



STRESS AMONG WOMEN FACULTY IN RANGA REDDY DISTRICT OF TELANGANA:A RESEARCH GAP AND DESIGN STUDY

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ABSTRACT

Teaching, like many other professions, is increasingly becoming a stressful occupation as teachers have to shoulder varied responsibilities and perform multiple roles while keeping in mind the deadlines. A teacher needs to spend a lot of energy in his daily chores in the classroom while also taking care of his personal and family commitments. A teacher is required to put on a number of caps as an assessor, planner, curriculum development, information provider, role model, facilitator, and resource generator. His/her responsibilities may include planning lessons, effective teaching, class supervision, maintenance of discipline, evaluation, assessment and accountability of student performance, conducting co-curricular activities, etc. Despite performing these roles and responsibilities, they have to be cordial with the administration, principal, and colleagues on the one hand and on the other hand, they have to take due care of their family life. In response to increased work demands and the challenge of educating a diverse student population, many teachers are leaving the field of teaching, citing stress as a main reason for leaving. In this background, an attempt is made (i) identify the 'gap' for prospective research that may be taken up in the twin domains of 'Stress and 'Coping Strategies' and (ii) to suggest a supporting 'research design' for carrying out the said research in the Ranga Reddy District of Telangana State.

Keywords: Occupational Stress; Women Faculty Members; Research Gap; Research Design; and Coping Strategies.

INTRODUCTION

In earlier days, teachers enjoyed their esteem, honor and love from their students. Teaching profession was considered to be a labor of love. Teachers were considered next to the parents and at times next to God. However, today's scenario has changed and the plight of teachers is becoming more stressful and less glorious. This may be due to new trends in the education system, less support from the employers, poor facilities provided to the teachers and many more. However, there seems to be a dearth of research in India with regard to stress levels experienced by members of faculty working in colleges affiliated to State-funded Universities. Of course, there have been some studies on teacher stress and burnout and mental health. There is a crying need for research into the social and psychological aspects of the teaching profession.

In the face of growing public criticism, some young, enthusiastic teachers turn into bored and aloof professionals in a few years' time. Many of our teachers are apathetic and uninvolved and make no effort to improve their scholarship and skill while some others, placed in the same working milieu, are enthusiastic, committed and show a constant desire to grow professionally. We should be concerned about the potential consequences of such declining public confidence on education in general, and the teaching community in

particular whose self-esteem and professional self-image are adversely impacted. In this backdrop, every attempt has to be made to examine the factors that cause occupational stress among the members of faculty.

➤ **A FEW DEFINITIONS OF STRESS**

According to *Van Wyk*, stress is derived from the Latin word "*strictus*" that translates into taut, meaning stiffly strung (Olivier and Venter 2003). Stress can be defined in general terms as people feel pressures in their own life. The stress due to workload can be defined as reluctance to come to work and a feeling of constant pressure associated with general physiological, psychological and behavioral stress symptoms. Therefore, stress is the harmful physical and emotional responses that occur when the requirements of the occupation do not match the capabilities, resources, or needs of the worker and occupational stress can lead to poor health and even injury (*Islam et al. 2012*). Stress is increasing due to globalization and economic crisis, which affects all professions, and as well as families and societies, almost all countries of the world (*Bharatai and Newman 1978*).

Stress is our body's physical and emotional reaction that frightens, irritates, confuses, endangers, or excites us and places demands on the body. Stress can be caused by events that are pleasing as well as events that create crises in our lives. But stress is a normal part of daily life and the effects of stress are not always negative. In small quantities, stress is good; it can motivate us and help us to become more productive, but too much stress or a strong response to stress can be harmful. Stress can arise from any situation or thought that makes one feel frustrated, angry, or anxious. Everyone sees situations differently and has different coping skills, so, no two persons will respond exactly the same way to a particular situation. Situations that are considered stress provoking are known as stressors. Many professionals suggest that there is a difference between what we perceive as positive stress, and distress as negative stress. But we often use the term stress to describe negative situations. This leads many people to believe that all stress is bad for us, which is not true actually (*Stress and Stress Management 2010*).

