

# Examining Occupational Stress Among Female Teachers In Bengaluru City: Implications For Well-Being And Job Satisfaction

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## Abstract

*Stress is a sensation of tension, both physical and emotional, triggered by physiological, psychological, and environmental demands. Occupational Stress is recognised as a global issue among adults affecting all aspects of human life. Studies on occupational stress across various professions have identified teaching as one of the most stress-prone occupations, particularly among females. Therefore, it is essential to investigate the main factors causing stress among female teachers. The article aims to explore the phenomenon of occupational stress experienced by female teachers in Bengaluru, India. Two research questions were prepared to conduct the study. The study was primarily focussed on analysing the relationship between marital status and stress factors among the female teachers. Furthermore, an attempt to examine the impact of stress and strain factors of occupational stress on the wellbeing and job satisfaction of female teachers in Bengaluru is made in the study. These stressors can range from heavy workloads, long working hours, lack of support from colleagues and supervisors, inadequate pay, and a lack of recognition for their efforts. 105 target respondents were chosen from various colleges across the city using purposive sampling method and data was collected using structured questionnaires. The study reveals that female teachers experience occupational stress and strain due to several factors, including heavy workload, lack of autonomy, low pay, and challenging student behaviour. However, the study suggests that these stressors can be managed effectively through the implementation of various interventions.*

*Key words: Well-being, Job satisfaction, Role overload, Role insufficiency, Role boundary*

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## INTRODUCTION:

Stress has grown to be a major issue in our society. Economic, political, social, cultural, and educational relationships inside an organisation can create stress, which is a system of those relationships. Stress arises whenever there are equally potent power units at work in an organisation. Some stressful scenarios include starting a new work or school, being away from loved ones, and going through a period of separation. Individual differences exist in its degrees or strength. Stress is a multifaceted process that results from both internal and external experiences and viewpoints. Stress is produced by these external and internal processes.

The term "job satisfaction" or "employee satisfaction" refers to a worker's level of contentment with their employment, regardless of whether they enjoy their jobs or certain components of them, including the type of labour or supervision. It is possible to quantify the behavioural, affective, and cognitive aspects of job satisfaction. The most crucial

component of an organisation is certainly job happiness. A substantial percentage of workers work for the organization's financial needs and profit margin. Employee dissatisfaction and pressure to perform well at work might have a negative effect on the organization's generosity and goodwill since employees won't do their work to the highest standard. Improved work-life balance is directly correlated with higher job satisfaction, and enhanced work-life balance elevates individual productivity and efficiency.

The demands of the modern workplace include accountability, difficulty, and a never-ending need to prove oneself. People frequently encounter stressful circumstances at work. Stress is the root cause of many different illnesses, including heart disease and psychosomatic disorders. It can also significantly aggravate emotional, social, and familial problems. It manifests as a broad unhappiness and stifles creativity and personal efficiency. According to some, stress is the most crippling social and medical issue of the twenty-first century. One kind of occupational stress is teacher stress. It is defined as "a teacher's experience of unpleasant emotions resulting from aspects of his work as a teacher, such as tension, frustration, anger, and depression" (Kyriacou, 2001). When a teacher is happy in their position, they can carry out their responsibilities with efficiency and effectiveness and have a positive attitude towards teaching; but, when they are stressed, they are unable to function successfully and have a negative attitude towards their work. Teachers may quit their jobs due to extreme stress.

