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Gender Disparities and Work Pressure: A Study of Travel and TourismTrainers in Delhi's Government Schools

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Abstract

This study delves into the nuanced realm of work pressure among travel and tourism trainers in government schools of Delhi, India, with a particular focus on gender disparities. Through a descriptive research design, data was collected from 250 vocational trainers using a self-administered questionnaire. The questionnaire assessed various dimensions of work pressure, including work overload, long working hours, high professional demands, poor management, lack of control over the work environment, and inadequate staffing levels. Analysis of the data revealed that trainersperceive significant work pressure across multiple dimensions, indicating the demanding nature of their profession. Notably, female trainers reported higher levels of perceived high professional demands and lack of control over the work environment compared to their male counterparts. These findings underscore the challenges faced by female trainers in navigating the complexities of the educational landscape. The study contributes to the discourse on gender disparities in the workforce, particularly within the field of education, and highlights the need for targeted interventions to address gender-specific challenges and promote gender equity in the workplace. By understanding the intricacies of work pressure among travel and tourism trainers, policymakers and educators can work towards creating a more supportive and inclusive work environment conducive to the professional growth and well-being of all trainers.

Keywords: Gender disparities, Work Pressure, Travel and Tourism Trainers, Government Schools, Delhi

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INTRODUCTION:

The National Education Policy, established in 1986 and revised in 1992, endeavors to ensure equitable education for all students irrespective of their caste, location, or gender, up to a specified standard. It seeks to foster national unity by promoting a shared national identity, a sense of collective citizenship, and a diverse cultural heritage. Emphasizing the imperative for a thorough and methodical overhaul of the educational framework, the policy underscores the enhancement of education across all tiers with a particular focus on advancing science and technology. Proposing free and compulsory schooling for all children until the age of 14, the policy underscores the commitment of the Department of Education towards its implementation. (Education Department, 2022)

According to the 2011 census, the literacy rate in Delhi stands at 86.3% overall, witha breakdown of 91% for males and 80.9% for females. (Census, 2011)

Figure I: Literacy Rate of Delhi; *(Source: Delhi Population Sex Ratio in Delhi Literacy rate Delhi NCR 2011-2022, Census 2011).*
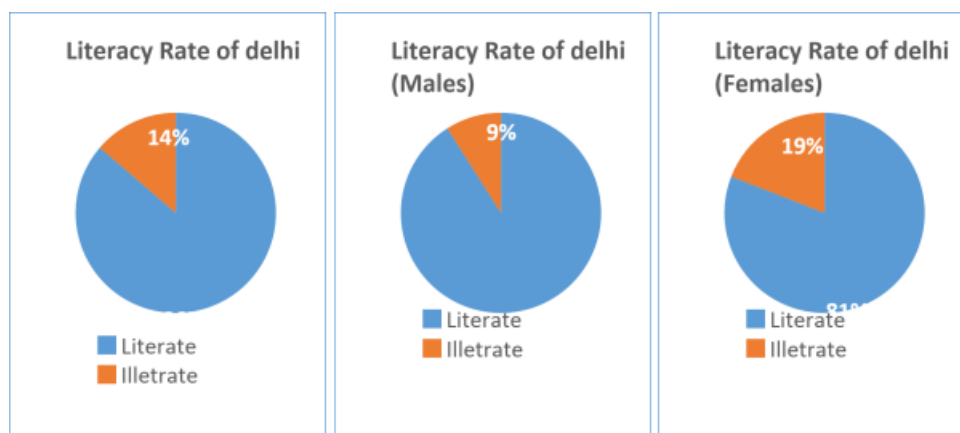
The National Skills Qualifications Framework (NSQF) is a competency-based framework that categorizes qualifications into different levels based on knowledge, skills, and aptitude. These levels, ranging from one to ten, are defined in terms of specific learning outcomes that all learners, regardless of formal or informal education, must achieve. By integrating practical learning skills with academic knowledge, the NSQF serves as a quality assurance system, enhancing students' employability. Vocational education is integrated into government secondary and higher secondary school curricula from classes IX to XII as part of the vocationalization initiative. Various career paths across different sectors are identified to provide students with diverse vocational education opportunities. In Class IX, students select a specific job role, and the curriculum for this role spans four years. (Directorate of Education, 2015)