Stress is a psychological and physiological response to events that upset a person's personal balance in some way. When faced with a threat, whether to physical safety or emotional equilibrium, the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or flight" response. It's well known what this stress response feels like: heart pounding in the chest, tensed up muscles, breathing gets faster, every sense in the body is on red alert. Stress is an inevitable and unavoidable component of life due to increasing competitiveness in living standards. The speed at which change is taking place in the world today is certainly overwhelming and breathtaking. In the fast changing world today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, work, study, or any other social or economic activities. The specific stress experienced by the people, often depends on the nature and demands of the setting in which people live. Thus, teachers, doctors, engineers, managers and people in other professions experience different types of stress to different degrees. Stress is a psychological and physiological response to events that upset a person's personal balance in some way. When faced with a threat, whether to physical safety or

emotional equilibrium, the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or flight" response.

It's well known, what this stress response feels like heart pounding in the chest, tensing up, muscles, breathe comes faster, every sense on red alert. Each profession causes a specific level of stress. However, teaching is the one among the professions that cause more stress compared to other professions (**Hargreaves, 1999**). **Ofoegbu and Nwadiani (2006)** found that the level of stress among academics was significantly high. High stress results in the lowering of intellectual ability and functioning, irrespective of one's age, education and background. At a personal level, teaching related stress can affect a teacher's health, well-being, and performance (**Larchick and Chance, 2004**). From an organizational perspective, it translates to unproductive employee behaviors such as alienation, apathy, and absenteeism (**Gugliemi and Tatrow 1998**). Previous research findings stimulated research amongst teachers working in colleges selected for the study. Here the problem of the study was to investigate the perceived level of stress amongst faculty in selective colleges and to identify the key factors predicting Occupational stress amongst faculty. Previous studies have investigated various aspects of educators' stress, including its prevalence (**Ngidi and Sibaya 2002; Adams 2001**).

Research conducted in the United Kingdom (UK), United States of America (USA), Australia and New Zealand has identified several key stressors commonly associated with stress among academic staff. These include work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, inadequate recognition, inadequate salary, changing occupational role, inadequate management and/or participation in management, inadequate resources and funding and student interactions.

▶ STATEMENT OF THE RESEARCH PROBLEM

According to **Dewe (1986)**, sources of teacher stress are varied. So the researcher intends to identify the variables predicting occupational stress amongst faculty in select colleges. According to **Filan et al., (1986)** faculty stress levels and satisfaction are very important factors in the overall success of the institution. **Lord (1996)** reported a relationship between occupational performance and the stressors of role conflict and role ambiguity. **Vakola and Nikolaou 2005** found in their study that Occupational stress will lead to reduced occupational satisfaction and poor organizational commitment. Further, even the researcher makes an attempt to estimate the impact of Occupational stress amongst faculty on productivity/Performance.

▶ LITERATURE REVIEW ON OCCUPATIONAL/ JOB STRESS

1. **Bhuvanewari. G, Bernard C., Divya. R & Felix Amuthan A. (2020)**—the present study aims to determine the level of occupational stress among teachers private and government schools in Chennai. A cross sectional quantitative research design was conducted among 50 private school teachers and 50 government schoolteachers. A random purposive sampling technique was used to select samples. Semi-structured questionnaires were used to collect demographic data and the occupational stress was assessed. The present study also shows that the demographic variable gender in private school teachers had shown statistically significant association with level of occupational stress among private school teachers at

$p < 0.05$ level and the other demographic variables had not shown statistically significant association with level of occupational stress among private school teachers and that the none of the demographic variables had shown statistically significant association with level of occupational stress among government school teachers. The study thus indicates that there is a significant rise in the occupational stress among the private school teachers in comparison with the government school teachers.

2. **Ghosh, D., Adhikari, S., & Mahato, S. (2020)**—as per their study, teachers with sound mental health are the prime requirement of the country. To understand the mental health status a comparative study was undertaken through descriptive survey method. To collect the data a 49 item “Teacher Stress Inventory (TSI)” was administered on a stratified random sample comprising of 363 male and 234 female teachers selected from 30 schools of West Bengal, India. From the result it was observed that the two groups (female and male) differed (statistically) significantly in occupational stressors scores – the female teachers felt more stress than their male counterparts.

