

CHAPTER- 5

RESULTS AND DISCUSSION

The major goal of this research was to examine the issue of workplace stress and job performance among women teachers in Punjab, India. This chapter reports the reliabilities of the standardized measures used for the present study and then reports descriptive statistics (mean, standard deviation, kurtosis and skewness) of all the variables, and finally discusses the results of various analyses, including structured interviews in light of the extant related literature.

Reliability refers to the constancy of values received from the same persons in various times when re-examined under different settings with the same test, or with different sets of similar items. In this study, test-retest method of estimating reliability was employed. An assessment of the reliability of several measurements was conducted following one month of the initial test (N=46). All measurements have been found to be fairly satisfactory with their reliability coefficients. Table 5.1.1 shows the reliability coefficients for all variables.

5.1 RELIABILITY OF THE MEASURES

Table 5.1.1 Showing the test-retest reliabilities for various measures used in the study (N=46)

Scale	Sr. No.	Variable	Retest Reliability Coefficient
The Occupational Stress Index (O.S.I.) Srivastava and Singh (1984)	1.	Role overload	0.82
	2.	Role ambiguity	0.78
	3..	Role conflict	0.78
	4.	Unreasonable Group/political	0.90
		Pressure	

	5.	Responsibility for Persons	0.82
	6.	Under participation	0.76
	7.	Powerlessness	0.96
	8.	Poor peer relation	0.91
	9.	Intrinsic impoverishment	0.91
	10.	Low status	0.77
	11.	Strenuous Working conditions	0.89
	12.	Unprofitability	0.92
Individual Work Performance Questionnaire (IWPQ) Koopmans <i>et al.</i> 2014	1.	Task Performance	0.94
	2.	Contextual Performance	0.83
	3.	Counterproductive Work	0.91
Work Motivation Questionnaire (WMQ) Agarwal, 1988	1.	Work Motivation	0.94

The reliability of the scales used in this research has been measured by estimating the reliability coefficients of various variables (Table 5.1.1) under investigation. Table (5.1.1) shows that the reliability coefficient for various dimensions of Occupational Stress index (O.S.I.) to range from 0.76 to 0.96, thus yielding high reliability coefficients for the measure. Likewise, high reliabilities for the O.S.I. are reported by Chen *et al.* (2003), Latif and Sultana (2009) and Ukil and Ullah (2016). This scale has been successfully used by Suraksha and Chhikara (2017), Gupta (2015), Latif and

Sultana (2009), Mahendran and Devanesan (2013) and Pani (2016) on an Indian sample. For the Individual Work Performance Questionnaire (IWPQ) reliabilities of different dimensions ranged from 0.83 to 0.94, thus indicating high reliability coefficients for the measure. Adequate reliability of the IWPQ ($\alpha = .83$, $\alpha = .87$, and $\alpha = .77$ for task performance, contextual performance, and counterproductive work behavior dimensions, respectively) was reported by Ramos-Villagrasa *et al.* (2019). Lastly, reliability coefficient for the Work Motivation Questionnaire (WMQ) is 0.94, thus indicating high reliability. WMQ scale has been successfully used by Krishnamurthy (2018), Chatterjee (2017), George and Sabhapathy (2014) and Siddhpara and Parmar (2017) in Indian context.

Hence, the statistics of reliability analysis advocate that all the three scales are highly reliable and can be used for the research purpose.

5.2 MEAN AND STANDARD DEVIATION

Mean is the measure of central tendency and Standard Deviation (SD) is the measure of dispersion of scores for various variables under study. The mean and SD of women teachers in schools is outlined in this section on studied variables such as job stress, performance and motivation. The mean and standard deviation (S.D.) for several research variables for women school teachers are shown in the following table 5.2.1:

Table 5.2.1 Showing Mean, standard deviation (SD), Skewness and Kurtosis of various variables under study for women school teachers (Women School Teachers, N=300)

Sr No.	Scale	Dimensions	Mean	Std. Deviation	Kurtosis	Skewness
1.	The Occupational Stress Index Srivastava and Singh, 1981	Role overload	15.15	2.99	-0.13	-0.09
		Role ambiguity	12.73	2.55	-0.47	0.10
		Role conflict	13.83	2.42	0.31	-0.14
		Unreasonable Group/political pressure	16.16	2.78	0.45	-0.43
		Responsibility for Persons	6.91	1.67	0.45	0.03
		Under participation	10.93	1.61	-0.20	-0.03
		Powerlessness	7.95	1.19	-0.06	-0.08
		Poor peer relation	10.13	1.59	0.01	-0.01
		Intrinsic impoverishment	11.02	1.72	0.96	0.18
		Low status	9.16	1.28	0.04	-0.12
		Strenuous Working conditions	4.95	.82	-0.46	-0.05
		Unprofitability	10.02	1.29	0.20	0.19
2.	Individual	Task Performance	27.95	2.16	-0.19	0.06

	Work Performance Questionnaire (IWPQ)	Contextual Performance	33.71	3.85	-0.23	0.02
		Counterproductive Work	46.45	2.72	0.29	0.00
	Koopmans <i>et al.</i> 2014					
3.	Work Motivation Questionnaire (WMQ) Agarwal, 1988	Work Motivation	97.69	11.25	- 0.1 3	0.1 0

Table no. 5.2.1 shows the Mean, SD, skewness and kurtosis for women school teachers for various variables under study i.e. occupational stress, work performance and work motivation. The Mean and S.D. for Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure, Responsibility for Persons, Under participation, Powerlessness, Poor peer relation, Intrinsic impoverishment, Low status, Strenuous Working conditions and Unprofitability dimensions of the occupational stress index scale are 15.15, 12.73, 13.83, 16.16, 6.91, 10.93, 7.95, 10.13, 11.02, 9.16, 4.95 and 10.02 respectively and the SD for these variables are 2.99, 2.55, 2.42, 2.78, 1.67, 1.61, 1.19, 1.59, 1.72, 1.28, 0.82 and 1.29 respectively. For the other variables in the study, the mean score for various dimensions of the Individual Work Performance viz. Task Performance, Contextual Performance and Counterproductive Work are 27.95, 33.71 and 46.5 respectively and the SD for these

variables are 2.16, 3.85 and 2.72 respectively. Further, the mean score for the variable of work motivation is 97.69 and SD is 11.25 respectively.

5.3NORMALITY

In most cases, the skewness was found to be relatively minor, which indicated that the deviation from normalcy was not too extreme. Therefore, because the distribution is more or less symmetric it is appropriate to apply the statistical technique of correlation.

5.4 CORRELATIONAL ANALYSES (N=300, Women School Teachers)

The primary objective of this research was to explore the phenomenon of occupational stress in association with work motivation and work performance among women school teachers in Punjab, India. Occupational stress (Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure, Responsibility for Persons, Under participation, Powerlessness, Poor peer relation, Intrinsic impoverishment, Low status, Strenuous Working conditions and Unprofitability) was studied in association with work motivation and work performance (Task Performance, Contextual Performance and Counterproductive Work).

