board.**

**PLACE: ERNAKULAM**

**AYSHA ANAZ P A**

**DATE:**

## **ACKNOWLEDGEMENT**

First of all, I am grateful to God Almighty for his blessings showered upon me for the successful completion of my project.

It is my privilege to place a word of gratitude to all persons who have helped me in the successful completion of the project.

I am grateful to my guide **Ms. Namitha N.A**, Assistant Professor, Department of Commerce (S.F) of St. Teresa's College (Autonomous), Ernakulam for her valuable guidance and encouragement for completing this work.

I would like to thank **Smt. Jini Justin D'Costa**, Head of the Department, Department of Commerce (S.F) of St. Teresa's College (Autonomous), Ernakulam for her assistance and support throughout the course of this study and for the completion of the project.

I will remain always indebted to my family and friends who have helped me in the completion of this project.

Last but not the least; I would also like to thank the respondents who have helped me to provide the necessary information for my study.

**AYSHA ANAZ P A**

## **CONTENTS**

<b>Chapters</b>	<b>Content</b>	<b>Pg. No.</b>
Chapter 1	Introduction	1-6
Chapter 2	Review of Literature	7-13
Chapter 3	Theoretical Framework	14-32
Chapter 4	Data Analysis and Interpretation	33-59
Chapter 5	Findings, Suggestions and Conclusion	60-62
	Bibliography	
	Annexure	

## LIST OF TABLES

<b>Sl.No.</b>	<b>Contents</b>	<b>Pg. No.</b>
4.1	Age-wise classification	33
4.2	Classification based on experience	34
4.3	Classification based on marital status	35
4.4	Classification based on stress	36
4.5	Major causes of stress before pandemic	37
4.6	Frequency of stress before pandemic	38
4.7	Level of stress increase during pandemic	39
4.8	Major causes of stress during pandemic	40
4.9	Ways in which women teachers perceive their stress	41
4.10	Frequency of stress during pandemic	43
4.11	Stress to manage personal life along with work from home	44
4.12	Major downfall of online teaching	45
4.13	Stress worsening factors during pandemic	46
4.14	Major forms of stress	47
4.15	Deterioration of quality of teaching due to stress	48
4.16	Support from management side	49
4.17	Measures taken by management to reduce stress	50

4.18	Satisfaction of present management strategies	51
4.19	Helpfulness of online teaching to women teachers	52
4.20	Reasons for liking online teaching	53
4.21	Reasons for not liking online teaching	54
4.22	Things which helped to reduce stress	55
4.23	Satisfaction level of online teaching	56
4.24	Preference of online teaching post pandemic	57

## LIST OF FIGURES

<b>Sl.No.</b>	<b>Contents</b>	<b>Pg. No.</b>
4.1	Age-wise classification	33
4.2	Classification based on experience	34
4.3	Classification based on marital status	35
4.4	Classification based on stress	36
4.5	Major causes of stress before pandemic	37
4.6	Frequency of stress before pandemic	38
4.7	Level of stress increase during pandemic	39
4.8	Major causes of stress during pandemic	40
4.9	Ways in which women teachers perceive their stress	41
4.10	Frequency of stress during pandemic	43
4.11	Stress to manage personal life along with work from home	44
4.12	Major downfall of online teaching	45
4.13	Stress worsening factors during pandemic	46
4.14	Major forms of stress	47
4.15	Deterioration of quality of teaching due to stress	48
4.16	Support from management side	49
4.17	Measures taken by management to reduce stress	50



4.18	Satisfaction of present management strategies	51
4.19	Helpfulness of online teaching to women teachers	52
4.20	Reasons for liking online teaching	53
4.21	Reasons for not liking online teaching	54
4.22	Things which helped to reduce stress	55
4.23	Satisfaction level of online teaching	56
4.24	Preference of online teaching post pandemic	57

## **1.1 INTRODUCTION**

‘Stress’ in the most clinical terms can be said as the changes that cause a reaction in the body of an individual. These changes come from our environment, ambience, and surroundings. More often than not, these reactions are adverse. Stress is normal in everyday life. People experience varying degrees of stress throughout their lifespan. Stress can be caused mainly by two factors- external and internal.

Stress is mental tension caused by demanding, taxing or burdensome circumstances. Stress doesn't just affect our mental state and mood; it affects our physical health as well. Stress can be understood as the response of a body for any specific change in life. Such stresses can be associated with different parts of our lives be it relationships, financial, professional, situational, etc. But if it occurs, it negatively impacts your efficiency, calmness, peace, and motivations. To safeguard from all such situations, stress management comes in play. Opting for the right stress management strategy is very important for channelizing the right reactions for different situations and circumstances that may cause stress for us.

While talking about how we can manage stress, William James, who was the first educator to offer a psychology course in the United States, once said, “The greatest weapon against stress is our ability to choose one thought over another”. Hence, stress management is all about channelizing those kinds of constructive thoughts that can take you away from the most stressful situations, and offer you a sort of relief where you can peacefully analyse the situation by adeptly balancing your Intelligent, Emotional and Spiritual Quotients.

Employee’s stress is a growing concern for organizations today. Stress can be defined as a lively circumstance in which people face constraints, opportunities,

or loss of something they desire and for which the consequence is both unpredictable as well as crucial. Stress is the response of people to the unreasonable/excessive pressure or demands placed on them.

Women are playing a vital role in the economic and social development of the nations all over the world. Working women have a whole set of problems involving both family and professional lives. Women have to play their role as a wife, a mother and an earner. They have to manage their career while maintaining traditional roles. That means for working women it is two sets of overlapping responsibilities. Therefore, in addition to their traditional roles, professional roles seem to be one of the major sources of stress that working women have to face.

As the number of employed women has increased over the past several decades, women are at par with their male counterparts. Unlike their counterparts they have to play the role of a homemaker also. The dual roles of the working women are leading to stress in their lives. Women are still considered responsible for the majority of household labour and management, child care and elder care and employed women work to the equivalent of two full time jobs. This makes employed women experience strain on their time and energy. Research has shown that the more juggling incidents per day, the better her chances for having low satisfaction at the end of the day and the chances for experiencing stress buffering effects increases. In addition, women who do not get their spouse support in household management are also experiences high level of stress.

The Invasion of Novel Coronavirus (COVID-19) has brought extensive changes in our routine life, the prime among that is increased usage of online. In education system, before this pandemic condition, online resources are considered as supplementary, whereas in person classes were considered as the vital source of teaching learning process. Now the situation is completely changed. Obviously, this situation might have created enormous problems and stress to students and as

well as to parents. But what about the situation of teachers, already teaching is considered as a stressful profession, now the situation seems worse. In this pandemic situation the concept of occupational stress is gaining additional attention due to its vast impact and adverse effects. Stress is denoted as a kind of unpleasant emotional state, which is expected to create job insecurity, low level of job satisfaction and lack of autonomy and even cause health issues. In almost all the sectors, the working style has been changed, and this change causes additional stress.

Work stress is a real challenge for everyone those who are working but especially for women those who are working in the various companies and organizations. 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, itself can be a self-promoting activity as long as it takes place in a safe, development and health- promoting environment. Successful employers and managers provide leadership in dealing with the challenge of work stress. Women relieve stress by altering their life style includes building greater stress tolerance, changing their pace of life, controlling distressful thoughts, acquiring problem solving skills, and seeking social support.

## **1.2 SIGNIFICANCE OF THE STUDY**

The covid-19 pandemic has had a severe impact on the entire educational system. School and college teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. This ultimately resulted in more stress among the teachers especially women college teachers. Therefore, more than any other industry, education industry has affected the most out of this pandemic over the past two years. It is high time we recognize the trigger factors that lead to stress for the fairer sex, as this group does not leave any stone unturned in the advancement of corporations.

### **1.3 STATEMENT OF PROBLEM**

Women are the one who take up different roles and responsibilities in different levels of their life. They are capable enough to manage their personal and work life together. In order to uplift women and encourage them, several measures are to be focussed and taken by the Government and Management of an organisation. One such measure is to provide a stress-free peaceful environment at work place.

The lockdown in response to covid-19 pandemic has interrupted conventional method of teaching which has resulted in additional stress and burden to women teachers as they have to adapt to new method of teaching. Therefore, more than any other industry, education industry has affected the most out of this pandemic over the past two years. This study is conducted to evaluate how much the Women College Teachers in Ernakulam city are stressed about their work life during pandemic and to suggest ways to manage stress.

### **1.4 OBJECTIVES OF THE STUDY**

- To identify the various causes for stress that affects the women college teachers during pandemic.
- To assess the perception of the personnel towards their job stress and online teaching.
- To know the consequence of stress among women college teachers due to pandemic.
- To identify the ways in which the women teachers manage stress during pandemic.
- To provide suggestions to overcome the work strain of teachers.

## **1.5 SCOPE OF THE STUDY**

The study is about the ‘Study on Stress Management Among Women College Teachers Amidst Pandemic with special reference to Ernakulam City is conducted for a period of six months commencing from September 2021 – February 2022. The study deals with various causes for stress of teachers along with their perception towards online teaching. By analysing it we get to know the consequences of stress and can suggest ways to overcome work strain of teachers.

## **1.6 RESEARCH METHODOLOGY**

The stress management study during pandemic is conducted among women college teachers in Ernakulam City. Sample technique used for the study is convenient sampling, where the participants are selected based on the availability and willingness to take place. The sample size is minimum 100 teachers. The source is mainly primary data. The required amount of data is gathered by using duly tested questionnaire. This is duly edited and analysed with the help of statistical tools such as tables, charts. Percentage etc.

## **1.7 HYPOTHESIS**

Following are the research hypothesis for the quantitative study. Following variables were taken into consideration:

H1- There is significant association between the age and the level of stress.

H2- There is significant relationship between the year of experience and the quality of teaching.

## **1.8 LIMITATIONS**

- The study is limited to Ernakulam city; thus, the chances of generalisation is restricted.
- The study is conducted within a limited timeframe commencing from September 2021 to February 2022.
- Hesitation to disclose information about the management side by the teachers might affect the reliability aspect, to a certain extent.
- The information provided by the respondent teachers are considered as estimates rather than actuals.

## **1.9 CHAPTERISATION**

The research work will run into five chapters. The first chapter includes introduction, significance of the study, objectives, scope, methodology of the study and limitation. Chapter two consist of literature review. Chapter three is the theoretical framework part of the study. Analysis and discussion are done in chapter four. Findings and conclusion are discussed in chapter five, followed by bibliography and reference.

**2.1 Bataineh, O. & Alsagheer, A. (2009).** ‘An investigation of social support and burnout among special education teachers in the United Arab Emirates’. *International Journal of Special Education*. Vol 27, This study aimed at investigating which source of social support (supervisors, colleagues, friends, spouse, or family) would be most effective in reducing burnout among special education teachers. Results revealed significant positive correlations between family support, colleagues support, and personal accomplishment.

**2.2 Ortega, R. L & Hechanova, E. M. (2010).** ‘Work-family conflict, stress, and satisfaction among dual-earning couples. *Philippine Journal of Psychology* vol. 43 No. 1, surveys with 162 working parents show that work-related stress predicts work-family conflict. Work-related stress is correlated with job satisfaction whereas home-related stress is correlated with marital satisfaction. Both work-related and home-related stress is correlated with life satisfaction.

**2.3 Kyriacou, C. (2010).** ‘Teacher’s stress: Direction for Future Research’. Research on teacher stress has become a major area of international research interest. This paper reviews research findings on teacher stress and suggests five directions for future research.

**2.4 Panatik, R. (2012)** ‘Impact of stress on well-being among academician in Malaysia’. *International Journal of Business and Social Science*, Vol. 2 No. 9 Special issue, this study aims to investigate the relationships between work-related stresses with the job outcomes in Malaysian context, specifically among academic staff. The result indicated that work-related stresses are significantly related to both job satisfaction and turnover intentions.



**2.5 Harish Shukla (2013)** ‘A Study on Stress Management Among the Employees of Nationalized Bank’. It is found that maximum number of employees in banks remains in stress. Majority of the employees try to find solution to relieve them from stress. Also, the measures are also suggested in the paper to overcome stress that affects their physical and mental health.

**2.6 Calaguas, G. (2013).** ‘Parents-teachers and self-expectations as source of academic stress’. *International Journal of Research Studies in Psychology*, Vol. 2 No. 1, this study investigated expectations as sources of academic stress specifically among college freshmen. Male and female college freshmen significantly differed in perceived parents/teachers’ expectations, self-expectations, and academic expectations in general.