3. **Rani A, Sharma S. (2020)**—they opine that education is a powerful instrument and catalyst of human development and empowerment for achievement of a better and high quality of life. The role of teacher is very important in imparting the knowledge and implementing the plans and programmes of the nation. But in present era of growing complexities the teacher is one of the persons most exposed to stress and strain.

It is an established fact that performance of a teacher mainly depends upon his/her psychological state of mind. The stress results into teacher's physical, mental illness. Particularly, in case of women teachers, while performing dual role that is balancing work and family women, they face various psychological and social problems. Therefore, women teachers should be mentally strong enough to deal with all the challenges related to professional and personal life. The present study was conducted with an objective to find out the relationship between occupational stress, teacher self-efficacy and spiritual intelligence of women teachers. The sample of the study was 500 women teachers randomly selected from the five districts from the state of Punjab. The findings of the study reveal that- A significant and negative relationship was found between occupational stress, teacher self-efficacy and spiritual intelligence of women teachers. It is quite apparent from the regression model summary that teacher self-efficacy and spiritual intelligence of women teachers both independently as well as conjointly predicts occupational stress. Hence, it is obvious from the results that the teacher self-efficacy and spiritual intelligence are the most significant and influential contributor in predicting occupational stress of women teachers.

4. **Vyas. R (2019)**—the present study was designed to assess the occupational stress, anxiety and job satisfaction among the female teachers of government and private secondary level schools. The sample consisted of randomly selected 60 (30 Female government school teachers' and 30 Female private school teachers) college teachers 30-40 years. Occupational stress index developed and standardized by Srivastava and Singh and Job satisfaction scale developed and standardized by Singh and Sharma were administered on the teachers. The results of the study exposed that Female government school teachers have better job satisfaction and less occupational stress and anxiety than female teachers working in private

schools. The finding of the present study also provides insight to private authorities to identify the causes behind stress and dissatisfaction to boost up the sense of security and satisfaction among private school teachers.

5. **Parashr, M., Ellawadi, D., Singh, Jiloha, R. C. (2019)—the background:** modernization and increasing level of competition in day-to-day life has increased the expectations from teachers. **Objective:** To describe the level of stress and its associated factors among teachers using Teacher's stress inventory in a government school of urban area of South Delhi. **Methods:** A cross sectional study among teachers of a senior secondary school located in south Delhi. This was part of mental health literacy workshop conducted March 2017. 124 teachers attended the same and 94 participated in the study. Teachers' stress inventory scale was used as a tool to assess the level of stress along with demographic factors of the study participants. Only 82 completed questionnaires were included in analysis. **Results:** The mean scores among females were higher as compared to males among the sources of stress however the difference was not statistically significant. Joint family was a significant stressor source especially under professional distress in bivariate analysis (P: 0.04). As the experience duration increased the mean stress score also increased (correlation coefficient: 0.10, P: 0.36). All the variables were subjected to multiple linear regression models and it was found that gender, education and family income are significant predictors with stress as dependent variable. **Conclusion:** The social and economic instability cut across all ages and increase the risk of stress and burnout.

6. **Kadam Z. (2018)** the main purpose of this research was to compare the mental health and occupational stress among added and un added school teachers. The total sample consisted of 80 are 40 are added & other 40 are un added school teachers. The research tool for mental health measured by "D.J. Bhatt & Gida's mental health questionnaire" and occupational stress measured by Shrivastav & Singh's Occupational difference and 'r' was applied to find out correlation. Result shows that 'r' value for mental health was 1.63 and occupational stress were 0.09, both are lower than the value of t table. Therefore, the study revealed that there was no significant difference between Added and Un Added School Teachers in mental Health & Occupational Stress. r value was 0.64 which is positive and significant at 0.01 level.

7. **Gupta, M. and Kumai, S. (2018)** the aim of this study was to investigate the role conflict on the basis of occupational stress and gender among secondary school teachers. Role conflict was treated as dependent variable whereas occupational stress (more and less) and gender (male and female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 350 teachers was taken using multi-stage random sampling technique. Teachers Role Conflict Scale by Gupta and Nain (2016) and Teachers Occupational Stress Scale by Jamal and Raheem (2012) were used to collect the data. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumptions of homogeneity of variance for ANOVA. There was found a significant main effect of occupational stress; and gender on role conflict of secondary school teachers. A significant interaction effect of occupational stress and gender was reported on role conflict of secondary school teachers.