The scores on Occupational stress were correlated with scores on work motivation and work performance (Task Performance, Contextual Performance and Counterproductive Work). Using the Pearson Product Moment Correlation and their significance was checked. The Pearson Product Moment Correlation coefficients of Occupational stress with various dimensions of and work performance and total score of work motivation for the women school teachers are presented in Table 5.4.1, Table 5.4.2 and 5.4.3 given below:

Table 5.4.1 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	Role overload	-.22**	-.32**	.37**
Occupational	Role ambiguity	.12*	.21**	.28**
Stress Index	Role conflict	-.07	.25**	.21**
(O.S.I.)	Unreasonable			
	Group/political	-.06	-.27**	.33**
	pressure			
Srivastava and Singh, 1981	Responsibility for Persons	-.06	-.16**	.15*
	Under participation	-.12*	-.08	.05
	Powerlessness	.00	.04	.05
	Poor peer relation	-.11	-.14*	.09

	Intrinsic impoverishment	-.04	-.17**	.15**
	Low status	-.01	-.10	.10
	Strenuous working conditions	-.09	.03	.08
	Unprofitability	-.08	-.02	.10

** p<0.01; *p<0.05

The correlation pattern (Table 5.4.1) for the women school teachers sample suggests that various dimensions of occupational Stress viz. Role overload ($r = -0.22, p < 0.01$), Role ambiguity ($r = -0.12, p < 0.05$) and under participation ($r = -0.12, p < 0.05$) are significantly negatively correlated with task performance dimension of work performance among women school teachers.

Whereas Role overload ($r = -0.32, p < 0.01$), Role ambiguity ($r = -0.21, p < 0.01$), Role conflict ($r = -0.25, p < 0.01$), Unreasonable Group/political pressure ($r = -0.27, p < 0.01$), Responsibility for Persons ($r = -0.16, p < 0.01$), Poor peer relation ($r = -0.14, p < 0.05$) and Intrinsic impoverishment ($r = -0.17, p < 0.01$) are significantly negatively correlated with contextual performance dimension of work performance among women school teachers.

And Role overload ($r = 0.37, p < 0.01$), Role ambiguity ($r = 0.28, p < 0.01$), Role conflict ($r = 0.21, p < 0.01$), Unreasonable Group/political pressure ($r = 0.33, p < 0.01$), Responsibility for Persons ($r = 0.15, p < 0.05$) and Intrinsic impoverishment ($r = 0.15, p < 0.01$) are significantly positively correlated with counterproductive work dimension of work performance among women school teachers.

These results suggest that occupational stress and work performance (task performance and contextual performance) exhibit an inverse relationship among women school teachers which implies that if occupational stress increases the work

performance of women school teachers tend to decrease but it does not mean causality. Also, these findings indicate that occupational stress and work performance (counterproductive behaviour) exhibit a positive relationship among women school teachers which implies that occupational stress and counterproductive behavior move hand in hand among women school teachers. It suggests that as occupational stress increases among teachers, counterproductive behaviours also tend to increase among them.

These findings support first and second research hypotheses stating that there would be a significant negative correlation between various dimensions of occupational stress and work performance (task performance and contextual performance) among women school teachers and that there would be a significant positive correlation between various dimensions of occupational stress and work performance (counterproductive behaviour) among women school teachers.

Where task performance can be defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly, by implementing a part of its technological process, or indirectly by providing it with needed materials or services (Borman and Motowidlo, 1993) and contextual performance can be defined as “behaviours that support the organizational, social and psychological environment in which the technical core must function” (Borman and Motowidlo, 1993). Behaviors used to describe contextual performance include, for example demonstrating effort, facilitating peer and team performance, cooperating, and communicating (Rotundo and Sackett, 2002; Campbell, 1990). Counterproductive work behaviour (CWB) can be defined as a behavior that harms the well-being of the organization (Rotundo and Sackett, 2002). It includes behaviors such as absenteeism, off-task behavior, theft, and substance abuse (Koopmans *et al.*, 2011).

Overall, these findings suggest a significant association between occupational stress and work performance among women school teachers.

Earlier researchers have also associated occupational stress negatively with the work

performance among school teachers (Yunarti *et al.*, 2020; Kurian and Varghese, 2020, Dankade *et al.*, 2016; Hamid *et al.*, 2015; Anandasayanan and Subramaniam, 2013; Hanif *et al.*, 2011; Ivancivich and Matteson, 1980; Chance, 1992; Dickman and Emener, 1992). Previous researchers also have badly affected the work performance of school instructors (Yunarti *et al.*, 2020; Kurian and Varghese, 2020, Dankade *et al.*, 2016; Hamid *et al.*, 2015; Anandasayanan and Subramaniam, 2013; Hanif, Tariq, and Nadeem, 2011; Ivancivich and Matteson, 1980; Chance, 1992; Dickman and Emener, 1992). Earlier study has demonstrated that work stress impacts the performance of employees negatively, leading to reduced job satisfaction and reduced output quality (Tetrick and Larocco, 1987). The study findings of Wangui *et al.* (2016) also indicated that work-related stress have a significant negative relationship and effects on teachers' performance in public secondary schools with both correlation and multiple regression analysis results supporting these findings. Robbin and Judge (2013) also warned that job stress has a negative impact on employee productivity, high turnover rates, increased absenteeism and serious stress-related diseases. In a similar vein, Yozgart *et al.*, (2013) found a negative relationship between job stress and employee performance amongst 424 public employees in turkey. Findings from a research conducted by Siu, (2003) also revealed the stress performance relationship as negatively correlated.

The negative linear theory explains the link between stress and performance. This theory is the most well-tested and well-known in the field of stress (Staufenbiel and Konig, 2010), and it asserts that stress in any form is harmful to employee performance irrespective of degree (Kahn and Byosiore, 1992). The negative linear theory is rooted in the notion that stress takes time, energy and attention at every level, distract the job and hence hinder performance (Jamal, 1985). Vroom (1964) offered two explanations for the negative linear theory: (a) high stress leads to a decrease in person's perception, which in turn causes the person to ignore key information and effects performance and (b) stress causes unwanted and performance-interfering physiological responses. There are several research supporting the negative linear

theory (e.g., Allen *et al.* , 1982; Friend, 1982; Greer and Castro, 1986; Harris and Berger, 1983; Jamal, 1984; Lagace, 1988; Westman and Eden, 1991, 1996; Van dyne *et al.*, 2002; Siu, 2003; Nabirye *et al.* 2011; Donaldson-Feilder *et al.* 2011; Ahmed and Ramzan, 2013). This is because when employees are subjected to stressors, they are channeling their energy in the fight against these stressors to find a way of dealing with them. Thus, they are left with residual energy to perform their jobs (Jex, 1998). In addition, employee responses to job stresses create physiological reactions that also absorb their energy so that they can concentrate on more essential tasks and eventually influence performance (Lazarus, 1999). Finally, when stress is caused, it reduces employees thinking capacities, increasing the chances of failure and error which might finally lead to bad performance (Cohen, 1980; Friedman and Mann, 1993; Bruggen, 2015).

The negative linear theory also stands for Cavanaugh *et al.* (2000)'s hindrance stressor, which shares a similar conceptual meaning with the negative linear theory. According to them, stresses like role ambiguity and job insecurity are barriers to the achievement of workers' particular tasks and responsibilities (DeWitte, 1999, Cheng and Chang, 2008, Selenko *et al.*, 2017; Shoss, 2017) which have a detrimental influence on the performance of their employees. The work outcomes are negatively affected with declines in motivation (Christian *et al.*, 2009) as motivation is a requirement for optimal performance (LePine *et al.*, 2005). However some studies have suggested that certain stressors, such as occupational safety, may also be classified as both hindrance and challenge in specific workplaces (Staufenbiel and König, 2010; De Cuyper, *et al.*, 2008; Probst, 2008; Gilboa *et al.*, 2008). They further explained that whilst some employees may feel that insecurity is a risk to employees that can create negative emotions like anxiety, depression and job detachment (Sverke *et al.*, 2002; Rugulies *et al.* 2010), while other staff may perceive this same stressor as a challenge acting as a motivation to make an additional effort to prevent both immediate and future termination of employment.

