

"Navigating The Nexus: Investigating The Intersection Of Occupational Stress And Job Satisfaction Among Women Educators In Lucknow's Education Sector"

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Abstract

The education world's different needs have naturally raised the expectations of the public towards academic people, particularly women educators. Academic institutions are more concerned about their women educators' satisfaction due to this assurance. One of the key determinants of job satisfaction is employee stress. This study seeks to investigate the impact of stress factors like work place, personal and family related on job satisfaction among female educators.

This study utilizes exploratory research design along with causal relationship among dependent and independent variables. Primary survey has been conducted on pre designed tested questionnaire. The primary data carried out through survey method with the help of self-developed structured, structure questionnaires 5 pointer Likert scale on 100 women educators in Lucknow city. The collected data has been analysed through correlation and regression analysis.

In this study researcher tried to investigate about job stress among women educators to identify the relationship between occupational stress factors and job satisfaction. The result analysed by correlation and regression showed that there is significant impact of workplace factors on job satisfaction, accordingly one hypothesis showed there is inverse relationship between personal stress and job satisfaction, implying that as personal stress levels increase, job satisfaction tends to decrease and family stress and job satisfaction, implying that as family stress levels increase, job satisfaction tends to decrease

Key Words- Women Educators, Job Satisfaction, Occupational Stress.

INTRODUCTION

Stress is the most prevalent thing we see in today's environment of hustle and bustle in life. There are many possible causes, but occasionally the main one would be the stress at work. Stress weakens you both physically and mentally, and there are times in life when you feel like you're about to collapse. Stress is a substance, which make you weak cognitively and physically, and in due course the moment come in life when you see yourself in fall. As researches (Naina Sabherwal and Deeya Ahuja, 2015), (Sapna, Dr. Ved Prakash Gabha, 2013), (G. Lokanadha Reddy & R. Poornima, 2012) shows that our academic profession also gets affected by Stress and positive relationship between occupational stress & professional burnout

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Depending on an individual's capacity to feel stress, the impact of stress differs. Stress levels in colleges have escalated to unprecedented levels as a result of heightened competitiveness. It is becoming increasingly difficult for educators to meet the ever-changing demands of their profession due to the constant experiments and changes made to the curriculum. Today, men and women both carry the responsibility of earning for the family, as opposed to providing for the family's needs during previous periods, the issue of women working has grown in importance. The two primary components of work-life balance are success and happiness.

Every day, women educators struggle to carry out their responsibilities in an efficient manner. In addition to teaching students how to apply theoretical knowledge, the newest technologies, and procedures to real-world case studies. Beside this many of the private institutions also create pressure to their teachers for several other administrative responsibilities such as enrolment work, admission, students fee outstanding etc.

Women educators in institute face a significant problem in maintaining their dynamic lifestyles while meeting people's expectations, accommodating their schedules, and acquiescing to the status quo. To be able to contribute effectively in the field of education, they may have to deal with tension, anxiety, fear, pressure, strain, and stress in their daily lives. These instructors may also experience stress due to a few additional causes, including job insecurity, an increase in workload, accountability without sufficient authority, subpar facilities, and a lack of recognition.

Now if we talk about women educators work place stress which has become a common problem that affect her personal as well as official life. However, the impact of occupational stress on job satisfaction is particularly significant for women educators (Sathya. V & Revathy,). Several studies have focused specifically on the occupational stress experienced by women educators and its impact on their job satisfaction (Guglielmi & Tatrow, 1998). One study by Smith and Johnson explored the relationship between occupational stress and job satisfaction among women educators in a large urban school district. According to the research (Araya & Ma, 2016), occupational stressors such as work overload, time pressure, role ambiguity, and inadequate facility& staffing levels can contribute to higher levels of stress and lower job satisfaction of women educators. With regards to above mentioned researches the researcher tries to find out the impact of stress factors (work place, personal and family factors) on job satisfaction of women educators in this study. Researcher make an effort to investigate about job stress among women educators to identify the relationship between occupational stress factors and job satisfaction. Therefore, current study aims to "Navigating the Nexus: Investigating the Intersection of Occupational Stress and Job Satisfaction among Women Educators in Lucknow's Education Sector"

REVIEW OF LITERATURE

Tripti, Avantika and Prabha (2007) in their study examines the impact of stressors from work, family domains, and the work-family interface on the job satisfaction of male and female members in dual career teacher couples in India. The sample includes 254 couples, both partners working as teachers at the tertiary level in universities across the northeastern states of India. Findings reveal that stressors related to work-role and work-family conflict negatively affect the job satisfaction of both genders, while family role stresses positively influence female members' job satisfaction but not their male partners'. The study also highlights that females experience higher stress levels compared to males. Furthermore, individuals experiencing high levels of work-family conflict and work-role stress report lower job satisfaction compared to those facing lower levels of these stressors. Notably, females experiencing high levels of family role stress exhibit higher job satisfaction than those facing lower levels of such stress.