The findings of the present study suggested that the employers and administrators should supervise the institutions in such a way to keep the level of role conflict and occupational stress among teachers at minimum so that maximum productivity and effectiveness can be obtained from the teachers.

8. **Anjum A., and Swathi, P. (2017)** the objective of the study is to find out the relationship between emotional intelligence and occupational stress among secondary school teachers. In the present study, the sample consists of 60 secondary school teachers from Hyderabad within the age range of 20 to 60 years.

They were divided into 30 teachers with high emotional intelligence and 30 with low emotional intelligence using emotional intelligence scale by Shutte, 1998. Then, the occupational stress index was administered to these two groups. Correlational Analysis and t-ratio was used to test the significant difference between both groups. The result shows that there is a difference of occupational stress levels in the two groups. It was proved that teachers with low emotional intelligence have high levels of occupational stress and the teachers with high emotional intelligence have low levels of occupational stress. The results also show a negative correlation between emotional intelligence and stress.

9. **Mathews, J. (2017)** the purpose of this study was to explore the levels of occupational stress and job burnout among teachers working in primary and secondary schools and identify the relationship between the selected demographic data with the stress levels. The sample consisted of 100 teachers from 4 schools in Cuttack, Orissa. The instruments used to measure the variables 51 were: Headington Stress Index questionnaire, Headington Burnout Inventory, Self-care and Lifestyle Balance Inventory. The statistical techniques of descriptive statistics, ANOVA analysis and Pearson's coefficient were employed to analyze the data. The findings of the study indicated that a major portion of the teachers' population faced moderately low stress and burnout, and the remaining faced moderately high stress and burnout. Younger teachers are reported to have more stress than the older teachers. Higher the burnout among teachers, lower was the lifestyle balance among them. Experience, gender and grade did not affect the stress levels among teachers.

10. **DuaK., & Sangwan V. (2017)** stress is unavoidable part of life due to increasing workload and complexities in daily life. Now-a-days the world is said to be world of achievement is a world of stress. Stress is anywhere and everywhere, weather it is in family, friends, business, institute or society. Right from birth to death, each and every individual exposed to stress. Each profession causes a specific level of stress. Teaching is also one of the stressful professions like many other professions. In the educational process, the female teachers in teaching profession have increased. A female high school teacher is usually burdened with multiple roles and responsibilities.

Female teachers are more vulnerable to stress as stress is caused by many factors including poor working conditions, scarcity of resources, heavy workloads and lack of administrative and family support system. As a result of these stressful aspects of teaching, stress can have negative effects on teacher's physical, emotional, behavioral and mental well-being. The main objective of this paper is to work out stress among female high school teachers of

Haryana. Researcher has made all attempts to critically examine the studies conducted in the field of stress.

11. According to **Bezborah P. (2018)** in our daily lives, we encounter certain situations that create stress. Stress alludes to the natural phenomenon (a person's psychological reaction) to any changes that may be certain or that may be negative. When a person's abilities don't match his/her assigned responsibilities, he / she feels stressed out. In the present study, an attempt has been made to find out the factors that cause teachers occupational stress. The study is based on 50 pieces of literature reviewed and analyzed among the teachers relating to stress and its management strategies.

12. **Danku et al. (2017)** in the study generally assessed the causes of yoga-related problems. The study used a research design descriptive to it. The study population included all University faculties. Thus, census method was adopted for selecting respondents. It recorded a response rate of 86.5 percent. For data analysis the Relative Importance Index (RII) has been used. The findings of the study stated that the stress levels were high and the main stressors were irregular salary, unexpected excess workload, monetary motivation, etc.

