

Work-Life Stress of Married Women among Arts and Science College Teachers in Madurai District

Dr. M. Vasuhi¹, S. Jeyalakshmi², S. Gurupackiam³

¹Guide and Supervisor, PG & Research Department of Commerce, Sankara College of Science and Commerce, Coimbatore, Tamil Nadu, India.

²Research Scholar, PG & Research Department of Commerce, Sankara College of Science and Commerce, Coimbatore, Tamil Nadu, India.

³Research Scholar, PG & Research Department of Commerce, Sankara College of Science and Commerce, Coimbatore, Tamil Nadu, India.

Abstract: This research examines the stress management practices of married women teachers in Government Aided and Self-Financing Arts and Science Colleges within Madurai District. The study arises from the need to understand this issue's significance. While the Indian constitution grants equal rights to both men and women, women often have additional responsibilities that can lead to higher stress levels compared to men. Therefore, this research investigates the family and work-related factors contributing to stress, the resulting consequences, the roles and responsibilities of married women teachers, and potential solutions to alleviate this stress. A descriptive analytical research design was employed, with samples drawn through random selection from both types of colleges in the Madurai District, utilizing a simple random sampling method. Data were gathered using a structured questionnaire consisting of 56 questions related to the research inquiries. The findings will be beneficial for management and government entities by raising awareness about work-life stress among married women teachers and identifying its root cause.

Keywords: keyword1, Keyword2, keyword3.

1. Introduction

The word "Stress" is very powerful while considering its consequences; therefore, people are carefully handling this 'Stress' for avoiding its consequences. All of them are aware about stress and its consequences and continuously trying to avoid stress, but unfortunately most of them are unknowingly carrying stress and stressful life. Many research studies are describing that the presence of stress is unavoidable, but its appearance can be avoided by using some precautions but somehow stress have been creating two sets of minds on people's mind based on the situations, these two sets is technically calling as positive stress and negative stress. Human experience stress or percept issues as threatening/dangerous whenever she/he cannot believe to have adequate resources to cope with such obstacles (Lucas H, Scammell A, Hagelskamp C., 2005). Which means stress could be the product of stimuli, people or situation. The literatures are confirming that stress have multidimensional and complex reasons, hence no one argue that stress could be create from fixed reasons, it will be change according to the situation or some sort of action which cannot be the only fixed situations.

2. Review of Literature

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.

Family life and work life conflict is always creating a dilemma among people and most of the working people have been facing many problems due to this conflict. The concept of work life management and stress management are discussed in many platforms and still this subject has been of its own relevance because of effective management of family life and work life will be the only solution to reducing stress of people. Here the

study is discussing about the effective work life management of married women, especially the married women college teachers in Madurai district.

Many research studies were found that married women are facing family life and work life conflict than the man, they had many responsibilities than their life partner which cannot be handover to them. Super D.E. (1980) has identified some common life role which are closely related to women's life, he argues that women need to maintain balance in their life under the pressure of multidimensional role and unfortunately, they had to be engaged this role simultaneously. He further said that women are required to perform desperate role simultaneously rather than following a transitional sequence from one role to another role and each role have its own pressure. This argument indicates that working women are living under the pressure of multiple roles and these multiple roles and their uniqueness have been pushing them into a stressful life and living under stress in their entire life span.

Kopp RG and Ruzicka MF (1993) in their study indicates that multiple roles have been creating both positive and negative impact in the life of women, which means stressful life have been badly affecting their mental and physical aspects. Meantime women with multiple roles reported better physical and mental health and indicates that this mental and physical betterment is very pathetic among non-working women.

Campbell et.al. (1994) are also have similar argument, they reported that women employment has been generating a positive effect rather than negative effect on marriage. The reviews of prior studies indicates that stress is the main products of family life and working life conflict, hence effective stress management is the only the solution for gathering positive effect from women employment. Hence the researchers suggest that to identify the motivational stimulations, self-esteem, sense of control, physical stamina, bursts of energies etc. for reducing the stress and managing the family life and work life conflict (Women's Kopp RG, Ruzicka MF Psychol Rep, 1993).

Uan Byrne (2005) in the problem of stress could overcome through the application of a simple tool called as wheel of life which can indicates where the imbalances lie in an individual's life and this wheel of life will helps to reduce the stress.