Teaching is a noble profession that is essential for the growth and development of our society. However, this profession comes with its own set of challenges, which include occupational stress. In Bengaluru, the capital of the Indian state of Karnataka, female teachers make up a significant portion of the workforce, but their experiences with occupational stress remain a largely underexplored domain. Female teachers in Bengaluru may experience higher levels of psychological and physical stress than male teachers, due to lower job resources. This highlights the need for gender-specific support and organizational interventions. (Kenjiro, Tsubono et.al., 2023)

This article aims to explore the intricate web of stressors faced by female teachers in Bengaluru. These stressors can range from heavy workloads, long working hours, lack of support from colleagues and supervisors, inadequate pay, and a lack of recognition for their efforts. The article seeks to shed light on the implications of these stressors on the well-being and job satisfaction of female teachers in Bengaluru. Through this exploration, we hope to identify the unique stressors that exist within the context of this bustling city and how they impact the lives of female teachers. By doing so, we can gain valuable insights into how to better support these educators and create a healthier and more fulfilling work environment for them. This article aims to highlight the challenges faced by female teachers in Bengaluru and the impact of occupational stress on their well-being and job satisfaction. By identifying the unique stressors that exist in this context, we can develop effective strategies to overcome them, creating a supportive and fulfilling work environment for female teachers in Bengaluru.

To achieve this goal, the study will apply regression analysis to identify the impact of stress and strain factors in the occupational environment on job well-being and satisfaction. The results of the study will help us understand the root causes of occupational stress faced by

female teachers in Bengaluru and how they can be addressed to improve their well-being and job satisfaction.

#### Need for the study

This study addresses a pressing need by delving into the occupational stress faced by female teachers specifically in Bengaluru. Despite the city's dynamic educational landscape, there's a notable gap in research regarding the unique stressors encountered by female educators. With factors like globalization, competition, and diverse responsibilities amplifying the challenges in the teaching profession, understanding the intricacies of stress in Bengaluru's context is crucial. By examining stressors such as role overload, ambiguity, and socio-economic pressures prevalent in Bengaluru, this research aims to provide targeted interventions to support the well-being and job satisfaction of female teachers in the city. These insights are essential for fostering a resilient and motivated teaching workforce, ultimately benefitting the educational ecosystem of Bengaluru.

#### Statement of Problem

Occupational stress is a pervasive issue with profound implications for the well-being and job satisfaction of educators worldwide. In Bengaluru city, female teachers encounter distinct stressors that exacerbate their professional burdens, such as balancing extensive teaching responsibilities with personal and familial obligations, facing gender-specific workplace challenges, and managing large, diverse classrooms often with limited resources. Despite the critical nature of these stressors, there is a notable lack of comprehensive research focused on the occupational stress experienced by female teachers in this urban setting. This study aims to address this gap by thoroughly examining the various dimensions of occupational stress affecting female teachers in Bengaluru. By identifying the specific stressors and understanding their impact on well-being and job satisfaction, this research will provide valuable insights for developing effective strategies and interventions to support female teachers, enhance their job satisfaction, and improve their overall well-being.

## REVIEW OF LITERATURE

Stress is a phenomenon that occurs when individuals encounter situations they perceive as frightening or challenging. This psychological response is influenced by their appraisal of specific events within their environment. The manner in which individuals interpret and process these situations directly affects their overall experience of stress (Santrock, 2001).

Bańkowska (2016) emphasizes the framework by researchers Cooper and Marschall, who identified six categories of work-related stressors. Recognizing and addressing these stressors can enhance workplace well-being. They are Working Conditions as improving the work environment boosts employee satisfaction, Workload Management as balancing workloads and time constraints promotes sustainability, Role Clarity as defining responsibilities reduces role-related conflicts and stress, Interpersonal Relationships as fostering positive interactions enhances collaboration and support, Career Development as offering growth opportunities and job security alleviates anxiety about advancement and finally, Organizational Structure as enhancing organizational climate fosters clearer communication. By addressing these factors, organizations can significantly improve employee well-being and overall performance.

A study conducted in South India examined the factors that contribute to occupational stress among female teachers in Bengaluru. The study found that the duties outside of teaching impact productivity and induce feelings of unproductiveness among the teachers. The authors used a convenient sampling technique and the Brief Job Stress Questionnaire to analyse the impact of various dimensions on the stress level of teachers. The study extracted five factors that contribute to stress levels, including time spent outside of work, self-assessment ability, relationships between teachers, social interaction outside of teaching, and duties outside of teaching (Dr., A., Anbazhagan., Dr. K.G., Selvan, 2022).

