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Stress level coping strategies and mental health of women teachers of self-financing institutions in Haryana

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Abstract

Being a teacher is a wonderful profession that calls for a person to possess a certain set of qualities. It is important to note that teachers in primary, secondary, colleges, and universities seek to prepare students for careers in various fields. Being a successful teacher nowadays is extremely difficult because of pressure from all sides, including pressure from parents, students, and the profession itself to improve teaching methods. More women are drawn to teaching, especially at the school level. Teaching is currently perceived as a stressful profession since there are so many demands placed on it, especially on female teachers. Due to their competence, people feel confident leaving their children in the care of female instructors, who must also play the roles of mother, wife, daughter, and teacher. She runs into several issues while attempting to strike a balance between her professional and personal lives, which causes stress and gradually worsens her mental health. All people use different coping mechanisms when faced with stressful life events, trying to match the best one to the circumstance. Women teachers who have trouble dealing with stress experience stress that can lead to emotional weariness, physical health issues, and a lack of job satisfaction. Burnout and its effects, such as cynicism, depersonalization of students, and professional attrition, are the outcome. The descriptive survey method was employed by the researcher. Using a simple random sampling technique, 140 self-financing institutions from Haryana were chosen. Mean, SD, and ANOVA were used to evaluate the gathered data. So, the current study's objective is to identify the difficulties that women instructors encounter at work and the specific causes of stress and poor mental health in self-financing institutions.

Keywords: Burnout, pressure, emotional weariness, teaching

Introduction

Globalization has made the world more difficult and competitive across all industries. The need for graduates and postgraduates has grown significantly across all industries as a result of the challenges and developments. Several organizations, including hospitals, health care facilities, financial institutions, governmental and private sector undertakings, etc., require trained and skilled individuals to work as managers, business owners, physicians, engineers, and architects, among other positions. Academicians are responsible for transforming people into human resources. Hence, the most prevalent phenomenon in advancing the growth of any nation is education. The creation of a knowledge-based society today heavily relies on higher education. It is a crucial tool for giving all children a cutting edge in their knowledge while they receive their foundational education in primary school. Higher education includes both independently funded and government-aided institutions. Government funding is provided to aided universities, while self-financing colleges are funded by the tuition that students pay. This is based on the requirements of the educational system at any given institution. Any institution's infrastructure, curriculum, students, and teachers—in particular—are key factors in determining its success. Frequently, people view teaching as a noble job. The "nation builders" are the teachers. There have been many changes made to how teaching is thought of nowadays. Teaching involves more than just presenting lectures; it also involves sharing expert advice, carrying out academic research, and publishing the results for the benefit of society as a whole. Instructors must also stay current with new information and technological advancements. As a result, instructors no longer work in a comfortable environment free from stress and are under increased mental pressure. Today's teachers' top concern is stress, which has led to a variety of health problems among the teaching community.

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Teacher's stress

Teachers and other professionals in human services typically experience significant levels of stress. Stress is a term used to characterize unpleasant emotions brought on by work, such as anger, irritation, tension, and/or despair, which pose a threat to a person's sense of wellbeing. According to survey results, teaching is a "high stress" profession, with about 25% of schoolteachers saying it is extremely stressful. The daily activities of a teacher are dependent on social interactions, and in addition to managing their own emotions, they must also manage those of their students, colleagues, and parents. Teachers, students, and the education sector as a whole suffer from the effects of stress. According to Griffith, Steptoe, and Cropley (1999), stress throughout the school year might increase absence rates and cause teachers to retire early, which decrease the pool of qualified educators available to teach and care for the kids.