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 their 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 teacher 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 must 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 ($t=4.43$, $df(1530)$ $p<0.05$). 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.

Francis et.al (2021) Women employees whose husbands worked in business had a much lower WLB than women employees whose spouses worked in other private and government jobs. Childcare responsibilities and a lack of support from businesspeople who were also husbands had a negative impact on women's WLB in Kerala's IT sector.

Aiswarya V Kumar, V.P.Velmurugan (2022) in their study teachers' work life stress analysis provides information regarding working circumstances, the environment, and balancing work and personal life. Based on the results of the strategy of development, it was determined that the work life score of self-financing college professors is slightly higher than the national average. As a result, businesses should ensure that their employees have less work-life stress.

Khalil, Saima & Gul, Nida. (2023) based on his study findings, it was concluded that half of the female teachers feel that they face problems in getting permission to teach. Most female teachers feel that the distance of school from home also lowered their job satisfaction level. Most of the participants believed teaching jobs cause differences among their husbands. Most of the female teachers were that they had enough time for their husbands.

3. Statement of The Problem

This study examines the management of stress among married women teachers in Madurai District, as a result of a study review and a primary examination it is clear that married females play a number of roles in their lives than men, and their working life has a positive and negative impact in family and work daily life, therefore this study attempts to develop current working conditions concepts for the stressful life of married women and their working lives. The study is also analysing whether there is any significant difference between government aided college teachers and self-financing college teachers work life stress management and which of the group were more struggling to manage their stress than the other one.

4. Scope of the Study

The study was focuses on married women teachers stress management practices especially from Government Aided and Self-financing Arts and Science Colleges. The study area is limited to Madurai district only. Type of

academic disciplines were not mentioning in the study because of study was concentrated on married women teachers and their work-life stress management. Here, the study was limited to answer some specific research questions, which are: - What are the causes of work life stress, what are the physical and psychological consequences due to work life stress, what are the multiple role and responsibilities assigned to married working women, and their performance of multiple roles under work life stress. The study has also worked on the factors which are helping to reduce work-life stress of married working women in Madurai district. The study focuses to answering these specific questions through scientifically and this will help to make an effective plan for married working women regarding effective stress management practices. Neque laoreet suspendisse interdum consectetur libero id faucibus. Ac turpis egestas maecenas pharetra convallis. Sagittis aliquam malesuada bibendum arcu vitae elementum curabitur vitae nunc. Nulla facilisi cras fermentum odio eu feugiat pretium nibh. Tortor at auctor urna nunc id cursus. Bibendum enim facilisis gravida neque convallis a cras semper auctor. Feugiat vivamus at augue eget arcu. Et netus et malesuada fames ac turpis egestas. Quisque id diam vel quam elementum. Amet est placerat in egestas erat. Egestas maecenas pharetra convallis posuere morbi leo. Sagittis aliquam malesuada bibendum arcu vitae. Ultricies lacus sed turpis tincidunt id aliquet risus. Ipsum dolor sit amet consectetur adipiscing elit. Cursus sit amet dictum sit amet justo donec.

5. Objectives of the Study

- To understand the concept of stressful life of working women in Madurai district.
- To analyse causes and consequences regarding work-life stress among married women teachers in Madurai district.
- To know the performance of married working women teachers regarding. their multiple role and responsibilities under work life stress.
- To analyse the strategies used by the married women college teachers to reduce work life stress.

6. Hypotheses of the Study

- There is no significant difference between Government aided and Self-financing college teacher's opinion regarding work related causes.
- There is no significant difference between Government aided and Self-financing college teacher's opinion regarding Family related causes.
- There is no significant difference between Government aided and Self-financing college teacher's regarding physical consequences due to work life stress.
- There is no significant difference between Government aided and Self-financing college teacher's regarding psychological consequences due to work life stress.
- There is no significant difference between Government aided and Self-financing college teacher's performance regarding their multiple role and responsibilities under work life stress.
- There is no significant difference between Government aided and Self-financing college teacher's opinion regarding the strategies which are reducing the work life stress.

