

**EMPOWERING WOMEN:A CASE STUDY OF RURAL DEVELOPMENT IN WARANGAL DISTRICT, TELANGANA STATE**

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**ABSTRACT**

This study focuses on the stress management practices of married women college teachers working in colleges in Warangal District. The study has conducted, because of need and significance of the situation. Indian constitution is providing equal rights to women and men, besides women have some extra role in their life than a man. Hence their stress level should be significantly different from a man. In this context, the study has conducted a research on family and work related causes which are increasing the stress level, what are the consequences, role and responsibilities of married women college teachers, and the solution i.e., factors which are managing the stress. Descriptive analytical research design was used in the study. Samples were identified through a random selection of colleges in Warangal District; Samples were also selected on the basis of simple random sampling method. Data were collected through a structured questionnaire consist of 110 questions under above mentioned research questions. This study will be very helpful to the college management and government to identify causes of family and work related stress, and to find out techniques applied by the married women college teachers for managing the stress.

**KEYWORDS:** *EMPOWERING WOMEN, Married Women Teachers, Family Related Causes, Work Related Causes, Stress Managing Techniques*

**I. INTRODUCTION**

Stress is a term commonly used to describe feelings of tensions or exhaustion usually associated with work overload or overly demanding work. Stress is natural phenomenon in an individual's daily life. Stress refers to the strain from the conflict between our external environment and us, leading to emotional and physical pressure. In our fast paced world, it is impossible to live without stress, whether you are a student or a working adult. There is both positive and negative stress, depending on each individual's unique perception of the tension between the two forces. Stress bears deliberating effects on both the employees and the employer. In the workplace, it can serve to enhance an individual's motivation, performance, satisfaction and personal achievement. In other words, stress is considered to be any pressure which exceeds the individual's capacity to maintain physiological, psychological and/or emotional stability. Some people have high levels of tolerance for stress and thrive very well in the face of several stressors in the environment. On the other hand some individuals are not able to perform well except when subject to a level of stress that activates and energizes them to put forth their best efforts (Sekaran, 2004). This shows that individual differences may cause some to interpret these stressors as positive stress or distress (which stimulate them), while other experience negative stress or distress (which detracts from their efforts). These effects may be short term and diminish quickly or they may last long time (Newstrom, 2007).

The focus of this study is on the level of stress that married woman college teachers experience in their daily lives. Indian women's position has totally altered in recent years. The number of educated women, including working women, continues to rise. In terms of stress and stress management, the work-life stress of married woman college teachers the research has much more implications for the higher education sector. This study aimed to shed light on Madurai's married woman college teachers' worries about work-life stress. The Research data were collected using questionnaires as well as various methods.

**II. STATEMENT OF THE PROBLEM**

Stress and stress management is always an innovative aspects, because of working environment and pattern of working is moving and updating very fast. Therefore considering the working pattern and environment is very relevant element when discussing about EMPOWERING WOMEN and its

effective management. Here this study is looking into the stress management among married women college teachers in Warangal District, because of review of prior studies and primary survey indicates that married working women are performing multiple role in their life span than man and their working life is gathering positive and negative impact in their family life and work life, hence this study is trying to elaborate the concepts of stressful life of married women and their Empowering Women management at present working condition. The study also examines whether the married women instructors' self-supporting stress management levels are significant, and who in the group had struggled to manage their stress harder than the other.

### **III. LITERATURE SURVEY**

The study has gone through a deep review of literature for collecting the theoretical evidence regarding stress and its causes. Many of the research works have done different dimensions of stress and its causes and some of the studies were clearly indicating the consequences which are seriously affecting the life of people and the work life. Here the study is discussing about the effective work life management of married women, especially the married women college teachers in Warangal District.

**The South Australian Institute of Teachers(1971)** in their study “Factors in Teaching causing satisfaction and dissatisfaction amongst teachers in south Australia” indicated that the lack of time was the case of either moderate or a great deal of dissatisfaction in job and 75.1 per cent of respondents negative community attitudes were also identified as a cause of teacher stress.

