CHAPTER -1

INTRODUCTION

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 Eustress (Pestonjee, 1992). The stress is "a state of affair involving demand on physical or mental energy" as defined by the Oxford Dictionary (Sharma, 2012). It has been used in physical sciences, medical sciences, psychology and behavioral sciences. Psychologically, it is a condition or circumstance, which may be positive or negative. Outrageous stress conditions are unfavorable for human as it can upset the physiological and psychological functioning of a person. Stress can be useful in many circumstances, though it is synonymous with negative conditions (Bhowmik, 2014).

Stress is derived from the Latin word "strictus" that translates into taut, meaning stiffly strung (Olivier and Venter, 2003). It can be defined as 'any challenge to homoeostasis', or to the body's internal sense of balance (Bansal and Bhave, 2006). It can manifest itself either as eustress or as distress. Eustress, literally translated as 'good stress', is a positive form of stress that motivates an individual to continue working. It is when this stress is no longer tolerable and/or manageable that distress manifests. Distress, or 'bad stress', is the point at which the good stress becomes too much to bear or cope with. Some signals that this change has occurred are when tension begins to build, and there is no longer any fun in the challenge or there seems to be no relief or end in sight. This kind of stress is well-known, and may lead to poor decision-making. The general characteristics of a person in distress are: being over-aroused; tense or unable to relax; touchy, easily upset or irritable; easily startled or fidgety, and demonstrating intolerance of any interruption or delay. Excessive stress results in an increased prevalence of psychological problems like depression, anxiety, substance abuse and suicide ideation (Bansal and Bhave, 2006; Arria, *et al.*, 2009).

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 (McGrath and Beehr, 1990). The

stronger stress response is caused by the duration of stress as discussed in Beer and Bhagat (1985).

There are various sources of stress and their symptoms encounter in a daily routine. A large number of researches in all these fields have analyzed the stress in detail (Pestonjee, 1992). Numerous works are done on the occupational stress. Place of work is the main source of stress for the working women, which comes under the class of occupational stress (Kainth, 2016).

1.1 MODELS OF STRESS

Stress has been observed as a response, a stimulus, and a transaction (Walinga, 2018). According to this, it can be divided into following three models:
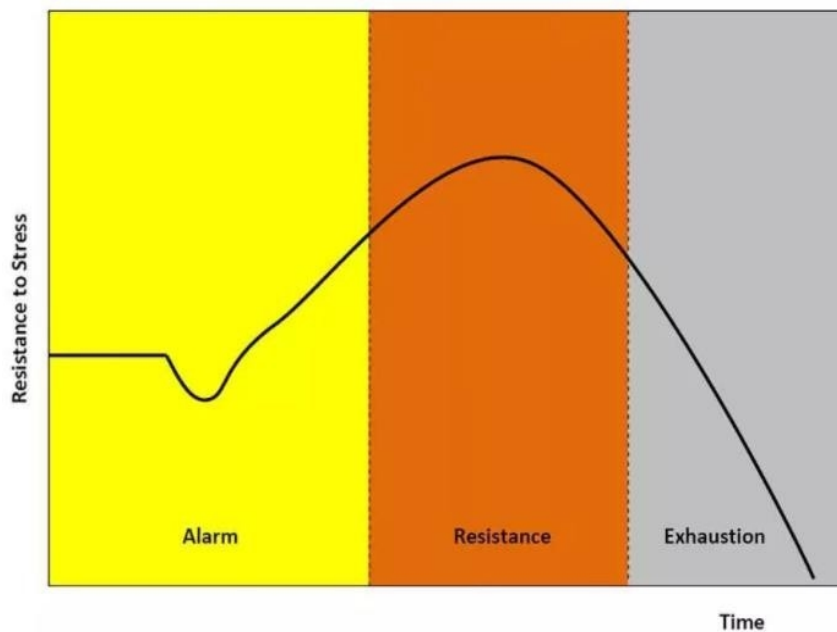
1.1.1 General Adaption Syndrome (GAS) Model

Selye (1956) introduced the stress as a response model, which is called general adaptation syndrome (GAS) model. General adaptation syndrome comprises three stages: Alarm stage, Resistance stage and Exhaustion stage, as shown in Figure 1.1. According to this model, when the body is under stress it goes through physiological changes as discussed by Higuera (2018).

