



International Journal of Economic Research

ISSN : 0972-9380

available at <http://www.serialsjournals.com>

© Serials Publications Pvt. Ltd.

Volume 14 • Number 20 • 2017

Teachers on the Move: The Menace of Psycho Social Problems

Imran Hussain¹ and Ankit Kumar²

¹Assistant Professor, Department of Psychology, Lovely Professional University, Punjab, India. Email: imranzabid18@gmail.com

²Assistant Professor, School of Education, Lovely professional University, Punjab, India. Email: ankitsinha2014@gmail.com

ABSTRACT

Since time immemorial women in Indian society have been existing quintessentially. Working women have set exemplary and consummate models for many others to move in life. Their inborn knack and abilities are the attributes a society look for. However, in much other respect, these women are the one who suffer tremendously in various aspects. Their myriad contribution has always been neglected which resulted in the distortion of their milieu. Withdrawal of legal rights, illiteracy, maltreatment and gender biases are few instances to ponder. Their perpetual and sustained atrocity has made working women to undergo many psychological issues harming their overall well-being. The present study aims to explore the difference in psycho-social problems of working women in relation to their type of family, age, and locale. We verified the formulated hypotheses using data collected from 100 female teachers comprising of 6 schools including the government and private based in Bathinda (Punjab). Data analysis was done through *t*-test to find out the level of significance in relation to the type of school, type of family, age and locality. Results reveal no significant difference in the psycho-social problems of women teachers working in government and private schools with respect to their demographics. The implications of the results are discussed.

Keywords: Working women, psycho-social problems, school teachers.

In the history of human progress, the role of women has been pivotal and significant as much similar as men have contributed. The fact is, a country's overall advancements is seen as an essential parameter when women of higher status obtain some of the best employment and work which a society accomplished for them. In some instances women have high aspiration and join a profession willingly according to their qualification and skills acquired, whereas some women join some work to improve the financial condition and standard of living of herself and her family.

The financial constraints are on the rise, especially in the middle-class Indian families. General cost of living, educational expenditure on children and increasing rates of property or real estate in India are among the prominent reasons which force the majority of families in India to find various ways and sources of enhancing the overall remuneration and salary of household. Consequently, Indian women who are primarily confined to household chores, are compelled to seek employment and look for challenging profession which were thought only worthy and acceptable for males. Though, many women have higher aspirations to succeed in the sphere of professional life, so they join a job.

Working women face numerous problems at workplace. Social attitude regarding working women is a major hindrance in the emancipation of women. Even though women meeting all the requirements are available, a male candidate is given the preference of equal qualifications. Gender biasness creates a major hindrance at the stage of recruitment. When we talk about remuneration, where the law promulgates equality, this is not seriously implemented. The inbuilt belief that women lack capability and lack the intelligence of handling challenging tasks and not much capable than men affects the payment and allowances for the same employment. It has been observed that in some families the salary of women is given to the husband, father or in-laws, hence the prime motive for pursuing a career for obtaining economic independence is not fulfilled in most of the cases.

Women workers in India face various challenges in comparison to the working women of western countries. They are neither given priority in social nor in economic decisions in the family and in some cases women's are not allowed to take part in decision-making process. Gender discrimination exists too in the work environment of unorganized sector. Yet in other informal sector, women workers do not receive the same wages and grants for similar work done by men for the same hours. Incidences of exploitation at workplace is common. There are some acts namely the Unorganized Workers Social Security Act, 2008, Domestic Workers Welfare and Social Security Act, 2010 etc., but the problem arises as a result of improper implementation and corruption cases.

The numerous challenges and problems that women face is the effective management of the responsibilities of both at home and job front. The problems of women are generally of social and psychological in nature including physiological and economic problems. In some cases, it has been observed that women receive fewer wages and allowances as compared to men of equal qualification. The number of women in employment has increased but, the mindset regarding their role in the society and inside their family has not changed significantly. Still today, taking care of family and nurturing the children is generally considered as a primary duty of women. Performing their duties and fulfilling the responsibilities of family almost on their own increases the level of stress among the employed woman.