A study analysed the common stressors experienced by faculty members in Bangalore. These include the challenges brought about by increased globalization, competition, and diverse responsibilities beyond just teaching. The study specifically focuses on how work-related stress affects the productivity of teaching faculty. It found that the teaching profession has become more challenging due to the effects of globalization and competition. (Chaitra, K, S., Vasu, 2021)

A study was conducted to identify the factors that contribute to occupational stress among female teachers in Bengaluru. The study found that factors such as role overload, role ambiguity, role erosion, and lack of resources were the main causes of stress. The study also focused on the impact of role stress on employees and organizations, using a convenient sampling method. Additionally, the study included correlation analysis with selected variables. Overall, the study sheds light on the significant role stress can play in the workplace and its impact on employees and organizations (Manpreet, Kaur., Rajesh, Kumar, 2019).

In addition to the pressure associated with their workload, educators have identified role conflict, role ambiguity, and insufficient support as significant sources of occupational stress (Motseke, 1998). Teachers encounter challenges in effectively fulfilling their responsibilities; they are expected not only to address the diverse needs of their students but also to comply with stringent teaching methodologies. The multitude of rules and regulations enforced within large educational institutions can be a substantial source of stress, as the prevailing school culture has the potential to exacerbate such pressure. This culture encompasses the decisions made by the institution regarding the norms, values, and beliefs that it cultivates and enforces (Conley & Wooseley, 2000).

The relationship between family and professional life is inherently interdependent, with experiences in one sphere significantly influencing the other. The overlap between work-related responsibilities and home life, termed the "homework interface," underscores the bidirectional nature of stress, where challenges at work can adversely affect family dynamics and, conversely, domestic issues can impact professional performance. This interrelationship prompts an examination of the extent to which personal difficulties at home intrude upon workplace activities, as well as how occupational stress may detrimentally affect familial well-being (Alexandros, Matilyn & Cary, 2003).

A recent study conducted in Bengaluru has identified various factors that cause stress among female teachers. These factors include socio-economic stressors such as unexpected guests, psychological stressors such as unnecessary worries, and family stressors like anxiety about children's future and husband's job insecurity. The study was conducted among 100 working women in different sectors in Bangalore city. To test hypotheses and interpret

data, percentage analysis, mean scores, and chi-square were used. Additionally, factor analysis and regression coefficients were used to develop a structural equation model. The authors have also suggested strategies to cope up with stress caused by these factors. (Latha, Krishnan, 2014).

The study investigated the quality of life and occupational stress among Chinese teachers. The study found that teachers have a lower health status compared to the general population. Female teachers were found to have worse quality of life than males. The study also revealed that occupational stress has a significant impact on the physical and mental health of teachers. It emphasizes the need for coping resources and social support for teachers. Regarding age, the study did not provide any specific information (Yang, X., Ge, C., Hu, B., Chi, T., & Wang, L., 2009).

### **Objectives of the Study**

To analyse the relationship between marital status and stress factors among the female teachers.

To examine the impact of stress and strain factors of occupational stress on well being and job satisfaction.

### **Research Design**

#### **Sampling Design**

The purpose of this study is to examine the occupational stress among female teachers in degree colleges in Bengaluru city and its implications for their well-being and job satisfaction. To achieve this, a purposive sampling method is employed to ensure that the sample is specifically tailored to address the research questions and objectives. This non-probability sampling technique involves the deliberate selection of participants based on specific characteristics and criteria relevant to the research objectives. Purposive sampling is chosen for this study because it allows for the identification and selection of information-rich cases that are particularly knowledgeable about or experienced with the phenomenon of interest – in this case, occupational stress among female teachers.

#### **Target population**

The target population for this study comprises female teachers working in degree colleges across Bengaluru city. This population is chosen because degree colleges represent a critical segment of the education sector in India where teachers are likely to face a range of occupational stressors due to the demanding nature of higher education teaching responsibilities.

