CHAPTER -5

CONCLUSION

This study examines the stress faced by the women faculty in both the government and private education institutions. The daily interaction with students and co-workers and fragmented demands of this profession often leads to pressure and challenges, which may lead to stress. The objective of the research is to find out the differences in the stress level of working women in private education institutions vis a vis government educational institutions. The study is identify the factors that lead to dual role conflict arises from their personal and professional life imbalance. The study is one step towards the aim of understanding the psychological health of the working women and coping strategies with stress. Attempt will be done to generate various interventions focusing on empowering women to manage stress. In the light of the findings of the study, the present chapter is intended to draw conclusion and to give suggestions for further researches. The conclusion has been drawn according to the results discussed in the previous chapter.

Chapter 1 focuses on introduction of Stress and its major concepts. The first part of this chapter has covered following areas: definition of stress, occupational stress, causes of occupational stress, types of stress, symptoms of work related stress. The second part of the chapter describes stress among working women with the following headings- International Perspective, Indian Perspective, women in education sector and stress management among working women in education sector.

Chapter 2 summarises the condition of education sector in India. An overview of the Indian education system has been described in the introduction of history of education sector in India, primary education, secondary education, higher education, technical education, open & distance learning education and women education. A brief introduction of higher education system followed with the introduction of Ministry of Human Resource Department in concern with Department of Higher Education, apex level bodies under MHRD, status and role of higher education, steps taken by Govt. of India, growth and progress and statistical review of higher education. The second part of the chapter has been described with point, including- department of higher education in Rajasthan, growth and progress, current status, achievements and statistical review of higher education in Rajasthan.
Chapter 3 has presented a different review of literature related to the study. First part of the chapter is about an overview of the research. A review of related articles published in various journals has been mentioned. Further research gap, relevance of the study, objective, hypotheses, sampling plan, scope of the study, research design, data collection and research strategy have been discussed. Next part of the chapter has been explained with different tools used in the study. Reliability test, factor analysis, independent t-test, Correlation and regression have been applied.

Chapter 4 describes the data analysis and interpretation as it forms the major part of the study. The tabular and graphical presentation has been done reflecting the data of the duly filled in questionnaire by the women faculty in higher education sector. Various tests and statistical techniques have been used for testing hypotheses. The Cronbach Alpha reliability test has been applied to check the reliability and the values of Cronbach Alpha are .805 and .905 for both the government and private women faculty which is significant for internal consistency of the scale.

Further KMO and Bartlett tests for factor analysis has been applied in which value of KMO index is .801 for women faculty in higher education which is satisfactory for factor analysis to proceed. Bartlett test of sphericity is 0.00 which is also significant for factor analysis. Factor analysis has been done to classify the factors in major subgroups namely Role conflict from family to work-physical health, preference for factors in profession, Discriminations, factors which creates difference at workplace, psychological stress, coping strategies for reducing stress. Pearson correlation coefficient has been applied to test the hypothesis which results that there is significant association between occupational stress of working women in terms of age, gender and seniority. Next hypothesis also resulted from Pearson correlation coefficient, concluded that there is a significant impact of role conflict at workplace and family front on psychological and physical health of working women.

Further study based on correlation analysis stated that in government and private employees there is a significant effect of workload, low salary, job insecurity and transfer on stress level among women faculty. Independent t-test has been done to test the hypothesis which results that there is significant difference between the stress level of women faculty in private education institution vis a vis government education institution.
Chapter 5 emphasizes on findings, conclusion, suggestions, limitations and scope of the study. The chapter is based on the data analysis in this study.

5.1 KEY FINDINGS

1. The present study shows that among government respondents; 30.5% respondents were between 20-30 years, 50% respondents were 30-40 years, 12% respondents are 40-50 years and 7.5% were 50 years or above in age. Among the private universities respondents, maximum were from the age group of 20-30 years.

2. It was inferred from the study that more than half of the respondents in government institutions were married while 28% respondents were unmarried. On the other side in private institutions 52% respondents were unmarried and the rest were married. Research also shows that in Govt. Institutions, most of the respondents have more than 10 years of work experience, while in private institutions most of the respondents have one to five years of work experience.

3. Most of the respondents in both the Govt. and private institutions experienced stress regularly. The study showed that stress is a major factor for reduction in work efficiency of the female teachers, and the majority agreed upon this fact.

4. It was found that for both the govt. and private women faculty, less number of working hour in the education sector is a preferable and attractive option. Similarly, good salary, career opportunities and promotion allures maximum number of respondents towards this profession.