**Joseph Sharit (1982)** has undertaken a study Occupational Stress. He focuses on the measurement, sources, and management of stress, as well as the relationship between stress and coronary heart disease. Concepts related to stress (mental load, fatigue, and arousal) are defined and differentiated.

**Daniel C. Ganster and John (1991)**, had undergone a research on Work Stress and Employee Health. They reviewed and summarized on the literature on work stress with particular emphasis on those studies that examined the effects of work characteristics on employee health. Although there is not convincing evidence that job stressors cause health effects, the indirect evidence is strongly suggestive of a work stress effect. This evidence comes from occupational studies that show differences in health and mortality that are not easily explained by other factors and within-subject studies that demonstrate a causal effect of work experiences on physiological and emotional responses. They argue that studies relying on self-report of working conditions and outcomes, whether cross-sectional or longitudinal, are unlikely to add significantly to the accumulated evidence. Finally, they make recommendations for how organizational researchers are most likely to contribute to this knowledge.

**Jeffrey M. Stanton (2001)** had undergone a study on a General Measure of Work Stress. His study focused on the development and validation of scores on the Stress in General scale. Three diverse samples of workers (n = 4,342, n = 572, n = 36) provided psychometric and validity evidence. All evidence converged on the existence of two distinct subscales, each of which measured a different aspect of general work stress. The studies also resulted in meaningful patterns of correlations with stressor measures, a physiological measure of chronic stress (blood-pressure reactivity), general job attitude measures, and intentions to quit.

**Sharron SK Leung (2009)** has undergone occupational stress, mental health status and stress management behaviors among secondary school teachers in Hong Kong. This study aimed to examine occupational stress and mental health among secondary school teachers in Hong Kong, and to identify the differences between those actively engaged in stress management behaviors and those who were not. Secondary teachers in Hong Kong have high occupational stress but insufficient stress coping resources. Cognitive-behavioral programs to enhance teachers' stress management resources are recommended.

**Krishna Reddy et al., (2010)** in his study finds that the married women employees face Work Family Conflict (WFC), while trying to strike a balance between their work and family commitments. Therefore, educational institutions are required to devise suitable principles for

managing WFCs, as they are associated with job satisfaction and productivity of the employees.

**Dhrub Kumar and J M Deo (2011)** in their study ascertained that junior female teachers experienced work life inequity because of low exposure and experience. They were also affected by high role overload and inter role distance stress in comparison to their counterpart, as household chores add an extra stress on women.

**Noor Fatima and Dr. Shamim A. Sahibzada (2012)** in their study ascertain that work life balance and job satisfaction is found high among male teachers than female teachers. The female faculties who work at university find it difficult to manage their work life balance as they have to take care of their children and elderly dependents.

**Santhana Lakshmi et al., (2013)** in their study ascertain that the Educational Institutions should deal with WLB related problems that prevail among their staff members, particularly women and take a holistic approach to plan and execute the strategies to help the teaching staff in managing their WLB.

**Sudha and Dr. P. Karthikeyan (2014)** in their study ascertain that women faculty, by proper scheduling of work and fixing time limits for each and every work, can very well manage their personal and professional commitments.

**Mari, P and P.O.M. Haja Mohideen (2015)** in their study state those women faculties have high level of stress, as they find it difficult to manage their domestic and professional life. They have stress due to poor support from coworkers and long working hours.

**Danam Tressa and C.K.Manisha (2016)** in their study find that work life balance is associated with age, working hours and the level of stress.

**Arunkumar and R.Saminathan (2017)** in their study state that women teachers' management of work life balance is channelized by the psychological makeup of individuals, especially women, and that it is purely an attitude based issue. Work life balance practice leads to improvement in the quality of work life among working women.

