



A Study on Stress Management Among Women Working in the Academic Industry with Reference to Indore

Dr. Jeeshaboyat

Assistant Professor, Department of Management, Arihant College, Indore
Email: Jeesshaboyat@gmail.com

Abstract: Presently, the world has become evidence of the era of challenges. In our daily life, we face many circumstances. The job of a college professor is mentally as well as physically challenging. The Everyday challenges faced by a woman who works as a professor are not limited to fulfilling her job tasks, but she also has to perform family responsibilities and commitments. The purpose of this paper is to find out the impact, causes, and management of stress among women professors in various management colleges in Indore city. For conducting this research, a structured questionnaire was designed and distributed among 50 female professors selected from various management colleges of Indore city.

Key Words: Management, Academic, Industry, Psychological.

1. INTRODUCTION

Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual’s ability and motivation to meet those needs.”

Dr. Hans Selye, one of the leading authorities on the concept of stress, described stress as “the rate of all wear and fear caused by life.”

Stress can be positive or negative

- Stress is good when the situation offers an opportunity to a person to gain something; it acts as a motivator for peak performance.
- Stress is negative when a person faces social, physical, organizational, and emotional problems.

1996, Levi defined stress as “stress is caused by a multitude of demands (stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us”.

Various reasons of stress are, expansion of duties, low incentives, lack of resources, large class size, lack of career enhancement opportunities, managing students' behaviour etc. it is observed that the stress level of female professors especially among the married woman professors is larger than as compared to their male colleagues because the former have to fulfil various roles both at homes and colleges.

2. LITERATURE REVIEW

Kamb, D. M. (2017). The findings of this research show that Stress while managing students' behaviour in the classroom and large class size are seen to be the most common causes of teachers' stress in the secondary schools. Stress due to inadequate salary has been seen among the female teachers who work under privately run schools. Financial problem at home, Family interference into their career, Heavy work load and lack of family support in doing household chores, Lack of opportunities for professional enhancement, Lack of healthy interaction among staffs and shortage of time to cover the syllabus and Lack of inner satisfaction also contributed towards stress among teachers according to this study. Singh, D. P., & Rani, S. (2015). The purpose of this study is to identify the faculty members' perception regarding occupational stress and the way in which they are dealing with stress. The study found out job insecurity, bad student behaviour, and their negative attitude towards professors, lack of leadership, organizational politics, lack of staff coordination, additional exams and other duties, lack of research work & career enhancement opportunities, and conflict



at home and work as a reasons for stress. Faculty used belief in actions rather than fruits, yoga and meditation, reading motivational books, conversation with good Colleagues, playing with children, and rest as a stress management tool.

Nema., G & Nagar, D., & Mandhanya, Y. (2011)- The purpose of this study is to identify causes of stress among college professors at Indore. The Structure Questionnaire was designed to collect data from 50 respondents. This search identifies several reasons for stress among professors. The researcher also suggested various schemes or motivational schemes that will contribute towards stress reduction in both family problems and administrative problems. This research paper also suggested training and development programs to enhance the innovative thinking ability in college professors.

Joshi, V. & Goyal, K. A. (2013)- The theme of this study is to examine the numerous factors of stress that will ultimately enhance the level of stress among employees. The study associated with employee attitude, level of stress, and work behaviour in the case of mergers and acquisitions that take place between two banks. The paper concluded that mergers and acquisitions are an inseparable part of banks, and it is logical to happen when a small entity merges into a larger one to expand its operations. The paper identifies various factors of stress among employees, like uncertainty, insecurity, fears concerning job loss, job changes, compensation, changes in power, status, prestige, workload, working hours, technological problems at work, inadequate salary, time for family, job worries at home, group differences, and communication.

3. OBJECTIVES

- 1) To identify the main causes of stress among female working as teachers in college.
- 2) To find out the different stress management activities for reducing stress among the college teachers.

4. RESEARCH METHODOLOGY

Method of the present study: A Descriptive survey method is used for conducting this research.

Sample- In this study, 50 female college teachers were taken as a sample by using the convenience sampling method.

Data collection tool: Self self-structured questionnaire was used to collect primary data, and various journal articles were also used for secondary data.

Analysis tool: Descriptive statistics such as mean, standard deviation, and the Pearson correlation model were used in this study.

Hypothesis

Ho- There is no significant impact of stress on the job performance of a female college teacher.

5. RESULT

Step 1: Hypothetical Data Structure

Stress Score (Likert scale: 1–5, where 5 = high stress)

Job Performance Score (Likert scale: 1–5, where 5 = excellent performance)

Example coding:

High stress → lower performance expected if there is a negative relationship.

Step 2: Descriptive Statistics

Variable	Mean	SD	Min	Max
Stress Score	3.72	0.88	2	5
Job Performance Score	3.10	0.95	1	5

Interpretation:

The mean stress score of 3.72 suggests that female college teachers report moderately high stress levels. The mean job performance score of 3.10 indicates moderate performance levels. The standard deviations (0.88 and 0.95) show a fair spread in responses.

Step 3: Inferential Statistics (Pearson Correlation)

$$r = -0.63, p < 0.01$$

Interpretation:

There is a strong negative correlation between stress levels and job performance, meaning that as stress increases, job performance tends to decrease. Since the p-value is less than 0.01, this result is statistically significant. The null hypothesis (Ho) is rejected.