Impact of Age, Gender and Seniority on level of stress among women faculty

5. The study discloses, majority of respondents in govt. and private institutions agreed that age and seniority create differences in stress level among them. Same as in case of gender, maximum number of respondents in private institution agreed that gender is one of the major cause of stress at workplace, similarly half of the respondents in the govt. institutions agreed upon the same.

6. Most of the women faculty in government and private educational institutions feels that the two distinct roles (Work/Family) affect their personal and professional life.
Causes of Role Conflict

a) Work to Family

7. It was found that in India, sometimes the working hours encroach upon their family life. Due to role conflict, most of the respondents from Government and Private Institutions complained they are unable to give proper time to their families and could not concentrate on other household activities. It takes a toll on their personal life and hence restricts their social life often.

8. Results shows that most of working women in government and private institutions admitted, stress is a major factor which affect their personal life adversely.

b) Family to Work

9. The result shows that majorities in both the government and private institutions agreed that because of the stress they could not concentrate on their job responsibilities sometimes, they are unable to complete assigned work on time, face irregularity at workplace and often performs below the average.

10. Most of the respondents in Government and Private institutions state that lack of support from peers or management causes unstable professional life which further results in role conflict.

Factors create stress mostly

11. It was found that 79% respondents from government institutions and 84% respondents from private institutions admitted that low salaries, job security issues and inappropriate workloads are major factors that create stress among them while transfer issues creates more stress among women faculty in government educational institutions.

12. The study revealed that maximum number of respondents in both the government institutions and private institutions agreed that lack of opportunities for growth or promotion mostly create stress among them.
Psychological and Physical symptoms of stress

13. Study discloses that most of the respondents in government and private educational institutions are prone to headaches/ migraines, sore throat, aches and inability to concentrate on different task while working. Similarly, anxiety, poor sleep pattern and depression are common symptoms of stress among them.

14. This study observes that as compared to women faculty working in government institutions, women associated with private educational institutions experience tiredness quite often. Whereas, most of the respondents in both the government and private educational institutions feels that anger, frustration, backache, sickness and other physical problems hamper their psychological health.

Factors influence stress at workplace

15. The present study observed that most of the respondents from government and private institutions were in the view on the following factors which influence stress are as follows:
   a) Long working hours b) overtime c) job insecurity d) working environment e) less promotion opportunities f) lack of recognition and appreciation g) knowledge upgradation h) grievance regarding problems i) strict policies j) lack of teaching resources k) lack of social support from colleagues l) conflict m) additional work and on) innovative teaching methodology apart from the traditional teaching methodology.

16. This study revealed that most of the respondents are in view that being a woman they have less promotion opportunities, lack of mentoring facilities, clear responsibilities and career development opportunities. Most of the respondents agreed on encountering various stress symptoms after returning from workplace too.

Coping Strategies

17. The majority of respondents admitted that they engage themselves with their own stress relieving programs, i.e. they rarely do yoga, but try to engage in diversions like workout etc. to reduce stress level.
18. Most of them use to spend their time with friends or relatives to reduce the level of stress. Being a working woman in education sector, most of them like to write and read, spend time with their friends or relatives, or engage themselves in T.V, meditation, shopping and outing to reduce their stress level.

19. Reliability test has been applied to check whether data is reliable or not. In the present study Cronbach's alpha value in women employees working in government institutions is 0.805 and in private institutions it is 0.905 which indicates a high level of internal consistency of the scale with this specific sample.

20. Further KMO and Bartlett tests for factor analysis has been applied in which value of KMO index is .801 for working women in higher education sector, which is satisfactory for factor analysis to proceed. Bartlett test of sphericity is 0.00 which is also significant for factor analysis.

21. Independent t-test has been done to test the hypothesis which shows that there is significant difference between the stress level of working women in private educational institutions vis a vis government educational institutions.