1.1.1.1 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 (Burgess, 2017).

1.1.1.2 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 (Burgess, 2017).

Figure 1.1: Stages of general adaptation syndrome (Higuera, 2018).

Until our hormone levels, blood pressure and heart rate arrive a pre-stress state, our body keep on repair itself, if we overcome stress and circumstance is no longer an issue (Higuera, 2018).

Some stressful circumstances proceed for broadened timeframes. When our body stays on high alert and we do not resolve the stress, it in the long run adjusts and becomes skilled how to live with a higher stress level. The body experiences changes that we are not aware of trying to adapt to stress (Higuera, 2018).

Our body keeps on emitting the stress hormone and our blood pressure stays raised. We may believe that we are handling stress well, however the physical response of our body says a different story. This can prompt the exhaustion stage, if the resistance stage proceeds for a long time of a period without delays to balance the impacts of stress (Higuera, 2018).

1.1.1.3 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 has reached the exhaustion stage, it does notfight with stress (Burgess, 2017).

1.1.2 Stimulus Based Models

Stress is caused by 42 life events, which are recorded by Social Readjustment Rating Scale (SRRS) (Holmes and Rahe, 1967). The recent stressful experience of the individual, such as divorce, marriage, relocation, loss or change of job, loss of loved one are recorded by the scale of stressful life events. In the health-stress-coping equation, stress was a free factor i.e., the experience's reason rather than the experience itself (Holmes and Rahe, 1967). There were issues with the stress as stimulus theory, while a few relationships rose between SRRS scores and illness (Walinga, 2018).
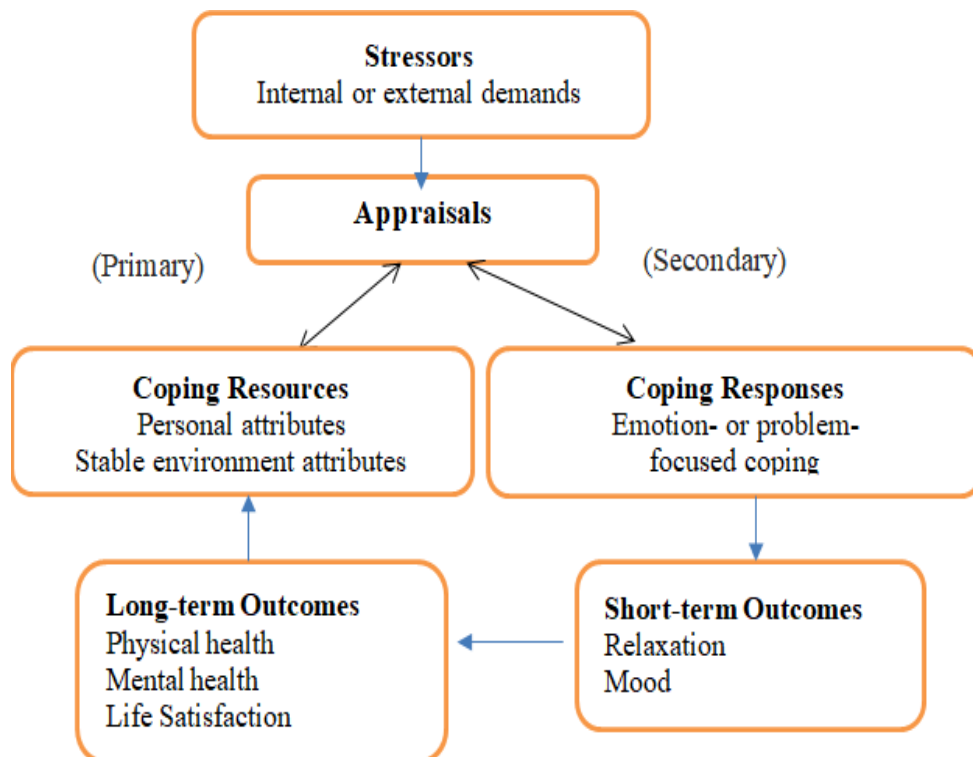
The stress as stimulus theory supposes:

