

Performance of Women School Teachers Effectuated by Stress in Punjab

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Abstract

Now, more productivity is demanded by the every organization from the employee as compared to earlier times. Thus, it becomes very necessary for an employee to be physically and mentally fit as well skillful which is more beneficial for the firm. The employees should be reliable and responsible towards the organization which is desired by every organization. Many studies are available on stress, but very few studies investigated stress among women school teachers. As teachers are very important part in building any nation. So in this paper, we will study the effect of stress on women school teachers of Bathinda and Mansa districts of Punjab.

Keywords: Punjab, occupational stress, woman, teacher, work, motivation, performance.

1. Stress

The word stress has been derived from ‘strictus’, meaning hardship, adversity and later evolved in Middle English to be known as stress and in old French as EU stress [1].

When surrounding circumstances are seen to have introduced an interest that takes steps to surpass the people's abilities as well as assets for encountering it under situations at which they have demanded a considerable distinction in the prizes and charge for fulfilling the needs, then also stress occurs [2]. The stronger stress response is caused by the duration of stress [3].

There are various sources of stress and their symptoms that we come in contact daily. Physically, “nothing gives one person so much benefit over another as to persist forever calm and relaxed under all situations”, as said by Thomas Jefferson. A large number of researches in all these fields have analyzed the stress in detail [1]. Large work is done on the work stress. Place of work is the main source of stress for the working women, which comes under the class of work stress. In India, large amount of women works in the education sector as compared to other sectors as shown in April-June, 2018 Quarterly Employment Survey (QES). It is an inevitable moment of present living [4]. The South West Malwa region is the most backward and least researched area in Punjab especially of stress in women in education area. Thus, women in the education sector in South West Punjab have been chosen for the study of stress.

2. Models of Stress

2.1. General Adaption Syndrome (GAS) Model

2.1.1. Alarm Stage: At the primary stage, a distress signal is sent to the brain part i.e. to the hypothalamus. The hypothalamus enables the discharge of hormones, which are termed as glucocorticoids. Glucocorticoids releases cortisol and adrenaline, which is a

stress hormone. Autonomic nervous system governs all these physiological changes. A person who reacts to a stress that they are experiencing is prepared by the alarm reaction of GAS stage.

2.1.2. Resistance Stage: During this stage, body counteracts the physiological change that happens during an alarm reaction stage. The heart beat as well as blood pressure gets normal if the stressful situation comes to an end. However, if it remains active the body still remains in the alert stage.

2.1.3. Exhaustion Stage: After the period of extended stress, the body reaches into a final stage which is termed as exhaustion stage. At this stage, the body has depleted its energy by continuous efforts, but it fails to recover from its initial alarm reaction. Once it reached the exhaustion stage, it does not fight with stress. In fact, they experience anxiety, depression and are not able to cope with stress [5].

2.2. Person Environment Fit Theory

This theory states that there is a deep relationship between an individual and his work environmental characteristics. It states that it is very important to maintain a good fit between people and their jobs. It states that for any individual to work there are some particular environments that should match with persons characteristics. If a person works in that environment the performance is better as well as stress is reduced. It is basically concerned about the relationship between an individual as well as his job [6].

2.3. Transactional Model of Stress

Stress includes experience between an individual and their external surrounding which relies on people understanding of stress and how their reaction to it which is described by Lazarus and Folkman's transactional model of stress. It is the imbalance between the demands as well as resources. The transaction between people and their surroundings is directed by this theory. By changing the opinion of stressors by providing them with strategies to cope up with them, the stress can be decreased as stated by this model [7].

3. Main Sources of Teachers Stress

- Large amount of work and working hours are generally worsened by excess of government schemes.
- Poor student behavior.
- Stress of evaluation targets and assessments.
- Discrimination in workplace.
- Deficiency of skilled opportunities [8].

4. Stress in Working Women in Education Sector

The woman is playing an important role in the overall development of the nation. A working woman has an entire group of issues including both professional and family lives. A woman has to act as a mother, a wife and a worker. She needs to deal with her job whilst keeping up conventional duties. Therefore, working woman performs two types of overlapping duties. In this way, in addition to her domestic duties, professional duties appear to be one of the significant cause of stress in working woman [9].