The problems of working women's are diverse and multiple. They are, often not considered as equally methodical and effective as compared to men and are directly or indirectly discriminated at the workplace. This sort of attitude gives a rise to inferiority complex and generating a feeling of, worthlessness or inability that leads to stress, mental fatigue, and a high level of dissatisfaction in job amid working women. Apart from all these, there are instances of sexual harassment of the women employees by their male colleagues in the workplace which is detrimental to the honour and dignity of the women. However, there is an effort made to provide safe and secure working environment for women employees by creating sexual harassment cells in most of the institutions to redress the grievances of the women.

Overall we can say that women face problems which are broad and complex in nature like sexual harassment, job strain, role conflict, financial dependency. The problems affect their job satisfaction which in turn leads to stress related disorders. In the context of many-sided roles that women display, their well-being must not be understood only concerning social development but should also be an important aspect of awareness. They should not only be seen in a role of child-bearer and homemaker but as a significant part of the socio-economic progress of the nation.

Psycho-social Problems and their Correlates: A Review

Psycho-social problems can have a serious impact on one's normal life, including family, friends, work and social life. Psychosocial problems can range from mild to severe, depending upon the frequency and repetition of disorder-related symptoms by an individual. The common symptoms of psycho-socially disturbed personality are degraded self-image; inability to concentrate on any issue for longer time, mood swings, and impulsive behaviour, irritable lacks patience and self-confidence. The symptoms mentioned are only few of the parameters to judge the personality of an individual. However, normal persons at times may possess some of the similar characteristics, but we cannot term them as psychosocially unstable persons because it depends on the frequency which determines the problem.

Channa (2001) substantiated that due to several circumstances women have to compromise on many family issues and the mindset of people, the health and general well-being of women also stands neglected. The problem of women in the workplace is quite serious in nature. The male colleagues working with females often doubts the inherent potentialities of women to achieve something.

Findings of the study carried out by Gupta and Sharma (2002) on women academic scientists in India suggested that women are not able to perform at their best because of the domestic responsibilities and management of family. Women get exhausted both physically and mentally in handling dual responsibilities. Several researchers have attempted to explore the relationship between life and teaching satisfaction. Findings reported that those teachers who are satisfied with their teaching also possess high levels of life satisfaction (Ahammed, 2011), with an increase in age, the overall life satisfaction decreases; whereas, increment in personal income, leads to increment in overall life satisfaction (Jan et. al., 2008), a positive relationship existed amid leadership behaviour of principals and teacher's job satisfaction. Moreover, healthy and open climate of the school strengthened the job satisfaction of teachers (Mishra, 2005).

Issues of work family conflict has been another profound challenge faced by women. It was explored that conflict in work and family conflict was explained by job dissatisfaction which influences job turnover intention amongst the female faculty. Moreover, work-life conflict and job turnover intention exerted negative indirect effects on one's job satisfaction (Ahmad et. al., 2011), significantly contributed to organizational commitment with an additional difference among single and married individuals (Akintayo, 2010), a weak relationship amid work-family conflict and employee retention (Aslam et. al., 2011), and female teachers having family life stable tend to perform better in job and have a positive attitude towards the challenges in the workplace (Cinamon et. al., 2005). Benni and Basavaraj (2004) explored the socio-economic impact of role conflict of working women. Their findings showed that the number of married working women was six times greater than that of unmarried woman. Respondents above forty five years of age efficiently handled two different roles successfully. Role conflict was found more common among women of younger age groups. Rao and Aiswarya (2008) identified whether work family

conflict exists among teaching women and also to analyze the conflicts among those women who differ in two major demographic profiles, namely marital status and the number of children. Findings revealed that married working women face more problems as compared to unmarried woman. Moreover, work interferes with family time and most of the women are not able to maintain affair balance amid work and family.

In another studies researchers found self-efficacy, gender role attitude, social support, and role model were significantly linked to career aspiration (Ming, 2007), dual responsibilities of home and work generates the work-family conflict and is responsible for creating stress (Malik et. al., 2011).

In a recent study by Karimi et. al., (2012) investigated the consequences of conflict between work and family among Iranian female teachers. The study concluded that job, family and life satisfaction can be enhanced by lowering the conflict between work and family.

Harshpinder and Aujla (2006) examined the consequences psychological and physiological stress prevalent amid working and non-working women. Findings revealed that working women were more stressed as compared to non – working women. Increment in psychological stress due to added work-pressure was found a potential cause leading to imbalanced personality and serious effect on one's health. Hashmi et. al., (2007) provided detailed picture of the relationship between marital adjustment, stress and depression among working and non-working married women. They found significant relationship amid marital adjustment, depression and stress. Moreover it was indicated that non-working married women were better adjusted in their married life than working married women.