**2.7 Tilottama azad (2014)** has conducted a study on managing stress among banking sector employees in Bhopal. He has conducted the study on 100 samples collected from the bank employees. Data was collected using a structured questionnaire. He has found out 90% of the respondents believed that they face high level of stress, which may be due to both professional and personal reasons. The researcher identified few initiatives for effectively handling stress. Meditation was found to be the integral part of life to reduce stress.

**2.8 Nwimo, I. & Onwunaka, C. (2015),** ‘stress among secondary school teachers in Ebonyi State, Nigeria: Suggested Intervention in the Worksite Milieu’. *Journal of Education and Practice*. Vol. 6, the aim of the study was to determine the level of stress experienced by secondary school teachers in Ebonyi State. The results showed that the secondary school teachers had a high level of stress and the difference in the level of stress reported by male and female teachers was significant with male teachers reporting higher level of stress than female teachers.

**2.9 Deepti Dhurandher, Gaukaran Janghel** (4 April 2015), International Journal of Scientific and Research Publications, volume 5, 'Coping Strategies of stress in employed women and non-employed women', the study was conducted on 60 women, 30 employed and 30 non-employed women. For assessment brief COPE scale was used. It is observed that employed women are most used technique of self-distraction, instrumental support, behavioral disengagement, venting and positive reframing in comparison to non-employed women for coping strategies of stress.

**2.10 Aftab, M. & Khatoun, T.** (2015), 'Occupational Stress and Job Satisfaction Among Indian Secondary School Teacher', the study gives ample evidence that Male teachers exhibited more occupational stress towards their job as compared to females. This study validates the finding that teachers, in general, were moderately satisfied with their job.

**2.11 Dunstan Rajkumar** (March 2016), 'Job Stress Among Teaching Faculty, the analysis of studies related to job stress', revealed that stress among teachers are very high level in the present scenario. Hence, the government needs to be aware of these factors of stress and to take necessary steps along with private management, in order to reduce job stress among teachers.

**2.12 Greenberg, M.T., Brown, J. L., Abenavoli, R. M.** (2016). 'Teacher stress and health'. Issue Brief, The Pennsylvania State University, Robert Wood Johnson Foundation. The escalating teacher crisis is affecting student's educational outcomes, impacting teacher's health, and costing U.S. schools billions of dollars each year. The authors suggest improving school organization, job demands, support and autonomy, and personal emotional resources for teachers.

**2.13 Einar M. Skaalvik, Sidsel Skaalvik** (August 18, 2016), ‘Teacher Stress and Teacher Self Efficiency as Predators of Engagement, Emotional Exhaustion and Motivation to Leave the Teaching Profession’, Creative Education, Vol 7, The purpose of this study was to explore how seven potentially stressful school context variables predicted senior high school teacher’s experiences of teacher self-efficacy, emotional stress, emotional exhaustion, engagement in teaching, and motivation to leave the teaching profession. The study shows that different potential stressors predict emotional exhaustion, engagement, and motivation through different psychological processes.

**2.14 Sapana Sharma; Dr Rajesh Kumar Sharma** (November 30 2017), ‘Job Stress Among School Teachers of Jammu and Kashmir’, the most important factor that creates stress is salary and other benefits, work load, and job security. So, by improving these factors job stress can be reduced among the school teachers. The results of this study may be helpful for school administrations and higher authorities to make best possible policies for teachers.

**2.15 Dr. K S Sheela Sobana Rani** (2017) conducted a study on ‘Mental Wellness of Women in Work Place’, finds out that stress management plays a vital role to keep up job performance and to maintain friendly relationship with co-workers in the work place.

**2.16 Akhil Goyal** (2018), ‘An Analytical Study of Occupational Stress and Its Impact on Employee Performance with Reference to The Female’, the objective is to find up to what extend job stress affect the lives of working females. It was found that work overload, career development and work/family conflict are considered to likely cause a disruptive effect on performance of workers.

**2.17 Otilia Clipa** (March 2018) ‘Teacher Stress and Coping Strategies’. The research showed that Romanian Teachers experience high level of stress, almost half of them being tempted to give up this profession. The most used coping actions reported were the positive ones, such as enjoyable activities.

**2.18 Alson, Jollie** (2019), ‘Stress Among Public School Teachers’, Journal of Research Initiatives: vol 4: Issue. 2, Article 3. The study measured different stressors experienced by teachers in a public national high school and their coping mechanisms, the purpose of this study was to explore the work-related, emotional and personal stressors and coping mechanisms of teachers. Teachers experienced stress that was brought on by hazardous working conditions, a lack of materials and resources to do their tasks effectively. There was a feeling of excessive monitoring and demands for outputs from the administration. This was sometimes compounded by conflicting instructions. Personal stress was usually triggered by simply being exhausted at the end of the day, sometimes overtly manifested through emotional outbursts. Although stress cuts-through gender and age barriers, everyone devised their own cognitive strategies to cope with stress.

**2.19 Florian Klapproth, Lisa Federkeil, Franziska Heinschke and Tanja Jungmann** (2020) “Teachers’ experiences of stress and their coping strategies during COVID-19 induced distance teaching”. In the present cross-sectional survey, the study assessed the level of stress that teachers experienced during the lockdown of schools in Germany, their strategies to cope with it, and external and internal barriers for distance teaching with an online questionnaire. They experienced medium to high levels of stress. More than 50 percent of them spent more than four hours daily on remote teaching, with secondary grammar school teachers experiencing significantly more stress and working more hours daily than special education teachers.

**2.20 Mukesh Rawal** (January 2021) ‘An Analysis of COVID-19 Impacts on Indian Education System’. COVID has changed the traditional education system to the educational technologies model in which teaching and assessments are conducted online. Both the positive and negative impacts of COVID-19 on Indian Education system are observed. This paper aims to analyse the Impact of COVID-19 on Indian Education System, focusing on education during online teaching and assessment of students getting online classes in this pandemic from settings at home.

**2.21 Aiswarya V Kumar1, V.P. Velmurugan** (2021) ‘Work-Life Stress Management of Married Women Teachers from Trivandrum District in Kerala’. The study has conducted research on family and work-related causes which are increasing the stress level, what are the consequences, role and responsibilities of married women teachers, and the solution i.e., factors which are reducing the stress. The study is very helpful to the management and government to make an attention regarding the work life stress among married women teachers and clearly indicating that what the root causes of work life stress.

**2.22 Jose Maria, Pedro Roman, Miguel Maria & Martha** (2021) “Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review”. The aim of this review was to find out how research on teacher stress and anxiety associated with the use of educational technology was proceeding. The main findings show that teachers present high levels of anxiety or stress due to their use of educational technology in the classroom. Among the conclusions, the need for research on different strategies to prevent the emergence of these anxiety and stress symptoms in teachers stands out.

**2.23 Tim Pressley, Cheyeon Ha & Emily (2021)** “Teacher stress and anxiety during COVID-19: An empirical study”. The purpose of this study was to explore how returning to teaching during the Coronavirus disease (COVID-19) pandemic impacted teachers' stress and anxiety. The results found that most teachers saw no change or an increase in anxiety during the first month. Significant predictors of increased teacher anxiety included stress and communication within the school, with virtual instruction teachers having the most increase in anxiety. In comparison, the no change in anxiety group included significant predictors of stress, virtual instruction, and communication within the school. Teachers are working as frontline workers during the pandemic; thus, schools and districts need to monitor teacher stress and anxiety during the COVID-19 pandemic and provide the necessary support.

**2.24 International Journal of Educational Research Open (2022)**

“COVID-19 related occupational stress in teachers in Ireland”. A shift to online teaching has resulted in significant work changes for teachers in Ireland during the COVID-19 pandemic. Such rapid changes are likely to compound other personal or family stressors resultant from the pandemic. COVID-19 related adverse effects were reported by teachers on physical (43%) and mental health (67%). Plans for continued educational access for students must urgently include interventions optimising the occupational environment and resources for teachers.

**2.25 Florian Klapproth, Lisa Federkeil, Franziska Heinschke and Tanja Jungmann (2020)**

“Teachers’ experiences of stress and their coping strategies during COVID-19 induced distance teaching”. In the present cross-sectional survey, the study assessed the level of stress that teachers experienced during the lockdown of schools in Germany, their strategies to cope with it, and external and internal barriers for distance teaching with an online questionnaire. They experienced medium to high levels of stress. More than 50 percent of them spent more than four hours daily on remote teaching.

### **3.1 OVERVIEW**

Stress is considered to be an integral part of one's life; stress can be any kind of worry, anxiety, hassle, trauma, tension, pain or pressure. Stress is sometimes avoidable but sometimes it is unavoidable and one has to become aware of certain measures and ways about how to manage it in an appropriate manner. Stress is a fact of everyday life. When people reach out for help, they are often dealing with circumstances, situations, and stressors in their lives that leave them feeling emotionally and physically overwhelmed. Many people feel that they have very little resources or skills to deal with the high levels of stress they are experiencing. Stress can come from any situation or thought that makes you feel frustrated, angry, or anxious. Everyone sees situations differently and has different coping skills. For this reason, no two people will respond exactly the same way to a given situation.

Stress is the way human beings react physically and mentally to the changes that occur in their lives in the form of certain events, situations, incidents or experiences. People experience stress in different manners and for different reasons. The reaction of the person is based upon the perception of an event or a situation. The way the individual formulates his mindset, in that kind of manner he views stress, if he views the situation in a negative way, he will feel stressed, overwhelmed and out of control; on the other hand, if he views a situation in a positive manner, then it is called eustress, which is also known as good stress. For example, some people may find public speaking or airplane flights as very stressful which causes physical reactions such as increased heart rate and a loss of appetite; whereas some people may curiously look forward to an event, this means for some people these are negative stressors and for some these are positive stressors; depending upon the perception of an individual.

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning. Stress produces

numerous physical and mental symptoms which vary according to each individual's situational factors. These can

include a decline in physical health as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Life often delivers numerous demands that can be difficult to handle, but stress management provides a number of ways to manage anxiety and maintain overall well-being. Stress management involves a set of techniques and programs that help you deal with stress effectively, making you happier and more productive. The kind of approach used may vary for different individuals as stress management is not a one-size-fits-all.

Stress is your body's reaction to a challenge or demand. It drains you both physically and emotionally. Stress levels are generally high at the workplace and hence, need to be managed. Occupational stress develops when things do not turn out as they are expected to be. Occupational stress can increase when employees do not get full-fledged support from seniors and peers or feel as if they cannot get control over their work.

### **3.2 IMPORTANCE OF THE STUDY**

The world has become very fast-paced on today's date. Everything must be done fast. This has made life very stressful, both on the personal and professional front. On the personal front, one has to manage his/her family and relationships, and on the professional front, one must manage work, staff, and clients. Hence, striking a work-life balance has become very difficult. This leads to immense stress in an individual and affects his/her health. Stress is a state of emotional or physical conflict. It arises from any instance or incident that makes one feel frustrated and angry and leads to developing anxiety.



Stress is one's body's reaction to a challenge or demand. It drains both physically and emotionally. Stress levels are generally high at the workplace and hence, need to be managed. Occupational stress develops when things do not turn out as they are expected to be. Occupational stress can increase when employees do not get full-fledged support from seniors and peers or feel as if they cannot get control over their work. Stress affects billions of people worldwide, being a condition that comes with the pressures of everyday living. In fact, seventy five percent of the world's population admits to getting stressed at least once every two weeks.

The problem with stress is that a lot of people think that they can handle it alone; that maybe through time, the problem will just go away altogether, leaving them stress-free. Sadly, this condition has so much more in it than most people thought. As it is something that affects the brain, stress plays a major role in a variety of other health and psychological problems. It can cause serious physiological ailments as well as psychological ones - sometimes even causing people to get severely depressed and develop anxiety disorders. This is why stress management is completely important, especially in the workplace where most people attribute their conditions with. As work is the main cause of millions of people's stress across the globe, it is just right that the workplace deal with what it has brought to its people.

Sadly, however, women are more likely to get stressed than men. Maybe due to a lot of factors such as societal roles and being a housekeeper and a full-time worker among many others, women do face a lot of stressors and pressures in their lives, making them more prone to this condition.