13. **Linden, Salo and Jannsons (2018)** examined organizational stressors, burnout among 53 Swedish public librarians. Maslach Burnout Inventory was used to collect data from the sample. Results of the study revealed a positive relationship between emotional exhaustion and workload indicating that employees who had too much work to do were found to be more emotionally exhausted. A negative relationship between emotional exhaustion and values was predicted pertaining to mismatch between self-values and the organization's values leading to more emotional exhaustion among librarians. The organizational factors such as workload and community were predicted as higher levels of emotional exhaustion among public librarians; however the factors such as community and values were predicted as higher levels of cynicism.

Other most frequent stressors reported by respondents were work overload, techno stress, isolation, patrons and management feedback problems. Keeping in view the stress experienced by the participating librarians, structural interventions and training program for stress-management of the employees were suggested by the researchers.

14. **Rawal and Mhatre (2018)** explored the reasons of stress among lecturer and the techniques to cope with stress generated at work place. The study examined the employee's behaviour and attitudes towards productivity, which gets affected due to stress in organization. The study found that the maximum number of teachers in self-financing institute face stress related to work in the organization. Many of them feels they are overloaded with the work. Many times, employees sacrifice their domestic functions and accept the superiors order to achieve the target of the organization. Employees feel stress due to the family related stress. Employee feels that strategies used in institute/colleges to reduce stress are effective. Despite of huge stress in organization they manage to balance their social life.

15. **Bhatia and Goyal (2018)** analyzed the occupational stress and its impact on employee performance with reference to female employees. The study found that the factors work overload, career development and work/family conflict are considered to likely cause a

disruptive effect on the performance of female employees. The results revealed that the job stressors affecting the employees included role conflict and ambiguity, lack of promotion opportunities and feedback, lack of participation in decision-making, excessive workload, unsatisfactory working conditions and interpersonal relations. Further, the stressors were found to have a positive and/or negative association with the physical health of the employees, their performance and overall satisfaction about their jobs as well as their commitment.

16. **Agarwal, et al., (2018)** analyzed the level of occupational stress of business school faculty members in India with respect to age, gender, qualification, designation and income. The study reveals that a significant difference exists between age, gender, qualification, designation, income and occupational stress of the faculty members of business schools.

17. **Sri (2019)** study analyzed the various sources of stress and examined its impact in women employees of Trichirapalli city. The study identified that the main causes of stress in women employees are counseling, personal problems, workload, training programs, and over stress. The research stated that the major causes of stress are workload and working shifts when measured with age of the respondents and measurements of stress. Training programs, yoga and meditation caused low stress for the respondents when compared to the educational qualification of the respondent's with measurements of stress.

18. **Chandra and Varghese (2019)** explored the causes of stress in faculty members and examined the factors affecting work-life imbalance of faculty members in educational institutions. The results of the study reveal that there is a significant difference in work-life balance in terms of gender, where female faculty members have more stress than male faculty members. The faculty members have poor perception towards assessment techniques, students and teacher's relationship, and pay and benefits. There is a significant positive relationship between perception of work environment variables of the respondents and work stress.

➤ **OTHER RELEVANT RESEARCH STUDIES**

Hans Selye: Contribution in this field is highly acknowledged. He worked up four methods like effort, fear, success and tiredness which occur in stress. Hence he considered stress as a conflict between our external environment and the individual himself, leading to emotional and physical pressure. **Alwin Toffler:** Coined the term "future shock" to describe the feeling of anxiety that arises among people due to fast changes. When demand on a person is more his capacity decreases and this leads to anxiety and stress. **According to Beehr and Newman:** Occupational stress is a condition arising from interaction of the people and their occupations and is characterized by changes within people that force them to deviate from their normal functioning. **Jeffrey et al., (2009)** found in his study that marketing professors who were not tenured or in tenure-track positions reported more pressure with regard to over half of Gmelch's Faculty Stress Index items. The "themes" included lack of recognition and reward, time-related matters (meetings, interruptions), and perhaps a feeling of isolation from the rest of the faculty.