Many studies have shown that stress affects the overall work performance of workers

(Ahmed and Ramzan, 2013). Kaupa (2020) recently highlighted the detrimental effect of job stress on teacher performance. Modern times are indeed referred to be the "period of fear and worry" (Coleman, 1976). The worldwide landscape is changing rapidly leading to the pressure on the workforce to perform maximum output and enhance competitiveness. In fact, employees need to do numerous office duties to stay up with new technology to achieve greater performance in their profession (Cascio, 1995; Quick, 1997). Harish and Prabha (2019) have found the teaching profession to be quite stressful in line with Olivier and Venter (2003). Evidence on the association between teacher stress and actual teaching behaviour, as most research focus on perceived performance, is limited (e.g. Betoret, 2009; Kokkinos, 2007). The extent to which instructors respond emotionally to stressful circumstances has been proven to have strong negative effect on their perceived performance (Montgomery and Rupp, 2005). Jennings and Greenberg (2009) also highlighted the importance of the ability to adequately respond socially and emotionally to a classroom situation in order to maintain effective classroom management. Research studies like (Akhlaiq *et al.* 2010; Bakker, Demerouti, and Verbeke, 2004; Tahir, 2011) shows that the stress had a very negative effects in shape of low morale, absenteeism, poor teaching quality, less students satisfaction, and turn over on the overall performance of teachers. The different stressors in shape of work load, role ambiguity, resource constraints, time shortage, job insecurity and worst job conditions, etc, exists within environment and act as hurdles for the teachers and thus hampering their performance (LePine *et al.*, 2004).

In a nutshell, occupational stress is negatively associated with overall performance of school teachers of Bathinda and Mansa districts.

Table 5.4.2 Showing the Pearson Product Moment Correlation coefficients of various dimensions of occupational stress with the total score of work motivation among women school teachers (Women School Teachers, N=300)

SCALE	VARIABLE	Work Motivation
The Occupational Stress Index Srivastava and Singh, 1981	Role overload	-.15**
	Role ambiguity	-.16**
	Role conflict	-.15*
	Unreasonable Group/political pressure	-.21**
	Responsibility for Persons	-.15*
	Under participation	-.02
	Powerlessness	.07
	Poor peer relation	-.11
	Intrinsic impoverishment	-.09
	Low status	-.09
	Strenuous working conditions	.08
	Unprofitability	-.08

** $p < 0.01$; * $p < 0.05$

A careful perusal of table 5.4.2 shows that various dimensions of occupational Stress viz. Role overload ($r = -0.15$, $p < 0.01$), Role ambiguity ($r = -0.16$, $p < 0.01$), Role conflict ($r = -0.15$, $p < 0.05$), Unreasonable Group/political pressure ($r = -0.21$, $p < 0.01$) and Responsibility for Persons ($r = -0.15$, $p < 0.05$) are significantly negatively correlated with work motivation among women school teachers. Such findings indicate that occupational stress and work motivation show an inverse relationship among women school teachers which implies if occupational stress increases the work motivation of women school teachers tend to decrease but it does not imply causality. These results support the third research hypothesis stating that there would be a significant negative correlation between various dimensions of occupational stress and work motivation among women school teachers.

Previous researches have also linked occupational stress negatively with the work motivation. For instance, For instance, Lal and Singh (2015) revealed that under participation and strenuous working conditions dimension of occupational stress are significantly negatively associated with employee motivation. Likewise, Wani (2013) found that work motivation has a significant negative relationship with occupational stress. According to Haryono *et al.* (2009), excessive workload can cause a decrease in morale and motivation of the employees. Various researchers have found that workplace stressors tend to have a negative impact on staff motivation and job performance (Adaramola, 2012; Avey *et al.*, 2012; Hancock and Page 2013; Solanki, 2013). Another research also revealed that motivation has a close association with stress and the performance of individuals in a work context (Karatepe and Uludag, 2007; Tsutsumi *et al.* 2008). Relatively recently, Afzal, Dost, Ali and Bhutta (2020) indicated a significant negative correlation between job stress and employee motivation.

Conclusively, these findings suggest a significant negative association between occupational stress and work motivation among women school teachers.

Table 5.4.3 Showing Pearson Product Moment Correlation coefficients of the total score of work motivation with various dimensions of work performance among women school teachers (Women school teachers, N=300)

Scale	Variable	Task Performance	Contextual Performance	Counterproductive Work
Work Motivation Questionnaire (WMQ)	Work Motivation	.22**	.33**	-.08
Agarwal, 1988				

** p<0.01; *p<0.05

Referring to table 5.4.3, the total score of work motivation is found to be significantly positively correlated with Task Performance ($r = 0.22$, $p < 0.01$) and Contextual Performance ($r = 0.33$, $p < 0.01$) dimensions of work performance among women school teachers. These results suggest that work motivation and work performance move hand in hand. It implies that work motivation and work performance co-vary and it does not imply causality. It indicates that as work motivation increases work performance also tend to increase among women school teachers. These findings support the fourth research hypothesis of the study stating that there would be a significant positive correlation between work motivation and various dimensions of work performance among women school teachers.

Earlier researchers have also linked work motivation with work performance. For example, Mustafa and Othman (2010) examined the perception of teachers about the

effects of motivation on teachers' job performance and the findings revealed that there is a positive relationship between motivation and work performance of teachers, for example the greater level of motivation, greater will be the job performance of teachers. Likewise, the level of motivation of teachers significantly influenced their general performance. Kuranchie-Menash and Amponsah-Tawiah (2016) suggested that employees are motivated by total intrinsic and extrinsic rewards which leads to employee job satisfaction and that there is a strong relationship with job satisfaction and job performance. Adjei *et al.* (2016) also proposed a positive relationship between motivation and work performance of employees. Tampu (2015) conducted a study in Romania to identify the relationship between employee motivation and job performance. The findings of this study also suggested that, motivation both intrinsic and extrinsic remain very important for employee job performance. Hazra *et al.* (2015) conducted a study in West Bengal, India, exploring that employee motivation is very essential for improving employee job performance. In another study in Bhopal, India which tried to justify the relationship between motivation and employee performance, it was suggested that motivated employees do hard work resulting the improvement of job performance (Anuj and Anita, 2015). Mambea and Obwogi (2015) have also confirmed a close relationship between employee motivation and job performance. Another study by Nur *et al.* (2015) has found that there is a positive and significant correlation between employees' work performance and motivational strategies. Nizam and Shah, (2015) also found that employee motivation has a significant impact on job performance. Similar findings were also reported by Kwapong *et al.* (2015). Overall, these findings suggest a significant positive association between work motivation and work performance among women school teachers.

5.5 STEPWISE MULTIPLE REGRESSION ANALYSES (N=300, Women School Teachers)

To determine the amount of variance in the criterion (work performance and work motivation) that could be accounted by various dimensions of occupational stress

(Role overload, Role ambiguity, Role conflict, Unreasonable Group/political pressure, Responsibility for Persons, Under participation, Powerlessness, Poor peer relation, Intrinsic impoverishment, Low status, Strenuous working conditions and Unprofitability) as well as the impact of each predictor dimension in the prediction of the criterion Step-Wise Multiple Regression Analysis was applied. In order to delineate the variables significantly contributing towards the criterion, F-ratios were calculated. Results of the regression analyses for various variables under study are contained in separate tables, Table 5.5.1, Table 5.5.2, Table 5.5.3 and Table 5.5.4. Only those variables with significant betas have been reported. The tables containing results are given below:

Table 5.5.1 Step-Wise Multiple Regression Analysis of task performance dimension of work performance with various dimensions of occupational stress (Women school teachers, N=300)