4.1. Stress among Teachers

The Indian education sector is becoming very challenging because of privatization. With the increase in privatization, technology based education processes are becoming more common and they are stressful and challenging as the majority of the teachers are not aware of how to use online teaching techniques and tools for teaching. Thus, teaching profession is considered highly stressful nowadays.

The Job Demands Resources Model which inspires the working of worker well-being is shown in figure 1 which is utilized by leaders and managers to supervise the participation of employees. This model shows that stress produces from the imbalance between the demands and the resources that are available to fulfil those demands.

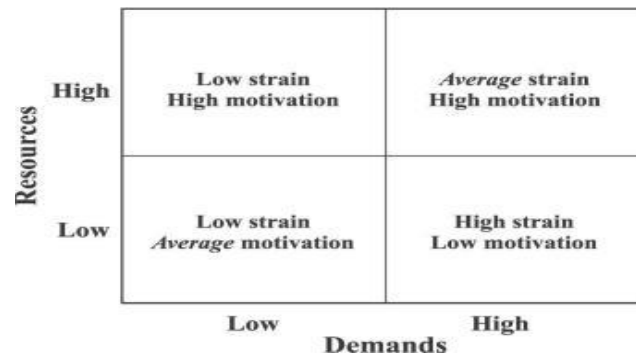


Figure 1. The Job Demands-Resources Model, or JD-R model [10]

5. Review of Literature

Jeyaraj [11] discussed that the occupational stress level of government school teacher is less as compared to aided school teachers. Policy makers are suggested to examine the teacher training and evaluation framework with the supposition that individual and social qualities, and working conditions may affect the occupational stress of the teachers. In this, the outcomes demonstrated that teachers who were less happy with teaching, shown up more noteworthy recurrence of non-attendances, bound to leave teaching, a more noteworthy number of total days absent, and less inclined to take up a showing profession once more, are showing up more prominent stress.

Kakkar and Ahuja [12] find out the remedies for stress free life, discussed the impact of stress among women lecturers in different colleges. In this study, they concluded that there is not a large difference of stress levels between the women lecturers who are working in government colleges and private colleges. They suggested that for decreasing the stress, there is requirement of promoting relaxation programmers.

Reddy and Anuradha [13] discussed the teachers' stress working at higher secondary level. They found that moderate and high levels of occupational stress are experienced by 88% of higher secondary teachers. Develop confidence, construct self-confidence, meditation, build up a decent sense of humour, act on developing emotional knowledge capabilities, encourage good friends, create viable relational abilities, and look for proficient assistance are some measures which are recommended by the researchers which can provide help to the teachers for handling stress.

Parilla [14] discussed that highest level of stress is faced by moderate level employees as compared to the other job positions. He found that job position is correlated with job stress, but the personal characteristics are not correlated to job stress. As efficiency and stress are contrarily associated, so the researcher planned a stress management program for the university's representatives.

Akinade [15] defined the stress as an inducement that either raises the person's fervor or tension level beyond what the person views as over their standard or individual capacities.

Cooper and Kelly [16] discussed that teaching has been recognized as one of the most stressful occupations in numerous nations in the overall region of occupational or work-related stress.

Kyriacou [17] discussed that 'teacher stress', is characterized as teachers' capability of upsetting, negative feelings, for example, outrage, nervousness, strain, dissatisfaction, or sorrow, coming from some part of their work as teachers.

6. Results

In this thesis, we investigated the role of stress among female teachers. Data from female school teachers working in various Malwa schools is collected and analysis is done by using Occupational Stress Scale which assesses the extent of the level of stress.

Table 1. Showing Mean and Standard Deviation (S.D.) of various variables under study for women school teachers (Women School Teachers, N=300)

S. No.	Scale	Dimensions	Mean	Std. Deviation
1	The Occupational Stress Index (Shrivastava and Singh, 1981)	Role overload	15.12	2.99
		Role ambiguity	12.73	2.53
		Role conflict	13.86	2.41
		Unreasonable Group/political pressure	16.16	2.77
		Responsibility for Persons	6.92	1.64
		Under participation	10.95	1.60
		Powerlessness	8.06	1.18
		Poor peer relation	10.14	1.57
		Intrinsic impoverishment	11.03	1.69
		Low status	9.17	1.25
		Strenuous Working conditions	10.07	1.26
		Unprofitability	4.92	0.76
2	Individual Work Performance Questionnaire (IWPQ) (Koopmans, 2014)	Task Performance	27.93	2.15
		Contextual Performance	33.71	3.84
		Counterproductive Work	46.49	2.71
3	Work Motivation Questionnaire (WMQ) (Agarwal, 1990)	Work Motivation	97.71	11.24

Table 1 shows the Mean i.e. the measure of central tendency and Standard Deviation i.e. the measure of dispersion of scores for various variables under study for women school teachers.