**Harish K.A., JeyaPrabha B. (2018)** have highlighted in their study stated the issue that causes strains accompanied by the educators and a proportional fill up accompanied by the private and the government teachers is as well approved out to examine the stage of professional anxiety and work happiness on a variety of stressors.

**Jerlin Rupa P (2019)** in her study concludes that the women faculty members are not satisfied with compensation that they receive. They will be able to maintain a balance in both their official and personal life with the help of a decent pay and of course with the family support and work environment. This leads to productive outcome in both the institution and at personal level. Inadequate compensation causes job stress and job dissatisfaction among teachers. Therefore, rethinking positively about the teachers salaries equal to Government college professionals would lead to efficiency in achieving the institutional and personal goal.

**Aderibigbe et al, (2020)** showed that the job experience of postgraduate personnel is significantly greater than the work experience of their counterparts ( $t=4.43$ ,  $df(1530)$   $p<.05$ ). This is obvious in the average X scores of participants in the three groups B.Sc. ( $X = 24.53$ ); HND ( $X = 23.72$ ) and Postgraduate ( $X = 24.66$ ) educational qualifications.

**Gupta et.al (2021)** investigated the WFC/FWC and the governing forces in these conflicts. Despite the fact that most Indian working women have a dual burden in their lives, this subject of research is still understudied in Indian society. The current study discovered that family roles caused more friction towards work roles in teachers than work roles caused friction in family roles. Such findings point to our societies prejudiced and unbalanced gender roles.

Based on the review of literature, it could be seen that, family life and work life conflict could be the main reason for stressful life and this conflict may be generate negative and positive impact and it could be the reason for happening mental and physical problems. In this context the study has been gone through the effective work-life stress management of married women college teachers in WARANGAL District is very relevant and should be addressing the issues of college teachers in the busy academic schedule.

**IV. OBJECTIVES OF THE STUDY**

- To know the causes of work and family related stress that affects a married women college teacher in the college atmosphere.
- To analyse the techniques used by the married women college teachers to manage work stress.

**V. RESEARCH METHODOLOGY USED**

Research Design	Descriptive research.
Target population	The study covers the married women college teachers of Warangal District.
Sampling size	Total sample size for the study is 110.
Period of study	The study was carried out from November 2022 to January 2023 for primary data collection.
Data Collection Method	Both primary and secondary data are used for the data collection.
Primary Data	The data were collected through a structured questionnaire and distributed among sample groups. Direct distribution, email, WhatsApp message system etc. were used to distribute questionnaire.
Secondary Data	Secondary data were collected from published and unpublished research thesis, articles, books, Websites and magazines. etc
Sampling Technique	Simple random sampling
Statistical Tools	Simple percentage analysis, Weighted average score and Garrett's ranking method.

**VI. ANALYSIS AND INTERPRETATION**

Factors	Classification	Numbers	Percentage
Age Group	Up to 25 years	26	23.64
	<b>26 to 40 years</b>	<b>62</b>	<b>56.36</b>
	Above 40 years	22	20.00
Educational Qualification	PG	12	10.91
	<b>M.Phil.</b>	<b>70</b>	<b>63.64</b>
	Ph.D.	28	25.45
Designation	<b>Asst. Professor</b>	<b>77</b>	<b>70.00</b>
	Asso. Professor	19	17.27
	HoD	10	9.09
	Others	04	3.64
Total Experience	Up to 5 years	14	12.72
	<b>6 to 10 years</b>	<b>80</b>	<b>72.73</b>
	Above 10 years	16	14.55
Monthly Income	<b>Up to Rs.20,000</b>	<b>60</b>	<b>54.55</b>
	Rs.20,001 to Rs.30,000	26	23.64
	Rs.30,001 to Rs.40,000	18	16.36
	Above Rs.40,000	6	5.45
Family Size	<b>Up to 3 Members</b>	<b>59</b>	<b>53.64</b>
	4 to 5 Members	24	21.82
	Above 5 Members	27	24.54

*Source: Field Survey*

The above table one disclosed that 56.36% of respondents are in the age group of 26 to 40 years, 63.64% of respondents are with M.Phil as their educational qualification, 70% of respondents are Assistant Professors, 72.73% of respondents are total teaching experience ranges 6 to 10 years, 54.55% of respondents are earn Below Rs.20,000 as their salary and 53.64% of respondents are from the family contains up to three members in their family.