- Events of life request similar degrees of alteration over the population.

- If the adjustment exceeds the limits, then it will cause the illness.

- Fundamentally, change is stressful.

1.1.3 Transactional Model of Stress

This model describes stress as a product of a transaction between people and their composite environment. 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 (Lazanus and Folkman, 1984). It is the imbalance between the demands as well as resources. In other words, the transaction between people and their surroundings is directed by this theory (Walinga, 2018). The person's appraisal of the stressor and

accessible adapting assets mediate the effect of stressor on which transactions rely upon. A judgment about whether internal or external desires surpass assets and capacity to adapt when requests surpass assets are involved in the level of stress as discussed by Margaret *et al.,* (2018). In the process of appraisal, individuals as meaning building creatures, who continually estimate all that occurs and who utilize enthusiastic signals from prior experiences of stress, are represented by this theory. Primary appraisal and secondary appraisal are the two cognitive appraisals, which are distinguished by Lazarus and Folkman (1984). In primary appraisal, people question what they have at risk in a particular frightening circumstance. The response to the inquiry impacts the quality and strength of their feeling. In secondary appraisal, people question what they can do because of the apparent danger, that is, their choices for adapting and the response to this inquiry adds to the kinds of adapting methodologies they will actualize to deal with the requests of the circumstance.

Figure 1.2: Transactional model of stress (Margaret *et al.,* 2018).

Adapting assets incorporate individual ascribes and condition, while adapting reactions are genuinely engaged or issue centered, which decide the short term and long-term outcomes of the person. When there is no similarity, the appraisal of work circumstances and individual abilities among teachers in institutions may result into occupational stress. Coping techniques are developed from emotional and cognitive resources. Negative coping methods that incorporate non-attendance, taking liquor among others are caused by shortage of emotional resources and opportunities to look help when overpowered. Positive coping methods like critical thinking, discussing individual efforts and coming to out for help from partners and organization are caused by availability of opportunities as discussed by Margaret *et al.,* (2018). Therefore, 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 (Lazarus and Folkman, 1984).

1.2 SOURCES OF STRESS

Conditions that tend to cause pressure are called stressors despite t the fact that a solitary stressor may cause real pressure. Sources of stress are not only work or relationships related, but also the environment. In addition to pollution, continuously rising prices, decreasing incomes and vast corruption have taken over human thoughts (Rubin *et al.,* 1993). Whenever we are stressed, we think more negative, and these negative thoughts increase the level of stress. Outcomes are glaring social stress, work pressure, financial problems, poor health and broken relationships etc. These are now affecting all age groups, even causing mental health breakdowns and blanks quite often. 'Burnt out stress syndrome' is the new term given to this new type of stress (Meyer, 2003). Multiple pressures and the role that an individual has to perform unremitting or prolonged causes role stress (Schneiderman *et al.,* 2005). Due to the woman's managerial skills, patience and her ability to meet demands, she is well known for playing her role as a professional and house wife. So, she has to play dual roles. The work place's stress is a major issue in present era. For keeping up the work

performance as well as good relationship with colleagues and family members, it becomes necessary to manage it. Bychanging the workplace, stress is reduced to some extent, but not too large. Studies revealed that woman uses more health care, states lower perceived health and is more often on sick‑ leave than man due to the multiple roles she has to play. But the life of the woman is more thana man (Bohra *et al.,* 2015).