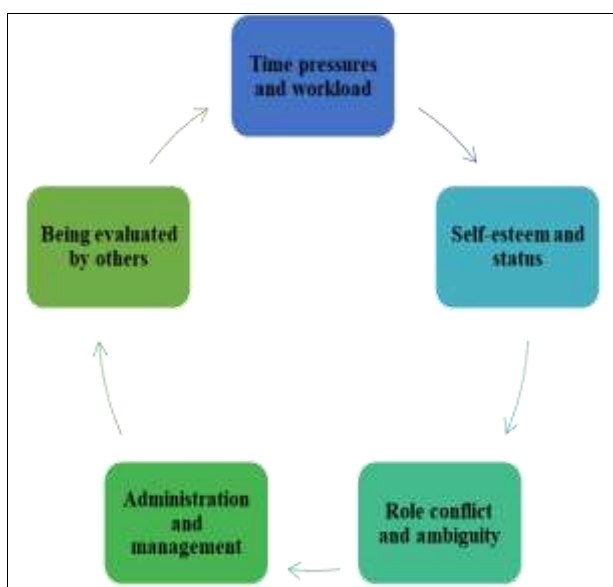


Fig 1: Sources of teacher's stress

Mental health

Psychological well-being is a measure of a person's ability to meet the demands of their current situation, whether they be social, personal, or physical. When he finds himself in a scenario where he fails to follow crucial adjusting methods to effectively handle it, he becomes anxious. Consequences like anxiety, stress, worry, and sadness are well-known symptoms of mental exhaustion. If these side effects are experienced by a person for a long time and in a significant amount, indicating a particular disorder, they may adopt a reasonable structure (or become synchronized). While emotional wellness is an examination of a person's psychological state before to illness, it should not be confused with psychological instability. In today's fast-paced, technologically advanced world, there are sometimes a lot of stressors that affect both our body and mind but that we can't do anything about. While there are quick-relieving remedies for physical diseases, there aren't as many for mental ones. We must understand how to keep our mental health in check. Knowing the term's etymology is necessary in order to fully comprehend what it means. The growth of public health, clinical psychiatry, and other fields of knowledge can be used to trace the history of mental health. According to the White House Conference (1930), mental

health is the capacity of people to face and accept the reality of life, as well as the ability to adjust to themselves and the world around them with a maximum of efficacy, satisfaction, cheerfulness, and socially caring behavior. So, the best level of mental health might be defined as what his abilities will allow, with the most satisfaction for himself and the social order and the least amount of conflict and stress.

Need of the study

Every person must work in the current globalized era because of the high rate of unemployment, the proliferation of knowledge and information, and the rising cost of living. Every man and woman needs to work in order to survive in a better way. Women now work in many fields that were once dominated by men. They are therefore required to handle dual duties at home and at work. Because of the duties at home and at work, this causes friction for them. Studies in this area have shown that teaching is a demanding career. The majority of women work as teachers, and it is a tough profession. Women teachers have important responsibilities both at home and at work; therefore, they need to be mentally well. Concern about the rising costs and effects of teacher stress is spreading across the globe. It is well known that in our state, the matrilineal system grants women substantial responsibilities in caring for family ties and property rights. But the reality is that women are not completely free to carry out these responsibilities since they are viewed or presumed to be too weak to do so. Hence, poor self-esteem and a negative self-concept are ingrained in their minds, which have an adverse effect on their mental health. According to statistics, many educated women are found to work as teachers. They already have significant responsibilities at home, including property management, caring for elderly or ill parents, in-laws, child rearing, and social duties. She experiences stress at home as a result of these obligations. Teachers who struggle to balance these expectations experience significant levels of stress both on the job and off. If this stressful condition persists, it could lead to anxiety, sadness, and other related mental health issues, which would then have an impact on how well people function. In, there is no research on the mental health of female teachers. Because of this, the primary goal of this study is to comprehend the stress and mental health of female instructors. With this in mind, the researcher will also look into the various coping mechanisms employed by female instructors to deal with stress.

Statement of the problem

The goal of the current study was to examine the stress levels, coping mechanisms, and mental health of female teachers. In order to determine the stress levels and mental health of female teachers in relation to their workplace, community, marital status, educational background, teaching experience, and management, the researcher conducted a quantitative study. Finally, the researcher conducted a qualitative study to investigate the coping mechanisms used by female teachers to manage daily stress. So, the following is mentioned as the study's problem: Stress, coping mechanisms, and the mental health of female teachers

Review of literature

Pagulong, Cesar & Bucad, Rovie Gretchel & Bucad, P &

Ambe, Alvin Francis & Ambe, B. (2022) ^[1]. This study aimed to assess physical education teachers' stress levels and coping techniques. Purposive sampling was used to perform this descriptive-correlational study on 52 physical education teachers. Perceived Stress Levels and Coping Mechanisms, two components of a valid and trustworthy questionnaire, were utilized to gather information. To ascertain the association between perceived stress and coping techniques in physical education teaching, the obtained data sets were examined using Pearson correlation, and multiple regression analysis was used to spot concerns with multicollinearity among the dependent variables. According to the findings, respondents reported feeling little stress when teaching physical education. Also, this study showed that their reported stress in teaching physical education was highly correlated with their coping strategies, including confronting coping, escape avoidance, and positive reappraisal. As a result of this research, three hypotheses were created, and they served as the foundation for the Complementary-Contrary (Comple-ntary) Reaction Theory, which was used to teach physical education throughout the pandemic.