7. Methodology of the Study

Study was designed as descriptive and analytical in nature based on secondary and primary data. Secondary data were collected from published and unpublished research thesis, articles, books etc. Primary data were collected from government aided and self-financing college teachers in Madurai district. The data were collected through a structured questionnaire and distributed among sample groups. Printed copy was used for direct distribution of the questionnaire. Email, WhatsApp messaging system etc. were used to collect online using Google Form link.

8. Sample Selection Techniques

This study focused on Government-Aided, and Self-Financing Arts and Science Colleges, excluding other types of institutions. Among the districts under the administration of the Regional Joint Directorate of Collegiate Education in Madurai, Madurai district has the highest number of arts and science colleges, which led to the selection of Madurai district as the study area. According to records from the Regional Joint Directorate of Collegiate Education and Madurai Kamaraj University, the selected district comprises 17 Government-Aided, and

21 Self-Financing Arts and Science Colleges. Hence, the study was randomly select 10 government aided and 10 self-financing Arts and Science Colleges. For primary data collection, a total of 100 married women college teachers, 5 each from selected 20 Arts and Science Colleges in Madurai District were collected by using simple random sampling method. A sample size of 100 is fixed considering the limitation of time and resources available for conducting field survey.

9. Data Collection And Analysis

A structured Interview schedule was used to collect the opinion from sample respondents and analysed by using MS Excel and SPSS 28th version. Cronbach's Alpha was used to identify the internal consistency of scaled data. Mean, SD, Independent sample t-test were used to analyse the collected data. Pilot study has collected work life related aspects i.e., role and responsibilities of married working women teachers, major causes which are increasing stress level, what are the consequences, and what are the most power full solutions for reducing stress level.

10. Scale Validation And Reliability

The scale purification is concerned with detailed item analysis reliability and validity. The questionnaire was constructed that contained the 56 items. This includes 10 items for work related causes, 10 items for family related causes, 10 items for physical consequences, 10 items for psychological consequences, 6 items for multiple roles of women and 10 items for factors for reducing work life stress.

Validity and reliability are two key factors a researcher should concentrate about while crafting a study, investigating results and evaluating the quality of the study, Patton (2001). In the present study, the reliability of the constructs developed for the study is measured with the help of Cronbach alpha. All the constructs (see Table 1) of the study exhibited an alpha value of greater than 0.70 indicating good reliability.

Table - 1: Reliability Statistics-Cronbach's Alpha

No of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
10 items	0.908	0.909
10 items	0.853	0.854
10 items	0.934	0.935
10 items	0.931	0.932
6 items	0.843	0.846
10 items	0.876	0.879
Total 56 items over all calculation	0.949	0.947
Source: Study Sample Respondents		

Table 1 illustrate that total 56 items were used to find the work life stress management among married women teachers from government aided and self-financing colleges in Madurai District. Here the test result indicates that, Cronbach's Alpha value is higher than 0.80 (factor wise) and 0.95 (overall), which indicates a high level of internal consistency for 5-point scale with this specific sample.

11. Result and Discussion

Here the study was used independent sample t-test for finding the significant difference between Government aided and self-financing college teacher's opinion regarding work life stress and its management.

Based on the income of sample respondents, it could be seen that government aided college teachers earning income is significantly higher than the self-financing college teachers' earnings. The percentage indicates that 91 per cent of the government teachers have getting higher salary than other group and only 9 per cent of the self-financing college teacher were enjoying high pay scale and rest of them are getting insufficient salary for meeting their expense.

Study found that majority (63 per cent) of them have nuclear family, and 44 per cent of the self-financing college teachers opine that their salary scale is not enough to meet their children's expense.

Study result indicates that, majority (81 per cent) of the respondents were in the position to identify their work life stress due to heavy workload, hence they are continuously working to manage their life, and 19 per cent of them are purposefully ignoring the stress matter.