Work over-burden, time weight, poor nature of supervision, insecure work component, inadequate expert to coordinate duties, differences amongst organization and representative qualities, change of any sort, particularly when it is major or unordinary and frustration may be the main reasons of stress (Bhui *et al.,* 2016).

1.3 TYPES OF STRESS

When we observe an imbalance between pressure and managing resources for a specific condition, then stress occurs (Cranwell-Ward and Abbey, 2005). Different types of stress are given below:

1.3.1 Hypo Stress

This type of stress is caused by fatigue or too little burden and frequently can appear as disappointment, impassion, wretchedness, and repressed feeling as discussed by Cranwell-Ward and Abbey (2005).

1.3.2 Stimulating Side of Stress

At the point when a person is affected by peak pressure one normally flourishes and makes themost out of one activity, which is also called as the stimulating side of stress, or "stress arousal".It encourages workers to reveal their concealed mental and physical capacities (Cranwell-Wardand Abbey, 2005).

1.3.3 Hyper Stress

When the pressure gets outrageous, then this condition occurs. Reactions of this stress are different in different persons and circumstances. One is probably going to feel out of control, terrified and even incapable to adapt to a given circumstance, in this stage (Cranwell-Ward andAbbey, 2005).

1.3.4 Pain

A person encounters pain, after an incessant stress inside him (Cranwell-Ward and Abbey, 2005).

1.4 SYMPTOMS OF STRESS

One's occupation or work is the cause of a good deal of stress, which is the significant part of their life. Part stress is of increasing concern as a result of it is of significant economic inferencefor the organization (Pestonjee, 1992).

As stress rises, women create warning signs in different areas, giving them the feeling that their lives are out of stability. Migraines, bad tempered gut condition, dietary issue, sensitivities, a sleeping disorder, insomnia, spinal pains, incessant cold and weariness to disease, diabetes, asthma, hypertension, heart illnesses including heart attacks and even cancer-all are the symptoms of prolonged or accumulated stress. Relationships demands at work and at home, interminable medical issues, stress in working environments, traffic snarls, fulfilling the time constraints, growing up strains or an abrupt bearish pattern in share market can trigger seriousstress conditions (Pestonjee, 1992).

1.4.1 Physiological Symptoms

For example, a person encountering an elevated level of pressure could grow ulcers, high vitalsign and therefore have serious health issues related to stress. Physiological, psychological, andbehavioral symptoms come under stress (Mustafa *et al.,* 2015).

1.4.2 Psychological Symptoms

These are the important stress's outcomes. At that time psychological well-being of employeeswas debilitated by abnormal amounts of pressure and poor emotional well-being. Emotional and psychological issues are the main causes of psychological stress. Series of sensitive symptoms can be presented by stressful conditions. Under tenacious stress people undergoes from spiritual uprisings within themselves (Mustafa *et al.,* 2015).

1.4.3 Behavioral Symptoms and Effect

The social indications of stress include the usage of drugs, smoking, etc. In addition to this, behavioral changes such as irritation, irregularity and absenteeism at work occur. People who are under stress could become nervous and stressed. They are simply angry to anger and are unable to relax. Stress conjointly results in physical disorders, as a result of the interior body system changes to traumatize stress (Mustafa *et al.,* 2015).

1.5 EFFECTS OF STRESS

1.5.1 Effects of Stress

The effects of stress on various physiological and phycological are given as Figure 1.4. Majoreffects observed due to stress are as follows:

- Sleep deprivation (Sadeh, *et al.,* 2004).

- Depression (Lin *et al.,* 2011).

- Anxiety and academic performance (Kiselica *et al.,* 1994).

- Poor work performance and job satisfaction (Pugliesi, 1999).

1.5.2 Performances Under Stress

- Stress affects the work performance adversely as well as the mental well-being of an individual as discussed Tsalasah *et al.,* (2019).