Many parameters were taken into consideration during the research. It has been found that working women in private institutions are more stressed than women associated with govt. institutions in following aspects:

- Job insecurity
- Workload
- Knowledge up gradation
- Strict policies
- Conflicts
- Changed teaching methodology
- Lack of clear responsibilities
- Lack of career development opportunities
Women faculty in govt. education sector are more stressed in following aspects:

- Transfer
- Less promotion
- Grievance regarding problems
- Gender issues
- Lack of teaching resources
- Lack of social support from colleagues

Whereas in rest of the variables, impact of stress on women employees in both the sectors is almost equal with a slight difference such as:

- Lack of opportunities opportunities for growth and advancement
- Long working hours
- Less recognition and appreciation
- Working environment
- Less promotion opportunities

5.2 CONCLUSION

As seen from the tables in last chapter, the entire hypothesis have been structured and tested through various tests. The Independent t test, Pearson-Correlation and Multiple Regression have been applied to test the hypothesis of the study and to accomplish the objectives of the study. The first objective of the study was “To compare the stress amongst working women in private education institutions vis a vis government education institutions. (a) To determine the factors that contribute the most towards stress among women faculty in education sector in Rajasthan”. However, to prove this objective, framed hypothesis was “There is no significant differences between the stress level of working women in private education institution vis a vis government education institution”. The Independent t test has been applied by the researcher to determine the major factors and compare the level of stress among women faculty in government and private educational institutions and result drawn shows that “There is a significant difference between the level of stress of women faculty in government and private education institutions. Result also shows that
women faculty in private education institutions are more stressed as compared to
government women faculty.

The second objective of the study was “To identify the relation of stress among
working women in terms of age, gender and seniority” to analyse this objective,
researcher framed a hypothesis “There is no significant difference in the
occupational stress of working women in terms of age, gender and seniority”. The
Pearson-Correlation test has been applied to identify the level of relation between
stress and age, gender and seniority and concluded that there is an association
between stress and age, gender and seniority among women faculty, which
indicates that age, gender and seniority affects the level of stress and performance
among working women at workplace.

The Third objective of the study was “To find out the causal effect of salary, job
security, transfer and workload on stress among working women”, to substantiate
this objective, research framed a hypothesis “There is no causal effect of salary, job
security, transfer and workload on stress level among working women. The
Pearson-Correlation test has been applied to find out the relationship between stress
and salary, job security, transfer and workload and concluded that there is a causal
effect of salary, job security, transfer and workload on stress level among
working women, which indicate that low salary, job insecurity, transfer and excess
workload are the major source of stress among women faculty.

The fourth objective of the study was “To determine the relation between role
conflict at work place and family front and psychological and physical health of
working women” along with its sub objective “To identify the coping strategies
adopted by working women, to reduce stress” Pearson Correlation and Multiple
Regression analysis has been done to determine the relation between role conflict and
its impact on physical and psychological health of women faculty. It is concluded that
there is an association between role conflict and physical and psychological health,
which results as headache and tiredness mostly. Few major coping strategies have
been identified by the researcher such as Yoga and meditation to overcome the
problem of stress.
The Last objective of the study was “To develop an integrated model of distress for working women”. Through various review of literature and observation on the basis of response of women faculty, researcher has designed a model. This model has been designed from the sources of stress to coping strategies to overcome the problem.

As per the result of this study, it clearly can be seen that women faculty are highly stressed in education sector. It also concluded that women faculty in private education institutions are more stressed as compared to women faculty in government education institutions. On the other side, the colleges and universities are important human industries which produces valuable human resources in a country. The people, who are generally involved in the up gradation of human resources, are the teachers especially the women faculty. They plays a significant role in the creation and dissemination of knowledge and innovation, in addition to training and education. Women faculty are not only the backbone of the education system, but also are the makers of humanity and developers of the society. The future of a country is decided within the walls or boundaries of a classroom. A nation’s growth is connected with its teachers and quality of students what a teacher makes. It is women faculty who bring the harmonious development of personality of students. If the women faculty suffer from stress at workplace, it will definitely affect the quality of their teaching and cause of injustice to the students.

The suggestions given in the present study should be considered to introduce new initiatives in higher education. It will help the women faculty to come out from stress in their personal and professional life and ensuring better working conditions at workplace to fulfill their expectations to a greater extent possible. A satisfied woman faculty without the stress will bring quality among students, through their contribution to develop the Indian higher education system. Thus, it is significant for the institution that they work on some stress management techniques by which their women employees will be more satisfied with better productivity. At the same time, women faculty also should work on some self-analysis techniques through which they can reduce or avoid stress by some powerful techniques.
5.3 SUGGESTIONS

When a person is suffering from stress, he also makes an effort to overcome it. The method of relieving the stress is said to be coping mechanism. Coping mechanism helps in reducing or minimizing the harmful consequences of stress which results from different factors. Following suggestions will be helpful for working women in education sector to cope up with stress.

At personal level

1. It was found that long working hours and workload are major factors behind stress. For the solution, women faculty should behave as professionals by avoiding gossiping and petty politics at workplaces. It would not only save their time but also will be helpful to complete the assigned work on proper time without stress.