This is very much the reason why Stress management training for women is essential because women do have their own special struggles, they have to cope to everyday that no man can ever understand. With this an effective stress

management training for women, you can be sure that you will be able to recapture not only you or your employee's lost creativity and productivity, but you can also help them improve wholly through a very healthy method. 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.

Kyriacou (1978) defines stress is result of prolonged pressures that can't be controlled by the coping strategies that an individual has. Today education system is facing a drastic change to online mode of education from the conventional mode, which may create additional stress to teachers and they also forced to change a lot, because better teaching should have two ways communication. Interaction is essential for making it more interesting. But in case of online classes the chances of having interaction are very low due to various reasons; this creates a feel of isolation to the teachers and additional work load to teachers, which indirectly leads to stress, and this made online classes as the prominent cause of occupational stress.

To this new context, it should be added that the teaching profession has always brought with it added stress due to excessive workloads, interpersonal communication problems, insufficient training, and job insecurity. Research carried out in several countries has revealed that in the teaching profession there have been many casualties of stress, anxiety, and depression. This stress may have consequences for the health of teachers and, as a result, could lead to increased instances of sick leave, absenteeism, and poor work performance. Further, it is important to safeguard the emotional health of teachers since, as a recent study by De la Fuente et al. (2020) highlights, teacher-student relationships are also stressors for the student, and the teacher's behaviour predicts the

emotional well-being and commitment of the students, which are also important factors for reducing their stress levels.

The purpose of this study is to identify the various causes for stress that affects the women teachers in their working environment during the pandemic and to know the consequence of stress. Recently, there is an increase in the study of stress management among women in their work place which has become a significant issue around the world. The survey is also conducted to find out the ways in which the women teachers manage stress and to suggest ways to manage stress.

### **3.3 STRESS MANAGEMENT**

Many businesses today have begun to use stress management programs for employees who are having trouble adapting to stress at the workplace or at home. Some companies provide special equipment adapting to stress at the workplace to their employees, like colouring diaries and stress relieving gadgets. Progress and excellence are a hard thing to achieve. Deadlines, meetings, last-minute updates make this working life stressful at times, especially for the women. While it is true that women strive to be perfect in all areas of their lives, they lack only one ability that hinders their growth and success, the ability to deal with workplace stress.

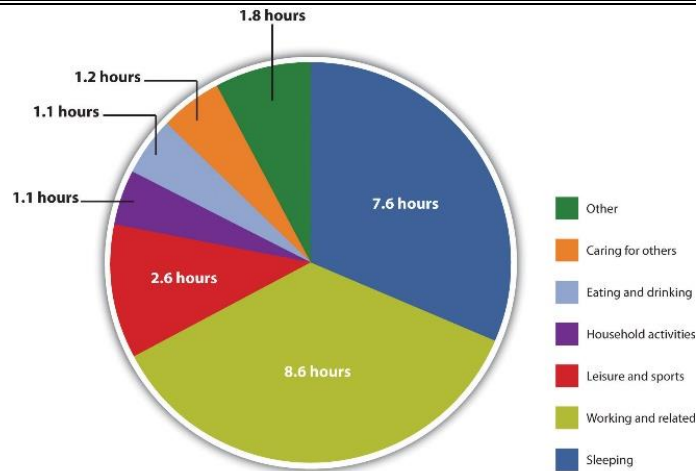
Stress at workplace is a very real thing and is largely responsible for the low motivational levels experienced by women across the world. According to some official estimates, women aged 25-54 experience more stress than their male counterparts at workplace and there are plenty of reasons for that.

Stress management is the broad spectrum of techniques that help a person to control their stress levels. The purpose of stress management is to improve the

everyday functioning of an employee and increase job satisfaction. It is common to feel stressed. However, if this stress persists on a daily basis, it can impair our ability to perform. Chronic stress can ultimately lead to serious health complications. However, one can tackle the issue if one understands the signs of stress and work on resolving it. With some handy stress management tricks, an employee can improve their productivity, maintain healthy relationships with their peers, think rationally and calmly during a crisis, reduce chances of depression and anxiety and focus on their well-being.

Stress is obvious and employees have to adapt to stress in such a way that they are no longer aware of it. Companies can effectively manage stresses by removing the stressors that cause needless tension and job burnout. Other stress management strategies may keep employees

"Stress-fit," but they don't solve the fundamental causes of stress. Organizations manage stress by investigating the main causes of stress in their workplace. Another suggestion is to change the corporate culture and reward systems so they support a work-life balance and no longer reinforce dysfunctional workaholism. More generally, the most effective ways to remove workplace stressors is to empower employees so that they have more control over their work and work environment. Role-related stressors can be lessened by selecting and assigning employees to positions that match their capabilities. Noise and safety risks are stressful, so improving these conditions would minimize stress in the workplace.



NOTE: Data include employed persons on days they worked, ages twenty-five to fifty-four, who lived in households with children under eighteen. Data include nonholiday weekdays and are annual averages for 2010.

Data from the Bureau of Labour Statistics shows how much time one spends at work. Since one spend more time at work than doing anything else, learning how to manage stress at work is an important part to one’s personal well-being and productivity.

### 3.4 SOURCES OF STRESS

Stress can be experienced from four basic sources:

- The Environment – The environment around can inundate an individual with strong, extreme, severe and competing demands to adjust with. Examples of environmental stressors include misdemeanours, crime, pollution, traffic, unsafe housing or residential areas, noise, crowding, weather and precarious groups of people.
- Social Stressors – An individual experiences myriad stressors arising from the demand of social roles that he occupies such as a parent, spouse, caregiver and an employee; some of the examples of social stressors include job interviews, assignments, presentations, deadlines, financial problems, divorce or separation, breakup or loss of a loved one, incongruity, co-parenting, requirements for one’s time and attention and work load.

- Physiological – Situations and circumstances affecting one’s body, physically as well as mentally can be described as physiological stressors. Examples of these kinds of stressors include rapid growth of adolescence, menopause, obesity, insomnia, loss of appetite or eating disorders, lack of exercises and physical activities, poor diet and nutrition, health problems that arise due to aging, illness, giving birth, and accidents.
- Thoughts – Individuals experience many situations in life that are stress provoking, but it is the thoughts of an individual that determine how he perceives it. It is the brain that perceives the situation as stressful, difficult, painful or pleasant; the way the individual formulates his thoughts and perceptions regarding the situation that way he determines whether they are negative or positive.

### **3.5 TYPES OF STRESSORS**

Situations that are considered stress provoking are known as stressors. Stress is not always viewed negatively. It is simply the response of the person physically and mentally towards strenuous demands.

- Positive Stress - Getting admitted into an educational institution, getting promotion at work, starting a new job, marriage or commitment ceremony, buying a new home, having a child, transferring to a different location or outside the city or country, planning a vacation, holiday seasons, retiring, taking up educational classes or extracurricular activities or a new hobby; all these functions and experiences come under the category of positive stress. Positive stress motivates and energizes a person, is short term, is perceived within our coping abilities, makes a person feel lively and stimulating and enhances one’s performance.
- Negative Stress - Torture, pain, sexual harassment, divorce, death, job insecurity, unemployment, sleep disorders, children’s problems, obesity or eating disorders, illness, health problems, loss of interest in extracurricular

activities and hobbies, work pressure, aging, depression, experiencing a traumatic event, making presentations, travelling in traffic and crowded areas, conflicts and disputes and legal and financial matters come under the category of negative stress. Negative stressors cause anxiety or concern, can be for short or long term, individual in most cases finds unable to cope up with negative stressors, makes a person feels depressed and unpleasant, leads to decreased performance in all the activities undertaken and affects a person physically and mentally. In most cases he refrains from participating in worldly affairs

- Internal Sources of Stress - There have been few internal sources such as fears, fears of heights, flying, public speaking, or communicating with strangers and so forth. Having repetitive thought patterns such as delusions or hallucinations or upsetting thoughts. Feeling tensed about future events such as exam results, job restructuring or a medical test report and having impractical or perfectionist expectations such as willing to do such things which are not realistic.
- Habitual Behaviour Patterns - These are over working, over scheduling, failing to be assertive, feeling nervous on trivial issues, failing to set and maintain healthy boundaries and relationships, getting aggressive easily, procrastinating works and tasks. These are some of the habitual behaviour patterns that cause stress or which can lead to stress.

### **3.6 BENEFITS OF STRESS MANAGEMENT IN WORKPLACE**

- Increased Productivity  
Stress Management in the work place is crucial because it can lead to more productivity. First of all, when employees feel stressed out for whatever reason, they will probably be less productive because their mind is not focused on the task at hand. They may get distracted easily or make

simple mistakes such as forgetting bad things involving something like an important document. Furthermore, researchers have found out that those who feel stressed can't even focus on their tasks. They've also discovered that those under pressure tend to forget things easily and take more time to complete a task.

- **Increased Work Engagement**

When employees are stressed out, they won't be as engaged with their work. Stress management helps increase employee engagement because it allows them to be more productive and focused. They will also not carry around the burden of stress, leading to other problems like burnout or depression. Employee engagement is critical because employees may feel unmotivated to work hard, especially if they are stressed out about something that can make them less productive. Unmotivated employees may not do a good job, leading to erroneous results, and others will think you have a poor company culture.

- **Better Decision-making Skills**

Stress management also teaches employees how they can make better decisions without being pressured by stress. Although not everyone who undergoes stress management training will have better decision-making skills, it is still best to prioritize their tasks correctly. They also need to understand whether they are actually adding value or just simply wasting time when feeling stressed out about the problems in workplace.

- **Lower Employee Turnover Rates**

Turnover rates can be lowered when employees learn how to manage their stress. Employee turnover rates are very high nowadays because employees tend to switch jobs if they feel dissatisfied with various aspects of working in a particular company. They may not even care about the consequences of their actions, including any legal implications that can arise from this move.



- Leads to Greater Job Satisfaction

Job satisfaction is also something that can be achieved when employees learn stress management. If employer make their employees happy and free from the burden of stress, they will probably feel more satisfied with their jobs and stay longer in the company. Managers should always make sure that there are no sources of stress in the workplace, so people will not suffer from mental health issues due to stress.

- Improved Employee Health

Stress management programs in the workplace also help improve the overall health of employees. Employees who are stressed out usually suffer from illnesses like heart problems and even depression because stress can lead to unhealthy habits such as smoking and drinking alcohol. This is why company should implement stress management in the workplace to solve many employee problems at once.

- Strong Company Culture

A company culture that is based on stress management can have many benefits for your business. Employees will be healthier, more productive, and happier, making the workplace a very positive place. This way, employer won't need to worry about employee morale dropping because everyone will feel like they are part of something great compared to other companies with poor cultures because there is no stress management.

- Helps in Planning for the Future

Stress management also helps managers plan better for the future.