Table 2. Showing Pearson Product Moment Correlation coefficients of various dimensions of occupational stress with task performance, contextual performance and counterproductive work dimensions of work performance among women school teachers (Women School Teachers, N=300)

SCALE	VARIABLE	Task Performance	Contextual Performance	Counterproductive Work
The Occupational Stress Index (Shrivastava and Singh, 1981)	Role overload	-.21**	-.32**	.38**
	Role ambiguity	-.11	-.23**	.28**
	Role conflict	-.06	-.25**	.21**
	Unreasonable Group/ political pressure	-.05	-.26**	.34**
	Responsibility for Persons	-.07	-.18**	.15*
	Under participation	-.12*	-.09	.05
	Powerlessness	.12*	.07	-.04
	Poor peer relation	-.09	-.14*	.104
	Intrinsic impoverishment	-.05	-.18**	.17**
	Low status	-.03	-.12*	.09
	Strenuous working conditions	-.08	-.05	.11
	Unprofitability	-.07	.01	.09

** p<0.01; *p<0.05

6.1. Findings

1. Various dimensions of occupational Stress viz. Role overload, Under participation and Powerlessness are significantly negatively correlated with task performance dimension of work performance among women school teachers.
2. Various dimensions of occupational Stress viz. Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure, Responsibility for Persons, Poor peer relation, Intrinsic impoverishment and Low status are significantly negatively correlated with contextual performance dimension of work performance among women school teachers.
3. Various dimensions of occupational Stress viz. Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure, Responsibility for

Persons and Intrinsic impoverishment are significantly positively correlated with counterproductive work dimension of work performance among women school teachers.

Table 3. Showing Pearson Product Moment Correlation coefficients of occupational stress with work motivation among women school teachers (Women School Teachers, N=300)

SCALE	VARIABLE	Work Motivation
The Occupational Stress Index (Shrivastava and Singh, 1981)	Role overload	-.15**
	Role ambiguity	-.16**
	Role conflict	-.14*
	Unreasonable Group/political pressure	-.21**
	Responsibility for Persons	-.14*
	Under participation	-.03
	Powerlessness	.08
	Poor peer relation	-.10
	Intrinsic impoverishment	-.09
	Low status	-.11
	Strenuous working conditions	-.07
	Unprofitability	.044

** p<0.01; *p<0.05

6.2. Finding

1. Various dimensions of occupational Stress viz. Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure and Responsibility for Persons are significantly negatively correlated with work motivation among women school teachers.

Table 4. Table 4. Showing Pearson Product Moment Correlation coefficients of work motivation with work performance among women school teachers (Women school teachers, N=300)

	Task Performance	Contextual Performance	Counterproductive Work
Work Motivation	.21**	.33**	-.08

** p<0.01; *p<0.05

6.3. Findings

1. Work motivation is significantly positively correlated with task performance among women school teachers.
2. Work motivation is significantly positively correlated with contextual performance among women school teachers.

Table 5. Step-Wise Multiple Regression Analysis of task performance with various dimensions of occupational stress (Women school teachers, N=300)

S. No.	Variables	R	R ²	R ² Δ	B	P	F	P
1.	Role Overload	0.21	0.04	0.04	-0.21	0.00	13.29	0.00
2.	Under Participation	0.24	0.06	0.02	-0.13	0.02	5.21	0.02
3.	Role Ambiguity	0.27	0.07	0.01	-0.12	0.04	4.44	0.04

** p<0.01; *p<0.05

6.4. Findings

1. Role Overload, Under Participation and Role Ambiguity contribute negatively in the task performance of women school teachers.
2. Together these variables explain 7% of the total variance.