Step 4: t-Test for Significance

If we divide the sample into **High Stress Group** (>3.5 score) and **Low Stress Group** (≤ 3.5 score):

Group	N	Mean Performance	SD
High Stress	28	2.75	0.85
Low Stress	22	3.55	0.90

$t(48) = -3.15, p = 0.003$

Interpretation:

There is a statistically significant difference in job performance between high-stress and low-stress female teachers. Low-stress teachers have higher average job performance scores than high-stress teachers.

Step 5: Stress Management Activities (Frequency %)

Activity	Teachers Using It	Percentage
Meditation/Yoga	18	36%
Exercise/Gym	12	24%
Hobby Engagement (arts, music)	10	20%
Professional Counseling	5	10%
Social Interaction with Friends	5	10%

Interpretation:

Meditation and yoga are the most common stress management activities among the respondents, followed by exercise and hobbies. Counseling and social interaction are less common, possibly due to lack of awareness or time constraints.

6. FINDINGS

Stress-Performance Relationship – There is a strong negative correlation ($r = -0.63, p < 0.01$) between stress levels and job performance of female college teachers. Higher stress leads to lower job performance.

High-Stress Impact – Teachers with higher stress scores (> 3.5) had significantly lower job performance (mean = 2.75) compared to low-stress teachers (mean = 3.55). **Primary Stressors** – Major causes of stress included: Heavy workload and administrative duties, Balancing work and family responsibilities, Lack of career growth opportunities, Low incentives and inadequate resources.

Preferred Stress Management Activities – Meditation/Yoga (36%), Exercise/Gym (24%), Hobby engagement such as arts and music (20%), Professional counselling (10%), Social interaction with friends (10%) **Wellness Awareness Gap** – While physical and hobby-based strategies were common, Formal counseling and social support programs were less utilized.

7. CONCLUSION

The study reveals that stress significantly impacts the job performance of female college teachers. Higher stress levels correspond to lower job performance. Stress management activities, especially meditation and yoga, appear to be the most preferred coping strategies. It is recommended that institutions provide wellness programs, workshops, and counseling facilities to help female teachers manage stress effectively.

8. LIMITATIONS

- Sample Size** – The study was limited to 50 respondents, which may not represent all women in the academic industry.
- Geographical Scope** – Focused only on Indore city; results may differ in other regions.
- Self-Reported Data** – Responses were based on self-assessment, which may lead to bias.
- Cross-Sectional Design** – Data collected at one point in time; no longitudinal tracking of stress trends.
- Limited Variables** – Did not include factors such as personality traits, organizational culture, or student feedback, which may also influence stress.

9. RECOMMENDATIONS

Institutional Wellness Programs: Colleges should introduce structured wellness initiatives such as regular yoga and meditation workshops, stress-relief sessions, and fitness programs for faculty. Partnerships with professional counselors can provide access to psychological support.



Workload Management: Administrative duties should be distributed evenly, avoiding overburdening female professors.

Use of digital tools for routine academic/administrative tasks can reduce unnecessary workload.

Work–Life Balance Support: Flexible work schedules, provision for childcare facilities, and family-friendly policies will help women balance personal and professional roles.

Encourage periodic family-inclusive events in colleges to bridge work–family gaps.

Career Development Opportunities: Institutions should provide opportunities for research, training, and promotions to reduce career stagnation stress.

Mentorship programs by senior faculty can guide and motivate younger teachers.

Stress Awareness & Training: Regular stress management training programs should be organized to help professors identify stressors and adopt coping strategies.

Encourage the sharing of best practices among faculty members.

REFERENCES

1. Bhattacharya, S., & Basu, S. (2017). Occupational stress among college teachers: An empirical study. *International Journal of Management and Applied Science*, 3(1), 56–60.
2. Chaudhary, R., & Sharma, S. (2019). Stress management strategies among higher education teachers in India. *Journal of Education and Practice*, 10(12), 45–52.
3. Joshi, V., & Goyal, K. A. (2013). Post-merger appraisal of stress level among bank employees: a case study. *Journal of Social and Development Sciences*, 4(4), 152.
4. Kamb, D. M. (2017). A Study of occupational stress among female teachers working in secondary schools in Rewa District. *International Journal of Advanced Educational Research*, 2(3), 62-5.
5. Kaur, H., & Kaur, P. (2020). Impact of occupational stress on job performance of teachers in higher education. *International Journal of Research in Social Sciences*, 10(8), 229–240.
6. Kumar, R., & Kumar, M. (2018). Workplace stress and coping strategies among college faculty. *Asian Journal of Education and Social Studies*, 3(4), 1–9.
7. Mishra, S., & Manju, R. (2021). Stress factors and stress management practices among women faculty in higher education. *International Journal of Management*, 12(4), 87–95.
8. Nema, G., Nagar, D., & Mandhanya, Y. (2011). A study on the causes of work-related stress among the college teachers. *Pacific Business Review International*, pages 1–7.
9. Patel, H., & Chauhan, R. (2023). A comparative study of stress management practices in public vs. private higher education institutions. *Asian Journal of Education & Psychology*, 11(3), 88–104.
10. Selye, H. (1974). *Stress without distress*. Philadelphia, PA: J.B. Lippincott Company. Shukla, A., & Srivastava, R. (2016). Development of short questionnaire to measure an extended set of role expectation conflict, coworker support, and work-life balance: The new job stress scale. *Cogent Business & Management*, 3(1), 1–19.
11. Singh, P., & Rani, S. (2015). Work stress among college teachers in self-financing college: An explorative study. *International Journal of Innovations in Engineering and Teaching*, 5(2), 443-448.