**VII. CAUSES OF STRESS**

The opinions of respondents about their causes of stress are enhanced through 22 statements by using the weighted average score method and ranking them. Every statement carries the opinion to Strongly Agree (SA), Agree (A), No opinion (N), Disagree (DA), and Strongly Disagree (SDA) with 5,4,3,2, and 1 point respectively. The causes of stress were generated through reviewing the literature and it's mainly focused on two broader categories such as (i) Family related causes and (ii) Work related causes. These two causes of stress were further classified into 22 sub-causes. Table two and three reveals the results of the causes of stress faced by married women college teachers in the study area.

**(i) FAMILY RELATED CAUSES**

**Table - 2: Family Related Causes Which Are Increasing The Empowering Women**

Sl. No	Family Related Causes	SA (5)	A (4)	N (3)	DA (2)	SDA (1)	Total Score	Wt. Avg. Score	Rank
1.	Insufficient time	37	51	7	9	6	434	3.95	IV
2.	Both husband and wife are employed	49	41	9	6	5	453	4.12	II
3.	Managing children life	48	30	16	7	9	431	3.92	V
4.	Health condition of family members	37	22	35	7	9	401	3.65	IX
	Financial struggle of family	27	32	24	16	11	378	3.44	X
6.	Conflict between family role and work role	32	56	12	7	3	437	3.97	III
7.	Poor health condition	48	28	16	9	9	427	3.88	VI
8.	Insufficient time for household activities	58	39	7	3	3	476	4.33	I
9.	Problems with family members	41	30	24	9	6	421	3.83	VII
10.	No support from husband	35	38	22	6	9	414	3.76	VIII
11.	No support from family	16	32	20	24	18	334	3.04	XI

*Source: Field Survey*

The table two indicates that the most number of the respondents have given first ranked for Insufficient time for household activities; the respondents have given the second rank for Both husband and wife are employed. The third rank was the Conflict between family role and work role and followed by the other family related causes are affecting Empowering Women



**(ii) WORK RELATED CAUSES**

**Table - 3: Work Related Causes Which Are Increasing The Empowering Women**

Sl. No	Family Related Causes	SA (5)	A (4)	N (3)	DA (2)	SDA (1)	Total Score	Wt. Avg. Score	Rank
1.	Unsupportive superiors	37	45	14	9	5	430	3.91	<b>II</b>
2.	Heavy work load	45	27	24	7	7	426	3.87	<b>III</b>
3.	Issues from students	24	45	27	5	9	400	3.64	<b>XI</b>
4.	Issues from students union	32	41	20	10	7	411	3.74	<b>VII</b>
5.	High pressure from management/from higher	24	45	28	7	6	404	3.67	<b>X</b>
6.	Insufficient free hours	42	33	11	17	7	416	3.78	<b>IV</b>
7.	Insufficient facilities inside the college	39	30	20	12	9	408	3.71	<b>IX</b>
8.	Problems with colleagues	32	41	20	11	6	412	3.75	<b>VI</b>
9.	Irrelevant arguments from working place	41	24	26	12	7	410	3.73	<b>VIII</b>
10.	Poor performance of students	49	33	17	6	5	445	4.05	<b>I</b>
11.	Physical and Mental torture from other	35	38	22	7	8	415	3.77	<b>V</b>

*Source: Field Survey*

From table three, it is observed that the most number of respondents have given first ranked for Poor performance of students; the respondents have given the second rank for Unsupportive superiors; The third rank was the Heavy work load and followed by the other work related causes are influencing Empowering Women