Sr. No.	Variables	R	R ²	R ² Δ	B	P	F	p
1.	Role Overload	0.22	0.05	0.05	-0.16	0.00	14.82	0.00
2.	Role Ambiguity	0.25	0.06	0.02	-0.11	0.02	10.29	0.00
3.	Under Participation	0.29	0.08	0.02	-0.17	0.02	8.73	0.00

** p<0.01; *p<0.05

A perusal of Table 5.5.1 reveals that Role Overload (F=14.82, p<0.00; β = - 0.16) is contributing negatively in the task performance of women school teachers. It implies that role overload explains 5% of variance in the criterion. Such results suggest that teachers who feel that their job roles are overloaded and have too many role demands

and too little time to fulfill them find it difficult to perform their core job responsibilities and other job related activities effectively, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Role Ambiguity ($F=10.29$, $p<0.00$; $\beta= -0.11$) contributes negatively in the task performance of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers having a lack of clarity regarding their behaviour in a job possibly due to an ill-defined description of the job or uncertain organizational objectives face difficulties in performing their job responsibilities successfully, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Under Participation ($F=8.73$, $p<0.00$; $\beta= -0.17$) contributes negatively in the task performance of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers who feel that they should have more participation in their job than they have or feel that they are not contributing optimally towards their work feel dissatisfied and find it difficult to perform their job tasks effectively, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Together, these variables explain 8% of the total variance in the criterion. Overall, regression analyses reveal that Role Overload, Role Ambiguity and Under Participation are negatively contributing in the task performance of women school teachers.

Table 5.5.2 Step-Wise Multiple Regression Analysis of contextual performance dimension of work performance with various dimensions of occupational stress (Women school teachers, N=300)

Sr. 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	33.48	0.00
2.	Role Ambiguity	0.39	0.15	0.05	-0.23	0.00	27.10	0.00
3.	Unreasonable Group/political Pressure	0.45	0.21	0.05	-0.23	0.00	25.51	0.00
4	Role Conflict	0.50	0.25	0.04	-0.20	0.00	24.15	0.00
5.	Responsibility for Persons	0.52	0.27	0.02	-0.15	0.00	21.64	0.00
6.	Intrinsic Impoverishment	0.54	0.29	0.02	-0.14	0.00	19.80	0.00
7.	Low Status	0.55	0.30	0.02	-0.13	0.01	18.26	0.00
8.	Under Participation	0.56	0.32	0.01	-0.12	0.02	16.97	0.00
9.	Poor Peer Relation	0.57	0.33	0.01	-0.11	0.03	15.84	0.00

** p<0.01; *p<0.05

A perusal of Table 5.5.2 reveals that Role Overload (F=33.48, p<0.00; β = - 0.32) is contributing negatively in the contextual performance of women school teachers. It implies that role overload explains 10% of variance in the criterion. Such results suggest that role overload negatively impacts women school teachers' efforts at work especially peer interactions, team performance, cooperation and communication quality, , thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Role ambiguity ($F=27.10$, $p<0.00$; $\beta= -0.23$) contributes negatively in the contextual performance of women school teachers. It explains additional 5% of variance in the criterion. Such findings suggest that teachers having a lack of clarity regarding their job role possibly due to an ill-defined description of the job or uncertain organizational objectives face difficulties in helping and cooperating with their colleagues and other staff, they fail to follow the organizational rules and procedures, endorsing, supporting, and defending organizational objectives, they are unable to facilitate Interpersonal interaction and usually lack job dedication, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Unreasonable Group/political Pressure ($F=25.51$, $p<0.00$; $\beta= -0.23$) contributes negatively in the contextual performance of women school teachers. It explains additional 5% of variance in the criterion. Such findings suggest that teachers who experience undue pressure from their colleagues, other staff or senior authorities in the school tend to have tough times having healthy interactions with their colleagues, they find it difficult to cooperate, follow rules, procedures and lack job dedication, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Role Conflict ($F=24.15$, $P<0.00$; $\beta= -.20$) contributes negatively in the contextual performance of women school teachers. It explains additional 4% of variance in the criterion. Such findings suggest that teachers who are given different and incompatible roles at the same time, or their job roles overlaps with another teacher are less likely to go beyond their formal job responsibilities. They are less likely to engage in activities like helping co-workers, strengthening social workers or going the extra mile for the organization they serve in, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of

the women school teachers.

Responsibility for Persons ($F=21.64$, $p<0.00$; $\beta= -.15$) contributes negatively in the contextual performance of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers who are given responsibility of other employees or responsibility of progress of the organization find it difficult to get involved in activities that are not task or goal specific but that make individuals, teams and organizations more effective and successful. They lack cooperating and helping others, voluntarily performing extra-role activities, persevering with enthusiasm and extra determination to complete assignments successfully, defending the organization's goals, and adhering to organizational policies even when this is inconvenient, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Intrinsic Impoverishment ($F=19.80$, $p<0.00$; $\beta= -.14$) contributes negatively in the contextual performance of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers, who are given monotonous assignments or are not given opportunities to utilize their abilities and experience independently, feel worthless and are less likely to get involved in voluntary extra-role activities which make their organization more effective and successful, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Low Status ($F=18.26$, $p<0.00$; $\beta= -.13$) contributes negatively in the contextual performance of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers who receive low respect from others at job or due significance is not given to their post and work by higher authorities are less likely to go beyond their formal job responsibilities. They are less likely to engage in activities like helping co-workers, strengthening social workers or going

the extra mile for the organization they serve in, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Under Participation ($F=16.97$, $p<0.00$; $\beta=-.12$) contributes negatively in the contextual performance of women school teachers. It explains additional 1% of variance in the criterion. Such findings suggest that teachers who experience a difference between their desired and actual participation at their job or who are 'participation deprived' lack positive feelings towards their job. They are less likely to perform voluntary extra-role activities that benefit their organization, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Poor Peer Relation ($F=15.84$, $p<0.00$; $\beta=-.11$) contributes negatively in the contextual performance of women school teachers. It explains additional 1% of variance in the criterion. Such findings suggest that teachers who have poor interpersonal relationships with their colleagues or colleagues lack cooperation from their colleagues or lack team spirit tend to be low on contextual behaviours involving activities apart from one's main job responsibilities that are beneficial for a smooth conduct and success of an organization. Such teachers usually avoid performing voluntary extra-role activities that benefit their organization such as working with enthusiasm and extra determination to complete work assignments successfully, defending the organization's goals, and adhering to organizational policies, thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute negatively in work performance (task performance and contextual performance) of the women school teachers.

Together, these variables explain 33% of the total variance in the criterion. Overall, regression analyses reveal that Role Overload, Role Ambiguity, Unreasonable Group/political Pressure, Role Conflict, Responsibility for Persons, Intrinsic

Impoverishment, Low Status, Under Participation and Poor Peer Relations are negatively contributing in contextual performance dimension of work performance in women school teachers.