Women marketing professors appear to experience more stress over work related matters that conflict with family and recreational **Tytherleigh et al., (2007)** carried out a national benchmarking exercise of stress in English Higher Education Institutions (HEIs) using the ASSET (an organizational stress screening tool), with a stratified random sample of all categories of staff. This paper presented a secondary analysis of these data by gender for full-time, permanent staff only. Results showed that when differences in age and occupational exposure (i.e. type of university; category of employee; salary level; hours worked per week; and additional responsibilities) were accounted for, men and women reported similar levels of stress for work relationships, work–life balance, overload, occupational security control, resources and communication, and occupational overall. They also reported similar levels of commitment. In contrast, their results show that men are more vulnerable to the negative effects of stressors associated with pay and benefits, and women are more vulnerable to the negative outcomes of health, and not by differential exposure to them.

Aslaug et al., (2000) identified the main stressors in their study that are lack of information, communication, and respect between professions, as well as the need for professional and personal development. The participatory intervention had a positive, but limited effect on work-related stress, occupational characteristics, learning climate and management style, and seemed to have started a beneficial change process. There were no negative short-term effects on work-related stress and occupational demands. Organizational interventions may be a potential training ground for acquiring participatory skills and resources, and if sustained over the intervening period, they can have long-term effects on problem solving, occupational stress and employee satisfaction.

Pandey and Tripathy (2001) found in their study that teaching is a stressful occupation. Occupational stressors among engineering college teachers are role ambiguity and unreasonable group pressure. **Fauzia Khurshid et al., (2011)** found in their study that as a whole the university teachers experience moderate to high levels of stress. However, teachers working in the public sector universities experienced higher stress as compared to the private sector university teachers. The key reason for the role stress of public sector university teachers was their relationships with their colleagues, whereas for the private sector teachers their workload-caused role stress.

The study also explored the effects of demographic variables age, gender, marital status, qualification, income, experience, and nature of occupational contract on teachers' role stress.

Archibong et al., (2010) revealed that students were the greatest source of stress to academic staff with respect to interpersonal relationships, with respect to research sourcing funds for research was the highest source of stress. With regards to teaching, it was a collation of results, sourcing funds for career development was considered as the highest source of stress. Overall, the results show that career development is the greatest source of stress to academic staff. The results also indicated that male and female academics differed in perceived stress level in teaching. **Gillespie et al., (2001)** focused on understanding staff's experience of stress, and perceptions of the sources, consequences and moderators of stress. Both general and academic staff reported a dramatic 46 increase in stress during the previous five years. As a group, academic staff reported higher levels of stress than general staff. Five

major sources of stress were identified including: insufficient funding and resources; work overload; poor management practice; occupational insecurity; and insufficient recognition and reward. The majority of groups reported that occupational-related stress was having a deleterious impact on their professional work and personal welfare. Aspects of the work environment (support from co-workers and management, recognition and achievement, high morale, flexible working conditions), and personal coping strategies (Stress management techniques, work/non-work balance, tight role boundaries and lowering standards), were reported to help staff cope with stress.

Pithers and Soden (1998) highlighted role overload as a significant stressor among teachers. They assessed levels of strain, organizational roles and stress in Australian and Scottish vocational and FE (Further Education) lecturers. The strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause. Yagil 1998 revealed that inexperienced compared to experienced teachers perceived an overall higher level of stress. The major sources of stress for inexperienced teachers are interacting with pupils' parents and workload. Inexperienced teachers are less involved emotionally in their work, especially in regard to the incidents of unsatisfactory performance. *Carolyn McCracken (2001)* identified in his study that stress among community college faculty in east Tennessee was determined to be inversely related to occupational-satisfaction levels.

In agreement with *Herzberg (1966)* satisfaction among the surveyed faculty was more likely to stem from the intrinsic factors related to the nature of the work, professional freedom, and the enjoyment of teaching and the academic environment, rather than from the extrinsic values associated with rewards. As stress is inversely related to occupational satisfaction in this study, stress levels among community college faculty in east Tennessee was found to be moderate to low whereas the general satisfaction with the occupational was high. *Beena and Poduval (1992)* conducted a study on a sample of 80 (40 male and 40 female) executives in different organizations. They found that when age increases, perceived stress also increases due to the increase in the responsibility of the executives. Female executives showed higher rates of stress because women experience a greater amount of work change than men do.