Causes Of Stress Among Government Aided And Self-Financing Teachers

The study is analysing two different causes which are closely related to work life stress of college married women teachers i.e., Work related causes and Family related causes.

i) Work Related Causes

Table - 2: Work Related Causes which are increasing the Work Life Stress					
Work Related Causes	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Unsupportive superiors	GAC	3.30	1.488	-.340	.735
	SFC	3.40	1.457		
Lack of communication between teachers and superiors	GAC	3.28	1.278	.000	1.000
	SFC	3.28	1.341		
High pressure from management/from higher	GAC	3.06	1.346	.326	.745
	SFC	2.98	1.097		
I get frustrated when other teachers complain about me to the superior	GAC	3.22	1.329	1.811	.073
	SFC	2.74	1.322		
When my authorities inquire about my class works	GAC	3.46	1.249	2.244	.027
	SFC	2.88	1.335		
Heavy workload	GAC	3.34	1.364	-.378	.706
	SFC	3.44	1.280		
Insufficient free hours	GAC	3.26	1.337	-.999	.320
	SFC	3.52	1.266		
Difficult to taking too many classes in a day	GAC	3.24	1.422	-1.309	.194
	SFC	3.58	1.162		
Difficult to teach the lesson continuously without a break	GAC	3.44	1.280	.496	.621
	SFC	3.32	1.133		
Lack of professional training	GAC	3.42	1.180	1.531	.129
	SFC	3.02	1.421		
Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation					

Table 2 illustrates the married women teacher's opinion regarding work related causes which are increasing their work life stress and showing significant difference between the opinion of Government aided college and Self-financing college teachers regarding the same. Result illustrates that majority of the sample respondents are agreeing that work related causes are increasing their work life stress level because of all the work related causes have higher mean value and further the independent sample t-test indicates that both Government aided college and self-financing college teachers opinion are same regarding employment causes, i.e., both groups were opine that 'when my authorities inquire about my class works' is almost have same effect hence their opinion is significantly different ($t_{98} = 2.244$, $p\text{-value} = 0.027 < 0.05$). Rest of the causes have p-values are greater at 5 per cent significant level ($p\text{-value} > 0.05$). Hence it can be inferred that Government aided and Self-financing college teachers' opinions are not significantly different regarding the work-related causes (Except "when my authorities inquire about my class works").

ii) Family Related Causes

Table - 3: Family Related Causes Which are Increasing the Work Life Stress

Family Related Causes	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Insufficient time for household activities	GAC	3.58	1.279	-.675	.501
	SFC	3.74	1.084		
Both husband and wife are employed	GAC	3.58	1.012	-1.676	.097
	SFC	3.94	1.132		
Conflict between family role and work role	GAC	3.42	1.090	1.179	.241
	SFC	3.18	.941		
Problems with family members	GAC	3.20	1.178	2.937	.004
	SFC	2.56	.993		
No support from family	GAC	3.18	1.224	1.463	.147
	SFC	2.80	1.370		
Financial struggle of family	GAC	3.26	1.226	.530	.597
	SFC	3.14	1.030		
Maximum of family expenses is made by me	GAC	3.10	1.182	-.088	.930
	SFC	3.12	1.081		
I feel financially inadequate	GAC	3.08	1.104	.350	.727
	SFC	3.00	1.178		
My Poor health condition	GAC	3.24	1.001	1.261	.210
	SFC	2.98	1.059		
Difficulty managing children	GAC	3.20	1.030	1.007	.317
	SFC	2.98	1.152		

Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation

Table 3 shows that all the family related causes have higher mean value, hence it can be inferred that majority of the respondents are agreeing that all family related causes are increasing their stress level. Independent sample t-test indicates that both Government aided, and Self-financing college teachers' opinions are same regarding Problems with family members ($t_{98} = 2.937$, $p\text{-value} = 0.004 < 0.05$). Rest all the statements have p-value is higher at 5 per cent significant level. Here all the statements (Except "problems with family members") have showing statistically insignificance, hence it can be inferred that the null hypothesis is there is no significant difference between Government aided and Self-financing college teachers' opinion regarding family related causes stands accepted.