Table 5.5.3 Step-Wise Multiple Regression Analysis of counterproductive behaviour dimension of work performance with various dimensions of occupational stress (Women school teachers, N=300)

Sr. No.	Variables	R	R ²	R ² Δ	B	P	F	p
1.	Role Overload	0.37	0.14	0.14	0.37	0.00	48.61	0.00
2.	Role Ambiguity	0.48	0.23	0.09	0.30	0.00	44.81	0.00
3.	Unreasonable Group/political Pressure	0.55	0.31	0.08	0.28	0.00	43.68	0.00
4	Role Conflict	0.58	0.33	0.03	0.17	0.00	36.97	0.00
5.	Strenuous working conditions	0.59	0.35	0.02	0.13	0.01	31.7	0.00
6.	Low Status	0.61	0.37	0.02	0.14	0.00	28.41	0.00
7.	Intrinsic Impoverishment	0.62	0.38	0.02	0.13	0.00	25.9	0.00
8.	Responsibility forPersons	0.63	0.4	0.01	0.12	0.01	23.95	0.00
9.	Unprofitability	0.64	0.41	0.01	0.10	0.02	22.18	0.00
10.	Under Participation	0.65	0.42	0.01	0.10	0.03	20.67	0.00

** p<0.01; *p<0.05

A perusal of Table 5.5.3 reveals that Role Overload (F=48.61, p<0.00; β= 0.37) is contributing positively in the counterproductive behaviour of women school teachers. It implies that role overload explains 14% of variance in the criterion. Such results suggest that role overload positively impacts women school teachers' actions that

harm the well-being of their work organization such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Role Ambiguity ($F=44.81$, $p<0.00$; $\beta= 0.30$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 9% of variance in the criterion. Such findings suggest that teachers with vague and insufficient information related to their job role, vague and poor planning of job, unclear expectations by colleagues and superiors tend to exhibit harmful behaviours/actions towards their organization like tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance

(counterproductive behaviour) of the women school teachers. Unreasonable group/political pressure ($F=43.68$, $p<0.00$; $\beta= 0.28$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 8% of variance in the criterion. Such findings suggest that teachers with unreasonable political climate at their schools involving power struggles, heightened competition and undue political pressure, making it a compulsion for the teachers to work unwillingly or includes violation of formal procedures etc. tend to exhibit harmful behaviours/actions towards their organization like tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Role Conflict ($F=36.97$, $p<0.00$; $\beta= 0.17$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 3% of variance in the criterion. Such findings suggest that teachers with contradictory

instructions from higher officials, interference of officials into the working conditions, vague instructions and insufficient facilities regarding new assignments, contradiction between office instructions and formal working procedures and difficulty in implementing new procedures tend to get involved in greater counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behavior) of the women school teachers.

Strenuous working conditions ($F=31.7$, $p<0.00$; $\beta= 0.13$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers with tense circumstances at their job, risky and complicated assignments, unsatisfactory working conditions from point of view of welfare and convenience of the employees tend to get involved in greater counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Low status ($F=28.41$, $p<0.00$; $\beta= 0.14$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers who receive low respect from others at job or due significance is not given to their post and work by higher authorities are more likely to get involved in counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Intrinsic impoverishment ($F=25.9$, $p<0.00$; $\beta= 0.13$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 2% of variance in the criterion. Such findings suggest that teachers, who are given monotonous work assignments or are not given opportunities to utilize their abilities and experience independently, feel worthless and are more likely to get involved in counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Responsibility of persons ($F=23.95$, $p<0.00$; $\beta= 0.12$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 1% of variance in the criterion. Such findings suggest that teachers who are given responsibility of other employees or responsibility of progress of the organization are more likely to get involved in counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Unprofitability ($F=22.18$, $p<0.00$; $\beta= 0.10$) is contributing positively in the counterproductive behaviour of women school teachers. It explains additional 1% of variance in the criterion. Such findings suggest that teachers who are given low salary, experience absence of rewards or incentives are more likely to exhibit counterproductive behaviours such as absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression, bullying, theft, sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Under participation ($F=20.67$, $p<0.00$; $\beta= 0.10$) is contributing positively in the

counterproductive behaviour of women school teachers. It explains additional 1% of variance in the criterion. Such findings suggest that teachers who experience a difference between their desired and actual participation at their job or who are 'participation deprived' are more likely to exhibit counterproductive behaviours such as tardiness, absenteeism, fraud, off-task behavior, sexual harassment, workplace aggression or bullying, and theft or sabotage etc., thus providing support to the hypothesis stating that several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.

Together, these variables explain 42% of the total variance in the criterion. Overall, regression analyses reveal that Role Overload, Role Ambiguity, Unreasonable Group/political Pressure, Role Conflict, Strenuous working conditions, Low Status, Intrinsic Impoverishment, Responsibility for Persons, unprofitability and Under Participation are positively contributing in the counterproductive behavior dimension of work performance in women school teachers.

Earlier researchers have also associated occupational stress negatively with the work performance among school teachers (Yunarti *et al.*, 2020; Kurian and Varghese, 2020, Dankade *et al.*, 2016; Hamid *et al.*, 2015; Anandasayanan and Subramaniam, 2013; Hanif, *et al.* 2011; Ivancivich and Matteson, 1980; Chance, 1992; Dickman and Emener, 1992). Previous research has shown that occupational stress negatively affects employee's job performance which creates lower job satisfaction and decreased quality of output (Tetrick and Larocco, 1987). The study findings of Wangui, *et al.* (2015) also indicated that work-related stress have a significant negative relationship and effects on teachers' performance in public secondary schools with both correlation and multiple regression analysis results supporting these findings. Hanif (2014) and Robbins and Judge (2013) also warned that job stress has a negative impact on employee productivity, high turnover rates, increased absenteeism and serious stress-related diseases. In a similar context, Yozgart *et al.*, (2013) found a negative relationship between job stress and employee performance amongst 424

public employees in turkey. Findings from a research conducted by Siu, (2003) also revealed the stress performance relationship as negatively correlated.

The Negative Linear Theory helps explain the stress-job performance relationship. This theory is the most tested and supported in the stress performance literature (Staufenbiel and König, 2010) and it states that stress in any form irrespective of the level will be detrimental to employee's performance (Kahn and Byosiére, 1992). The negative linear theory is based on the premise that stress at any level consumes an individual's time, energy, and attention, taking away from the task at hand and consequently inhibiting performance (Jamal, 1985). Vroom (1964) offered two explanations for the negative linear theory: (a) high levels of stress cause a narrowing of the individual's perception, in turn causing the individual to ignore important information and cues that result in an impairment of performance; and (b) stress causes involuntary physiological responses that interfere with performance. The negative linear theory has multiple studies supporting it (e.g., Allen *et al.* 1982; Friend, 1982; Greer and Castro, 1986; Harris and Berger, 1983; Jamal, 1984; Lagace, 1988; Westman and Eden, 1991, 1996; Van dyne *et al.*, 2002; Siu, 2003; Nabirye *et al.* 2011; Donaldson-Feilder *et al.* 2011; Ahmed and Ramzan, 2013).

This is because when employees are exposed to work stressors they channelize their energy towards tackling these stressors finding a means to cope with them. Hence, these diversion of energy impacts upon the performance of their job functions because they are left with residual energy to execute their job functions (Jex, 1998). Also, employee's responses to work stressors produces certain physiological reactions which also draw energy from them thereby leaving them with little energy to focus on more important work duties and eventually affecting performance negatively (Lazarus, 1999). Lastly, when stressors arise, it narrows the thinking capacity of employees which thereby increases the possibilities of omission and errors that can eventually lead to poor performance (Cohen, 1980; Friedman and Mann, 1993; Bruggen, 2015).

The negative linear theory is also synonymous to the hindrance stressor proposed by Cavanaugh *et al.* (2000) which shares a similar conceptual meaning with the negative linear theory. According to them, hindrance stressors such as role ambiguity and job insecurity (De Witte, 1999; Cheng and Chang, 2008; Selenko *et al.*, 2017; Shoss, 2017) are obstacles that prevent employees from attaining their specific job roles and responsibilities thereby impacting negatively on employee job performance. Work outcomes are impacted upon negatively and motivation decreases (Christian *et al.*, 2009). This is because motivation is a prerequisite for optimum performance (LePine *et al.*, 2005). However, some other researchers (Staufenbiel and Konig, 2010; De Cuyper, *et al.*, 2008; Probst, 2008; Gilboa *et al.*, 2008) have argued that certain workplace stressor such as job insecurity could be categorized simultaneously as both a hindrance and a challenge stressor. They further explained that whilst some employees can perceive job insecurity as a threat which could produce negative emotions in employees such as anxiety, depression and job detachment (Sverke *et al.*, 2002; Rugulies *et al.* 2010). Some other employees can perceive this same stressor as a challenge which becomes a motivation to put in extra effort in their job so as prevent both immediate and future job termination.