Vocational Branch, Government of NCT Delhi, issued an order concerning the implementation of Vocational Education within the NSQF scheme in Class IX across 205 Delhi Government schools via circular no. F.DE-45/NSQF/VE/936/2015/1727, dated-06/11/2015. Heads of these 205 schools were directed to choose any two out of six streams/subjects, namely IT, Retail, Security, Automobile, Travel and Tourism, Financial Marketing Management, for their students. As of the 2021-2022 sessions, the number of these schools has increased to 251 from the initial 205. These schools have been assigned qualified Vocational Trainers/Teachers for each of the six subjects mentioned above through Vocational Training Partners (VTPs). Specifically, trainers appointed to teach the Travel and Tourism subject are referred to as 'Travel and Tourism Trainers'. (Directorate of Education, 2015)

Out of the 1,040 Government schools in Delhi, there are 388 schools (137 under Samagra Shiksha and 251 under the State Funded Scheme) where a total of 773 Vocational trainers have been employed. The researcher has specifically chosen 158 schools where Travel and Tourism Trainers are recruited. Currently, there are 179

Travel and Tourism trainers employed in Delhi Government Schools. Additionally, 140 Travel and Tourism Trainers had previously worked in these schools but have since left their positions. (Education Department, Govt. of NCT of Delhi, 2022)

Today, job stress has become a significant concern for both employees and businesses alike. For workers, stress has become an unavoidable aspect of their daily lives. Experts identify stress as a root cause of various issues, affecting both personal well-being and organizational health. Stress takes on various forms depending on the context and is classified accordingly. Workplace stress arises when an individual's skills, resources, or needs are not adequately matched with the demands of their job, resulting in negative physical and emotional responses. While some argue that a certain level of stress can encourage personal and professional development, excessive stress, if not managed properly, becomes problematic. Occupational stress occurs when individuals encounter work demands that exceed their coping abilities, often worsened by factors such as insufficient support and lack of control over work processes (Taylor & Stanton, 2007). Certain job roles, especially those involving intense emotional labor and continuous interpersonal interactions, can lead to emotional fatigue and burnout (Sbarra & Hazen, 2008). Additionally, feeling a perceived or actual lack of control over one's work can be demoralizing and stressful. External factors like workplace harassment and inadequate support systems also contribute to stress levels (Hansez, 2012). Furthermore, work-life imbalances resulting from heavy workloads and reliance on technology can blur the lines between personal and professional life, perpetuating feelings of pressure and fatigue (Lekawska, 2018). To tackle these challenges, organizations can cultivate supportive work environments by promoting open communication, providing adequate resources and training, fostering teamwork, and addressing issues like bullying and workload imbalances. Societal efforts to raise awareness about stress and advocate for healthy workplace practices are also essential in creating sustainable and stress-free work environments. The conceptualization of work pressure aligns with the JD-R model's depiction of demands as aspects of the work role that induce strain, especially when they exceed the employee's adaptive capability (Bakker et al., 2007). Work pressure encompasses the drive to complete job-related tasks promptly and effectively, especially in the presence of deadlines and quality benchmarks. Both managers and colleagues can contribute to this pressure. While it can sometimes yield positive results by aiding individuals in performing better through clear objectives and deadlines, it can also lead to stress if not managed properly. Efficiently handling work pressure can facilitate relaxation and optimal performance.

REVIEW OF LITERATURE:

The study of work pressure and its differential impact on individuals based on gender has garnered considerable attention in both academic and professional spheres. Within the domain of education, where the quality of teaching directly influences student outcomes, understanding the nuances of work pressure among educators is paramount. Numerous studies have documented gender disparities in the field of education, highlighting differences in career progression, job satisfaction, and work-related

stressors between male and female educators (Alam and Halder, 2018; Prasad et al., 2016). These disparities are often rooted in societal expectations, cultural norms, and institutional biases, which may influence the allocation of tasks, opportunities for professional development, and access to resources. Sharma, (2013), in terms of the gender experiences of work pressure among educators has highlighted differences in coping mechanisms, job expectations, and perceptions of support Women may encounter additional challenges such as balancing caregiving responsibilities, navigating workplace dynamics, and overcoming stereotypes, which can exacerbate work-related stressors. In Archbold and Stichman's (2011) study, the work experiences of male and female police officers were compared, focusing on the relationships between job stress, job satisfaction, the need for mentorship programs, and openness to career transitions. Their findings indicated similar levels of job

satisfaction and stress among both male and female officers. Similarly, Goyat (2012) examined adjustment behaviors among male and female teachers in government primary schools, finding no significant differences between the genders. Likewise, Sharma (2013) investigated adjustment levels among high school teachers across different faculties and genders, with results showing no substantial disparities. Prasad et al. (2016) highlighted significant gender differences in teaching experience and required qualifications, emphasizing the need to address moderate workplace stress for improved performance. Dimitrov (2017) explored academic stress among college students in India, revealing various stressors and their socio-economic correlates, such as age,