Other researchers have attempted to identify the detrimental effects of stress and depression. In a study secondary school male teachers showed significant positive correlation with stress and adjustment while secondary school female teachers show significant negative relationship in their stress and adjustment (Singh, 2003), a significant difference in stress and mental health has been found with respect to both the genders in domestic call centers. Female employees of the call centers face more stress and problems as compared to men (Suri, 2008).

Working women who undergo depression and general anxiety disorder are in the age group 35-55 years (Leger, 2004). Age factor was also found playing significant difference in psycho-social problems of female school teachers who were less than thirty five years and more than thirty five years of age which indicates that age depicts an important role in ascertaining psycho-social problems of female teachers (Ravinder et. al., 2010), found to solve the problems by applying different strategies but in turn they get physically and mentally exhausted (Kaila, 2007), and that age of the respondents possesses significant impact over the major psycho pedagogical attributes viz., professional-interest, job-satisfaction, collectivism and professional-stress (Roy & Paira, 2009) and a significant difference in the level of stress between the married and unmarried employees (Aziz, 2004).

In a study conducted by Sheikh and Bhushan (2002) explored that in a patriarchal society where male dominates in patriarchal society, sense of anxiety is visible. It is in fact the social situations which make women indecisive and dubious also make them socially anxious. Social anxiety amid women is also an antecedent of the ways these women are perceived and assessed by others. The psycho-social problem that disrupts and hampers the physical and mental health and also the psyche of working women, especially the teachers, is frustration which can lead to depression.

Delina & Raya (2013) in their study found how working women face tough challenges in maintaining their professional and personal life. Findings indicated that problems faced by these women in terms of work life balance was very high, also disequilibrium in work life balance affects individual's life significantly.

Kakkar & Ahuja (2013) attempted to find the effect of stress among women lecturers in private and government colleges. However, the difference in stress levels was found insignificant retaining the null hypothesis.

In a recent study carried out by Rajesh and Manoj (2015) it was examined how job dissatisfaction in women employees correlates with factors like low wages and job insecurity, harassment, shift work, job stress, work-life balance, lack of legal protection and poor working conditions. More than 60% employees were found reported on these factors.

Therefore, based upon the above review and discussion, we frame the following hypotheses:

H1: There is no significant difference in psycho-social problems of working women belonging to private and government secondary schools of Bathinda.

H2: There is no significant difference in psycho-social problems of working women coming from joint and nuclear families of secondary schools of Bathinda.

H3: There is no significant difference in psycho-social problems of working women coming from urban and rural areas of secondary schools of Bathinda.

H4: There is no significant difference in psycho-social problems of working women having age of less than 35 and more than 35 years of secondary schools of Bathinda.

Population

The participants for this study would be drawn from the female teachers working who are the 'working women' in government and private schools in Bathinda district of Punjab.

Method

Sample

The study was performed in six different secondary schools of Bathinda. Permission for data collection was sought from the concerned school authority. Questionnaires were administered to 120 female teachers. Proper instructions to fill the questionnaires were given to the respondents. For this, purposive sampling technique was adopted. The respondents were assured of complete anonymity of their responses and were requested to return the questionnaire within three days. Filled questionnaires were obtained personally by the investigator. The researcher collected a total of 100 filled questionnaires resulting with a response rate of 83.3 percent. Participant's different demographic backgrounds namely age (above and below 35 years), localities (rural/urban) and family type (joint/nuclear) and marital status were recorded through demographic data sheet.

Measures

A standardized tool was used by the investigator to operationalize the study variable.

Psycho-social Problems

Hundal’s (2002) psycho-social problems of educated working women was adapted to measure women’s pertaining issues. This scale comprised of two dimensions consisting of 105 items in total. Social problems (having 54 items: 11 items are positive and 43 items are negative) and psychological problems (having 51 items). The description of responses against each item was recorded on five point Likert-type scales ranging from strongly agree (0) to strongly disagree (4). Test-retest reliability computed after a lapse of twenty days was found to be 0.82 and 0.84 for social and psychological test items respectively. This measure also comprise of high content validity.