- In an uncertain circumstance, stress hormones are discharged by the body and by these we quickly make more attentive and which make our senses more concentrated and our body is likewise set up to work with the boosted power and rate in a stress condition (Felman, 2020).
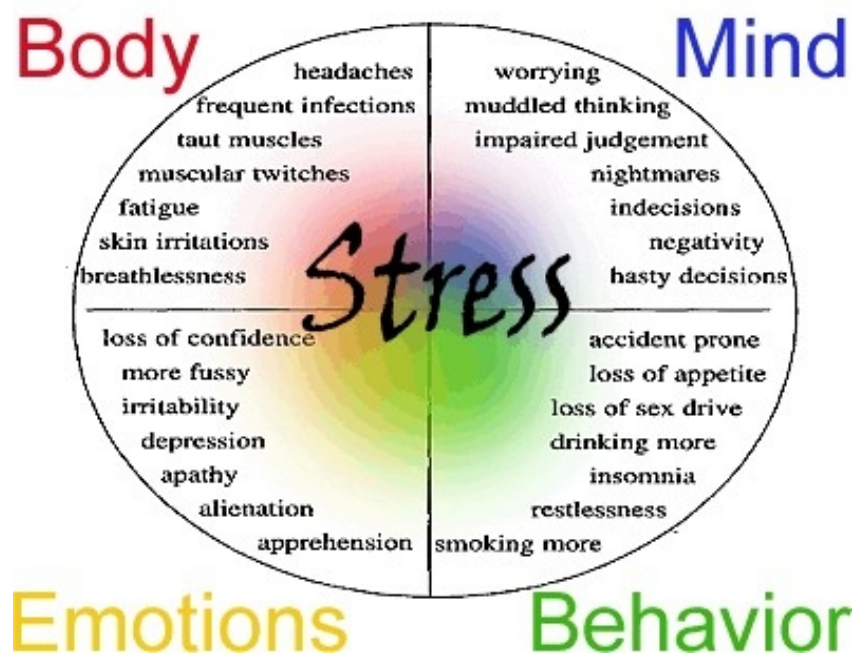

Figure 1.3: Effects of stress on body, mind, emotions, and behaviors (Hernandez, 2019).

1.5.3 Performance Development Through Stress

Researchers suggested that our performance can actually be increased by stress. To achieve success, one can utilize it as a positive tool. To improve its performance, brain is sincere and biochemically inspired. There are numerous instances where under stress individuals performed miracles. The advancement of humanity through

the life process has gone through millions of stressful trials and errors. Handling with incidents to endure has driven men to create amazing advancements, starting with a portion of refined stone. A stressed condition, thus can be converted to our advantage by building pressure on us to work more. So, the decision is between turning into a captive to the distressing arrangements of life or by utilizing them for our potential benefit as discussed by Gino (2016).

Thus, our thinking process needs to be clear about the stress. Stress can be used positively by shedding away unwanted thoughts and adopting principled positive thinking process. It is well known that hard work always pays. Since hard work is another way of concerted stress it will lead to good results and consequent happiness as well (Crum, 2013).

1.6 REMEDIAL MEASURES

Remedies of stress lie in the identity of stressors. Replacing employees from one place to another or from less attractive to more attractive job, keeping the employee in productive jobs, giving them challenging jobs, designing jobs to be more interesting, creating participative atmosphere and improving employer-employee communication and relationship too can help reduction of stress (Eggers *et al.,* 2019). The change in lifestyle is one of the most effective ways for coping with stress. Various methods, for example, mediation and soft exercises while sitting in a chair or driving the vehicle helps to reduce stress. Other alternative stress busters are personal growth techniques, visualization and massage (Black *et al.,* 2019).