marital status, and gender. Alam and Halder (2018) investigated academic stress and performance differences among higher secondary students based on gender, concluding that gender significantly influences both variables. Rohini and Latha (2018) advocated for positive therapy to manage stress and enhance personality among industrial employees, suggesting that stress management training and personality workshops could improve coping mechanisms. Elvie et al. (2019) examined college students' stressors and coping techniques, highlighting the importance of seeking support from significant others for maintaining good mental health. Dickson and Mavis (2020) emphasized the role of effective stress management in promoting academic success among faculty and students in higher education. Koawo and Francis (2020) investigated stress and its impact on academic and social life among undergraduate students in Ghana, underscoring the need for counseling services to enhance coping skills and academic performance. Ono et al. (2020) explored work-life conflict and gender-based discrimination among medical professionals in Japan, finding that both men and women experienced conflicts between work and personal life, necessitating organizational efforts to promote gender equality. Rathi (2022) stressed the importance of understanding individual differences in dealing with work-related pressure and called for further research to explore diverse sectors and demographics. Ganiyu et al. (2023) provided a comprehensive overview of occupational stress, highlighting its causes and consequences at both individual and organizational levels. Finally, Yasmin and Haque (2023) conducted a literature review on workplace stress,

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emphasizing the need for increased awareness and proactive management strategies in organizations.

In reviewing the available literature, it was noted that no study has specifically

compared work pressure between male and female Travel and Tourism Trainers with backgrounds in Tourism Management within the education system of Delhi.

Rationale of the Study

Despite efforts to achieve gender equality, discrepancies endure across different sectors of society, including the workplace. In education, a domain critical for molding young minds and shaping future generations, it's essential to comprehend the unique experiences of male and female educators to cultivate a fair and inclusive work environment. In the context of travel and tourism education in government schools of Delhi, India, a pertinent question arises: How does gender influence the perception and experience of work pressure among trainers?

While existing literature has explored work pressure in educational settings and gender disparities in the workforce, there is a paucity of research specifically

examining the intersection of these factors within the domain of travel and tourism education in Delhi's government schools. Consequently, there is a need to investigate the unique challenges and stressors faced by male and female trainers in this context, shedding light on potential disparities and informing targeted interventions to promote gender equity.

The problem at hand necessitates a comprehensive understanding of the factors contributing to work pressure

among travel and tourism trainers and how these factors vary based on gender. By identifying and addressing these disparities, policymakers, educators, and stakeholders can work towards fostering a more inclusive and supportive work environment conducive to the professional growth and well-being of all trainers, irrespective of gender. The objective of this endeavor is to assess and compare the perceived levels of work pressure among male and female travel and tourism trainers in government schools of Delhi, India.

RESEARCH METHODOLOGY

Design:

The descriptive research design is chosen to thoroughly depict the work pressure experienced by travel and tourism trainers and to compare these experiences based on gender. This design facilitates the systematic collection and analysis of data to effectively address the research objectives.

Sample:

A purposive sampling technique is employed to select participants who are vocational trainers in government schools of Delhi, India, specializing in travel and tourism education. This approach allows for the deliberate selection of participants possessing relevant expertise and experience to provide meaningful insights into the research topic.

Tools:

Data collection involves administering a self-administered questionnaire comprising two sections. The first section captures demographic variables such as age, gender, educational qualification, years of teaching experience, and job role, aiming to provide background information about the participants.

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The second section comprises items designed to measure work pressure on a 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." These items are meticulously crafted based on relevant literature and expert consultation to ensure content validity and relevance to the research objectives.

The questionnaire is distributed electronically or in person to 250 vocational trainers selected through purposive sampling. Clear instructions are provided to ensure consistency in responses. Of the 319 vocational trainers approached, 78.37% responded, resulting in 250 participants for the study.

Survey responses are collected and exported as an Excel spreadsheet for further analysis. Data analysis is conducted using data analysis software. Descriptive statistics, including means, frequencies, and percentages, are utilized to summarize the demographic characteristics of participants and responses to Likert-scale items measuring work pressure. These statistics offer a clear understanding of the distribution and central tendencies of the data.

RESULTS:

Table I provides an overview of the demographic characteristics of Travel and Tourism Trainers employed in Government Schools of Delhi. According to the survey data, 34.8% of the trainers are male, while 65.2% are female. The majority of respondents, constituting 94.8%, fall within the age group of 25 to 45 years, with only 5.2% being below 25 years old. In terms of marital status, 39.6% of respondents are married, while 60.4% are unmarried. Regarding residency, 52.4% of respondents are based in Delhi, while 47.6% reside outside Delhi. Educational qualifications reveal that 98% of respondents hold post-graduate degrees, with a minority (2%) possessing Doctorates in Philosophy. Concerning work experience, 10% of respondents have less than 1 year of experience, 78% have 1 to 5 years, and 12% have 5 years or more.