Fumani Donald Mabasa & Hlanganipai Ngirande (2015) in their study explored the impact of perceived organizational support on job satisfaction and organizational commitment among junior academic staff at a South African higher education institution, with a sample size of 70 participants, predominantly female (41.4%) and holding master's qualifications (85.7%). Participants completed a self-administered questionnaire assessing perceptions of organizational support, commitment, and job satisfaction, with correlations analysed to identify relationships between variables. Additionally, T-tests and Analysis of Variance (ANOVA) were conducted to assess differences in perceived organizational support based on demographics. Findings revealed a significant and positive association between perceived organizational support, job satisfaction, and organizational commitment. Moreover, male academic staff demonstrated higher levels of perceived organizational support, job satisfaction, and organizational commitment compared to their female counterparts, suggesting the influence of gendered work participation dynamics within the South African higher education sector.

Darmody, Merike; Smyth Emer (2016) in their paper investigates the factors influencing job satisfaction and occupational stress among primary school principals in Ireland, aiming to provide new insights into their perceptions and support needs. Utilizing data from the Growing up in Ireland study, which represents a national sample of nine-year-old children, multivariate analysis was employed to examine the impact of individual and school-related factors on principals' stress and job satisfaction across 898 schools. Findings reveal that a considerable portion of Irish primary school principals experience dissatisfaction and stress in their roles. Regression analysis highlights the intricate interplay of personal characteristics, working conditions, school context, and teacher climate in shaping principals' job satisfaction and stress levels. While the study focuses solely on primary school principals, this specificity allows for a deeper understanding of variation in job satisfaction and stress among principals, while maintaining consistency across school levels. This study contributes to the understanding of the challenges faced by Irish primary school principals and underscores the need for tailored support mechanisms in this context.

Emily Jepkoech Koros, John M. Momanyi, Carolyne K. Chakua (2018) in their study examined the impact of occupational stress on job satisfaction among primary school teachers in Nandi County, Kenya, in light of the significant turnover and attrition rates within the teaching profession. Conducted through an explanatory survey research design, it targeted 1652 primary school teachers, with a sample of 312 selected through simple random sampling. Utilizing a questionnaire as the primary data collection instrument and SPSS for analysis, the study found a positive relationship ($\beta = .527$, $p = .000$) between occupational stress and job satisfaction, with 45.2% of the deviations in occupational stress contributing to job satisfaction variance. The results underscored widespread dissatisfaction among primary school teachers, suggesting a propensity to leave the profession. Consequently, the study advocates for governmental and educational stakeholders to prioritize measures aimed at enhancing career satisfaction, particularly for highly qualified and experienced educators.

Rana, A., & Soodan, V. (2019) in their study investigates the impact of stress on job satisfaction, burnout, and health among faculty members in selected public and private colleges in Punjab, India. Utilizing cross-sectional research methods, data was collected from 412 participants through stratified random sampling. Instruments such as the socio-demographic questionnaire (SDQ), Chronic Burden Scale (CBS), Maslach Burnout Inventory Human Services Survey (MBI-HSS), and General Health Questionnaire (GHQ-28) were employed for data collection. Analysis conducted using IBM Statistical Package for the Social Sciences (SPSS) revealed that college teachers are experiencing significant levels of both occupational and personal stress, with notable impacts on burnout, job

satisfaction, and health. Particularly, the study highlights the significant influence of organizational environment on stress levels among college teachers. It emphasizes the necessity for humane policies in higher education to safeguard the well-being of teachers, who play a crucial role in shaping the future of the nation.

M Kumar and R Kumar (2019) in their study focuses upon the determinants of occupational stress among urban Indian school teachers, addressing the growing concern surrounding this issue. With a sample of 398 teachers from New Delhi, India, consisting of 31.9% males and 68.1% females, the research aims to identify demographic patterns of workplace stress and assess the influence of factors such as socio-economic status and work experience on stress levels. Utilizing the National Stress Awareness Day Stress Questionnaire and a self-report questionnaire, findings reveal high stress levels among 28% of the sample, with various demographic variables significantly contributing to stress prediction models. Notably, age group, work experience, and promotion opportunities emerge as prime explanatory factors for stress levels. The study underscores the importance of continuous stress evaluation and the provision of appropriate counselling to mitigate stress and enhance teachers' quality of life. It suggests a need for public and private institutions to reassess their policies in light of these findings, emphasizing the multifaceted relationships between stressors and personal characteristics among teachers.