Results

The obtained data on psycho-social problems for each demographics namely type of school, locality, age and type of family are depicted in the following table. To see the differences on these demographics, further analysis using *t*-test was carried out.

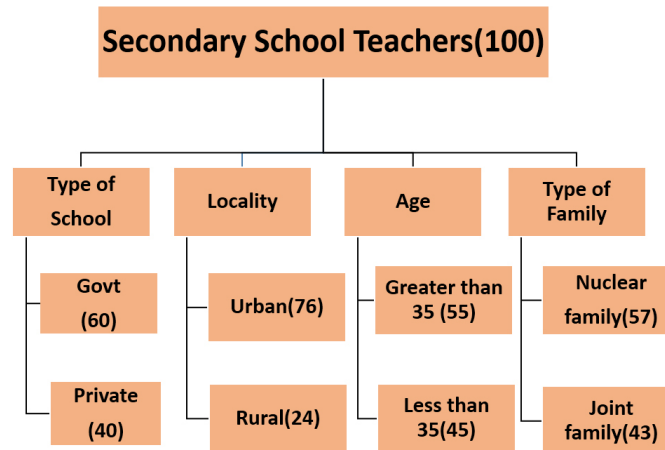


Figure 2.1: Shows the sample design

Table 3.1 shows the mean and standard deviation of psycho-social problems of working women belonging to private and government secondary schools of Bathinda.

Table 3.1
Group Statistics

Total score on psycho-social scale	Type of school	N	Mean	SD	Std. Error Mean
	Government	60	245.75	29.559	3.816
	Private	40	236.20	27.592	4.363

Table 3.2 shows the *t*-value of psycho-social problem of working women belonging to private and government secondary school of Bathinda.

Table 3.2
Independent samples test

Total score on psycho-social scale	<i>t</i> -value	df	Sig. (2-tailed)	Mean difference	Std. Error difference
	1.625	98	0.107	9.550	5.877

Table 3.1 and 3.2 shows that the mean score of female government teachers on psycho-social problem was 245.75 and that of private teacher was 236.20. The standard deviation of government teachers were 29.559 and that of private teachers was 27.59. Standard error of mean of female government teachers was found to be 3.81 and that of private teachers was 4.36 respectively. The difference between mean score was 9.55. The standard error of difference was 5.87 and the *t*-value was 1.62 which was insignificant at 0.05 level, hence the null hypothesis *H1* stating that, there is no significant difference in the psycho-social problem of working women belonging to government and private secondary schools is accepted and it is substantiated that *psycho-social problems faced by female teachers of government school and private school are similar*.

Table 3.3 shows mean and standard deviation of psycho-social scale of female teachers belonging to Nuclear and joint family.

Table 3.3
Group Statistics

Total score on Psycho-social Scale	Type of Family	N	Mean	SD	Std. Error Mean
	Nuclear	57	241.49	29.961	3.968
	Joint	43	242.51	28.089	4.283

Table 3.4 shows the *t*-value on psycho-social problem between female teachers belonging to nuclear and joint family.

Table 3.4
Independent Samples test

Score on psycho-social Scale	<i>t</i> -value	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	-0.173	98	0.863	-1.020	5.893

Table 3.3 and 3.4 shows that the mean score of teachers belonging nuclear family was 241.49 and 242.51 for teachers belonging to joint family. Standard deviation of teachers coming from nuclear family was 29.961 and that of teachers coming from joint family was 28.089. Standard error of mean of teachers belonging to nuclear family was 3.968 and that of teachers from joint family was 4.283 coming. The difference between mean was 1.020 and it was in favor of teachers coming from joint family. The standard error of difference was 5.893 and the *t*-value was 0.173 which was not significant at 0.05 level. Therefore, the null hypothesis *H2* stating that there is no significant difference between the psycho-social problems of working teachers coming from nuclear family and the teachers coming from the joint family is accepted and is substantiated that *psycho-social problem of female teachers belonging to joint and nuclear families are similar*.

Table 3.5 shows the mean and standard deviation score on psychosocial problems of teachers coming rural areas and the teachers coming from the urban area.