2. Results show that many respondents are of a view that now a days innovative teaching practices and methodologies are also a cause of stress to some extent. They should not think these as an extra burden but should explore and learn to use innovative practices of teaching. These methods and practices may be used to update their knowledge and teaching skills. This will enhance their morale and satisfaction level among them along with reducing the stress-effects experienced by them in various psychological aspects.

3. The respondents stated that they suffer from immediate headaches, anger, anxiety, depression and other psychological problems. Thus, it is suggested that they may consult with physician and take the suitable prescriptions advised by the physicians. They can also adopt suitable diet chart if so needed.

4. Present study shows that due to many factors, working women are struggling with stress and having psychological and physical problems. So, it is suggested that they should engage themselves with diversions like: gardening, hobby photography, scrapbooking, maintaining a saltwater aquarium, puzzle solving, drawing, painting, knitting, playing the Piano and writing etc.

5. Many of the respondents feel problem of imbalance between workplace and household responsibilities. Through a distribution sequence of household work and assigning household duties to other members of family and dependents
can work as an effective way to solve this problem of workload, tiredness and physical stress to a large extent among working women.

6. Some of the respondents say that they feel stress due to lack of career development and promotional opportunities. To overcome this problem, a career counseling cell or unit should be established to guide women faculty, who want to undergo courses, take higher degrees or do research for promotions and higher placements.

7. Many of the respondents feel problem of work-life imbalance. Through a distribution sequence of household work and assigning household duties to the family members and dependents can be an effective way to solve the problem of overwork, tiredness and physical stress to a large extent among working women.

8. The cooperative effort of family members together in dealing with family issues can also create a maintained and compromising situation which helps in reducing level of stress. It is a cordially coping strategy at family level.

9. The respondents stated that most of the time, they are unable to attend their family and social events due to heavy work pressure. Thus, they should take suitable action to plan and complete their jobs (at work place and home) in order of immediate, urgent and routine. An effective time management strategy will be the most effective in reducing the stress caused by these circumstances.

10. Some of the respondents revealed that uncooperative behavior of their peers and colleagues create stress among them. This problem can be minimized by trying to learn “self cure” techniques to manage their own behaviour to reduce stress.

11. Respondents should follow some effective stress buster practices like regular yoga, physical and mental exercises, meditation, balanced diet and adequate sleep etc. There is no single strategy suitable for all respondents. They may choose any stress reduction practice among all (exercise, yoga, meditation or any other) as per their age and specific conditions.

12. Women faculty can create a group or join a group of trustworthy and empathetic people to get support whenever they feel stress in their personal or
professional life. This will help them in building up confidence and to overcome from stressful situations.

13. A personal diary can also be maintained by women faculty facing stress problems to let out the pent up their feelings and frustrations through writing. Many psychologists suggest that “self talk” and “self analysis” can be the most effective way to manage an individual’s behaviour and the stress.

14. In present era every woman wants to be a super woman along with better management and performance at workplace and at home, which is strongly linked with their stress. The respondents need to realize that they can’t be a super teacher, super mom, super wife, and super daughter/daughter-in-law at the same time, they all are human having limitations and frailties too.

15. Adopting 3C’s exercise: By reducing Conflicts, operating right Controls to take action for correct choices, an individual can monitor and direct itself for a stress free healthy and happy life.

Hence, it is suggested that managements of institutions should train their employees with positive stress stimulators by adopting Seven A-model viz., Avoid the Stressor, Alter the Role conflict, Adopt a Hobby, Accept the responsibilities, Abide by the rules, Adjust at workplace and Act like a Leader/Winner.

### Seven ‘A’ model for coping up with stress

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<tr>
<th>Avoid</th>
<th>Stressors</th>
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<tr>
<td>Alter</td>
<td>the Role conflict</td>
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<tr>
<td>Adopt</td>
<td>a Hobby</td>
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<tr>
<td>Accept</td>
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<tr>
<td>Act</td>
<td>like a Leader/Winner</td>
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### At Institution/Management level

1. It is found that private higher education institutions work on “Hire & Fire” policy. If they hire a working woman as an employee in the beginning of the
session, they should not “Fire” them amid the session. Because these policies maximise stress among employees related to job security. While in government institutions women faculty never experience this problem due to job security.

2. Education sector always concerns a lot of activities throughout the session like sports, cultural and literary meets etc. but it should not be compulsory for women faculty to engage in all of them and stay long till the end of any particular event. It is also a cause of stress. Thus, it is suggested to institutions that they should motivate staff to stay in the events rather than to force them to stay long. It must be divided appropriately among men and women employees according to their suitability and capacity.