#### **Sampling Frame**

The sampling frame includes

**Degree Colleges in Bengaluru:** A comprehensive list of all degree colleges in Bengaluru city is compiled. This list is obtained from official educational directories, governmental educational bodies and accreditation agencies.

**Female Teachers:** From the list of degree colleges, only female teachers will be considered for inclusion in the sample. This focus is essential to explore the unique stressors and experiences specific to female educators.

#### **Sample Selection Criteria**

To ensure a representative and relevant sample, the following inclusion criteria is applied:

1. Gender: Only female teachers are included.

2. Institution Type: Teachers must be employed at degree colleges, including both public and private institutions.
3. Location: Participants must be working within the geographical boundaries of Bengaluru city.
4. Experience: Teachers with at least one year of teaching experience in their current institution is selected to ensure they have sufficient exposure to the work environment and related stressors.

#### Sample Size

The sample size is determined based on the principles of qualitative research, where the focus is on the depth of information rather than breadth. An initial target of 50-100 female teachers was set, and 105 responses were received from the female teachers at various colleges across the city.

#### Data Collection Methods

Both primary and secondary sources of data were used for the purpose of study. For primary data collection, a structured questionnaire was meticulously designed to gather comprehensive information from female teachers in degree colleges across Bengaluru city. The questionnaire included both close-ended and open-ended questions to capture quantitative data on stressors, coping mechanisms, and job satisfaction, as well as qualitative insights into personal experiences. Closed-ended questions used Likert scales and multiple-choice formats to measure the frequency and intensity of specific stressors, while open-ended questions allowed for detailed narrative responses. Pilot-tested for clarity and relevance, the final questionnaire was administered both online and in paper format to ensure accessibility and a high response rate. This structured approach facilitated the collection of robust data, enabling thorough analysis of the occupational stress experienced by female teachers and its implications for their well-being and job satisfaction.

#### Statistical Tools:

Several statistical tools were employed to analyse the data collected from the structured questionnaire. Descriptive statistics summarized the basic features of the data, highlighting trends and patterns in occupational stress, well-being, and job satisfaction among female teachers. The independent sample t-test was employed to assess the association between marital status and occupational stress among female teachers in Bengaluru. It compared stress levels between married and unmarried teachers, revealing whether marital status significantly influenced the experience of occupational stress.

Regression analysis was used to explore the relationships between dependent variables (e.g., job satisfaction, well-being) and independent variables (e.g., Role overload, vocational strain), determining the most significant predictors of occupational stress. These tools together provided a comprehensive analysis, offering valuable insights into the factors affecting the well-being and job satisfaction of female teachers in Bengaluru.

#### Limitation of the study

While this study provides valuable insights into the occupational stress experienced by female teachers in Bengaluru city during the period from November 2023 to April 2024, it is essential to acknowledge its limitations. Firstly, the scope of the study is confined to Bengaluru city, which may limit the generalizability of the findings to other geographical locations. Additionally, the study's timeframe from November 2023 to April 2024 may not

capture seasonal variations or long-term trends in occupational stress among female teachers. Finally, the research design and data collection methods employed may introduce biases or limitations in the interpretation of results. Despite these limitations, the study contributes to our understanding of occupational stress among female teachers in Bengaluru during the specified timeframe, laying the groundwork for future research to explore these issues in greater depth and breadth.

Data Analysis and Interpretation:

Table 1. Age Distribution of Respondents

Frequencies of Age			
Age	Counts	% of Total	Cumulative %
Up to 30 years	49	46.7%	46.7%
31-40 years	39	37.1%	83.8%
41 – 50 years	17	16.2%	100.0%
51 and above years	0	0	0

Table 2. Academic Qualification of Respondents

Frequencies of Academic Qualifications			
Academic Qualifications	Counts	% of Total	Cumulative %
Bachelor's degree	5	4.8 %	4.8 %
Master's degree	64	61.0 %	65.7 %
Ph.D. or equivalent	36	34.3 %	100.0 %