Table 3.5
Group Statistics

Score on psycho-social Scale	Area of teachers	N	Mean	Std. Deviation	Std. Error Mean
	Rural	24	244.25	29.851	6.093
	Urban	76	241.20	28.929	3.318

Table 3.6
Independent Samples Test

<i>Score on socio-psychological Scale</i>	<i>t-value</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
	0.447	98	0.656	3.053	6.825

Table 3.5 and 3.6 shows the mean score of teacher coming from rural areas were 244.25 and that of teachers coming from urban area were 241.20. The SD of teachers belonging to rural area were 29.85 and that of teachers belonging to the urban area were 28.929. Standard errors of mean of rural teachers were 6.093 and that of urban teachers were 3.318. The difference between mean was 3.053. The standard error of difference was 6.825 and the *t*-value was 0.447 which was not significant at 0.05 level. Therefore, the null hypothesis *H3* stating that, “there is no significant difference in the psycho-social problems of working women coming from urban and rural areas of secondary schools of Bathinda” is accepted and therefore can be substantiated that *the psycho-social problems faced by both urban and rural women are similar*.

Table 3.7 shows the mean and standard deviation score on psycho-social problem scale the teachers having more than 35years and the teachers having less than 35 years age.

Table 3.7
Group Statistics

<i>Score on psycho-social scale</i>	<i>Age of teachers</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
	More than 35 years	45	244.27	29.073	4.334
	Less than 35 years	55	240.20	29.121	3.927

Table 3.8 shows the *t*-value on psycho-social problems between the female teachers having more than 35 years and less than 35 years.

Table 3.8
Independent Samples Test

<i>Score on socio-psychological Scale</i>	<i>t-value</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>
	0.726	98	0.469	4.248	5.849

Table 3.7 and 3.8 shows the mean score on psycho-social problem scale teachers having less than 35 years of age was 244.27 and that of teachers having more than 35 years were 240.02. The standard deviation of the teachers having less than 35 years was 29.073 and that of teachers having more than 35 years were 29.121. Standard error of mean of teachers less than 35 years was 4.334 and more than 35 years were 3.927. The difference between mean was 4.248. The standard error of difference was 5.849 and the *t*-value was 0.726 which was not significant at 0.05 level. Hence the null hypothesis *H4* stating that “there is no significant difference in psycho-social problems of working women having age of less than 35 and more than 35 years of secondary schools of Bathinda” is accepted and it is therefore substantiated that *the female teachers belonging to the age group less than 35 years and more than 35 years of age had similar psycho-social problem*.

Discussion

The objective and purpose of this study were to explore and enlarge the foregoing literature on psycho-social problems faced by working women with reference to their demographics. Findings of the present study aptly show that there exists no difference among the female teachers belonging to government and

private schools, those belonging to joint and nuclear families, those belonging to urban and rural areas and belonging to the age group less than 35 years and more than 35 years of age.

Needless to mention, working women face numerous problems in the workplace. Social attitude regarding working women is a major hindrance in the emancipation of women. In jobs and promotions, priority and value is given to a male employees who possess equal qualifications in comparison to a female candidate. Gender biases create a major hindrance to the recruitment stage itself. When it comes to salary and different perks and benefits, though the law provides equality, this is not seriously implemented. The notion that women are less capable and lack the intelligence of handling challenging tasks and are not much capable than men affects the payment and allowances for the same employment.

The results obtained in the present study did not find a significant difference in psycho-social problems of working teachers belonging to government and private secondary schools of Bathinda. Hence, no significant difference was found in psycho-social problems of women teachers belonging to government and private secondary schools in Bathinda. The present findings are also supported by the earlier findings of Beri (2015) who reported that there exists no significant difference between the psycho-social problems of elementary women teachers in government and private schools in Nagaland. Kakkar and Ahuja (2013) also found that there was no significant difference in the stress level of teachers working in government and private colleges.

Furthermore, the results also depicted no significant difference in psychosocial problems between rural and urban women secondary school teachers. Kaur (2012) concluded in her study that there was no significant difference in psycho social problems among rural and urban women teachers.

In case of women who were below and above 35 years and belonged to joint and nuclear families also had no significant differences in psychosocial problems. It can be inferred that since working women either rural or urban are indulged into similar sort of chores inside the home. For them, the nature of work and workload are equivalent irrespective of location. They exhibit similar responsibilities and corroborate selflessly. This can be equally applied to women who either belong to nuclear or joint families as well. Because family members exert huge demand for work in homes whether nuclear or joint, women are tirelessly seen working day and night.