Numerous studies found that job stress influences the employees' overall performance in their work (Ahmed and Ramzan, 2013). Relatively recently Kaupa (2020) noted that work stress amongst high school teachers had a negative impact on the performance of teachers. In fact, modern times have been called as the "age of anxiety and stress" (Coleman, 1976). Rapidly changing global scene is increasing the pressure of workforce to perform maximum output and enhance competitiveness. Indeed, to perform better to their job, there is a requirement for workers to perform multiple tasks in the workplace to keep abreast of changing technologies (Cascio, 1995; Quick, 1997). Harish and Prabha (2019) in line with Olivier and Venter (2003) revealed that the teaching profession is found to be highly stressful. Research concerning the relationship between teachers' stress responses and actual teaching behaviour is scarce, as most studies focus on perceived performance (e.g. Betoret,

2009; Kokkinos, 2007). It was found that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance (Montgomery and Rupp, 2005). Jennings and Greenberg (2009) also highlighted the importance of the ability to adequately respond socially and emotionally to a classroom situation in order to maintain effective classroom management. Studies shows that the stress Has very negative effects in shape of low morale, absenteeism, poor teaching quality, less students satisfaction, and turn over on the overall performance of teachers (Akhlaq *et al.*, 2010; Bakker *et al*, 2004; Tahir, 2011). The different stressors in shape of work load, role ambiguity, resource constraints, time shortage, job insecurity and worst job conditions, etc, exists within environment and act as hurdles for the teachers and thus hampering their performance (LePine, *et al.* 2004).

In a nutshell, occupational stress is negatively associated with overall performance of school teachers of Bathinda and Mansa districts.

Table 5.5.4 Step-Wise Multiple Regression Analysis of work motivation with various dimensions of occupational stress (Women school teachers, N=300)

Sr. No.	Variables	R	R ²	R ² Δ	B	P	F	P
1.	Unreasonable Group/political Pressure	0.21	0.04	0.04	-0.21	0.00	13.91	0.00
2.	Role Conflict	0.26	0.07	0.02	-0.16	0.01	10.98	0.00
3.	Role Ambiguity	0.30	0.09	0.02	-0.14	0.01	9.72	0.00
4.	Responsibility forPersons	0.33	0.11	0.02	-0.14	0.01	8.97	0.00
5.	Low Status	0.35	0.12	0.02	-0.13	0.02	8.32	0.

** $p < 0.01$; * $p < 0.05$

A perusal of Table 5.5.4 reveals that Unreasonable Group/political Pressure ($F=13.91$, $p < 0.00$; $\beta = -0.21$) is contributing negatively in the work motivation of women school teachers. It implies that Unreasonable Group/political Pressure explains 4% of variance in the criterion. Such findings suggest that teachers who experience undue pressure from their colleagues, other staff or senior authorities in the school tend to have tough times to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Regardless of their desire to

excel, they lack the drive to stay focused on the path of success at their job and stress also causes their motivation to flicker or extinguish altogether, thus providing support to the hypothesis stating that various dimensions of occupational stress would contribute negatively in work motivation of the women school teachers.

Role Conflict ($F=10.98$, $p<0.00$; $\beta= -0.16$) is contributing negatively in the work motivation of women school teachers. It implies that role conflict explains additional 2% of variance in the criterion. Such findings suggest that teachers with contradictory instructions from higher officials, interference of officials into the working conditions, vague instructions and insufficient facilities regarding new assignments, contradiction between office instructions and formal working procedures and difficulty in implementing new procedures tend to have tough times to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Regardless of their desire to excel, they lack the drive to stay focused on the path of success at their job and stress also causes their motivation to flicker or extinguish altogether, thus providing support to the hypothesis stating that various dimensions of occupational stress would contribute negatively in work motivation of the women school teachers.

Role Ambiguity ($F=9.72$, $p<0.00$; $\beta= -0.14$) is contributing negatively in the work motivation of women school teachers. It implies that role ambiguity explains additional 2% of variance in the criterion. Such findings suggest that teachers with vague and insufficient information related to their job role, vague and poor planning of job, unclear expectations by colleagues and superiors tend to have tough times to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Regardless of their desire to excel, they lack the drive to stay focused on the path of success at their job and stress also causes their motivation to flicker or extinguish altogether, thus providing support to the hypothesis stating that various dimensions of occupational stress would contribute negatively in work motivation of the women school teachers.

Responsibility for Persons ($F=8.97$, $p<0.00$; $\beta= -0.14$) is contributing negatively in

the work motivation of women school teachers. It implies that Responsibility for Persons explains additional 2% of variance in the criterion. Such findings suggest that teachers who are given responsibility of other employees or responsibility of progress of the organization are more likely to face tough times to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Regardless of their desire to excel, they lack the drive to stay focused on the path of success at their job and stress also causes their motivation to flicker or extinguish altogether, thus providing support to the hypothesis stating that various dimensions of occupational stress would contribute negatively in work motivation of the women school teachers. Low Status ($F=8.32$, $p<0.00$; $\beta= -0.13$) is contributing negatively in the work motivation of women school teachers. It implies that Low Status explains additional 2% of variance in the criterion. Such findings suggest that teachers who receive less respect from others at job or due significance is not given to their post and work by higher authorities are more likely to get demotivated and they lack the drive to stay focused on the path of success at their job and stress causes their motivation to flicker or extinguish altogether.

Together, these variables explain 12% of the total variance in the criterion. Overall, regression analyses reveal that Unreasonable Group/political Pressure, Role Conflict, Role Ambiguity, Responsibility for Persons and Low Status are negatively contributing in the work motivation of women school teachers. Previous research has also linked occupational stress negatively with the work motivation. For instance, Lal and Singh (2015) revealed that under participation and strenuous working conditions dimension of occupational stress are significantly negatively associated with employee motivation. Likewise, Wani (2013) found that work motivation has a significant negative relationship with occupational stress. According to Haryono *et al.* (2009), excessive workload can cause a decrease in morale and motivation of the employees. Various researchers have found that workplace stressors tend to have a negative impact on staff motivation and job performance (Adaramola, 2012; Avey *et al.*, 2012; Hancock and Page 2013; Solanki, 2013). Other research has

also revealed that motivation has a close association with stress and the performance of individuals in a work context (Karatepe and Uludag, 2007; Tsutsumi *et al.* 2008). Relatively recently, Afzal et al. (2020) indicated a significant negative correlation between job stress and employee motivation. Conclusively, these findings suggest a significant negative association between occupational stress and work motivation among women school teachers.

5.6 STRUCTURED IN-DEPTH INTERVIEWS (Women School Teachers, N=75)

The findings from the structured in depth-interviews with women school teachers of various districts of Punjab reported occupational stress experiences in terms of occupational stress inducing factors, coping strategies and several factors affecting their work motivation. Through the structured interview approach, the voices of the teachers who have lived occupational stress experiences are recorded and it gives useful insights about women school teachers' occupational health that may help in making changes in the lives of the community for which there search has been done.

a) What are Various Stress-Inducing Factors in Your Occupation?

Participants were hesitant in the beginning of the interview phase. Lot of effort and time was put in the rapport building and the issue of occupational stress and well-being was thoroughly explained to all the participants. They were explained the purpose of the study and how such a research might help other women in same profession in the coming times. The participants were convinced that their sharing of their lived experiences will help the policy makers in safeguarding the lives of women professionals in the field of school teaching. All ethical principles related to research on occupational stress were followed. Participants had to be assured and prompted at times.