3. Some of respondents stated that it is a common practice in some institutions to keep advance salary and original copies of their documents to unable the employees to leave the organization without prior notice or as per their requirement. Whereas in government institutions women are more relaxed in terms of this policy as comparing to women faculty engaged in private institutions. To overcome this problem, private higher education institutions are suggested to liberalize their policies towards this scenario.

4. It has also been observed during study that few institutions cut a part of employee’s salary on account of various funds like employee welfare fund, birthday party fund and marriage function gift fund etc. It is, therefore suggested that it should be implemented voluntarily instead of compulsory for all employees, it may sometimes become a cause of stress for those women faculty who have some financial problem at her homes.

5. It has seen that every institution expect from their employees to be more updated and have an expertise in their particular subject. But reality is totally opposite from this because when women faculty go to attend seminars, conferences and workshops even if to represent their institutions, management of private institutions cut their salary of that day. It should not be done. It’s results restrict them to attend the seminars and conferences. Not only they are not be able to enhance their knowledge and skills but this also hampers the quality education of their students. While government women faculty are relaxed in terms of this policy.
6. It is observed that feedback seems as the base of performance in private institutions. Women faculty experience stress when some mischievous students misbehave with them but even in those situations they cannot be strict on them only of the fear in their minds that they (students) would write something negative in their feedback, they do not take action against them and feel stress during their lecture. Thus, it is suggested that managements should analyse the performance of the women faculty according to various parameters, instead of only feedback.

7. Now a days, it is a common scenario in private institutions to set up CCTVs inside the campus. Sometimes it becomes a cause of stress when employer uses to watch the activities of the employees closely, instead of having an eye on students. So, employers should keep in mind that CCTVs should be used for students more as comparing to employees, otherwise it can hamper performances of employees working in the institutions.

8. It is a common practice in private education institutions that they assign new work when the faculty is going about to leave the campus. Work should be assigned as per their working hours. It will be better if it is assigned at the beginning of the day rather than at the end.

9. Respondents in private education institutions stated that they are not satisfied by the salary policies. A performance based competitive pay scale can be introduced and practiced. Salaries should be attractive and it should be provided at higher scale to the deserving, qualified and experienced teachers. It must be provided by institutions on regular intervals. While in government institutions, thanks to sixth pay commission, most of the women faculty does not feel stress in terms of salary.

10. It is found that working women experiences stress due to their children. It is suggested that crèches may be established in each unit to help them to take care of their wards below the age of three years.

11. Now a days, many private institutions deal with statutory authorities of competitive exams to earn more and organize exams in their campus on Sundays. When they do not get sufficient invigilators, they order their employees to come on Sundays and it creates unnecessary stress among women faculty because Sunday is the only day in a week when they could
give proper time to their family. Thus, instead of compulsion it should be voluntary for the employees.

12. It is always true that strict and rigid policies create stress at workplace among women faculty working in private institutions. Before formulating policies, it is advisable that the organisation must have a discussion with the employees otherwise it will produce negative results. On the other hand, in government institutions, policies are very liberalise already.

13. Working women have to play dual role at workplace and at home. Hence, they sometimes require leaves to manage their social and personal lives. According to our social setup women are expected to be responsible more towards their family. The management should have a humanitarian approach while granting leaves to women employees.

14. During this study it was found that some of the respondents were victims of the problem of gender biases in both government and private institutions. Women faculty must be treated at par with male faculty. Performance rather than gender should be taken into consideration.

15. Good performance is not the base of performance appraisal system as they say. So performance appraisal system must be made transparent and fair.

16. Most of the government respondents experienced the problem of stress due to lack of teaching resources and inappropriate environment in both government and private institutions. Thus, there must be sufficient teaching aids, infrastructural facilities like buildings, pollution free environment, classrooms, computer lab facilities, internet and multimedia facilities, water facilities, rich libraries, well equipped laboratories, seminar or conference halls and canteens with proper ventilation and lighting facilities, facilities of furniture and equipments, which may help the women faculty to perform their work efficiently and smoothly. If it is already available, it must be maintained properly.

17. Spirituality plays an important role to reduce the common problem of stress among all. Under stress relieving programme, the institute must insist on regular prayers for the women faculty and make the teachers get occupied in prayers by delivering thought for the day, small talks etc.
18. Yoga and meditation can be made compulsory for women faculty for at least half an hour daily within the college campus at free of cost or with minimum fee. It may be practiced during the free periods.