Implications

Working women in most of the cases are not treated equally and are discriminated in promotions too. The dual responsibility of home and workplace is also quite unmanageable for the majority of working women, leading to a strained relationship at home and increasing stress-related symptoms resulting in depression. Though there are many laws prevalent in India for the prevention of sexual and mental harassment of women at the workplace. The problem arises due to the lackadaisical attitude of the authority and weak implementation of existing laws.

Since these psycho-social problems of women cause serious health hazards and sufferings, they should be taken into consideration and dealt scrupulously. Also, the far-reaching impact of these problems and negative effects draws genuine attention. Our research depicted that women of all sorts are affected in one way or the other resulting in undifferentiated findings. Therefore, we put forth few practical implications of the findings. Because these problems are generally encountered by women of our society, stern laws

should be made and implemented by approaching local and national bodies. Small and large organizations including NGO's may try their level best to combat these issues with some way out that influences the overall health and well-being of working women.

The sexual and mental harassment committee needs to be formed in every institution preferably headed by a female. The complaints of harassment must be taken seriously and should be investigated in an unbiased manner.

The support of parents and husbands and other family members are inevitable for the success of working women at the workplace. The partner should be sensitive to the needs of women and also help her in performing day-to-day activities. A family is a helping hand rather a liability to working women. A sense of coherence and empathy are the prime requirements to run a family. One needs to envisage and comprehend what a working woman feels. A woman in the house equally requires all the support and care as much as other members do expect.

Acknowledgements

We would like to express our sincere thanks of gratitude to the editor for giving an opportunity to publish research paper.

Indeed, they say it takes a village to raise a child and writing a research paper is no different than that.

The completion of this paper gives us much pleasure and we are equally thankful to everyone behind this work, against all odds.

Place: Jalandhar

Date: 10th March, 2018

References

- Ahmed, S. (2011). Does teaching contribute to one's wellbeing: an examination of the relationship between teaching satisfaction and life satisfaction among university teachers? *Transformative Dialogues: Teaching & Learning Journal*, 4(3), 1-19.
- Ahmad, A. (1997). Work-family conflict and social support: A study of female secretaries in Malaysia. *Pertanika Journal of Social Sciences & Humanities*, 5(2), 93-101.
- Ahmad, M.S., & Masood, M.T. (2011). Work family conflict among women university teachers: A case from Pakistan. *European Journal of Social Sciences*, 23(1), 119-130.
- Akintayo, D.I. (2010). Work-family role conflict and organizational commitment among industrial workers in Nigeria. *International Journal of Psychology and Counselling*, 2(1), 1-8.
- Aslam, R., Shumaila, S., Azhar, M., & Sadaqat, S. (2011). Work-family conflicts: Relationship between work-life conflict and employee retention—A comparative study of public and private sector employees. *Interdisciplinary Journal of Research in Business*, 1(2), 18-29.
- Aziz, M. (2004). Role stress among women in the Indian information technology sector. *Women in Management Review*, 19(7), 356-363.
- Best, J.W., & Kahn, J.V. (2002). *Research in Education* (7 edition) New Delhi, India: Prentice Hall of India Pvt. Ltd.
- Benni & Basavaraj, S. (2004). Socio-economic impact of role conflict of working women in urban western Maharashtra (with summary). Kolhapur: Chhatrapati Shahu Central Institute of Business Education and Research, pp. 240.