Findings revealed that participants reported changes in terms and conditions without consultation and being given responsibility without the authority to take decisions as

very stressful. According to the study results, low-grade teachers consider the stress factor namely changes in terms and conditions without consultation more often as very stressful as compared to the upper-grade teachers (58.74% vs. 29.76%). The results also show that teachers for whom this is the first job consider this stress factor as very stressful more often than teachers that have been previously employed (49.55% vs. 31.33%), as well as teachers with university education as compared to teachers with lacking university education (47.28% vs. 28.17%). Majority of the teachers (76%) considered the factor of being given responsibility without the authority to take decisions as extremely stressful. Teachers of all grades experienced it in the same way.

Furthermore, findings revealed that a significant number of teachers (92%) reported disruptive behaviour of students, colleagues or principals/administrators as a major source of occupational stress. Further, findings revealed that the highest levels of perceived teacher's work related stress was caused by lack of funds/resources to do the job and limited or no access to training. Our findings suggest that, out of 75 interviewed teachers, 45 (60%) have reported lack of funds/resources to do the job as very stressful, while another 30 (40%) as stressful.

On the other hand, 32 (42%) of the interviewed teachers have reported limited or no access to training as very stressful, and another 57 (13%) consider this factor as stressful. Also, teachers for whom this is the first job also perceived this stress factor considerably more often as very stressful as compared to their colleagues who have been previously employed, (75.29% vs 38.1%), as well as teachers with lacking university education as compared to teachers with university education (73.58% vs 43.97%).

Results of this study are almost identical with findings of Dlamini *et al.* (2014) has indicated that badly planned changes were a major source of work related stress among teachers in Swaziland. Changes in education as a major factor among sources of work related stress among teachers were also reported by studies conducted in South Africa and Zimbabwe in 2002 (Ngidi and Sibaya, 2002; Zindi, 2002). These

studies indicate that teachers do not object to the changes themselves, but more to the manner in which they were implemented and the fact they were made without prior consultations. A study by Nayak (2008) has also reported that a relatively high percentage of teachers (22%) always experienced stress due to lack of their involvement in decision making in their organization despite given responsibilities. A study by Check and Okwob (2012) has analyzed the correlation of demographic/job factors with different stress factors among teachers in Cameroon. The study indicated that non-involvement in decision making concerning teaching and learning is perceived by teachers as stressful.

Brown *et al.* (2002) in their study have reported that teachers indicate lack of adequate funding for job implementation as source of their workrelated stress. Similarly, a study by Betrabet (2012) reported that not havingadequate resources for necessary and purposive action as a teacher represents amajor stress factor. In addition, a report of the European Trade Union Committee forEducation (ETUCE) Survey on Teachers' Work related Stress in 2007 has indicated that lack of funds/resources to do the job represents a major stress factor amongboth lower grades and upper school teachers in all 27 countries under consideration.

A study by Öztürk (2011) has reported similar results regarding self-perceived work related stress among Istanbul teachers in relation to the lack of opportunity for professional development/training. Namely, more than half 51% of Istanbul teachers consider this factor as stressful.

In terms of relationship between different stress factors and demographic/job characteristics, results from the structured interviews reported that the lower-grade school teachers, older teachers and teachers with university education perceive more often changes in education as a very stressful factor than the upper-grade school teachers, younger teachers and those lacking university education.

Overall, it thus becomes evident from the results of the structured interviews that above discussed are the various stress inducing factors among women school teachers of Malwa region of Punjab.

b) What are the Major Sources Of Support/Coping Strategies That Would Help You Reduce Your Work-Related Stress?

In the study, teacher respondents emphasized following major sources of support that may help them reduce their work-related stress:

Human and Material Resources:

As per the opinions expressed by the women school teachers, nurturing human resources by creating a conducive environment for co-workers by providing them necessary support reduce the occupational stress significantly. Participants were of the opinion that in the current era of technical advancement familiarity with internet resources/e-resources, ICT tools and online learning methodologies have also become an essential part of education system. The teacher respondents felt that necessary pre-training of such advancements may help them to cope up with the occupational stress arising out of lack of training or unfamiliarity with the teaching aids. Also, technical training may help them in upgrading themselves as more equipped teachers.

Furthermore, need of better infrastructure, learning materials/models, instructional support from experts and reduction in non-academic duties were also reported to reduce the job stress among teachers.

Managing Disruptive Behavior:

Most of the teachers reported that due to societal changes in recent past or loosened values in the family system attributed to different reasons, abrupt and inappropriate behaviour is becoming more evident in the schools. The participant teachers were of strong belief that multipronged strategies to manage disruptive behaviour of students, colleagues or principals/administrators should be developed and implemented at various schools in the Malwa region. They emphasized that it will reduce the burden and strain associated with a fear of inapt behaviour towards teachers and enable them to work freely in more effective manner.

Enhanced School Relationships:

A teacher's psycho-emotional quotient mainly depends on his/her interaction with colleagues, scholars and students in the education system, which ultimately has a great impact on a teacher's job performance. Extended support, understanding of individual's circumstances and capabilities and cohesive environment among staff members were identified as stress-buster parameters, as conveyed by the respondents.

Parental Response:

Due to ever-changing curriculum, increasing depth of the content and inclusion of various new teaching and evaluator mechanisms in education system, and non-familiarity with latest technologies, parent's awareness level about the academics, more specifically in rural areas, seems very low. Under these circumstances, parental responses towards academic progression of their ward remain poor, which leads to more burden on teachers. In order to curb the stress emanating from this reason, majority of the participant teachers demanded hands-on training about handling such issues and to organize interactive sessions with parents in a regular manner for making parents more involved in educational development of their children. Furthermore, many participant teachers reported cooperation and response of parents along with the respect towards teachers as an encouraging factor to perform in a better way in their job.

Community Changes:

All the participant teachers reported that existing societal system in India revolves around women as caretaker of her home, her kids and extended family regardless of her job status. She is expected to balance her personal and professional life in an effective manner without any complaints. Especially, due to the patriarchal norms being prevalent in Punjab a teacher is not given the required freedom and support to adjust with her workload at home, which ultimately leads to strenuous conditions and

results in excessive stressful environment for a teacher. Most women teachers reported that teachers belonging to a family where support and load sharing existed performed better and felt less stressed in comparison to others. For a significant number of participant teachers gender inequality also contributed towards their overall stress. Most participant teachers reported that a change in the thinking of community and equality at home are important factors contributing in their experience of stress which indirectly affects their experience of stress emanating from their occupation i.e. school teaching.

Policy Changes:

All participant teachers reported extra involvement in non-academic duties more often as a significant stressor affecting them adversely because such involvement makes it difficult for them to strike a balance between their responsibilities at multiple fronts viz. personal, professional and societal level. All participants pointed out that a policy level change is required that aims at reducing such duties that will help them to focus on their core responsibility of providing quality teaching and it will also be effective in reducing the mental pressure on the teachers. Teachers emphasized solving various issues like unreasonable pressure, lack of authority and sudden additional responsibilities and role overload at administrative levels for enhanced outcomes.

c) What are the Important Factors Affecting Your Work Motivation?

The important factors, mentioned as positive force towards performing in a better way and achieving better outcomes, as found during the response collection in this study are as follows:

Ethics:

Many teachers opined that their values, ethics and professional morals give them a feeling of responsibility. They feel that it is their inherent quality of dedication towards work that always helps them get motivated towards performing the

academic duties in well-organized and effective manner.