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Table I: Demographic Profile of the Respondents

Socio-demographics		Valid Frequency	Valid Percent
Gender	Male	87	34.8
	Female	163	65.2
	Total	250	100.0
Age (in Years)	Below 25	13	5.2
	25 to 45	237	94.8
	Total	250	100.0
Marital Status	Married	99	39.6
	Unmarried	151	60.4
	Total	250	100.0
Residence	Delhi	131	52.4
	Outside Delhi	119	47.6
	Total	250	100.0
Highest Qualification	Ph.D.	5	2.0
	Post Graduate	245	98.0
	Total	250	100.0
Work Experience	Less than 1 year	25	10.0
	1 to 5 years	195	78.0
	5 years and above	30	12.0
	Total	250	100.0

Descriptive Statistics:

The table II presents descriptive statistics for various dimensions of work pressure among travel and tourism trainers in government schools of Delhi, India. The mean score for work overload is 4.62, indicating that trainers perceive a high level of workload in their roles. This suggests that trainers may feel overwhelmed by the volume of tasks and responsibilities associated with their profession. Trainers report an average score of 4.23 for long working hours, indicating that they often work extended periods beyond regular hours. This highlights the demanding nature of the job, which may contribute to feelings of exhaustion and burnout. With a mean score of 4.27 for high professional demands, trainers indicate facing significant expectations and pressure to meet performance standards and deliver quality education. This dimension underscores the challenges associated with maintaining high professional standards in the field of travel and tourism education. Trainers report a mean score of 4.18 for poor management, suggesting dissatisfaction with the organizational and administrative aspects of their work environment. This may include issues such as ineffective communication, inadequate resources, and unclear directives from management. Trainers perceive a lack of control over their work environment, as indicated by a mean score of 4.39. This dimension reflects feelings of powerlessness and frustration due to constraints on decision-making and autonomy in executing job responsibilities.

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The mean score of 4.18 for less staff highlights concerns about inadequate staffing levels, which may result in increased workload and difficulty in meeting demands effectively. The high mean scores across various dimensions suggest that trainers encounter substantial work pressure, characterized by heavy workloads, long hours, high expectations, and organizational challenges.

Table II: Descriptive Statistics of Work Pressure

Variables	Mean	Std. Deviation
Work Overload	4.62	0.605
Long Working Hours	4.23	0.576
High Professional Demands	4.27	0.764
Poor Management	4.18	0.606
Less Control over Work Environment	4.39	0.699
Less Staff	4.18	0.611
Lack of Coordination	4.24	0.754
Lack of Advanced Technology	4.22	0.647
Low Motivation	4.25	0.654
Excessive Additional Charges	4.29	0.620

Comparison of work pressure between male and female Travel and Tourism Trainers working in Government schools of Delhi

The table III presents the results of an independent samples t-test comparing work pressure between male and female travel and tourism trainers working in government

schools of Delhi, India. Each dimension of work pressure is assessed separately, including work overload, long working hours, high professional demands, poor management, less control over the work environment, less staff, lack of coordination, lack of advanced technology, low motivation, and excessive additional charges.

The mean score for work overload is slightly higher among female trainers (4.66) compared to male trainers (4.53), but the difference is not statistically significant (t = -1.67, p = 0.10). This suggests that both male and female trainers perceive a similar level of work overload. Both male and female trainers report similar mean scores for long working hours, with no significant difference between the two groups (t = 0.42, p = 0.68). This indicates that the perception of long working hours does not differ significantly based on gender. There is no significant difference in the perception of poor management between male and female trainers (t = 0.22, p = 0.83). Both groups report similar mean scores for this dimension. Similar other items, Less Staff and Excessive Additional Charges found no significant difference.

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Table III: Independent t-test to compare the work pressure between male and female Travel and Tourism Trainers

Gender		N	Mean	Std. Deviation	Mean Difference	T	Sig. (2-tailed)
Work Overload	Male	87	4.53	0.607	-0.13	-1.67	0.10
	Female	163	4.66	0.601			
Long Working Hours	Male	87	4.25	0.651	0.03	0.42	0.68
	Female	163	4.22	0.533			
High Professional Demands	Male	87	4.09	0.772	-0.28	-2.76	0.01
	Female	163	4.37	0.745			
Poor Management	Male	87	4.20	0.679	0.02	0.22	0.83
	Female	163	4.18	0.566			
Less Control over Work Environment	Male	87	4.28	0.773	-0.18	-1.93	0.05
	Female	163	4.45	0.650			