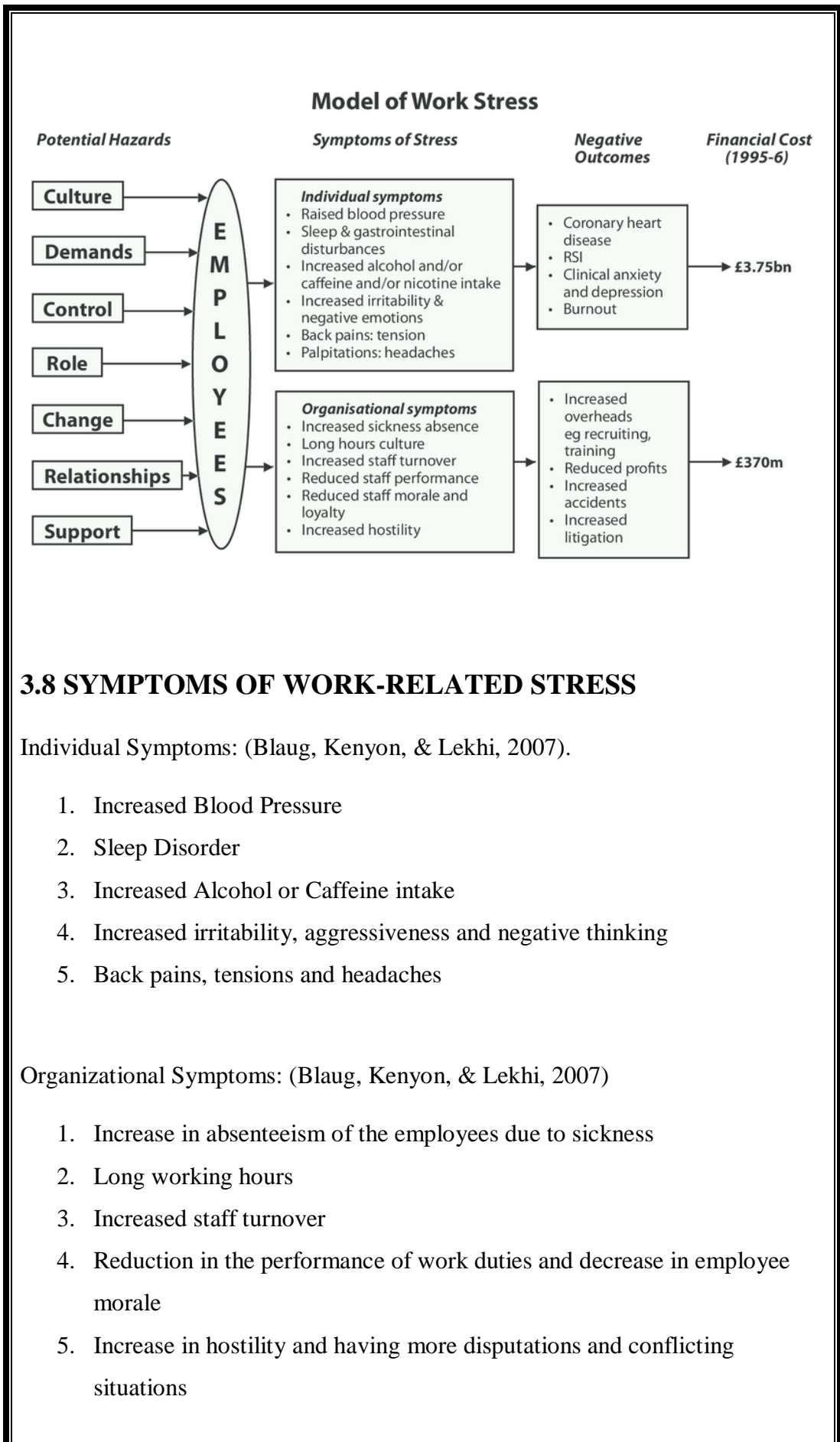
It makes sense that when people are stressed out, it is more difficult to focus on their tasks which makes planning a hassle because they have to do everything at once instead of focusing on one study at a time.

Implementing stress management in the workplace will solve this dilemma because employees can focus better and plan for greater results, thus staying productive even if they are stressed out.

### **3.7 WORK RELATED STRESS**

Under work related stress, six categories of potential stressors have been identified: (Blaug, Kenyon, & Lekhi, 2007)

- Demands – These include all the demands of work such as working hours, work duties, work load, physical environmental conditions such as lighting, temperature, heating and cooling facilities, sitting arrangement and facilities such as water, tea or coffee.
- Control – How much say and autonomy a person has upon his job such as in decision making or giving suggestions to their bosses; the lower the autonomy, the more the work-related stress.
- Relationships – Relationships and terms that a person develops with his superiors, subordinates and colleagues contribute in the measurement of one's stress level. Having good and positive relations will always stimulate and empower an individual in his job.
- Change – Changes brought about in work can cause stress, if the workers have to cope with new work duties, hours or methodology of work, then certainly they will feel stressed out.
- Role – Stress will trigger when an individual does not have a clear understanding of his role within an organization; when he develops a confused mindset and is not sure of his job duties or responsibilities then the individual will feel stressed.
- Support – The amount of support and job training available to the person, as well as encouragement, sponsorship and the resources provided by the colleagues and management leads to stress.



### 3.8 SYMPTOMS OF WORK-RELATED STRESS

Individual Symptoms: (Blaug, Kenyon, & Lekhi, 2007).

1. Increased Blood Pressure
2. Sleep Disorder
3. Increased Alcohol or Caffeine intake
4. Increased irritability, aggressiveness and negative thinking
5. Back pains, tensions and headaches

Organizational Symptoms: (Blaug, Kenyon, & Lekhi, 2007)

1. Increase in absenteeism of the employees due to sickness
2. Long working hours
3. Increased staff turnover
4. Reduction in the performance of work duties and decrease in employee morale
5. Increase in hostility and having more disputations and conflicting situations

### **3.9 MODELS OF STRESS MANAGEMENT**

It is quite complicated to recognize all possible models of stress management, because the way how stress effects on each of us is very unique, as well as our reaction on it. We can specify the models not only personally, but by gender, age, type of work and by other factors. However, two main models can be marked out: Transactional and Health Realization Models.

- Transactional Model

Richard Lazarus and Susan Folkman were among the first who presented Transactional Model of stress Management. In 1984 the model was described as follows: Stress can be thought of as resulting from an imbalance between demands and resources or as occurring when pressure exceeds one's perceived ability to cope. In other words, stress in transactional model is not about straight response to stressor, but about dependence of available human resources and factors which develop them in order to control her or his reaction on stress. The model is based on evaluating the stressor and own ability to use own resources to cope with it.

- Health-Realization Model

Health-Realization Model explains the level of stress reaction as the result of mental thinking of a person, using such definitions as quite mind, inner wisdom and common sense. The more person knows about stressor, how to avoid stressful situation, or how to relax, the less negatively stress effects on person. Stress can even be avoided, if person has enough knowledge about of particular subject or if person develops inner spiritual world, because such factors build defence from most of stressors. This model proposes that helping stressed individuals understand the nature of thought especially providing them with the ability to recognize

when they are in the grip of insecure thinking, disengage from it and access natural positive feelings will reduce their stress.

### **3.10 WORK PLACE STRESS REASONS FOR WOMEN**

- **The Burden of Responsibilities**

When women work, they handle more than just their office work. They are also responsible for looking after their families and making sure that everything is in place before they go out to work. In fact, working mothers are still expected to perform household chores irrespective of their work hours and routine. This burden of responsibilities related to managing household chores and working life leaves them drained and exhausted, with over half of them wishing to abandon their jobs as a result of stress.

- **The Glass Ceiling**

The term is commonly used to denote an invisible barrier that prevents women and minorities from advancing up the levels in a corporation. It is a pervasive resistance to the advancement of women that prevents them from attaining higher levels of positions at their workplace. Although this effect has somewhat dimmed with the passage of time and with greater number of women joining the working ranks, it is still present in large conglomerates and corporations. As a means to dampen the effect of this barrier against women advancement at workplace, more corporations are now focusing on providing women with perks such as job leaves, flexible working hours and better pay.

- **Inflexible Work Environments**

The inflexible work environment plays a huge role in triggering the stress that women feel at workplace. Many companies have a tough routine of 9 to 5 job with 1 hour of break in between that leaves little room for relaxation. These inflexible working hours, combined with the pressure to fulfil responsibilities at home leaves women drained and exhausted,

triggering stress and frustration. The inflexible work environments is not just related to the inflexible working hours, but also include pervasive issues such as discrimination, sexism and gender stereotypes that plague the progress of women at workplace. Men are given higher ranks at workplace; they are appreciated more and are given a higher priority during the board meetings. This discrimination is the main cause behind the resentment that women feel which not only hinders their progress, but also lowers their spirits and performance.

- **The Pay Gap**

Apart from the discrimination that women face at work, one other thing that lowers their motivation and leads to stress is the pay gap. The pay gap refers to the income differences that women face which leaves them lagging behind on the pay scale as compared to their male counterparts. This pay gap, although of an unjust nature, is a big contributor to the stress that women face at workplace and is even prevalent in large corporations and firms.

### **3.11 MANAGEMENT OF STRESS**

Stress can be effectively managed and prevented by an individual; there are certain steps and procedures that an individual should be aware of when learning to manage stress in an appropriate manner.

- **Set Priorities** - An individual should set up an appropriate time schedule for all the tasks and have a routine to do all kinds of tasks. He has to decide what things are more important that need to be done and what are the things that carry lesser priority and can wait. When an individual will have appropriate time management and set up priorities amongst the tasks then that is one of the effective ways of managing stress.

- Practice Facing Stressful Moments - It is vital to think about a situation that causes stress and practice how to effectively deal with it. If a person knows that speaking in front of the group or making a presentation cause stress then he should practice or do the rehearsal in advance with a trusted friend or a fellow student.
- Examine Your Expectations - One should set up proper goals and objectives that he wants to achieve and have to make sure that expectations are rational; one should watch out for perfectionism and work hard towards achievement of goals and objectives. In order to manage stress, an individual has to develop positive thinking and be satisfied with what he has and what he wants to accomplish.
- Live a Healthy Lifestyle - One should live a healthy lifestyle. Getting plenty of exercises, healthy eating, relaxation techniques such as yoga, meditation, prayer and breathing exercises; allowing time for vacations and breaks in between work, arrangement of schedules for hobbies, extracurricular activities, fun activities, recreation and leisure. One should always take pleasure and enjoy work as well as recreation activities.
- Learn to Accept Change as a Part of Life - Changes and transformations do occur in life in all kinds of activities, family, job, education, career, location and so forth. All these changes do lead to stress, but an individual should understand that changes are crucial part of one's life and should learn to accept them wholeheartedly, he should think of changes in a positive manner and not form negative opinions about them.
- Creating a Social Network - Loneliness is an extreme and distressful state of mind and it can cause stress amongst individuals of all age groups, children, young adults, middle aged people and older persons. In order to curb the stress of loneliness, it is essential to create a social network and

communicate with the people around. It is necessary to develop a support system of friends and relatives that one can talk to when it is required



### 3.12 CONCLUSION

The world has become very fast-paced on today's date. Everything must be done fast. This has made life very stressful. Stress is one's body's reaction to a challenge or demand. It drains both physically and emotionally. Stress levels are generally high at the workplace and hence, need to be managed. Workplace stress is a generally broad term that affects individuals irrespective of the gender. But it is one of the main things that affect the women in workplace owing to a number of factors that are responsible for affecting their morale. Although many companies and corporations now recognize the need to provide more open and flexible work environment to women, they are still far away from eradicating the discriminations and biases against women at workplace.

Members of the teaching profession experienced psychological discomfort at the beginning of the new 2020-2021 academic year. This symptomatology has been found to be higher in women than in men. In today's scenario it is highly important safeguarding the mental health of teachers to ensure both the well-



being of students and high-quality teaching. Therefore, special psychological care should be given to those teachers that are most vulnerable to the impact of this pandemic, so that they could better cope with this crisis, and consequently perform better in their teaching role. In short, we must bear in mind that the education received by young people in this current time of crisis will shape the society of the future. Therefore, if we want this education to be of a high standard, then we must protect the psychological well-being of the people who provide it.

According to Angela Armstrong (2019), stress is a choice. Appropriate workplace stress management (personal and organizational) helps us identify ways to control what we can and learn how to see things differently when we cannot.

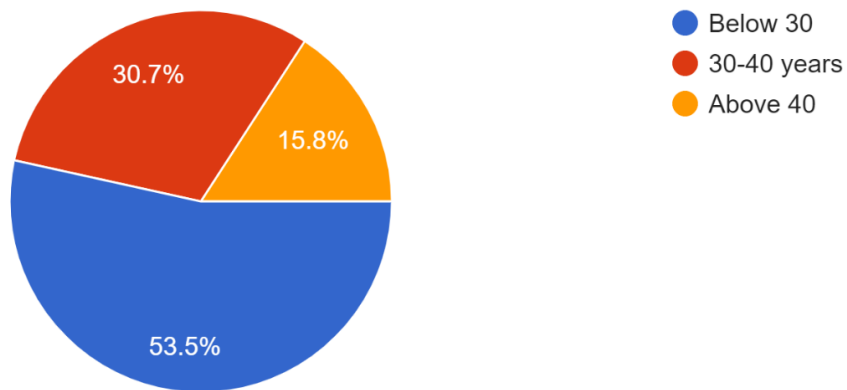
#### 4.1: AGE-WISE CLASSIFICATION

Table 4.1: Showing the age-wise classification

Age	No. of respondents	%
Below 30	54	53.5
30-40	31	30.7
Above 40	15	15.8
TOTAL	100	100

Source: Primary Data

Figure 4.1: Showing the age-wise classification



**Interpretation-** From the above table 53.5% of the women teachers are below the age of 30. This may be because majority of the qualified teachers get jobs as soon as they have completed their courses. It is also clear that 30.7% of the women teachers are between the ages 30-40 and 15.8% is above the age of 40.