Table 3. Marital Status of Respondents

Frequencies of Marital status			
Marital status	Counts	% of Total	Cumulative %
Married	95	90.5 %	90.5 %
Single	10	9.5 %	100.0 %

Table 4. Teaching Experience of Respondents

Frequencies of Years of Teaching Experience			
Years of Teaching Experience	Counts	% of Total	Cumulative %
0-5 years	10	10.0 %	10.0 %
6-10 years	64	64.0 %	89.0 %
11-15 years	15	15.0 %	25.0 %
Above 15 years	11	11.0 %	100.0 %

Table 5. Reliability scale analysis of items used to study the factors contributing to stress.

Scale Reliability Statistics			
	Mean	SD	Cronbach's $\alpha$
Scale	3.59	0.870	0.925

Table 6. Reliability analysis of items used to study the factors contributing to stress.

Item Reliability Statistics			
			If item dropped
Item	Mean	Item-rest correlation	Cronbach's $\alpha$
Workload	3.39	0.854	0.898
Time pressures	3.50	0.815	0.906
Interpersonal conflicts	3.76	0.658	0.937
Administrative tasks	3.55	0.903	0.889
Professional expectations	3.75	0.805	0.908

Analysis: The above table provides a clear indication that the items used to study stress factors have a significant impact on occupational stress. The data suggests that these items play a crucial role in contributing to the overall stress levels experienced by individuals in the workplace. Furthermore, the results meet the recommended threshold of 0.70, which is considered a reliable measure for assessing the relationship between stress factors and occupational stress. These findings highlight the importance of considering the various stress factors when examining workplace stress and developing effective stress management strategies to promote employee well-being.

Table 7. Reliability scale analysis of items used to study the factors contributing to the Occupational Stress

Scale Reliability Statistics			
	Mean	SD	Cronbach's $\alpha$
Scale	3.51	0.942	0.963

Table 8. Reliability analysis of items used to study the factors contributing to Occupational stress

Item Reliability Statistics			
	Mean	Item-rest Correlation	If Item dropped Cronbach's $\alpha$
Role overload	3.42	0.928	0.953
Role insufficiency	3.51	0.935	0.948
Role ambiguity	3.49	0.854	0.961
Role boundary	3.60	0.871	0.958
Increased Responsibility	3.52	0.933	0.949

Analysis: The table data reveals that the tools used to examine occupational stress factors have a substantial influence on individuals' occupational stress levels. This indicates that these tools play a vital role in determining the overall stress levels experienced in the workplace. Furthermore, the results meet the recommended threshold of 0.70, which is considered positive for further testing.

Table 9. Reliability scale analysis of items used to study the factors contributing to the Occupational Strain

Scale Reliability Statistics			
	Mean	SD	Cronbach's $\alpha$
Scale	3.70	0.854	0.952

Table 10. Reliability analysis of items used to study the factors contributing to Occupational strain

Item Reliability Statistics			
	Mean	Item-rest Correlation	If Item dropped Cronbach's $\alpha$
Vocational Strain	3.78	0.873	0.950
Psychological Strain	3.63	0.933	0.923
Interpersonal Strain	3.70	0.850	0.948
Physical Strain	3.70	0.950	0.920

Analysis: The table's data reveals that the tools used to examine occupational strain factors have a substantial influence on individuals' occupational strain levels. This indicates that these tools play a vital role in determining the overall strain levels experienced in the workplace. Furthermore, the results meet the recommended threshold of 0.70, which is considered positive for further testing.

Table 11. Reliability scale analysis of items used to study the factors contributing to the Well-being and Job Satisfaction

Scale Reliability Statistics			
	Mean	SD	Cronbach's $\alpha$
Scale	3.64	1.13	0.973

Table 12. Reliability analysis of items used to study the factors contributing to Well-being and Job Satisfaction

Item Reliability Statistics			
	Mean	Item-rest Correlation	If Item dropped Cronbach's $\alpha$
Recreation activities by the institutions	3.70	0.961	0.959
Self-care initiatives by the individuals	3.70	0.934	0.964
Social support from family and peer team	3.48	0.931	0.966
Rational/cognitive coping from senior subordinates	3.67	0.915	0.970

Analysis: The data from the table indicates that the tools utilized to assess well-being and job satisfaction aspects hold a significant impact. Additionally, the results meet the suggested threshold of 0.70, which is considered positive for further testing.