**VIII. STRESS MANAGING TECHNIQUES**

**Table – 3: Techniques which are Managing the Empowering Women**

Techniques	Ranks								
	1	2	3	4	5	6	7	8	Total
Yoga, exercise and meditation	51	12	8	14	6	5	7	7	<b>110</b>
Technical competence as a teacher	11	20	20	11	22	13	9	4	<b>110</b>
Playing with children	9	10	13	15	17	8	10	28	<b>110</b>
Close association of colleagues	9	8	18	15	10	15	17	18	<b>110</b>
Believe in actions rather than fruits	10	29	13	13	10	12	17	6	<b>110</b>
Reading Motivational Books	11	19	14	13	14	13	13	13	<b>110</b>
Rest	5	4	13	18	15	28	14	13	<b>110</b>
Positive Attitude	4	8	11	11	16	16	23	21	<b>110</b>
<b>Total</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	

*Source: Field Survey*

Sl. No.	Techniques	Total Score	Avg. Score	Rank
1.	Yoga, exercise and meditation	6894	62.67	I
2.	Technical competence as a teacher	5910	53.73	II
3.	Playing with children	4927	44.79	VI
4.	Close association of colleagues	5078	46.16	V
5.	Believe in actions rather than fruits	5810	52.82	III
6.	Reading Motivational Books	5512	50.11	IV
7.	Rest	4917	44.70	VII
8.	Positive Attitude	4622	42.02	VIII

*Source: Computed Data*

Table four indicates the stress managing techniques. From the given eight techniques the first rank was given to “Yoga, exercise and meditation”, it was followed by “Technical competence as a teacher” with second rank, third and fourth ranks were shared by “Believe in actions rather than fruits” and “Reading Motivational Books” respectively, “Close association of colleagues” gets fifth rank, sixth rank given to “Playing with children”, seventh rank to get “Rest” and ‘Positive Attitude’ given with eighth rank.

From the above it is concluded that Yoga, exercise and meditation and Technical competence as a teacher are the most common techniques used by the college Married Women Teachers to manage stress.

## IX. FINDINGS

The finding of the study has summarized below:

1. The study established that most of the married women college teachers (56.36%) are under the age group of 26-40 years. 40% of respondents are with PG with M.Phil as their educational qualification, 70% of respondents are Assistant Professors, 54.55% of respondents are earn below Rs.20,000 as their salary and 53.64% of respondents are from the family contains up to 3 members.
2. On applying the weighted average ranking method relating to overall family related and work related stress faced by married women college teachers, it is inferred that most of the married women college teachers have given the first rank to 'insufficient time for household activities', second rank to 'both husband and wife are employed', and third rank to 'poor performance of students'.
3. On applying Garratt's ranking methods relating to the key stress management techniques used by the married women college teachers, it is inferred that the most of the married women college teachers have given the first rank to 'yoga, exercise and meditation', the second rank to 'technical competence as a teacher', the third rank to 'believe in actions rather than fruits'.

## X. CONCLUSION

The study entitled “A study of work-life stress management among married women college teachers in Warangal District” has clearly assessing the stress management practices among married women teachers. Hence, the study has analysed the causes which are increasing the stress and its consequences. Further analysed role and responsibilities of married working women and finally identified the factors which are reducing the stress. Based on the study result, it could be conclude that no one can avoid stress and can reduce by using some techniques. Most of the college teachers have less income and they are all self-financing college teachers which is the main problem of the teachers, hence it should be eliminated because of majority of them are agree that they are struggling

with financial problems. Hence, study is recommending that to increase the pay scale of self financing college teachers and measure the work load of each discipline and appoint adequate employees will helps to reduce the work load and ensuring the flexibility of working pattern.

The stress management practices will be very helpful to reduce the Empowering Women, but, some of the respondents have trouble to maintain healthy Empowering Women The colleges management must care about to break communication barriers and organized staff tour, yoga and meditation classes, seminars and workshop to maintain proper Empowering Women among college teachers. This will help to improve the quality of work life of married women teachers.

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