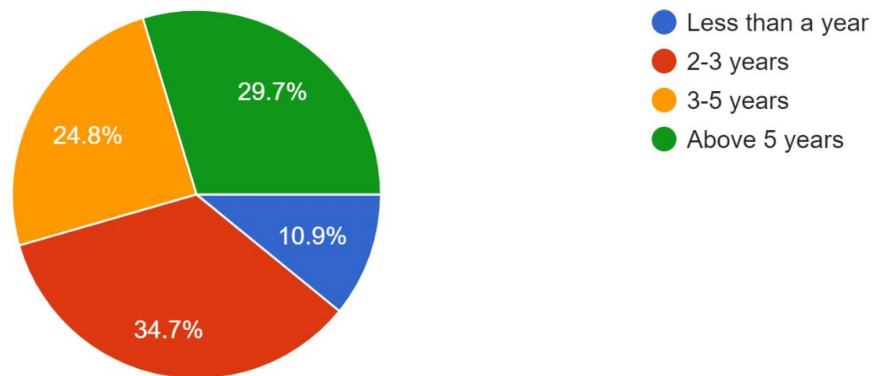
#### 4.2: CLASSIFICATION BASED ON EXPERIENCE

Table 4.2: Showing the Classification based on Experience

Experience	No. of respondents	%
Less than a year	11	10.9
2-3 years	35	34.7
3-5 years	25	24.8
Above 5 years	29	29.6
TOTAL	100	100

Source: Primary Data

Figure 4.2: Showing the classification based on experience



**Interpretation-** Around 34.7% of women teachers have 2-3 years of experience whereas only 10.9% of women teachers have less than a year of experience.

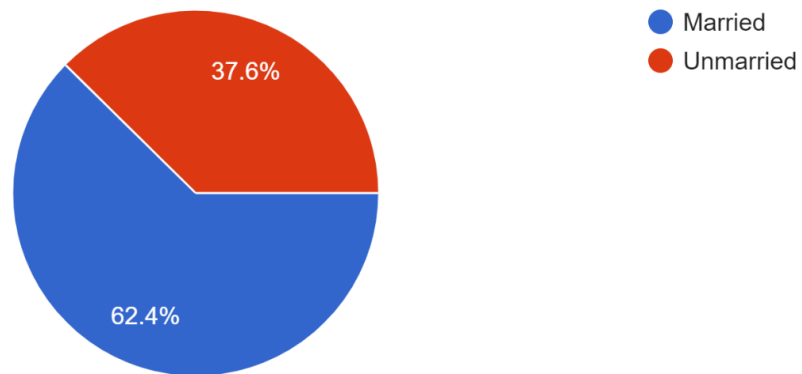
### 4.3: CLASSIFICATION BASED ON MARITAL STATUS

Table 4.3: Showing the classification based on marital status

Status	No. of respondents	%
Married	62	62.4
Unmarried	38	37.6
TOTAL	100	100

Source: Primary Data

Figure 4.3: Showing the classification based on marital status



**Interpretation-** From the above table it is clear that 62.4% of women teachers are married and 37.6% of women teachers are unmarried.

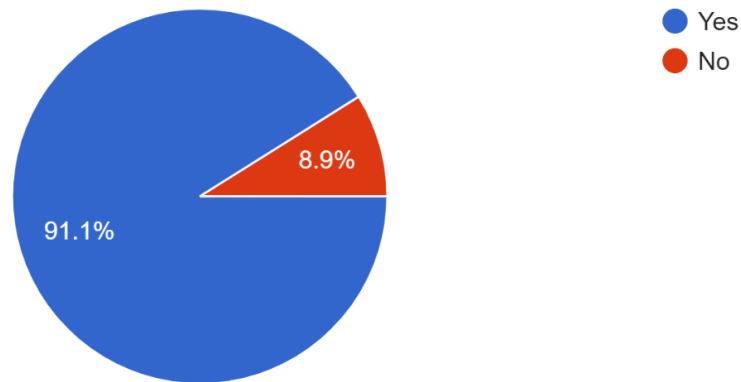
#### 4.4: CLASSIFICATION BASED ON STRESS

Table 4.4: Showing the classification based on stress

Particulars	No. of respondents	%
Stressed women	91	91.1
Not stressed women	9	8.9
TOTAL	100	100

Source: Primary Data

Figure 4.4: Showing the classification based on stress



**Interpretation-** In general, around 91% of women teachers are stressed about their work. Whereas 8.90% of teachers are not stressed about their work.

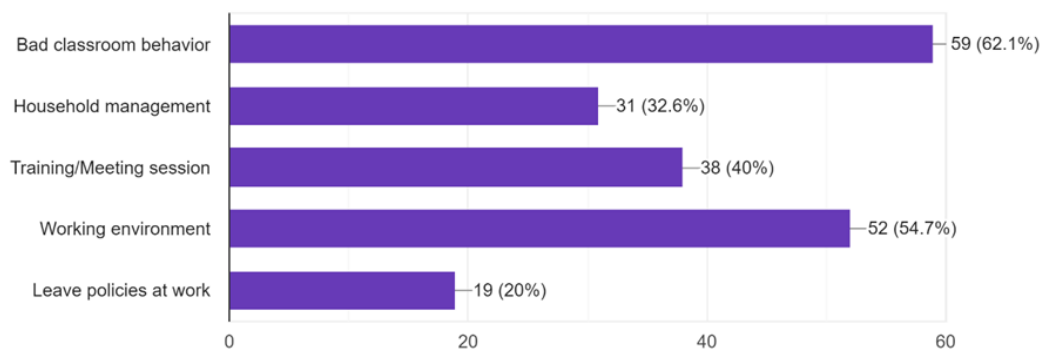
#### 4.5: MAJOR CAUSES OF STRESS BEFORE PANDEMIC

Table 4.5: Showing the Major causes of stress before pandemic

Causes of stress	No. of respondents	%
Bad classroom behavior	59	62.1
Working environment	52	54.7
Training/Meeting session	38	40
Household management	31	32.6
Leave policies at work	19	20

Source: Primary Data

Figure 4.5: Showing the Major causes of stress before pandemic



**Interpretation-** From the above figure it is clear that the major cause of stress to women teachers is the bad classroom behavior which is around 62.1%. Working environment is the second major cause of stress with 54.7%. Leave policies at work possess the least caused stress to teachers with 20%.

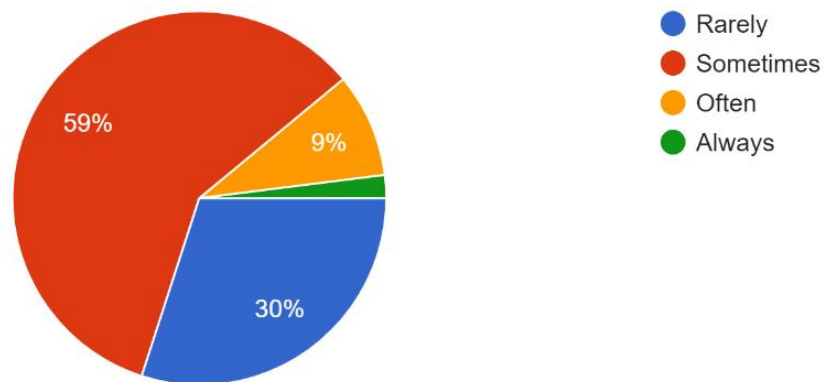
#### 4.6: FREQUENCY OF STRESS BEFORE PANDEMIC

Table 4.6: Showing the Frequency of stress before pandemic

Particulars	No. of respondents	%
Rarely	30	30
Sometimes	59	59
Often	9	9
Always	2	2
TOTAL	100	100

Source: Primary Data

Figure 4.6: Showing the Frequency of stress before pandemic



**Interpretation-** From the above it is clear that 59% of women teachers are sometimes stressed about their work before pandemic. 30% of the women teachers are rarely stressed about their work and 9% are often stressed about their work before pandemic. Around 2% of teachers are always stressed about their work before pandemic.

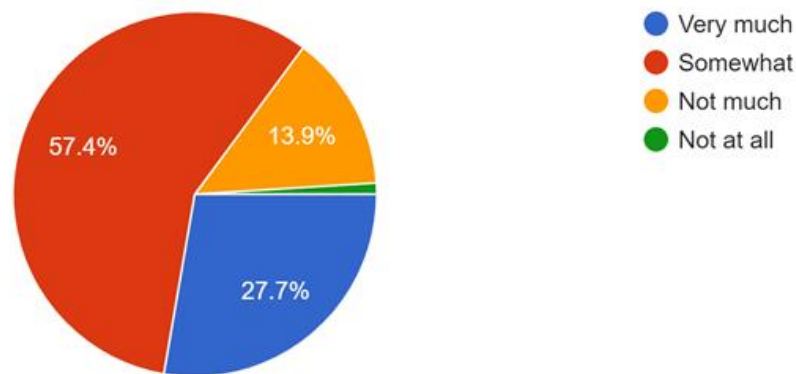
#### 4.7: LEVEL OF STRESS INCREASE DURING PANDEMIC

Table 4.7: Showing the Level of stress increase during pandemic

Frequency	No. of respondents	%
Very much	28	27.7
Somewhat	57	57.4
Not much	14	13.9
Not at all	1	2
TOTAL	100	100

Source: Primary Data

Figure 4.7: Showing the Level of stress increase during pandemic



**Interpretation-** From the above table it is clear that around 57.4% of the teacher's stress has somewhat increased during pandemic. Whereas 27.7% of women teacher's stress has very much increased during pandemic. 2% of the respondent's stress has not at all increased.



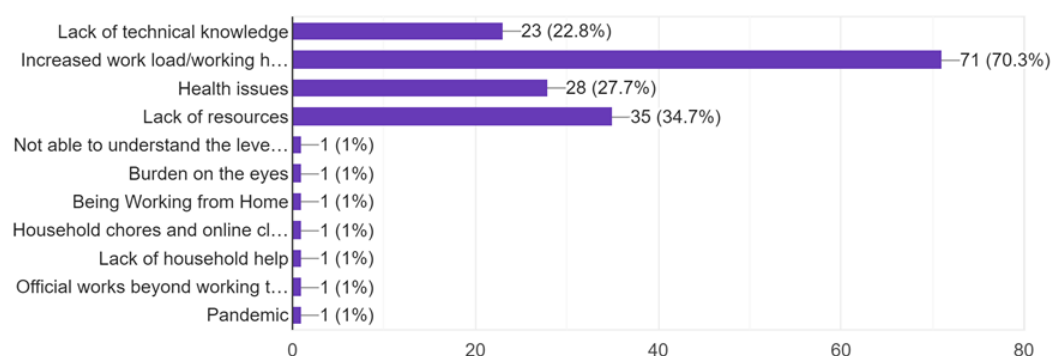
#### 4.8: MAJOR CAUSES OF STRESS DURING PANDEMIC

Table 4.8: Showing the Major causes of stress during pandemic

Causes of stress	No. of respondents	%
Increase work load / working hours	71	70.3
Lack of resources	35	34.7
Health issues	28	27.7
Lack of technical knowledge	23	22.8
Other	7	7

Source: Primary Data

Figure 4.8: Showing the Major causes of stress during pandemic



**Interpretation-** It is clear that majority of the women teachers are stressed during pandemic due to their increased working hours (70.3%) which may be due to work from home. Lack of resources is the second highest causing stress after increased work load with 34.7%. Around 27.7% of teachers are stressed because of their health issues. 7% of the respondents are stressed due to several reasons like not able to understand the level of understanding of students, official works beyond working time, imbalance of working from home and online classes etc.