Kapasias, Nanigopal & Paul, Pintu & Roy, Avijit & Das, Puja & Ghosh, Tanmoy & Chouhan, Pradip. (2022). Results in education and mental health are significantly impacted by the Covid-19 epidemic. This study seeks to investigate the parameters linked with academic satisfaction level, psychological stress/anxiety, and future academic risk among Indian students of higher education in the wake of the Covid-19 outbreak. A higher likelihood of satisfaction is also linked to female students, undergraduates, coming from wealthy families, and living in rural areas. According to our research, the Covid-19 epidemic causes a number of psychological health issues. In order to maintain individual mental health and create psychological therapies that can enhance students' mental health throughout the Covid-19 epidemic, it is crucial to maximize students' enjoyment with online learning.

Jyothi Narayanakutty (2020). Determine the degree of stress experienced by school instructors was the goal of that study. Data were gathered through the use of easy sampling from individual interviews. The sample was 50 people. She employed statistical methods for that analysis, such as the percentage method, weighted average method, and ANOVA. Research revealed that among school teachers, "low compensation" was the biggest source of stress. She advised getting whatever physiological techniques needed to measure the level of stress. An investigation had to be done to better understand the signs of stress in instructors. In the context of the workplace, particularly the classroom, stress management is crucial.

Objectives of the study

1. To study stress level and find reasons of stress among self-financing degree college teachers of Haryana

2. To workout techniques used by the College teachers to manage work stress.

Research methodology

The goal of the current study is to understand the level of stress, level of mental health, and coping mechanisms of female teachers. The investigation was conducted by the National Institute of Standards and Technology (NIST). Primary data are the foundation of the investigation. The descriptive survey method was employed by the researcher. By a straightforward random selecting procedure, 140 professors from various self-financing colleges were chosen in Haryana and given questionnaires. All self-financing college streams were sought after by the researchers, including MBA, MCA, and engineering, dental, and pharmacy schools. For quantitative data, descriptive analysis will be done using frequencies and percentages as appropriate. We'll employ mean, S.D., and ANOVA as inferential statistics. Data and findings will be presented visually via graphical representation.

Results and data interpretation

COURSES WISE CLASSIFICATION: The demographic profile of the respondents on the basis of stream is given in table-1.

Table 1: Distribution on the basis of courses

Courses	Number of respondents	Percentage
MBA	28	20.0%
MCA	32	22.8%
Dental	24	17.14%
Engineering	36	25.7%
pharmacy	20	14.28%
Total	140	100%

Source: Primary Data

According to the data above, 20% of respondents attended MBA institutions. And MCA Streams College is represented by 22.8% of respondents. Dentistry, engineering, and pharmacy schools respectively account for 17%, 14%, and 25.7% of responders.

Experience wise classification

The demographic profile of the respondents on the basis of experience group is given in table-2.

Table 2: Distribution on the basis of experience

Years	Number of respondents	Percentage
0-6 years	54	38.5%
6-12 years	54	38.5%
More than 12 years	32	22.8%
Total	140	100%

Source: Primary Data

The numbers above show that 38.5% of respondents had experience between 0 and 6 years. 38.5% of respondents have between 6 and 12 years of experience, while 22.8% have more than 12 years.

Table 3: Analysis of stress creator factors

Descriptive Statistics			
	N	Mean	Std. Deviation
Deadlines at workplace	140	4.245	.7371
Repetition of work in different manner	140	4.324	.7599
Peer pressure to achieve qualification (achieving the same degree Achieved by colleagues)	140	3.598	1.3516
Lack of salary according to qualification	140	5.304	2.0881
Research pressure	140	4.696	2.0697
API requirements	140	4.676	2.2986
Heavy assessment workload	140	5.196	1.9015
Lack of respect by the students	140	4.216	2.3396
Lecture preparation pressure	140	4.529	2.1749
Working in vacations	140	5.118	2.2211
Election duties	140	3.706	2.6685
Fear of termination and non-appointment	140	4.814	2.2644
N.A.A.C work	140	5.069	2.1626
Administrative workload	140	5.078	2.0406
Lack of family support	140	3.814	2.4606
Equated Monthly Instalments of different loans	140	4.373	2.6823
O.S.M (online assessment)	140	4.794	2.1968

Interpretation

On a scale of 1 to 5, respondents were asked to indicate which parts of their jobs are the most stressful. Repetition of work, which has a mean value of 5.09, indicates that the majority of respondents strongly agree that it causes stress. In addition, lack of salary commensurate with qualifications, which has a mean value of 5.304, also shows that the majority of respondents strongly agree that lack of salary commensurate with qualifications causes stress. The mean score for deadlines at work is 5.245, which indicates that the

majority of respondents concur with the statement that deadlines put them under a lot of strain. The majority of respondents also concur that they have a significant assessment workload and work during breaks; this statement has a mean value of 5.118, meaning that the majority of respondents agreed with it, and it can therefore be concluded that it causes stress for them. The majority of respondents also concur with the assertion that they have an administrative workload, which has a mean value of 5.078.