Gender		N	Mean	Std. Deviation	Mean Difference	T	Sig. (2-tailed)
Less Staff	Male	87	4.13	0.679	-0.08	-1.01	0.31
	Female	163	4.21	0.571			
Lack of Coordination	Male	87	4.01	0.770	-0.35	-3.58	0.00
	Female	163	4.36	0.719			
Lack of Advanced Technology	Male	87	4.06	0.721	-0.24	-2.87	0.00
	Female	163	4.30	0.589			
Low Motivation	Male	87	4.13	0.728	-0.19	-2.16	0.03
	Female	163	4.31	0.604			
Excessive Additional Charges	Male	87	4.31	0.616	0.03	0.34	0.73
	Female	163	4.28	0.624			

However, the five items found significant difference between male and female. Female trainers (Mean = 4.45) perceive a significantly greater lack of control over their work environment compared to male trainers (Mean = 4.28), with a statistically significant mean difference (t = -1.93, p = 0.05). This indicates that female trainers may feel less empowered to influence their work conditions. Female trainers (Mean = 4.37) report significantly higher levels of perceived professional demands compared to male trainers (Mean = 4.09), with a statistically significant mean difference (t = -2.76, p = 0.01). This suggests that female trainers may experience greater pressure to meet professional expectations within the travel and tourism education sector. Female trainers (Mean = 4.36) report significantly higher levels of perceived lack of coordination compared to male trainers (Mean = 4.01), with a statistically significant mean difference (t = -3.58, p = 0.00). This suggests that female trainers may encounter more challenges related to coordination and communication within their work environment. Similar, Less Control over Work Environment (t = -1.93, p = 0.05), Low Motivation (t = -2.16, p = 0.03) also found a significant difference.

DISCUSSION:

The findings reveal that travel and tourism trainers in government schools of Delhi face significant work pressure, characterized by long working hours, high professional demands, poor management, lack of control over the work environment, and inadequate staffing levels. These challenges highlight the need for interventions to mitigate work-related stress and improve working conditions.

While both male and female trainers generally perceive similar levels of work overload and long working hours, significant gender disparities emerge in specific dimensions of work pressure. This finding is in line with the research conducted by Archbold and Stichman (2011). Female trainers report significantly higher levels of perceived high professional demands, less control over the work environment, and lack of coordination compared to their male counterparts. These findings highlight the unique challenges faced by female trainers in navigating the complexities of the educational setting, where expectations for performance and coordination may disproportionately affect them.

The observed gender differences in perceptions of work pressure align with existing literature on gender disparities in the workforce, particularly within the field of education. Women often face higher expectations and pressure to excel in their professional roles, while also managing caregiving responsibilities and navigating workplace dynamics shaped by societal norms and biases. The findings suggest that within the context of travel and tourism education in government schools of Delhi, female trainers may encounter additional hurdles related to professional demands and work environment dynamics, which could impact their job satisfaction and well-being.

Limitations and Future Scope of the study

However, it's important to

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acknowledge the limitations of the current study, such as the relatively small sample size of 250 Travel and Tourism Trainers from Government schools in Delhi. While these findings offer valuable insights, a larger sample size would enhance the study's generalizability. Additionally, focusing solely on Delhi may limit the broader understanding of work pressure among vocational trainers in other regions or states. Including trainers from private institutions or vocational training centers could provide a more comprehensive view of the subject. Moreover, relying on self-reported data introduces the potential for biases such as social desirability bias or memory recall issues.

Looking ahead, future research could consider conducting longitudinal studies to track changes in stress levels and job satisfaction among vocational trainers over time. Comparing stress levels and job satisfaction among trainers in Government schools with those in private institutions or vocational centers could also yield valuable insights. Exploring effective interventions to reduce occupational stress, such as stress management workshops or wellness programs, would be beneficial. Furthermore, delving deeper into trainers' experiences through qualitative methods like in-depth interviews or focus groups could offer a richer understanding of stressors and coping mechanisms. Lastly, extending the study to include trainers from other Indian states or internationally could illuminate cultural variations in stress factors among vocational trainers.

Implications of the Study

The implications of these findings are manifold. Firstly, they underscore the importance of addressing gender-specific challenges within the educational landscape to foster a more inclusive and equitable work environment. Policymakers and educational institutions may need to implement targeted interventions aimed at reducing the burden of high professional demands, enhancing autonomy and control over work conditions, and improving coordination and communication channels. Additionally, efforts to promote gender diversity and inclusion in leadership roles within the education sector could help address systemic barriers and foster a culture of gender equity.

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