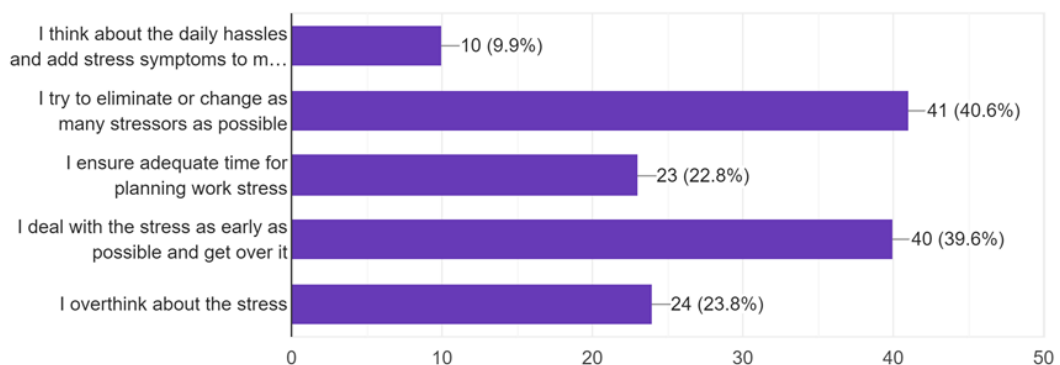
#### 4.9: WAYS IN WHICH WOMEN TEACHERS PERCEIVE THEIR STRESS

Table 4.9: Showing the Ways in which stress is perceived

Ways of perception	No. of respondents	%
I try to eliminate or change as many stressors as possible	41	40.6
I deal with the stress as early as possible and get over it	40	39.6
I overthink about the stress	24	23.8
I ensure adequate time for planning work stress	23	22.8
I think about the daily hassles and add stress symptoms to my life	10	9.9

Source: Primary Data

Figure 4.9: Showing the Ways in which stress is perceived



**Interpretation**-Around 40.6% of women teachers try to eliminate as many stressors as possible. Women teachers who deal with stress as early as possible and get over it comes next with 39.6%. It is clear that majority of teachers try to take stress in a positive manner and deal with it. Around 10% of teachers think about the daily hassles and add stress symptoms to their life.

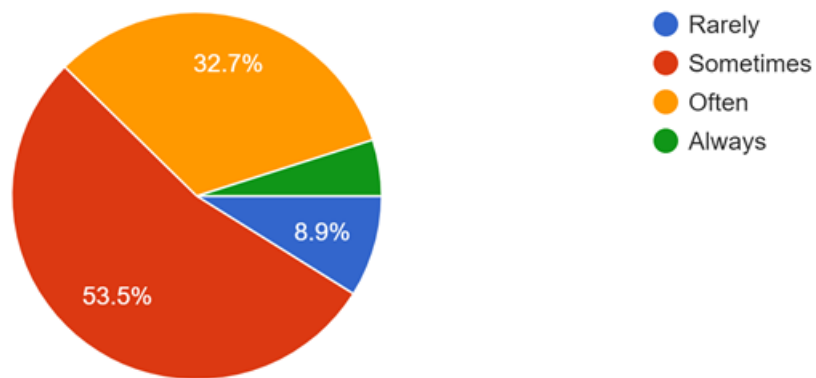
#### 4.10: FREQUENCY OF STRESS DURING PANDEMIC

Table 4.10: Showing the Frequency of stress during pandemic

Frequency	No. of respondents	%
Rarely	9	8.9
Sometimes	53	53.5
Often	33	32.7
Always	5	4.9
TOTAL	100	100

Source: Primary Data

Figure 4.10: Showing the Frequency of stress during pandemic



**Interpretation-** Around 53.5% of women teachers are sometimes stressed about their work during pandemic. Whereas 32.7% of teachers are often stressed about their work and 4.9% of women teachers are always stressed.

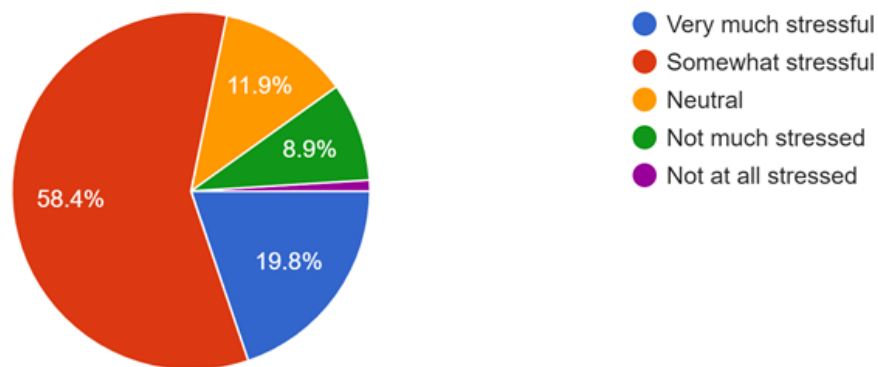
#### 4.11: STRESS TO MANAGE PERSONAL LIFE ALONG WITH WORK FROM HOME

Table 4.11: Showing the Stress to manage personal life along with work from home

Particulars	No. of respondents	%
Very much stressful	20	19.8
Somewhat stressful	58	58.4
Neutral	12	11.9
Not much stressed	9	8.9
Not at all stressed	1	1
TOTAL	100	100

Source: Primary Data

Figure 4.11: Showing the Stress to manage personal life along with work from home



**Interpretation-** From the above table it is clear that 58.4% of women teachers are having stressful time to manage their household along with work from home. For around 19.8% of teachers have very stressful time to manage their household along with work from home. This is followed by neutral (11.9), not much stressed (8.9) and not at all stressed (1).

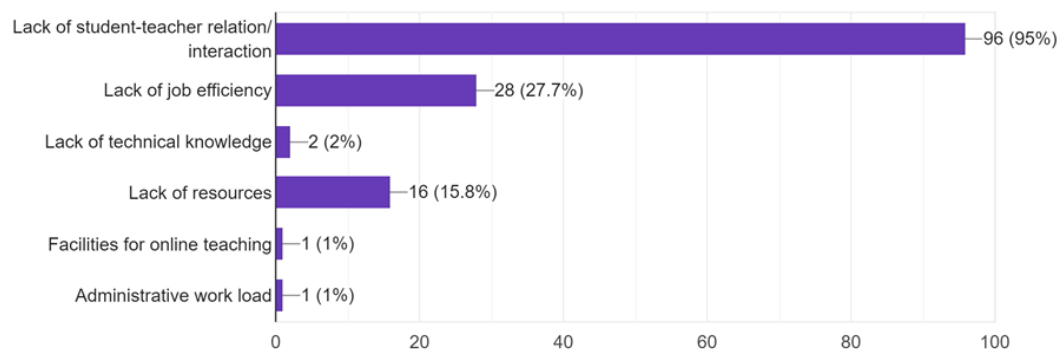
#### 4.12: MAJOR DOWNFALL OF ONLINE TEACHING

Table 4.12: Showing the Major downfall of online teaching

Particulars	No. of respondents	%
Lack of student-teacher relation/interaction	95	95
Lack of job efficiency	28	27.7
Lack of resources	16	15.8
Lack of technical knowledge	2	2
Others	2	2

Source: Primary Data

Figure 4.12: Showing the Major downfall of online teaching



**Interpretation-** From the above table majority of women teachers pointed out the major downfall of online teaching as lack of student-teacher interaction. This is followed by lack of job efficiency (27.7%), lack of resources (15.8%) and lack of technical knowledge (2%). Around 1% of respondents identify lack of facilities for online teaching and administrative work load as the major downfall of online teaching.

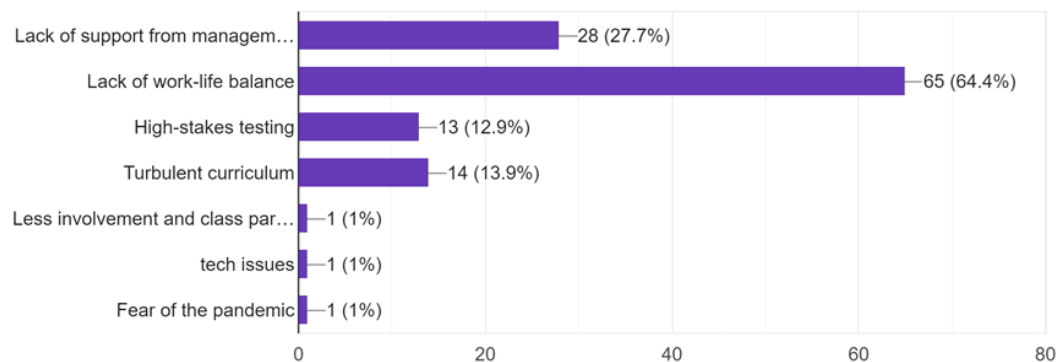
#### 4.13: STRESS WORSONIG FACRORS DURING PANDEMIC

Table 4.13: Showing the Stress worsening factors during pandemic

Reasons	Respondents	%
Lack of work-life balance	65	64.4
Lack of support from management	28	27.7
Turbulent curriculum	14	13.9
High-stakes testing	13	12.9
Others	3	3

Source: Primary Data

Figure 4.13: Showing the Stress worsening factors during stress



**Interpretation-** It is clear that lack of work-life balance (64.4%) was the main stress worsening factor of women teachers during the pandemic. Lack of support from management (27.7%) comes next to lack of work-life balance. This is followed by turbulent curriculum (13.9%) and high stakes testing (12.9%).

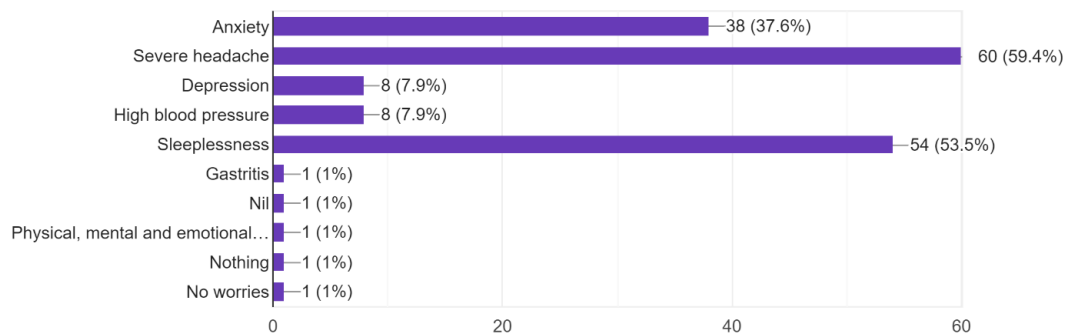
#### 4.14: MAJOR FORM OF STRESS

Table 4.14: Showing the Major form of stress

Forms	Respondents	%
Severe headache	60	59.4
Sleeplessness	54	53.5
Anxiety	38	37.6
Depression	8	7.9
High blood pressure	8	7.9
Others	5	5

Source: Primary Data

Figure 4.14: Showing the Major form of stress



**Interpretation-**It is clear that the major form of stress to women teachers were severe headache with 59.4%. Sleeplessness comes next to it by 53.5%. This is followed by anxiety (37.6%). Depression and high blood pressure share same percentage of 7.9%.



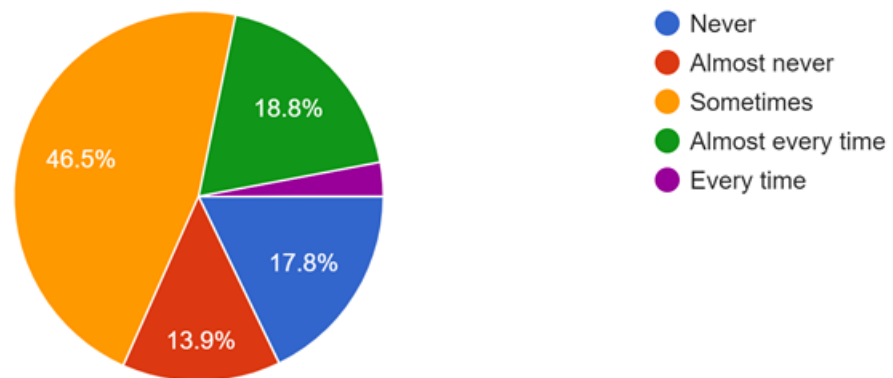
#### 4.15: DETERIORATION OF QUALITY OF TEACHING DUE TO STRESS

Table 4.15: Showing the Deterioration of quality of teaching

Particulars	Number of Respondents	%
Never	18	17.8
Almost never	14	13.9
Sometimes	47	46.5
Almost every time	19	18.8
Every time	2	3
	100	100

Source: Primary Data

Figure 4.15: Showing the Deterioration of quality of teaching



**Interpretation-** From the above it is clear that 46.5% of women teacher agrees that their quality of teaching has deteriorated sometimes due to increased stress. Around 18.8% of women teacher's quality of teaching has reduced almost every time. Around 3% of women teacher's quality of teaching has deteriorated every time.