Objective 1: To analyse the relationship between marital status and stress factors among the female teachers.

Independent Sample t-test:

H0: There is no significant relationship between marital status and stress factors

H1: There is a significant relationship between marital status and stress factors

Table 13. Independent Samples T-Test

		Statistic	df	p	Accept/Reject
SF1	Student's t	0.000	103	1.000	Accept H0
SF2	Student's t	0.548	100	0.585	Accept H0
SF3	Student's t	0.230	102	0.819	Accept H0
SF4	Student's t	-0.439	103	0.661	Accept H0
SF5	Student's t	-0.845	103	0.400	Accept H0

Note.  $H_a \mu_1 \neq \mu_2$

<sup>a</sup> Levene's test is significant ( $p < .05$ ), suggesting a violation of the assumption of equal variances

Table 14. Group Descriptives

	Group	N	Mean	Median	SD	SE
SF1	1	95	3.40	4.00	1.036	0.1062
	2	10	3.40	4.00	1.075	0.340
SF2	1	93	3.52	4.00	0.940	0.0974
	2	9	3.33	4.00	1.118	0.373
SF3	1	94	3.78	4.00	0.963	0.0994
	2	10	3.70	4.00	1.337	0.423
SF4	1	95	3.56	4.00	0.942	0.0967
	2	10	3.70	4.00	1.252	0.396
SF5	1	95	3.74	4.00	0.948	0.0972
	2	10	4.00	4.00	0.816	0.258

Analysis: After analysing the data, it is evident that the p-value for all the stress factors listed exceeds the significant value of 0.05. This implies that the results are not statistically significant, and therefore, we accept the null hypothesis. The null hypothesis states that there is no significant relationship between marital status and stress factors. This finding suggests that marital status does not play a significant role in determining stress levels, as the stress factors are not affected by it.

Objective 2: To examine the impact of stress and strain factors of occupational stress on wellbeing and job satisfaction.

#### Linear Regression Test

H0: There is no significant impact of occupational stress factors and occupational strain factors on well-being and job satisfaction among female teachers in Bengaluru.

H1: There is a significant impact of occupational stress factors and occupational strain factors on well-being and job satisfaction among female teachers in Bengaluru.

Table 15. Linear Regression

Model Fit Measures				Overall Model Test			
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	df1	df2	p
1	0.929	0.863	0.859	245	2	78	<.001

Table 16. Linear Regression

Model Coefficients					
Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	-0.935	0.251	-3.72	< .001	
AVR OST	0.826	0.291	2.84	0.006	0.597
AVR OSF	0.437	0.273	1.60	0.113	0.337

## Result

The R-squared value of 0.863 shows that a significant amount of the variation in the well-being and job satisfaction levels of female teachers can be attributed to occupational stress and strain factors. This means that these factors have a strong impact on the overall quality of life and work satisfaction of female teachers. The finding is based on a statistical analysis that compares the actual data with the predicted values. In this analysis, the threshold value of 0.70 is used as a benchmark to determine the level of significance of the findings. Since the R-squared value is significantly higher than the threshold value, we can conclude that the impact of occupational stress and strain factors on female teachers' well-being and job

satisfaction is substantial. Therefore, we reject the null hypothesis and accept the alternative hypothesis. This strongly supports the idea that there is a significant impact of occupational stress and strain factors on the well-being and job satisfaction of female teachers in Bengaluru city.

### Major Findings

In the present study, 47% of the respondents are under 30 years, 37% is in the age group of 31 – 40 years and a small percentage of 16% is between 41 and 50 years.