Yogendra Pal Bharadwaj, Aruna Dhamija, Somesh Dhamija (2020) in their study aims to investigate the relationship between factors contributing to occupational stress and their impact on job satisfaction among medical practitioners at Jawaharlal Nehru Medical College (JNMC), with the goal of enhancing their engagement with the institution. Utilizing a convenience sampling method, data was collected from 210 medical practitioners at JNMC through self-administered questionnaires employing a five-point Likert scale. Descriptive and inferential statistical analyses were employed, alongside structural equation modelling, to assess the proposed model's significance. Results indicated that organizational structure emerged as the primary determinant of medical practitioners' satisfaction, followed by environmental factors, job demands, and family-work balance. These factors exhibited similar impacts on medical practitioners' satisfaction, yet satisfaction exerted the most significant influence on engagement with JNMC. Notably, the family-work balance factor exhibited a substantial impact on engagement with JNMC, but the least influence on medical practitioners' satisfaction among the identified stress determinants.

In their study titled "The Impact of Occupational Stress on Productivity and Efficiency of Women Professionals," Devi Sathya. V and B. Revathy (2022) delve into the detrimental effects of occupational stress on the productivity and efficiency of female workers. Utilizing a questionnaire-based survey, the research focuses on assessing stress levels within the workplace, specifically targeting women across various sectors in the southern districts of Tamil Nadu. The study underscores the significance of recognizing the role of stress in contributing to work-life conflicts and advocates for the implementation of strategies to assist women in managing occupational stress. Furthermore, it highlights the detrimental impact of neglecting the emotional well-being of employees on organizational development. Despite limitations such as hesitancy among government employees to disclose salary details, the study suggests that its findings can be applied to populations sharing similar demographics.

In their study titled "The Effects of Occupational Stress on Work Performance of Women in Selected IT Companies," Lata S P. Singh and Dr. Ashu Saini (2023) explore the repercussions of occupational stress on female employees in IT firms. They uncover a range of adverse outcomes linked to stress, including increased absenteeism, decreased productivity, wasted potential, diminished goodwill, reduced work effectiveness, low

morale, premature retirement, and diminished job satisfaction. This stress arises from various sources such as long work hours, demanding deadlines, travel obligations, social pressures, and familial responsibilities. The study emphasizes the necessity for IT companies in the NCR region of India to proactively address this stress to avert further complications for their female workforce.

Yahaya Umar Namahe's (2023) study, "Occupational Stress, Psychological Well-Being, and Job Performance: A Glance at Female Nurses in Selected Hospitals in Sokoto State," investigates the impact of occupational stress on the psychological well-being and job performance of female nurses in Sokoto State's selected hospitals. Conducting a survey with 377 respondents, the research employed Smart PLS SEM 3.2.8 for data analysis, revealing significant correlations between occupational stress, psychological well-being, and job performance. The study underscores how work-related stress and psychological factors influence employee performance, exploring various stress definitions and consequences on physical and mental health, job outlook, and performance. It emphasizes the pivotal role of a positive work environment in reducing stress and enhancing performance, while also discussing sources of stress, including professional and daily life events, and the supervisor's stress impact on employee output. The study's implications are discussed, suggesting avenues for further research, and overall, it enriches organizational psychology literature by shedding light on the overlooked domain of stress's influence on nursing professionals' well-being and job efficacy.

RESEARCH METHODOLOGY

This study utilizes exploratory research design along with causal relationship among dependent and independent variables. Primary survey has been conducted on pre designed tested questionnaire. The primary data carried out through survey method with the help of self-developed structured, structure questionnaires 5 pointer Likert scale on 100 women educators in Lucknow city. The collected data has been analysed through correlation and regression analysis

OBJECTIVES

- 1) To analyse the impact of workplace stress factors that affect the job satisfaction of women educators in the education sector of Lucknow.
- 2) To find out relationship between the personal stress factors and the level of job satisfaction of working women educators in Lucknow.
- 3) To explore the impact of family stress factors that affect the job satisfaction of women educators of Lucknow.

HYPOTHESIS

H1: There is a significant impact of workplace stress factors on the level of Job satisfaction on working women.

H2: There is a significant impact of personal stress factors on the level of Job satisfaction on working women.

H3: There is a significant impact of family stress factors on the level of Job satisfaction on working women.