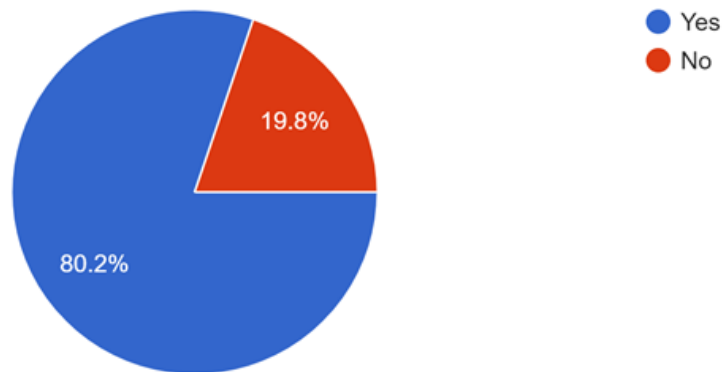
#### 4.16: SUPPORT FROM MANAGEMENT SIDE

Table 4.16: Showing the Support of management

Particulars	No. of respondents	%
Yes	80	80.2
No	20	19.8
TOTAL	100	100

Source: Primary Data

Figure 4.16: Showing the Support of management



**Interpretation-** From the above figure it is clear that majority of women teachers received support from management side (80.2%) and 19.8% didn't received any support from management side.

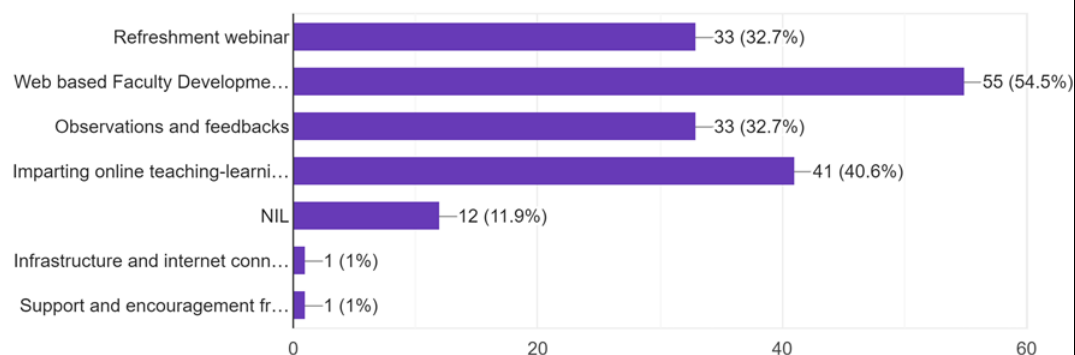
#### 4.17: MEASURES TAKEN BY MANAGEMENT TO REDUCE STRESS

Table 4.17: Showing the Measures taken by the Management

Measures	No. of respondents	%
Web based faculty development program	55	54.5
Imparting online teaching-learning methodology	41	40.6
Refreshment webinar	33	32.7
Observations and feedbacks	33	32.7
Others	2	2

Source: Primary Data

Figure 4.17: Showing the Measures taken by the management



**Interpretation-** It is clear that the majority of the management has given web-based faculty development programs to women teachers to reduce their stress (54.5%). Imparting online teaching-learning methodology comes next to web-based faculty development program with 40.6%. Followed by this comes refreshment webinars and observation and feedbacks which share equal percentage of 32.7%.

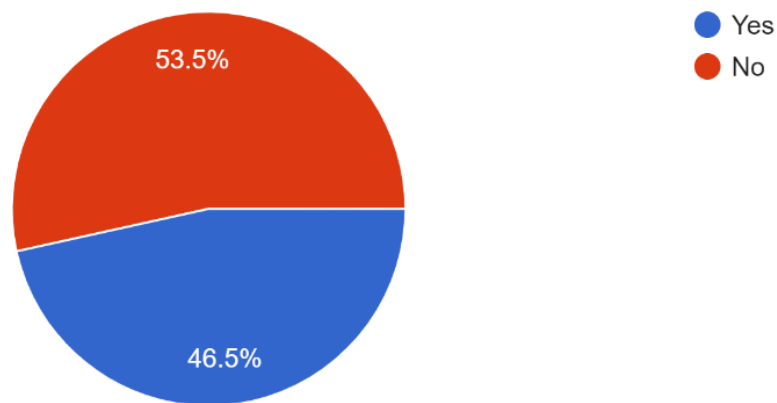
#### 4.18: SATISFACTION OF PRESENT MANAGEMENT STRATEGIES

Table 4.18: Showing the Satisfaction level of present management strategies

Particulars	No. of respondents	%
No	53	53.5
Yes	47	46.5
TOTAL	100	100

Source: Primary Data

Figure 4.18: Showing the Satisfaction level of present management strategies



**Interpretation-** From the above it is clear that majority of women teachers are not satisfied with present management strategies of their institution (53.5%). Around 46.5% of teachers are satisfied.

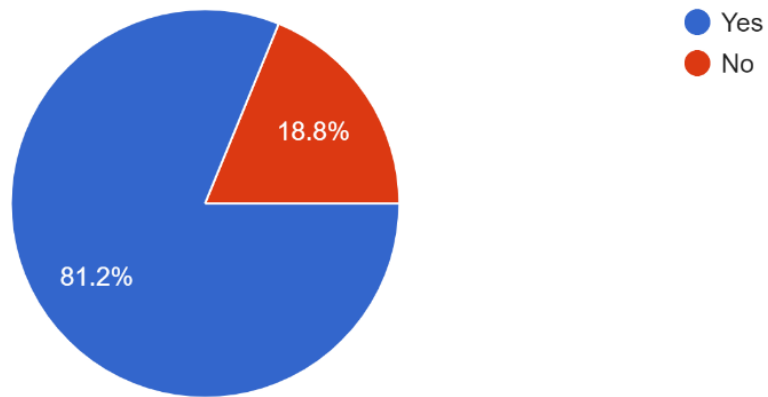
#### 4.19: HELPFULNESS OF ONLINE TEACHING TO WOMEN TEACHERS

Table 4.19: Showing the Helpfulness of online teaching to women teachers

Particulars	No. of respondents	%
Helped	81	81.2
Not helped	19	18.8
TOTAL	100	100

Source: Primary Data

Figure 4.19: Showing the Helpfulness of online teaching to women teachers



**Interpretation-** Online teaching is helpful for around 81.2% of women teachers and not helpful for 18.8% of women teachers.

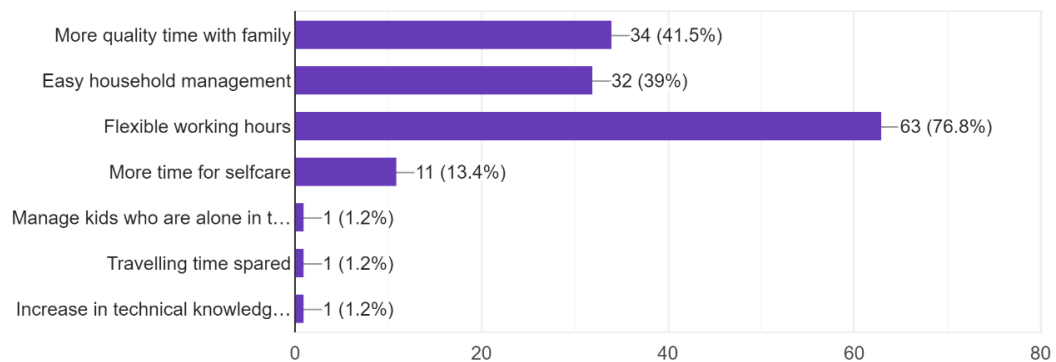
#### 4.20: REASON FOR LIKIING ONLINE TEACHING

Table 4.20: Showing the Reason for liking online teaching

Particulars	No. of respondents	%
Flexible working hours	63	76.8
More quality time with family	34	41.5
Easy household management	32	39
More time for selfcare	11	13.4
Others	3	3.6

Source: Primary Data

Figure 4.20: Showing the Reason for liking online teaching



**Interpretation-** From above it is clear that online teaching has helped most of the women teachers because of the flexible working hours with 76.8%. More quality time with family comes next to it with 41.5%. Easy household management (42.5%) is the third highest reason why women teachers like online teaching.

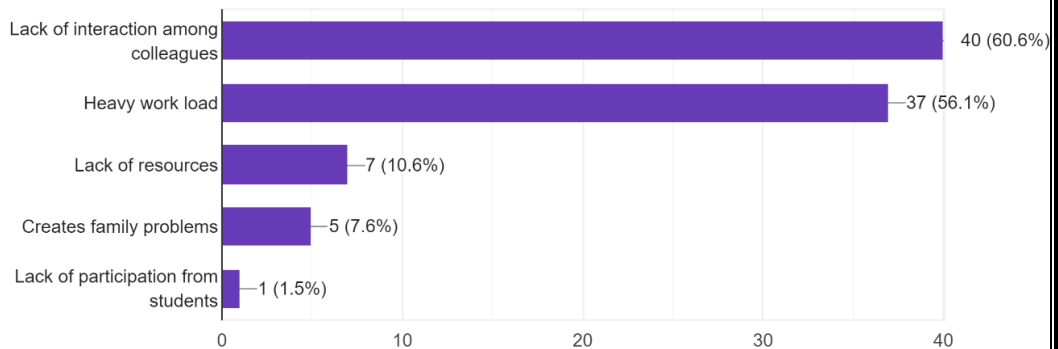
#### 4.21: REASON FOR NOT LIKING ONLINE TEACHING

Table 4.21: Showing the Reasons for not linking online teaching

Particulars	No. of respondent	%
Lack of interaction among colleagues	40	60.6
Heavy work load	37	56.1
Lack of resources	7	10.6
Creates family problems	5	7.6
Others	1	1.5

Source: Primary Data

Figure 4.21: Showing the Reasons for not liking online teaching



**Interpretation-** 60.6% of women teachers find online teaching not helpful because of lack of interaction among colleagues. 56.1% of women teachers don't prefer online teaching due to heavy work load. Lack of resources comes next to it with 10.65%.

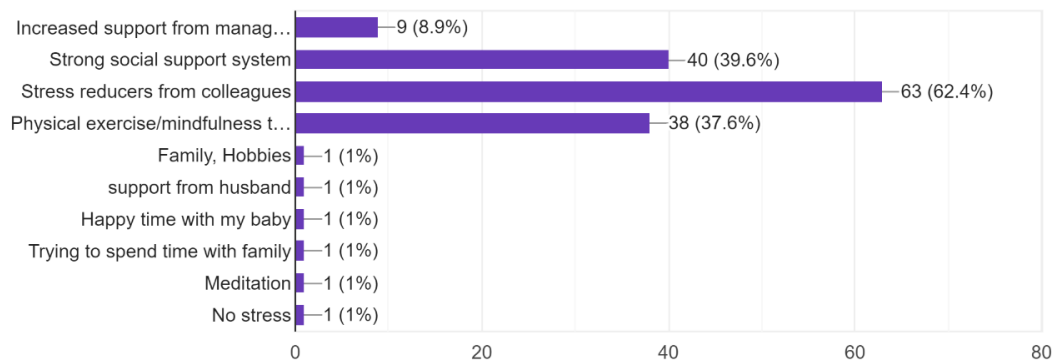
#### 4.22: THINGS WHICH HELPED TO REDUCE STRESS

Table 4.22: Showing the Things which helped to reduce stress

Particulars	No. of respondents	%
Stress reducers from colleagues	63	62.4
Strong social support system	40	39.6
Physical exercise/mindfulness techniques	38	37.6
Increased support from management	9	8.9
Others	6	6

Source: Primary Data

Figure 4.22: Showing the Things which helped to reduce stress



**Interpretation-** Stress reducers from colleagues helped most of the women teachers to reduce their stress with 62.4%. Strong social support comes next with 39.6%. Followed by it comes physical exercise and mindfulness techniques with 37.6%.