iii) Physical Consequences

Table - 4: Physical Consequences due to Work Life Stress					
Physical Effects	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Frequent Headaches / Fever / Cold	GAC	3.62	1.369	-.227	.821
	SFC	3.68	1.269		
Often dizziness, fainting or shaking	GAC	3.24	1.188	.000	1.000
	SFC	3.24	1.117		
High blood pressure	GAC	3.06	1.376	.671	.504
	SFC	2.88	1.304		
High cholesterol	GAC	2.90	1.418	1.812	.073
	SFC	2.40	1.340		
Diabetes	GAC	3.10	1.432	2.577	.011
	SFC	2.36	1.439		
Neck/Shoulder/Chest/Back pain	GAC	3.44	1.296	.000	1.000
	SFC	3.44	1.296		
Muscle tension or jaw clenching	GAC	3.20	1.309	-.657	.513
	SFC	3.36	1.120		
Stomach disorders or digestive problems	GAC	3.42	1.357	1.034	.304
	SFC	3.16	1.149		
Excessive sweating/cold in hand or feet	GAC	3.18	1.410	.796	.428
	SFC	2.96	1.355		
Gastric Ulcers	GAC	3.38	1.260	1.062	.291
	SFC	3.10	1.374		
Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation					

Table 4 shows physical consequences which are badly affected by the respondents due to work life stress. Here the result indicates that, majority of the respondents are agreeing that they are suffering from physical consequences due to work life stress and most of the Government aided and Self-financing college teachers were highly affected by frequent headaches / fever / cold, neck/shoulder/chest/back pain and stomach disorders or digestive problems also occur. The table indicates that both government aided and self-financing college teachers' opinion is significantly different regarding Diabetes due to work life stress, which means the respondents opinion was not same regarding physical effect (Diabetes). Meantime all other physical effects have showing statistically insignificance, which means both government and self-financing college teachers' opinion was not significantly different regarding all other physical effect.

iv) Psychological Consequences

Table - 5: Psychological Consequences due to Work Life Stress					
Psychological Effects	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Becoming stress and depression	GAC	3.44	1.312	-.990	.324
	SFC	3.70	1.313		
Decreasing level of interest and commitment to teaching	GAC	3.26	1.175	.597	.552
	SFC	3.12	1.172		
There is lack of concentration and hence imperfection in work	GAC	3.14	1.294	.329	.743
	SFC	3.06	1.132		
Lethargic on work	GAC	2.98	1.270	.603	.548
	SFC	2.82	1.380		
There is a feeling of isolation and exhaustion	GAC	3.28	1.325	1.749	.083
	SFC	2.82	1.304		
Being easily distracted by others	GAC	3.18	1.304	.475	.636
	SFC	3.06	1.219		
Talking faster and louder	GAC	3.24	1.222	-1.032	.305
	SFC	3.50	1.298		
Making irrational decisions by time pressure	GAC	3.22	1.234	-.250	.803
	SFC	3.28	1.161		
Becoming forgetful often	GAC	3.32	1.186	1.059	.292
	SFC	3.06	1.268		
Getting upset without reasons	GAC	3.10	1.344	-.775	.440
	SFC	3.32	1.491		
Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation					

Table 5 is also showing the psychological effect of work life stress. Most of the Government teachers were highly affected by becoming stress and depression and becoming forgetful often whereas majority of the self-financing teachers were highly affected by becoming stress and depression and talking faster and louder. Result shows that

both Government aided, and self-financing college teachers' opinion is same regarding all the psychological effects, their opinion is statistically insignificant. Hence, it can be inferred that the null hypothesis is accepted, there is no significant difference between government aided and self-financing college teachers regarding psychological consequences due to work life stress.

v) Role and multiple responsibilities of Married Women Teachers

Table - 6: Role of Married Women Teachers

Role of Women	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Role of wife	GAC	4.02	1.317	-1.116	.268
	SFC	4.28	.991		
Role of mother	GAC	4.00	1.050	.092	.927
	SFC	3.98	1.116		
Role of family head	GAC	3.98	1.059	-.098	.922
	SFC	4.00	.990		
Role of a teacher	GAC	4.12	1.023	.699	.486
	SFC	3.98	.979		
Role of good neighbour	GAC	3.88	1.154	.592	.555
	SFC	3.74	1.209		
Role of friend	GAC	3.92	1.047	-.466	.642
	SFC	4.02	1.097		

Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation

Table 6 shows that married female teachers are not impaired in carrying out multiple responsibilities due to their work life stress. Here majority of the respondents did not feel their role or responsibilities weakened or failed to perform under stress because the mean score of the opinion is higher than the average response. Independent sample t-test result indicates that both Government aided, and Self-financing teachers have same opinion. Hence, it can be inferred that the null hypothesis is there is no significant difference between government aided and self-financing college teachers' weakness about multiple responsibilities stands accepted.