1.7 OCCUPATIONAL STRESS

Working conditions and stress among individuals have a definite relationship. Poor working conditions and strained relationship between management and workers cause excessive stress as discussed by Bhui *et al.,* (2016). Internal stressors such as pessimistic attitude and excessive worries to affect the work satisfaction and performance. Pressures at workplaces, meeting deadlines and growing up tensions at

work are serious stressors at work place. Essential topic of life is work. A social truth gives a status to the person and his relation to the general public by method of nature of work or position he achieves as discussed in Leka *et al.,* (2003). But stress is ought to be acknowledged as an unavoidable piece of such life. Job related stressors incorporate work related requests, part struggle, part equivocalness, work over-burden, work under load, obligation regarding others, and change (Boyatzis, 2011). Absence of social help, absence of contribution in choices, different sources like working conditions, association with colleagues pay framework, dull work, outrageous temperature, swing shifts, adaptable working hours, changes in working approach, redesign of inside structure and mergers etc. contribute to the occupational stress. Any distress that is sensed and observed at different levels calls occupational stress. These are common in nature and therefor surpass people handling abilities to grip them efficiently, it is a stress at work place and ability to cope with them (Malta, 2004). A situation value is interfacing with employee qualities to upset mental or physiological homeostasis are known as occupational stress (Margolis and Kroes, 1974). Role over-burden, vulnerability, role struggle, powerlessness, poor companion relations, laborious working conditions, etc. are some normal issues of occupational stress (Chatterjee, 2017).

1.8 THEORIES ON OCCUPATIONAL STRESS

Stress has been evolved from mere understanding of interrelation between response and external event to a complex and dynamic interaction between a person and his environment. In recent years, emphasis is given on prominent role of psychological aspects viz. emotion, cognitive perception and aptitude for understanding the dynamism of stress and related effects. Several theories of occupational stress have been conceptualized recently by researchers across the globe to understand factors and mechanism associated with work related stress i.e., occupational stress. These theories have been widely explored to find the underlying causes of occupational stress and remedial measures under various working environments.

Various theories extensively applied in literature on occupational stress are categorized in to two categories:

- Structural model based – Describing empirical interactions between key variables andtheir relation to desired outcome, and

- Process model – Detailing the mechanisms of relationship between significant parameters and process outputs.

Four prominent theories are given below, out of which first three are structure model based, while the last one represents the process model-based theory:

1.8.1 Person-Environment Fit Theory (P-E Fit theory)

The fundamental theory for all recent theories of occupational stress originated from Person- Environment (P-E) Fit theory, conceptualized by researchers at University of Michigan (Caplan, 1987). This theory proposes that stress originates because of mismatch between ability, professional skills of the person involved, available resources and demands of work environ. It extensively relies on the interactive relation between the individual, work situation and related events, resulting in certain response and emphasize on significance of perception of the work environ by the employee (Caplan, 1987). Rationally, this lack of fit can be of three types, as given below:

- Exceeding demand than ability,

- Unmet needs of employee at the workplace, and

- A combination of both.

1.8.2 Job Demand-Control (Support) Theory

The Job Demand-Control (JCD) model (Karasek, 1979) and its modified version - the Job Demand-Control-Support model (Karasek and Thorell, 1990) is one of the most widely appliedtheory in assessment of occupational stress by researchers. It postulates that occupational stress results from the interaction between job demand and control

psychologically, as important dimensions of the work environment.

In this theory, psychological demands are defined by workload (in terms of time pressure and role conflict), cognitive, emotional and interpersonal conflicts and social support (Karasek, 1990; 1998). On the other hand, job control or decision latitude represents individual's ability to control their work activities, as defined by decision authority and skill discretion at the work place. This theory suggests that imbalance between workers experiencing high demands with low job control experience more occupational stress, leading to poor health.

1.8.3 Effort-Reward Imbalance Model (ERI model)

Efforts by a worker is always linked with rewards offered by the organizations in terms of money, career advancements, recognition etc. Imbalance between efforts and reward at workplace leads to occupational stress (Siegrist, 1996). Siegrist (1996) stated that this type of stress arises under following conditions:

- Due to ambiguous work contract,

- Limited opportunities for employee to contribute in work environ,

- Unwilling acceptance to this imbalance due to personal reasons etc.