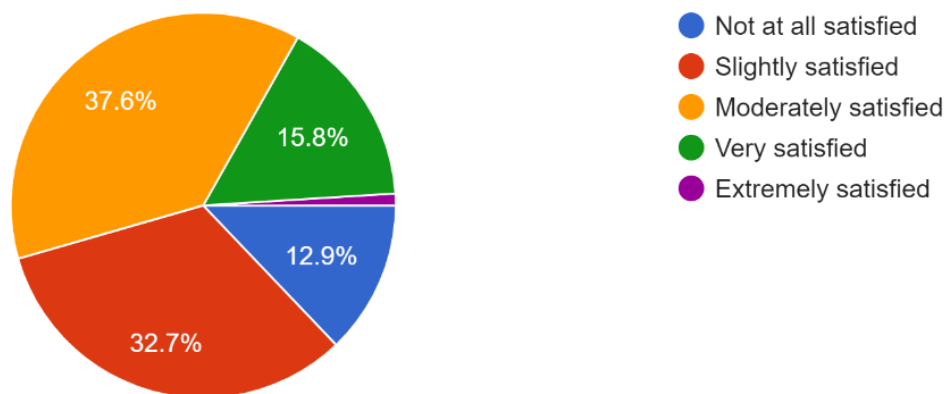
#### 4.23: SATISFACTION LEVEL OF ONLINE TEACHING

Table 4.23: Showing the Satisfaction level of online teaching

Particulars	No. of respondents	%
Not at all satisfied	13	12.9
Slightly satisfied	33	32.7
Moderately satisfied	37	37.6
Very satisfied	16	15.8
Extremely satisfied	1	1
TOTAL	100	100

Source: Primary Data

Figure 4.23: Showing the Satisfaction level of online teaching



**Interpretation-** From above it is clear that 12.9% of women teachers are not at all satisfied. 32.7% of women teachers are slightly satisfied. 37.6% of teachers are slightly satisfied and 15.8% of women teachers are very satisfied in their online teaching.

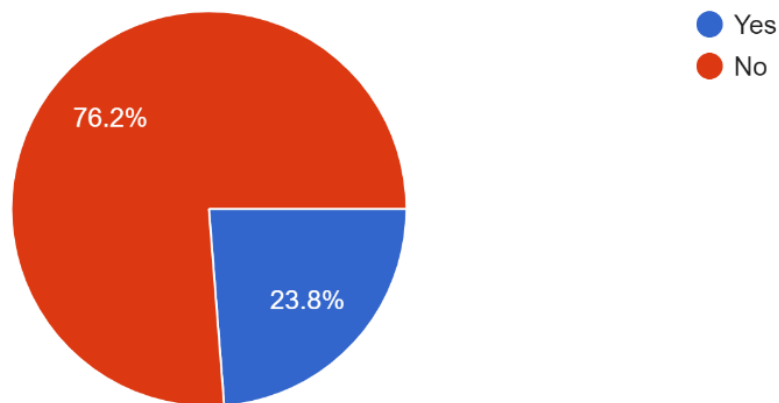
#### 4.24: PREFERENCE OF ONLINE TEACHING POST PANDEMIC

Table 4.24: Showing the Preference of online teaching post pandemic

Particulars	No. of respondents	%
Yes	24	23.8
No	76	76.2
TOTAL	100	100

Source: Primary Data

Figure 4.24: Showing the Preference of online teaching post pandemic



**Interpretation-** From above it is clear that majority of women teachers (76.2%) don't prefer online teaching and 23.8% prefer online teaching post pandemic.

## 4.25 HYPOTHESIS TESTING

H1- There is significant association between the age and the level of stress.

The above hypothesis tested in Jamovi software shows the following result:

ANOVA - Level of stress

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Age	0.0322	2	0.0161	0.191	0.826
Residuals	8.1578	97	0.0841		

Conclusion:

Since the p value (0.826) is greater than 0.05, we failed to reject H0.

Therefore, there is no significant association between the age and the level of stress.

H2- There is significant relationship between the year of experience and the quality of teaching.

The above hypothesis tested in Jamovi software shows the following result:

ANOVA - Quality of teaching

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>
Years of experience	8.60	3	2.87	2.69	0.050
Residuals	102.15	96	1.06		

Since the p value is equal to 0.05, we accept the H2.

Therefore, there is significant relationship between the year of experience and the quality of teaching.

## 5.1 FINDINGS

- Majority of the women teachers are married and belong to the age group of 'below 30 years' with experience ranging from 2-3 years.
- Most of the women teachers are stressed about their work, in general.
- Most of women teacher's stress level has increased 'somewhat' during pandemic and the major cause of this stress was increased workloads/ working hours.
- The major cause of stress before pandemic was bad classroom behaviour whereas it is increase workload/ working hours during pandemic.
- A major part of teachers perceives their stress in a positive manner even though they are having a hard time to manage personal life along with work from home and this lack of work-life balance worsen their stress during pandemic.
- Major downfall of online teaching identified by teachers are lack of student-teachers relationship
- A major part of women teachers agrees that their quality of teaching has deteriorated due to increased stress.
- Majority of women teachers received support from management side but are not happy with the present stress management strategies provided by their institutions.
- Web-based faculty development program and imparting online teaching-learning methodology were the top two measures taken by the management followed by refreshment webinar, observation and feedback.
- As a woman, online teaching has helped majority of women teachers because of the flexible working hours which may be due to the non-rigidity in online teaching hours and not helpful to some others because of lack of interaction among colleagues.
- Stress reducers from colleagues helped most the women teachers to overcome their stress during pandemic
- Majority of women teachers do not prefer online teaching post pandemic.

## **5.2 SUGGESTIONS**

- ✓ Reduce the workload/working hours as it is the major cause of increased stress among women teachers during pandemic and provide proper intervals in between work.
- ✓ Encourage offline teaching or practice shift basis offline classes so as it strengthens student-teacher relationship.
- ✓ Impart additional refreshment activities to women teachers like yoga, mind relaxing techniques etc, in order to promote good sleep and mental health and to overcome severe forms of stress.
- ✓ Majority are not satisfied with the present strategies of the institution, therefore provide support from management side to help women teachers have a proper work-life balance even during work home and programs like personal development, technical knowledge and Faculty development activities will help to reduce their stress to minimum.
- ✓ Since the whole scenario is new to students, the management should also motivate the students and prepare them to adapt with the new teaching mode. Through this a stronger education system can be made easier even during difficult times.

### **5.3 CONCLUSION**

The study was conducted amidst pandemic about the stress that teachers have gone through due to the sudden shift from offline to online teaching. As far as teachers are concerned this shift to online teaching was unexpected and stressful for which they have put their maximum effort to keep the education system intact. This has caused them mental stress and physical pain which was all solvable due to proper support from colleagues and society. As a researcher, I feel like online teaching will not be any more stressful to teachers if the suggestions are properly followed. If a situation like this arises in future to teach online, teachers will not be as stressed as this time and can even do a better job.

## **JOURNALS**

- Anitha Devi, S., 2007, Occupational stress: A comparative study of women indifferent occupations. *Prajnan*, 35(1):61-74.
- Hodson, R. and Chamberlain, L. J, 2003 "Sources of Reduced Job Stress Organizational Coherence, Local Ownership and Worker Involvement"
- Sheppard., (1997), "Stress Management", Human Relations, New Delhi
- Dr.Geeta nema, Dhanashree nagar ,yogita mandhanya (2011). A study on the causes of work-related stress among the college teachers. *Pacific business review – A quarterly refereed journal*, pp 1-7.
- Adeniyi, s.o, Fakolade, s.a & Tella. A (2010) perceived causes of job stress among special educator sin selected special and integrated schools in Nigeria. *New horizons in education*, pp 73-82.
- Mr. Harish shukla & Ms. Rachita garg (2013). A study on stress management among the employees of nationalised banks. *Voice of research*, vol.2, issue 3December 2013, pp 72-75
- R.Gomathi and R. Deepika (2013). A study on stress management among employees at sakthi finance limited, Coimbatore. *International journal of science and research (IJSR)*, India online.vol 2, issue8, august 2013, pp158 -161.

## **BOOKS**

- John A. Romas & Manoj Sharma "Practical stress management: A Comprehensive Work book", pages from 62-93.
- Brian L. Seaward "Managing Stress", pages from 134-146.



## **WEBSITES**

- [Stress: Definition, Symptoms, Traits, Causes, Treatment \(verywellmind.com\)](#)
- [Stress: Signs, Symptoms, Management & Prevention \(clevelandclinic.org\)](#)
- [Stress Management: Definition, Techniques, and Strategies - The Berkeley Well-Being Institute \(berkeleywellbeing.com\)](#)
- [Stress Management: Ways to Prevent and Relieve Stress \(webmd.com\)](#)
- [62 Stress Management Techniques, Strategies & Activities \(positivepsychology.com\)](#)
- [Causes of Stress-Types, Symptoms, and its Effects of Stress on Health \(byjus.com\)](#)
- [Common Causes of Stress & Their Effect on Your Health \(webmd.com\)](#)
- [Sources of Stress: Explanation, Examples & Types \(studysmarter.de\)](#)
- [The 7 Types of Stressors | Mellowed](#)
- [Stress Management Strategies | Top 14 strategies of Stress Management \(educba.com\)](#)
- [Introduction to Stress Management - The Etiology, Physiology, Symptoms and Health Outcomes of Stress | Coursera](#)
- [17 Highly Effective Stress Relievers \(verywellmind.com\)](#)
- [Health Communities is no longer in service.](#)
- [Common Causes of Stress & Their Effect on Your Health \(webmd.com\)](#)
- [Risk factors associated with stress, anxiety, and depression among university undergraduate students - PMC \(nih.gov\)](#)
- [Frontmatter - Peterson's Stress Concentration Factors - Wiley Online Library](#)
- [Stress - Why It Happens and Common Causes \(webmd.com\)](#)

## QUESTIONNAIRE

### PERSONAL DETAILS:

NAME (optional)

NAME OF INSTITUTION WORKING (optional)

AGE:

- Below 30
- 30-40
- Above 40

### YEARS OF EXPERIENCE

- Less than 1 year
- 2-3 years
- 3-5 years
- Above 5 years

### MARITAL STATUS

- Married
- Un Married

1. Have you ever been you stressed about your work?

- YES
- NO

2. Following are the major causes of stress **BEFORE** pandemic?

- Bad classroom behavior
- Household Management
- Training/ Meeting session
- Working environment
- Leave policies at work
- Other (specify)

3. How often you become stressed about your work **BEFORE** pandemic?

- Rarely
- Sometimes
- Often
- Always

4. Has your stress level increased **DURING** pandemic?

- Very much
- Somewhat
- Neutral
- Not much
- Not at all

5. What are the major causes of stress **DURING** pandemic?

- Lack of technical knowledge
- Increase work load / working hours
- Health issues
- Lack of resources
- Other (specify)

6. Following are the ways in which you perceive your stress

- I think about the daily hassles and add stress symptoms to my life
- I try to eliminate or change as many stressors as possible
- I ensure adequate time for planning work stress
- I deal with the stress as early as possible and get over it
- I overthink about the stress
- Other (specify)

7. How often you become stressed about your work **DURING** pandemic?

- Rarely
- Sometimes
- Often
- Always

8. How stressful it is to manage household/ personal life along with work from home?

- Very much stressful
- Somewhat stressful
- Neutral
- Not much stressed
- Not at all stressed

9. What is the major downfall of online teaching?

- Lack of student-teacher relation/interaction
- Lack of job efficiency
- Lack of technical knowledge
- Lack of resources
- Other (specify)

10. What worsen your stress during pandemic?

- Lack of support from administration
- Lack of work-life balance
- High-stakes testing
- Turbulent curriculum
- Others (specify)

11. What was the major form of stress in which you Have gone through?

- Anxiety
- Severe Headache
- Depression
- High blood pressure
- Sleeplessness
- Other (specify)

12. Do you think the quality of your teaching has deteriorated due to increase stress?

- Never
- Almost never
- Sometimes
- Almost every time
- Every time

13. Has there been any support from the management side?

- YES
- NO

14. What are the measures taken from the management side of your college to reduce your stress?

- Refreshment webinar
- Observations and feedbacks
- Web based Faculty Development Program.
- Imparting online Teaching-Learning Methodology.
- Others (specify)

15. Are you happy with the present stress management strategies of your college?

- YES
- NO

16. As a woman, has online teaching helped you in any ways?

- YES
- NO

17. If yes, state the reason how online teaching has helped you

- More quality time with family
- Easy Household Management
- Flexible working hours
- More time for selfcare
- Others (specify)

18. If no, state the reason how online teaching is not helpful

- Lack of interaction among colleagues
- Heavy work load
- Lack of resources
- Creates family problem
- Other (specify)

19. How satisfied are you in your online teaching?

- Not at all satisfied
- Slightly satisfied
- Moderately satisfied
- Very satisfied
- Extremely satisfied

20. What helped reduce your stress?

- Increased support from Management/Administration
- Strong social support system
- Stress reducers from colleagues
- Engaging in physical exercise/ mindfulness techniques
- Other (specify)

21. Do you prefer online teaching post pandemic?

- YES
- NO