Inner Motivation:

Most of the teacher participants documented that their self-urge to carry out a given task in best possible manner and taking pro-active stand in improvement of the organization and attaining the desired deliverables in terms of quality teaching and related outcomes mainly depends on their self-motivation. It has been observed during the study that some of the women teachers are self-driven and want to deliver up to the best of their capabilities by considering this as a matter of self-satisfaction, irrespective of the occupational stress they receive from various sources.

Gratitude and Support:

Almost all teachers viewed self-respect and respect from students, parents, family, colleagues, administrators etc. as a great source of performance elevation among them. Furthermore, it was observed by the researcher that recognition of the contributions made by the teacher and sincere appreciation of work done by him/her are needed to motivate him/her for further efforts. The respondents suggested that good relations among the colleagues, support from administration and gratitude from students and parents make them feel like their services are acknowledged and develop an inner urge for better performance in future as well.

Peer Competition:

While interacting with the respondent teachers, it was strongly observed that peer competition in positive senses motivate them to perform better without the feeling of jealousy and competition. A healthy, interactive and supportive environment among the colleagues encourage the fellow teachers to improve further and uplift their performance, which ultimately lead to overall improvement in teaching-learning outcomes as well as growth of the school.

In a nut shell, it was found that while considering the work performance of the school teachers and for constant motivation to contribute, above mentioned parameters

should be considered significant in developing a stress free and performance oriented work environment at schools. Also, various stress inducing factors should be taken in consideration while developing a school based intervention for women school teachers aiming at reducing their occupational stress levels.

CONCLUSION

In few words, it can be concluded that occupational stress is negatively associated with work performance and work motivation among women school teachers of Bathinda and Mansa district of Punjab and that various dimensions of work performance among women school teachers are negatively predicted by various dimensions of occupational stress. Likewise, work motivation (total score) is negatively predicted by various dimensions of occupational stress. It is clear from the results of various analyses that women school teachers require help and support for effective stress management. These findings flag the need for further attention to the psychosocial health of women school teachers of Bathinda and Mansa. Support could come from multiple professional communities serving people: educational (for example, counsellors/mental health professionals working in the schools) and behavioral health (for example, clinicians/doctors treating individuals with stress and other mental health concerns). Finally, although a number of results from this study might be important for the potential they have in terms of public health and policy implications, it is clear that further research in this field remains an obvious necessity.

MAJOR FINDINGS

On the basis of the results of various analyses, the major findings are presented below:

CORRELATIONAL ANALYSIS (Women School Teachers, N=300)

1. There is a significant negative correlation between various dimensions of occupational stress and work performance (task performance and contextual

performance) among women school teachers.

2. There is a significant positive correlation between various dimensions of occupational stress and work performance (counterproductive behaviour) among women school teachers.
3. There is a significant negative correlation between various dimensions of occupational stress and work motivation among women school teachers.
4. There is a significant positive correlation between work motivation and various dimensions of work performance among women school teachers.

STEP-WISE MULTIPLE REGRESSION ANALYSIS (Women School Teachers,N=300)

1. Several dimensions of occupational stress would contribute negatively in workperformance (task performance and contextual performance) of the women school teachers.
2. Several dimensions of occupational stress would contribute positively in work performance (counterproductive behaviour) of the women school teachers.
3. Various dimensions of occupational stress would contribute negatively in workmotivation of the women school teachers.

FINDINGS FROM THE STRUCTURED INTERVIEWS (Women School Teachers,N=75)

The findings from the structured in depth-interviews with women school teachers of various districts of Punjab reported occupational stress experiences in terms of occupational stress inducing factors, coping strategies and several factors affecting their work motivation. Through the structured interview approach, the voices of the teachers who have lived occupational stress experiences are recorded and it gives useful insights about women school teachers' occupational health that may help in making changes in the

lives of the community for which the research has been done. Major findings emanating from the structured interviews are listed below:

- A significant number of teachers reported disruptive behaviour of students, colleagues or principals/administrators as a major source of occupational stress.
 - The highest level of perceived teacher's occupational stress was reported as caused by a limited or no access to training.
 - The other factors such as being given the responsibility without the authority to take decisions, changes in terms and conditions without consultation, lack of funds/resources to do the job were also reported as the major stress inducing factors among women school teachers.
 - Considering the demographics, the lower-grade school teachers, older teachers and teachers with university education perceived changes in education as a very stressful factor than the upper-grade school teachers, younger teachers and those lacking university education.
 - Need of better infrastructure, learning materials/models, instructional support from experts and reduction in non-academic duties were also reported to reduce the job stress among teachers.
 - Multipronged strategies to manage disruptive behaviour of students, colleagues or principals/administrators should be developed and implemented at various schools which will reduce the burden and strain associated with a fear of inapt behaviour towards teachers and enables them to work freely in more effective manner.
 - Extended support, understanding of individual's circumstances and capabilities and cohesive environment among staff members are identified as stress-buster parameters.
- Cooperation and response of parents along with the respect towards teachers acts as an encouraging factor for teachers to perform in a better way in their job.

- Teachers belonging to a family where support and load sharing existed performed better and felt less stressed in comparison to others.
- Extra involvement in non-academic duties more often acts as a significant stressor affecting teachers adversely.
- Teachers' values, ethics and professional morals including an inherent quality of dedication towards work always helps teachers get motivated towards performing the academic duties in well-organized and effective manner.
- Inner motivation is an important factor among teachers for quality teaching and related outcomes.
- Self-respect and respect from students, parents, family, colleagues, administrators etc. as a great source of performance elevation among teachers.
- Peer competition motivates the women school teachers to perform better.

LIMITATIONS OF THE STUDY

The main limitations of the study include that it is limited to the school teachers of Bathinda and Mansa districts of Punjab only. Also, this research confines itself to study the issue of occupational stress, work performance and work motivation among women educators. Additionally, gender differences in context of occupational stress, work performance and work motivation were not explored in the study.

IMPLICATIONS OF THE STUDY

1. This study provides valuable information about the association between occupational stress and work performance of women school teachers that can be used to develop tailor made stress management programs for school teachers of Punjab.
2. It may help to identify the importance of work motivation that has a strong and pivotal role to play in the productivity and performance of teachers

serving in schools.

3. It shed light on the link existing between various organizational-job dimensions namely occupational stress, work performance and work motivation among women professionals belonging to the education field.

The learning emanating from this study could be a key point to plan effective anti-stress programs.

4. This study is useful in yielding a better understanding of the stress issue as faced by women school teachers of Malwa region of the Punjab state.

5. This study is significant as it produces information for practitioners highlighting the need to reduce the stress levels and enhance the level of motivation of employees specifically women school teachers to improve their performance and eventually enhance the educational system.

6. Furthermore, this study can act as a baseline data highlighting the need to develop suitable strategies to reduce stress among women school teachers and enhance their motivation levels and eventually improve their job performance and the education system at large.

7. Additionally, this study contributes to the existing literature and theory by giving insights in the role of occupational stress in work performance and work motivation of women school teachers of North India.

RECOMMENDATIONS

Avoidance of work-related stress is an important responsibility of an organization. This should include a process which encompasses the spotting of signs of work-related stress and taking introductory actions, scrutinizing risk factors and risk groups, planning an action, applying the action plan and weighing the interventions. A stress teacher is a danger to the learners and every effort should be made to address the issues of stress in the schools and the consequences of such stress are so costly to the learners as the society as a whole.

Based on the key findings presented above the study recommends that schools through the department of education should put in place emotion- focused programs to assist teachers whenever they show signs of being overworked or of being stressed. Workshops and seminars should be organized regularly in schools to introduce and remind teachers about the skills and importance of relaxation and introduce programs that will increase self-confidence and motivation of teachers. Programs that will make teachers see value in what they do.

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