1.8.4 Transactional Model

Stress is the outcome of an interactive and dynamic actions between the personal and work environment. Transaction model focus on this aspect and find out the mechanistic insights of stress induction (Parent-Thirion *et al.,* 2007). The basic fundamental of this theory is based on the perception and cognitive understanding of the individual about the ability and work- demand as an imbalance of these results in occupational stress. The feeling of stress varies from person to person and according to the situations; and depends largely on perceptive ability of worker. Hence, it differs from previous three stress theories as demand and capabilities depend on variety of factors viz. personality, earlier experiences, momentary needs, associated stressor etc. and can result in damaging consequences with respect to physical, social, psycho,

mental and responsive behavior of an individual. This model establishes correlation between individual and workplace requirements by taking individual variations and situations that define the process of stress (Cox *et al.,* 2000).

1.9 WORK PERFORMANCE

Work performance refers to professional efficiency of a person to perform activities related toorganizational goals. It has multiple dimensions and can be of direct nature, ass done by production personnel; or of indirect nature, as done by administrative or managerial officials (Borman and Motowidlo, 1993). Work-performance can broadly be categorized as task performance and contextual performance. Activities other than technical core of the institution but contributing towards sustenance of the social, psychological and organizational necessities to achieve set goals are included in contextual performance. It not only comprises of helping behaviour of the employees, supportive nature but also proactive involvement in improvementof the organization as a trustworthy stakeholder.

1.9.1 Task Performance

As stated earlier, task performance is an inclusive effort in several directions converging towards organizational productivity. Following components were proposed by Campbell (1990) and further discussed (Campbell *et al.,* 1996; Motowidlo and Schmit, 1999):

- Job-specific task proficiency- particular to the given work profile,
- Non-job-specific task proficiency- related to assistance in completing the given task,
- Written and oral communication proficiency- reflected by effective communication andinformation dissemination,
- Supervision – by able leadership and inclusiveness, and
- Management/administration- Comprising of subfactors like planning and organizing, guiding, directing, and motivating subordinates and providing feedback, training, coaching, and developing subordinates, communication effectively and keeping othersinformed as understood from Borman and Brush

(1993).

1.9.2 Contextual Performance

The concept of contextual performance is differentiated between two kinds of behaviours, primarily aiming towards smooth functioning at present and additionally aiming towards improvisation of work processes and procedures by proactive involvement. The multi- dimensional 'stabilizing' contextual performance behaviours includes following sub-sets:

- Organizational citizenship behaviour – covering five mechanisms *i.e.,* altruism, conscientiousness, civic virtue, courtesy, and sportsmanship (Organ, 1988).

- Prosocial/proactive organizational behaviour (Brief and Motowidlo, 1986)- including personal initiative (Frese *et al.,* 1997, 2000), voice (Van Dyne and LePine, 1998), andtaking initiatives (Morrison and Phelps, 1999).

1.9.3 Differences Between Task Performance and Contextual Performance

The basic difference between task and contextual performance are given below (Borman andMotowidlo, 1997; Motowidlo and Schmit, 1999):

- Nature and activities relevant to task performance varies while these are almost similaracross the work profile in contextual performance.

- Ability of worker is core competency in task performance, while motivation level andpersonal aptitude are driving factors in contextual performance.

- Requirement of more constitutional and prescribed behaviour as per job profile reflects taskperformance, while contextual performance is more flexible in nature.

1.9.4 Relationship Between Task Performance and Contextual Performance

As far as organizational productivity is concerned, both, task and contextual

performance parameters contributes indispensably and significantly (Conway, 1999). Additionally, both performances are interlinked with each other specially for managerial responsibilities and inclusiveness of all employees are concerned.