➤ **RESEARCH METHODOLOGY**

• **Research Gap and Significance of the Study**

It was noticed that the study of stress of women faculty working in affiliated colleges was not extensively attempted by researchers. Hence, there is a gap in this area and researchers can get interested to look into this aspect of women faculty. Any study proposed in this background can help to identify stress faced by women faculty working in such colleges and consequently provide appropriate coping strategies. It can identify the sources of stress and try to prevent or reduce it among women faculty.

➤ **RESEARCH QUESTIONS THAT NEED TO BE ADDRESSED**

1. How do members of women faculty working in affiliated colleges perceive that they are undergoing stress?

2. What is the level of impact that different demographic variables produce on Occupational stress amongst women faculty in select colleges?
3. To what extent does the Occupational Stress amongst women faculty affect their occupational performance?
4. What are the different factors predicting the Occupational Stress amongst women faculty in select colleges?

➤ **SCOPE OF THE STUDY**

The present study will be confined to the issues related only to Occupational Stress experienced by female faculty working in affiliated colleges selected for the study from Ranga Reddy Region of the Telangana State.

SUGGESTED OBJECTIVES OF THE PROSPECTIVE STUDY

To study individually the role of (i) Organizational Factors, (ii) Management Support Related Factors, (iii) Economic Factors, (iv) Social Factors, (v) Peer Group Factors, and Family/Personal Factors on the Occupational Stress experienced by women faculty working in affiliated colleges of the Ranga Reddy Region of the Telangana State.

TENTATIVE HYPOTHESIS

- H₀₁: There is **NO** impact of (i) Organizational Factors, (ii) Management Support Related Factors, (iii) Economic Factors, (iv) Social Factors, (v) Peer Group Factors, and Family/Personal Factors on the level of Occupational Stress experienced by the members of the Faculty.

➤ **FEASIBLE SOURCES OF DATA AND PERIOD OF STUDY**

This study makes use of both Primary and Secondary data and the primary data will be collected from the respondents through a well structured questionnaire. Secondary data will be collected from various Journals and Periodicals such as Magazines, Business newspapers, and books and websites related to the subject under study. The period of study for secondary data will be the preceding ten years from this current year viz., 2022 and primary data will be collected from respondents during 2023.

➤ **A PRACTICAL SAMPLING METHOD**

Despite the fact that a *simple convenience sampling* is considered to be the technique as all elements have equal chance to be included in the sample and hence it yields greater validity and reliability (*Shaughnessy and Zechmeister 1997*), a *stratified random sample* will be selected. It allows the population to be divided into subsets or strata which are then randomly sampled, and in this manner increases representativeness of the sample and minimizes sampling error (*Lehman 1991*).

➤ **THE SCALES THAT CAN BE USED :**

Likert Scale of summated rating will be used for the questionnaire. Likert five-point Scale having statements from “Strongly Disagree” to “Strongly Agree” will be employed. Against each item, there would be five responses from among which the employees need to choose any one response which describes their best individual response. Where 1=Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree for positive items and it will be reversed for negative items.

Data analysis and interpretation will be done based using both qualitative and quantitative techniques and tools. Statistical software like SPSS® version 22 would be used for calculating and drawing inferences. Appropriate statistical tools will be used for data analysis. For the present study, Sample frequency distribution, frequency distribution converted into percentages (i.e., ratios), averages, and chi-square test are going to be used. The data is going to be interpreted and analyzed with the help of statistical tools and techniques such as frequency tables, percentages, averages, tables, charts figures, comparative analysis approach, chi-square test, and Multiple regression analysis.

➤ **EXPECTED LIMITATIONS OF THE STUDY**

The present study is largely based on the opinions collected from members of faculty from the selected affiliated colleges located in and around Hyderabad and Ranga Reddy Districts and the opinions may or may not convey the whole truth and results cannot be generalized to the whole teaching fraternity working in all other places. As the present research is only a sample study, it has the limitation of generalization.

➤ **IN SUMMARY**

A SUGGESTED CHAPTERIZATION

- **CHAPTER-I:** Introduction
 - **CHAPTER-II:** Review of Literature
 - **CHAPTER-III:** Research Methodology
 - **CHAPTER-IV:** Data Analysis and Interpretation
 - **CHAPTER -V:** Findings, Conclusions, and Suggestions
 - **CHAPTER-VI:** Scope for Further Research Work
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