Table 4.1.1 Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875	.766	.764	.31501
a. Predictors:(Constant), workplace stress factors, personal stress factors and family stress				

"Column II represents the value of R, the multiple correlation coefficients. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, it is found to be 0.875, which reveals that the model has a good level of prediction. The "R Square" column represents the coefficient of determination, which is the proportion of variance in the dependent variable that can be explained by the independent variables. The value of $R^2=0.766$ implied that the independent variable taken for the study explained 76.6% of the variability of the dependent variable.

Table 4.1.2 Anova Table

ANOVA						
Model		Sum of Squares	D f	Mean Square	F	Sig.
1	Regression	99.948	3	33.316	335.741	.000 ^b
	Residual	30.464	307	.099		
	Total	130.412	310			
b. Dependent Variable: JS						
c. Predictors:(Constant), workplace stress factors, personal stress factors and family stress						

Shows that the independent variables are statistically significant, prediction of the dependent variable, $F(4,307) = 335.741$, $p < .05$ (i.e., the regression model is a good fit of the data)

Table 4.1.3 Coefficient Table

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.174	.170		48.157	.000
	WSF	-2.433	.111	-1.033	-21.983	.000
	PS	.352	.039	.387	8.924	.000
	FS	-.250	.054	-.148	-4.594	.000
a. Dependent Variable: JS						

It can be seen from the table that the workplace stress factors, Personal stress, and Family

stress are found to be statistically significant as their P value is less than 0.05. Therefore, the general form of the equation to purchase intention will be Predicted (Purchase Intention) = 8.174 + -2.433 workplace stress factors + .352 Personal Stress + -.250 Family stress. The model indicates that workplace stress factors, personal stress factors, and family stress are the key factors that affect Job satisfaction in the education industry.

HYPOTHESIS TESTING:

Hypothesis 1-The Relationship between Workplace Factor and Job Satisfaction.

The above table shows that dividing the beta value by the standard error yields the t statistics. The P value is less than 0.05, hence the null hypothesis has been rejected. Therefore, it makes sense to conclude that the workplace significantly affects Job satisfaction

Hypothesis 2-The Relationship Personal Stress and Job Satisfaction.

Table 4.1.2 shows Hypothesis 2 suggests that there is a relationship between personal stress (PS) and job satisfaction (JS). The hypothesis is supported by the standardized coefficients in the model summary. In summary, Hypothesis 2 proposes that there is a statistically significant and inverse relationship between personal stress and job satisfaction, implying that as personal stress levels increase, job satisfaction tends to decrease. This interpretation is based on the provided coefficients and their significance levels within the regression model.

Hypothesis 3-The Relationship between Family Stress and Job Satisfaction

Table 4.1.2 shows Hypothesis 3 proposes that there is a statistically significant and negative relationship between family stress and job satisfaction, implying that as family stress levels increase, job satisfaction tends to decrease. This interpretation is based on the provided coefficients and their significance levels within the regression model.

CONCLUSION

The issue of occupational stress is a very common issue in any, occupation or profession. Today mushrooming of educational institutions are creating unnecessarily stressful environment and have adverse and negative effect on the working women educators' physical and mental conditions. In many setups, there are higher levels of stress. These stresses are an integral and largely unavoidable element of the job. Women educators in education sector organizations are among those with the most highly stressed occupations marked by the need to respond to others demand and time, with a very little bit of control over any event as they have to face both the parents as well as management. Female educators are under constant stress due to their personal and family factors, which thereby influencing their level of job satisfaction. The majority of women educators of Lucknow education sector seem to have suffered from occupational stress because of various factors such as, workload, poor salary, time pressures and deadlines, frequent travel, repetitive and boring work, poor and unplanned work, shortage of staff, conflict in workplace, lack of career development, feeling of powerlessness, lack of job security and inability to satisfy all stake holders of institutions. The responses that have been analyzed are increased absenteeism, decreased productivity, wasted potentials and skills, loss of goodwill, reduced work effectiveness, low morale, premature retirement and low job satisfaction.

FUTURE SCOPE

The examination of occupational stress with respect to job satisfaction should consider multiple stressors to yield outcomes that promote a more stress-free environment for women educators. This includes the cultivation of well-defined roles, enhancement of work quality, heightened commitment and involvement, optimal utilization of human resources,

increased work motivation, effective organizational communication, and improved peer relations. Even minor interventions in these behavioural aspects can yield a substantial impact on the realms of professionalism, education, and learning.

Unfortunately, despite the prolonged existence of these educational institutions, a significant number of private establishments providing education in areas such as Management, Architecture, Engineering, and B.Ed. colleges have not successfully alleviated occupational stress. Consequently, a strong recommendation is put forth, urging each institution, either independently or collaboratively, to formulate effective strategies ('modus operandi') for managing the occupational stress experienced by women educators.

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