The study reveals that a majority of 61% of the respondents have master degree as their highest qualification, whilst 34% holds a PhD qualification.

In the present study, 64% of the respondents have an experience between 6 to 10 yrs, 10% of them have an experience less than 5 years, 15% of them have an experience of 11-15 years and 11% of them have an experience of more than 15 years.

The reliability test clearly indicates that the items used to study stress factors have a significant impact on occupational stress. The data suggests that the following items play a crucial role in contributing to the overall stress levels experienced by individuals in the workplace:

- Work Load (Mean score : 3.39 ; Correlation : 0.854)
- Time Pressures (Mean score: 3.50; Correlation: 0.815)
- Interpersonal conflicts (Mean Score:3.76; Correlation: 0.658)
- Administrative tasks (Mean score:3.55; Correlation:0.903)
- Professional expectations (Mean score:3.75; Correlation:0.805)

The study reveals that the tools used to examine occupational stress have a substantial influence on the individual's occupational stress levels. The tests indicates that the following tools play a significant role in determining the overall stress levels experienced in the workplace:

- Role Overload (Mean score:3.42; Correlation:0.928)
- Role Insufficiency (Mean score: 3.51; Correlation:0.935)
- Role Ambiguity (Mean score: 3.49; Correlation:0.854)
- Role Boundary (Mean score: 3.60; Correlation:0.871)
- Increased Responsibility (Mean score:3.52; Correlation:0.933)

The data from the reliability test table indicates that the tools utilized to assess well-being and job satisfaction aspects hold a significant impact with an average mean score of 3.63 and standard deviation of 1.13. Therefore, it says that factors such as recreational activities at the institution, self-care initiatives by the individuals, social support from family and peer team and cognitive coping from senior subordinates are significant contributors towards the wellbeing and job satisfaction.

Based on the independent sample t-test, it is evident that the p-value for all the stress factors listed exceeds the significant value of 0.05. This implies that the results are not statistically significant, and therefore, we accept the null hypothesis. This indicates that the marital status does not play a significant role in determining stress levels, as the stress factors are not affected by it.

The linear regression test shows that a significant amount of the variation in the well-being and job satisfaction levels of female teachers can be attributed to occupational stress and strain factors. This means that these factors have a strong impact on the overall quality of

life and work satisfaction of female teachers. The finding is based on a statistical analysis that compares the actual data with the predicted values.

### **Suggestions and Conclusion**

The study presented above provides a comprehensive analysis of the different factors contributing to occupational stress and strain among female teachers. The study highlights the need for various interventions to mitigate the negative impact of this stress, including the incorporation of recreational activities by institutions, self-care initiatives by individuals, social support from family and peers, and cognitive coping strategies from senior subordinates.

The study reveals that female teachers experience occupational stress and strain due to several factors, including heavy workload, lack of autonomy, low pay, and challenging student behaviour. However, the study suggests that these stressors can be managed effectively through the implementation of various interventions.

For instance, the incorporation of recreational activities by institutions can help female teachers relax and take a break from their busy schedules. Self-care initiatives by individuals, such as engaging in physical exercise and mindfulness practices, can also help alleviate stress and improve overall well-being. Additionally, social support from family and peers can provide a sense of belonging and reduce feelings of isolation, while the guidance and support of senior subordinates can help female teachers develop effective coping strategies to manage stressors and improve job satisfaction.

In conclusion, this study provides valuable insights into the factors contributing to occupational stress and strain among female teachers and suggests practical interventions that can help alleviate these stressors. By implementing these interventions, institutions can help ensure the well-being and job satisfaction of female teachers, leading to a more positive and productive work environment.

### **Future Implications of the Study**

The future researchers can conduct studies to compare occupational stress levels and their implications for well-being and job satisfaction between female and male teachers in Bengaluru so that they can identify any gender-specific stressors and coping mechanisms. Another research focus could be to investigate the role of technology in occupational stress among female teachers. This could include both the stress caused by technological demands and the potential of technology to alleviate stress.

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