Table 6. Step-Wise Multiple Regression Analysis of contextual performance with various dimensions of occupational stress (Women school teachers, N=300)

S. No.	Variables	R	R ²	R ² Δ	B	P	F	P
1.	Role Overload	0.32	0.10	0.10	-0.32	0.00	33.30	0.00
2.	Role Ambiguity	0.40	0.16	0.059	-0.24	0.00	20.92	0.00
3.	Unreasonable Group/political Pressure	0.45	0.21	0.047	-0.22	0.00	17.37	0.00
4.	Role Conflict	0.50	0.25	0.04	-0.21	0.00	16.70	0.00
5.	Responsibility for Persons	0.52	0.27	0.02	-0.15	0.00	9.59	0.00
6.	Intrinsic Impoverishment	0.54	0.30	0.02	-0.15	0.00	9.86	0.00
7.	Low Status	0.56	0.31	0.02	-0.13	0.00	7.15	0.00
8.	Under Participation	0.57	0.33	0.02	-0.13	0.00	7.42	0.00
9.	Poor Peer Relation	0.59	0.34	0.01	-0.12	0.01	6.28	0.01

** p<0.01; *p<0.05

6.5. Findings

1. Role Overload, Role Ambiguity, Unreasonable Group/political Pressure, Role Conflict, Responsibility for Persons, Intrinsic Impoverishment, Low Status, Under Participation, Poor peer Relation contribute negatively in the contextual performance of women school teachers.
2. Together these variables explain 34% of the total variance.

Table 7. Step-Wise Multiple Regression Analysis of counter Productive behaviour with various dimensions of occupational stress (Women school teachers, N=300)

S. No.	Variables	R	R ²	R ² Δ	B	P	F	P
1.	Role Overload	0.38	0.15	0.15	0.38	0.00	51.36	0.00
2.	Unreasonable Group/political Pressure	0.49	0.24	0.09	0.30	0.00	46.05	0.00
3.	Role Conflict	0.56	0.32	0.08	0.29	0.00	46.00	0.00
4.	Poor Peer Relation	0.59	0.34	0.03	0.16	0.00	38.54	0.00
5.	Role Ambiguity	0.60	0.37	0.02	0.15	0.00	33.79	0.00
6.	Responsibility for Persons	0.62	0.38	0.02	0.13	0.00	30.29	0.00
7.	Under Participation	0.63	0.40	0.01	0.12	0.01	27.50	0.00
8.	Intrinsic	0.64	0.41	0.01	0.11	0.02	25.13	0.00

	Impoverishment							
9.	Low Status	0.65	0.42	0.01	0.11	0.02	23.27	0.00
10.	Unprofitability	0.66	0.43	0.01	0.10	0.03	21.69	0.00

** p<0.01; *p<0.05

6.6. Findings

1. Role Overload, Unreasonable Group/political Pressure, Role Conflict, Poor Peer Relation, Role Ambiguity, Responsibility for Persons, Under Participation, Intrinsic Impoverishment, Low Status and Unprofitability contribute positively in the counter Productive behaviour of women school teachers.
2. Together these variables explain 43% of the total variance.

Table 8. Step-Wise Multiple Regression Analysis of work motivation with various dimensions of occupational stress (Women school teachers, N=300)

S. No.	Variables	R	R ²	R ² Δ	β	P	F	P
1.	Unreasonable Group/political Pressure	0.21	0.04	0.04	-0.21	0.00	13.80	0.00
2.	Role Ambiguity	0.26	0.07	0.02	-0.16	0.01	10.90	0.00
3.	Role Conflict	0.30	0.09	0.02	-0.14	0.01	9.62	0.00
4.	Low Status	0.33	0.11	0.02	-0.14	0.02	8.84	0.00
5.	Responsibility for Persons	0.35	0.13	0.02	-0.13	0.02	8.40	0.00

** p<0.01; *p<0.05

6.7. Findings

1. Unreasonable Group/political Pressure, Role Ambiguity, Role Conflict, Low Status and Responsibility for Persons contribute negatively in the work motivation of women school teachers.
2. Together these variables explain 12% of the total variance.

7. Conclusion

From the above results it is concluded that there is a significant negative relationship between occupational stress and work performance as well as between occupational stress and work motivation among women school teachers. But there is a significant positive relationship between work motivation and work performance among women school teachers. From the above results it also be concluded that occupational stress contributed negatively in the work performance and work motivation of women school teachers.

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