19. Incentives and continuous motivational efforts are essential to raise their social, economic and professional status and to attract talented young women in teaching profession.

20. Various health awareness programmes should be organized for the benefit of the women faculty working in educational institutions. Stress management workshops may be organized for women faculty. So that, they may come out from their stress and depression.

21. A counselling cell should also be established for those women faculty who have some interpersonal conflicts or disputes in the departments or institutions.

22. Research results show that activities such as picnics, lunch, get-together parties, games, tours, movies and other outings may be organized by the same club. Such meets will provide an opportunity to interact with senior and junior faculty, which will be helpful to enhance their relationships at workplace.

23. Institutions should organise ‘get together programmes’ for women faculty with their family members too. These can be arranged once in a year to give them a chance to avoid gap in their relationship and make it strengthen their bond with the institute where they are working.

24. All organizations have some hierarchy, referring to different work groups. Management, Principal and HOD should also have humanistic attitude to create healthy working environment and work should be divided as per the organizational structure to reduce the problem of workload and work pressure among faculty.

25. The expectations of women teachers like job security, good working environment, job satisfaction, good salary, liberal policies, promotion opportunities, no gender differences, recognition and appreciation, proper teaching resources and career advancement opportunities etc. should be positively ensured in institutions. This can be achieved with proper management and adequate efforts.
At policy makers level

1. Most of the respondents in Private institutions revealed that management shows false information regarding their pay slip. This study suggests statutory authorities in education sector that they must ensure the legality of these pay slips.

2. Many respondents feel stress because their employers do not announce holidays as per the announced holiday list provided by University Grant Commission (UGC). Private women faculty feel stress when their children do not go to school due to holiday and they have to come to workplace, especially if they are in nuclear family. Thus, statutory authorities must take action against those institutions who do not follow the rule of holidays.

3. It has been observed that as per the policy of statutory authorities, an institution can give order to their employees to take 18 lectures maximum in a week. But most of the times they recruit less staff and work on the policy of “assigning maximum lectures to minimum faculty”. In fact, this minimum faculty takes 24 lectures in a week. Thus, it is suggested to UGC that they must investigate the number of staff members as required, to reduce stress among existing women faculty.

4. As per the norms of UGC, it is compulsory for an institution to recruit NET qualified employees only. But they recruit Non NET qualified people too. It becomes reason of stress for those women faculty who are NET qualified but still are not getting salary as per the UGC norms because employer hire other people on less salary and then they have to compromise to work on the same salary. Thus, UGC must take actions against those private institutions, which are not following the rule.

5.4 A STRESS MANAGEMENT MODEL FOR WOMEN FACULTY

On the basis of results of the study, a model has been designed and created, which has identified the sources and consequences of stress amongst working women faculty in Govt. and Private higher educational institutions along with prescribed coping strategies and suggestions.
The present framework is an attempt to develop an integrated stress model conceptualizing work at personal and professional places. Along with sources of stress at home and workplace, consequences also has been identified and classified into four main categories to understand the impact of stress on physical and psychological health of women faculty. To overcome the problem of work-life...
balance, suggestions has been made on personal, institutional and policy maker’s level in higher education sector, which would be helpful for a working woman to live stress free life with better performance.

5.5 LIMITATIONS

The limitations which are evidently part of the research may be summarized in following points:

- The undertaken research is confined to women faculty of higher education sector of Rajasthan state only, thus the results may only be able to define this specific area under study and not to the entire universe.
- Data was collected from the women faculty and they were busy in their lectures so they were less responsive and pre-occupied.
- To a certain extent, this is a one sided version of the study, since the perceptions and experiences of peers, seniors and employers are not taken in this study.
- The respondent whom the research is carried out may behave artificially when they are aware that their attitudes, beliefs, views are being observed.
- The information which has been gathered through internet, newspapers, research articles etc carries its own limitations, as most of them are based on the author’s own thoughts & perception, true picture behind it cannot be judged or portrayed.

5.6 SCOPE FOR FURTHER RESEARCH

- Comparative analysis of occupational stress among men and women faculty working in higher education institutions.
- Comparative analysis of stress among teaching and non teaching women staff members working in universities.
- A similar study related to this topic may be conducted among the women faculty in educational institutions in different states.
- A similar study can also be conducted on other professions.
- Further research could determine the effects of implementation of programs and practices to reduce stress-effects and stress levels of faculty members.