Annovatable-4

Anova						
		Sum of Squares	Df	Mean Square	F	Sig.
Deadlines at work place	Between Groups	.060	1	.059	.107	.744
	Within Groups	56.814	138	.548		
	Total	56.873	139			
Repetition of work in different manner	Between Groups	.739	1	.639	1.107	.295
	Within Groups	60.685	138	.577		
	Total	60.324	139			
Peer pressure to achieve qualification (achieving the same degree achieved by colleagues)	Between Groups	.058	1	.048	.026	.872
	Within Groups	186.472	138	1.845		
	Total	186.520	139			
Lack of salary according to qualification	Between Groups	2.107	1	2.107	1.793	.184
	Within Groups	118.472	138	1.175		
	Total	119.578	139			

Research pressure	Between Groups	.140	1	.140	.121	.729
	Within Groups	116.439	138	1.154		
	Total	116.578	139			
API requirements	Between Groups	4.161	1	4.161	2.504	.117
	Within Groups	167.162	138	1.662		
	Total	171.324	139			
Heavy assessment workload	Between Groups	.140	1	.140	.171	.681
	Within Groups	82.939	138	.819		
	Total	83.078	139			
Lack of respect by the students	Between Groups	3.812	1	3.812	2.148	.146
	Within Groups	178.443	138	1.774		
	Total	182.255	139			
Lecture preparation pressure	Between Groups	.195	1	.195	.140	.709
	Within Groups	140.217	138	1.392		
	Total	140.412	139			
Working in vacations	Between Groups	1.153	1	1.153	.771	.382
	Within Groups	150.435	138	1.494		
	Total	150.588	139			
Election duties	Between Groups	1.882	1	1.882	.674	.414

	Within Groups	280.294	138	2.793		
	Total	282.176	139			
Fear of Termination and non-appointment	Between Groups	.247	1	.247	.153	.696
	Within Groups	162.214	138	1.612		
	Total	162.461	139			
N.A.A.C work	Between Groups	.003	1	.003	.002	.965
	Within Groups	137.517	138	1.365		
	Total	137.520	139			
Administrative workload	Between Groups	.053	1	.053	.049	.826
	Within Groups	110.319	138	1.093		
	Total	110.373	139			
Lack of family support	Between Groups	4.006	1	3.006	1.415	.237
	Within Groups	213.455	138	2.125		
	Total	217.461	139			
O.S.M (online assessment)	Between Groups	.934	1	.934	.650	.422
	Within Groups	144.743	138	1.437		
	Total	145.676	1139			

Interpretation

The table shows that the statement "Equated Monthly Instalments of Different Loans" has a p value of 0.028, indicating that the researcher accepted the hypothesis for that statement. Therefore, it can be concluded that there is a significant difference between females' levels of agreeability for this factor that causes stress. Accordingly, it can be said that for the remaining factors other than "Equated monthly instalment of different loans," there is no significant difference in agreeableness for chosen factors that cause stress between females. However, for the remaining other selected statements, the researcher fails to reject the null hypothesis because it has the p value greater than 0.05.

Conclusion

The results of this study can be used to inform key decisions on the stress and mental health of women teachers. The study suggests that policies that support women and enable them to combine work and family, as well as leave policies and incentives for contributions, be adopted. The stress experienced by female teachers as a result of rising demands must be taken seriously by officials since it may negatively impact both their wellbeing and maybe that of their student. The study also provides management and school administration with information on the causes of women teachers' poor mental health and excessive levels of stress. Only teachers will profit if periodic interschool workshops, seminars, group discussions, and conferences are arranged on mental health promotion. The results of the current study have consequences for teacher educators who want to better understand the strain and mental health of female teachers. The teacher educator may urge themselves and the student teachers to enroll in Massive Open Online Courses (MOOCs) on stress management. The goal of the current study is to better understand the stress levels and mental health of female teachers while also educating them on coping mechanisms for dealing with everyday challenges. The results of this study will assist counselors better understand why female teachers experience high levels of stress and poor mental health, as well as the varied coping mechanisms they use to deal with stressors. The therapist can offer advice and direction to the women teachers to assist them cope as best they can with stress at work, at home, and in society by taking into account the reasons why women teachers are stressed in the current study.

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