vi) Strategies for Reducing the Stress

Table – 7: Strategies Which are Reducing the Work Life Stress

Stress Reducing Strategies	College Types	Mean	SD	Independent Sample t test	
				t	p-value
Delegating work	GAC	3.66	1.349	-1.015	.313
	SFC	3.92	1.209		
Flexible working arrangement	GAC	3.74	1.121	-1.030	.306

	SFC	3.94	.793		
Yoga and Meditation	GAC	3.66	1.118	.304	.762
	SFC	3.60	.833		
Physical Exercises	GAC	3.60	1.195	1.348	.181
	SFC	3.28	1.179		
Playing with children	GAC	3.84	1.076	1.264	.210
	SFC	3.50	1.568		
Prayer	GAC	3.86	1.143	.425	.672
	SFC	3.96	1.212		
Rest	GAC	3.64	1.102	.731	.467
	SFC	3.80	1.088		
Reading Motivational Books	GAC	3.64	1.064	.000	1.000
	SFC	3.64	1.045		
Celebrations of college and Family	GAC	3.86	1.010	.478	.634
	SFC	3.76	1.080		
Sharing the feelings to others	GAC	3.82	1.119	2.494	.014
	SFC	3.24	1.205		
Source: Primary Data, GAC=Govt. Aided College, SFC=Self Financing College, SD=Std. Deviation					

Table 7 shows strategies which are reducing the work life stress by the respondents. Most of the sample respondents are agreeing that strategies for reducing the work life stress are decrease their stress level because of all the work life stress reducing strategies (Except sharing the feelings to others) have higher mean value. The test result indicates that both Government aided, and self-financing teachers' opinion is significantly different regarding sharing the feelings to others. Rest all the strategies have p-values is greater at 5 per cent significant level ($p\text{-value} > 0.05$), which means both Government aided, and self-financing college teacher's opinions were same regarding strategies for reducing the stress. Hence, it can be inferred that the null hypothesis is accepted, there is no significant difference between government aided and self-financing college teachers regarding strategies for reducing the stress.

12. Findings

- Government-aided college teachers earn significantly more than self-financing college teachers. About 91% of government teachers receive higher salaries, while most self-financing teachers struggle financially, which increases stress.
- Married women teachers, both in government-aided and self-financing colleges, experience significant work-related stress, especially from heavy workloads, unsupportive superiors, and a lack of proper communication.
- Teachers from both types of colleges reported insufficient time for household chores and family roles. A significant difference emerged when it came to problems with family members, where Teachers with nuclear families and insufficient salaries, particularly in self-financing colleges, face greater challenges.
- Both groups reported physical consequences like frequent headaches, digestive issues, and diabetes, with government-aided college teachers being more affected by diabetes. Psychological consequences, including depression, loss of concentration, and stress, were prevalent in both groups.

- Yoga, physical exercise, and prayer are some effective strategies used by teachers to manage stress, but sharing feelings is less common.

13. Suggestion

- Institutions should introduce flexible working arrangements and provide professional training to help teachers manage work-life stress effectively.
- Encouraging the adoption of yoga, meditation, and physical exercises could help reduce stress. Additionally, regular stress management workshops and counselling should be introduced for teachers to help them cope with both physical and mental stress.
- Improving family support mechanisms, such as better division of family responsibilities and childcare assistance, can reduce family-related stress for married female teachers. Also, colleges should offer more support to teachers, especially flexible working hours and more professional training to reduce work-related stress.
- Self-financing colleges should bring in salary revision for their teachers to cope with financial pressures and reduce their work-life stress.
- There is a need for improved communication between superiors and teachers, which could help reduce feelings of frustration and isolation.

14. Conclusion

The study highlights that married women college teachers in both government-aided and self-financing colleges experience significant work-life stress. Both physical and psychological effects of stress are prominent, but despite these challenges, many manage to balance their roles effectively. While financial stress is more pronounced among self-financing college teachers, both groups face a common challenge of managing multiple roles, including those at home and work. Effective work-life balance strategies, support from institutions, and family cooperation are key to reducing stress and improving the quality of life for these teachers.