- Bhandari, M. (2004). Women in two work roles and the quality of their life. *Sociological bulletin*, 94-104.
- Channa, K. (2001). Social change or social reform. *Women Education and Family in pre-independence India Colorado: Western Press*.
- Cinamon, R.G., & Rich, Y. (2005). Work–family conflict among female teachers. *Teaching and teacher education*, 21(4), 365-378.
- Delina, G., & Raya, R.P. (2013). A study on work-life balance in working women. *International Journal of Commerce, Business and Management*, 2(5), 274-282.
- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields*. SAGE Publications Pvt. Limited.
- Gupta, N., & Sharma, A.K. (2002). Women academic scientists in India. *Social studies of science*, 32(5-6), 901-915.
- Harshpinder, P.A. (2006). Physiological and psychological stressors among working and non-working women. *Journal on Human Ecology*, 20(2), 121-123.
- Hashmi, H.A., Khurshid, M., & Hassan, I. (2007). Marital adjustment, stress and depression among working and non-working married women. *Internet Journal of Medical Update*, 2(1), 19-26.
- Jan, M., & Masood, T. (2008). An assessment of life satisfaction among women. *Studies on Home and Community Science*, 2(1), 33-42.
- Kaila, H.L. (2007). Women managers in Indian organizations. *Journal of the Indian Academy of Applied Psychology*, 33(1), 93-102.
- Karimi, Q., Jomehri, F., Asadzade, H., & Sohrabi, F. (2012). Consequences of conflict between work and family among Iranian female teachers. *Journal of Basic and Applied Scientific Research*, 2(2), 1869-1875.
- Kakkar., & Ahuja (2013). Stress among women lecturers working in government and private colleges: A comparative study. *Advanced International research Journal of Teacher Education*, 1(1), 113-117.
- Kaur, R., Kaur, N., & Kaur, H. (2010). Psycho-social Problems of Women Teachers Working in School and Colleges of Punjab. *Indian journal of social work*, 5, 326-337.
- Leger (2004). Depression and anxiety among Canadian women in the workplace. *The IUP Journal of Organisational Behaviour*, 9(1), 323-324.
- Mahpul, I.N., & Abdullah, N.A. (2011). The prevalence of work-family conflict among mothers in peninsular Malaysia. *International Journal of Humanities and Social Sciences*, 1(17), 154-161.
- Malik, M.I., Saif, M.I., Gomez, S.F., Khan, N., & Hussain, S. (2010). Balancing work and family through social support among working women in Pakistan. *African Journal of Business Management*, 4(13), 2864.
- Mammen, S., Bauer, J.W., & Lass, D. (2009). Life satisfaction among rural low-income mothers: The influence of health, human, personal, and social capital. *Applied Research in Quality of Life*, 4(4), 365-386.
- Mangal, S.K. (2002). *Advanced educational psychology*. PHI Learning Pvt. Ltd.
- Mishra, M. (2005). A study of organizational climate of different types of secondary school and its relationship with leadership behaviour of principals and teachers' job satisfaction. *Research and Studies Abstracts*, 56, 42-49.
- Noor, N.M. (2002). Work-family conflict, locus of control, and women's well-being: tests of alternative pathways. *The Journal of Social Psychology*, 142(5), 645-662.
- Panatik, S.A.B., Badri, S.K.Z., Rajab, A., Rahman, H.A., & Shah, I.M. (2011). The impact of work family conflict on psychological well-being among school teachers in Malaysia. *Procedia-Social and Behavioral Sciences*, 29, 1500-1507.
- Rao, S.S., & Aiswarya, R. (2008). Eves in Academia: conflicting roles.

- Reddy, N.K., Vranda, M.N., Ahmed, A., Nirmala, B.P., & Siddaramu, B. (2010). Work–Life Balance among Married Women Employees. *Indian journal of psychological medicine*, 32(2), 112.
- Roy, R., & Paira, A. (2009). Exploration of impact of age on professional stress and allied psycho pedagogical status of female engineering educators in India. *Indian Journal of Open Learning*, 18(3), 119-132.
- Sheikh, K., & Bhushan, B. (2002). A Study of Insecurity Feeling, Social Anxiety, and Mental Health of Working and Non-Working Women. In *National Symposium on Psycho-Social Perspectives of Women and Their Empowerment*, Banaras Hindu University, Varanasi, India.
- Singh, H. (2003). *A comparative study of stress among male and female teachers in relation to their personality needs and adjustment* (Doctoral dissertation, Ph. D. thesis, Meerut: CCS University).
- Sridhar, R., & Manoj, P.K. (2015). Women employee work-life and challenges to industrial relations: Evidence from north Kerala. *International Journal of Management*, 3(4), 1-8.
- Suri, S., & Rizvi, S. (2008). Mental health and stress among call center employees. *Journal of the Indian Academy of Applied Psychology*, 34(2), 215-220.
- W.H. Ming. Self-efficacy, work-family conflict, social support, gender role attitude and role model as antecedents of career aspiration among 102 women in middle management. Master's thesis, Universiti Putra Malaysia, 2007.