References

- [1] Super D.E. "A life-span, life-space approach to career development", J Vocat Behav, 16: (1980), Pp. 282–9.
- [2] Kopp RG, Ruzicka MF, "Women's multiple roles and psychological well-being", Psychological Reports, 72(3): (1993), Pp. 1351-4.
- [3] Campbell DJ, Campbell KM, Kennard D, "The effects of family responsibilities on the work commitment and job performance of non-professional women", J Occupa Organ Psych. 67: (1994), Pp. 283–96.
- [4] Lucas H, Scammell A, Hagel Kamp C. "How do GP Registrars feel about dealing with mental health issues in the primary care setting? A qualitative investigation", Primary Health Care and Research and Development, 6,1, (2005) Pp. 60-71.
- [5] Una Byrne, "Wheel of life effective steps for stress management", Business Information Review, Vol.22, No.2, (2005), Pp. 123-30.
- [6] Sharron SK Leungdoi, "Work Stress among College Teachers in Self-financing College: An Explorative Study" Health Education Journal, Vol. 68, No. 4, (2009), Pp. 328-343.
- [7] Reddy N.K., Vranda M.N., Ahmed A., Nirmala B.P., Siddaramu B., "Work–Life Balance among Married Women Employees", Indian Journal of Psychological Medicine, 32 (2) (2010).
- [8] Kumar D., Deo J.M., "Stress and Work Life of College Teachers", Journal of the Indian Academy of Applied Psychology, 37 (2011), Pp.78-85.
- [9] Fatima N., Sahibzada S.A., "An Empirical Analysis of Factors Affecting Work Life Balance among University Teachers: The Case of Pakistan", Journal of International Academic Research, 12(1) (2012), Pp.16-29.
- [10] Lakshmi K.S., Gopinath S.S., "Work Life Balance of Women Employees-With Reference to Teaching Faculties", Abhinav Journals, 2(3) (2013), Pp.53-62.

-
- [11] Sudha J., Karthikeyan P., "Work Life Balance of Women Employee: A Literature Review", International Journal of Management Research and Reviews, 4(8) (2014), Pp.797-804.
- [12] Mari S., Haja Mohideen P.O.M., "A study of Work-Life Balance among the College Teachers in Pudukkottai and Thanjavur Districts", International Journal of Innovative Science, Engineering & Technology, 2(7) (2015), Pp.127-132.
- [13] Danam Tressa A., Manisha C.K., "Work Life Balance: A Study of Female Teachers of Kendriya Vidyalaya in Uppal, Hyderabad", Anveshana's International Journal of Research in Regional Studies, Law, Social Sciences, Journalism and Management Practices 1(8) (2016), Pp.18-24.
- [14] Arunkumar B., Saminathan R., "Work Life Balance among Women Teachers of Self-Financing Colleges (SFC) in Thanjavur District, Tamilnadu", IOSR Journal of Humanities and Social Science, 22(7) (2017), Pp. 48-55.
- [15] Harish K A, B Jeya Prabha, "An Empirical Study on The Stressors of Teachers and its Impact on Occupational Stress and Job Satisfaction of Teachers in Government & Private Sectors" International Journal of Pure and Applied Mathematics, Volume 118, No. 11, 2018, Pp. 689-698.
- [16] Aderibigbe, J.K., Nwokolo, E.E., & Solomon, O., "Occupational Stress among Some Nigerian Graduate Employees: The Impact of Work Experience and Education", Cogent Psychology, 7(1), (2020).
- [17] Francis, Tina Blossom, and P. Rajesh, "Prevalence and Patterns of Work-Life Balance among Women in the Information Technology Sector of Kerala, India." International Management Review, no. 1 (2021): Vol. 17 No. 1, Pp. 71-88.
- [18] Aiswarya V Kumar, V.P. Velmurugan (2022), "Work-life Stress and Life Quality of Married Women among Self Financing College Teachers in Kerala" Webology, Volume 19, Number 1, January 2022, Pp. 521-534. Doi: 10.14704/web/v19i1/web19037
- [19] Khalil, Saima & Gul, Nida. (2023), "Perceptions of Married Female Teachers Regarding the Impact of Job on their Family Life", ProScholar Insights 2, Pp. 20-27, 10.62997/psi.2023a.53308.