Both, task and contextual performances can be simply distinguished at the conceptual level analytically (Morrison and Phelps, 1999; Motowidlo and Van Scotter, 1994; Van Scotter and Motowidlo, 1996; Williams and Anderson, 1991). Predominantly abilities and skills are the predictors for task performance while personality and related factors reflect contextual performance (Borman and Motowidlo, 1997; Hattrup, O'Connell and Wingate, 1998; Motowidlo and Van Scotter, 1994). However, some factors like personal initiatives and suggestive approach can be included in both kind of performances.

1.9.5 Counterproductive Work Behaviour

Counterproductive work behaviour is behaviour of employee which negatively affect the legitimate interests of an organization (Sackett *et al.,* 2006). This behaviour can harm organizations or people in organizations including employees and clients, customers, or patients. It has been proposed that a person-by-environment interface can be used to explicate a variety of counterproductive behaviour in a given work environ (Fox and Spector, 1999).

Following terms are also correlated with counterproductive behavior in literature:

- Workplace deviance - Behavior, that violates the set behavior norms of the organization, (Robinson and Bennett, 1995);
- Workplace revenge - Hurting the co-employee, who has done something harmful tothem (Bies *et al.,* 1997);
- Retaliation - Harmful behaviour by employees to get back at another employee, whohas treated them unfairly (Skarlicki and Folger, 1997).
- Workplace aggression - Aggressive acts that harm others in organizations (Neuman andBaron, 1997)

1.10 THEORIES ON WORK PERFORMANCE

Performance is the output generated by any profession (Zhang, 2007). Work performance is an indicator of emotional well-being and psychological health. It is basically the attitude feeling which people have regarding the job as well as towards their supervisors and co-workers (Jasiyah *et al.,* 2018). It is a feeling, which represents a perception which an employee has towards the work as well as psychological needs (Obrenovic *et al.,* 2020)). Work performance is the essence of success or failure of any targets, which it wants to achieve. It is basically the quality and quantity achieved by employees through their performance (Aziri, 2011).

A description of work performance should be beneficial for the complete set of techniques and interferences that the area of industrial–organizational psychology might use to enhance the person performance in occupational areas. Recruitment and selection, training and development, or motivation is included in these techniques. In addition to this, other techniques that may be included eliminating restrictions, which stop persons from involving to organizational objectives and offering them with improved chances for organizational involvements could also directly influence the performance. In this manner, a meaning of performance ought to take into consideration variation owing to contrasts:

i. Characteristics estimated in determination programs,

ii. Involvement in training and development plans,

iii. Presentation to motivational interferences and exercises, a Situational requirements and openings (Motowidlo *et al.,* 1997).

Work performance is characterized as the complete estimated value of the association of the discrete social incidents that people do over a basic time span. The description of work performance is a slightly reconsidered deviation of the sense of performance

introduced in a recent publication about a theory of the personality differences in job and analytical performance. Property of behavior is called performance. The property of behavior to which performance implies, is its typical impetus to the affiliation. The difference in the normal authoritative estimation of conduct is called fluctuation in performance (Motowidlo *et al.,* 1997).

Teachers are very important part in building any nation. So, job satisfaction is very important for them and for the nation as a whole. In fact, the main motive of any job is too good salary so that employees remain satisfied and their performance improves (Redmond, 2016). Job satisfaction brings motivation and enthusiasm among employees (Ciner, 2019). Studies have proven that there are various conditions, which attribute to job satisfaction such as motivation, salary, wages, perks etc. The fundamental objective of any organization is to build a strong jobculture, which creates a cooperative environment. Organizations should act efficiently with management and employees. To address job related issues, authorities like organizational management, policy makers should enhance the performance potential of employees (Nyamubi, 2017).

1.10.1 Performance Pathway Model

Boyatzis (2011) suggested a theory of action and work performance to show the conditions under which, it is possible to expect better performance. Figure 1.3 shows the performance pathway model. Various key factors of it that affect the work performance are given below:

1.10.1.1 Persons

Employees have many traits in them that affect the job such as experience, knowledge, abilitiesetc. as given by Osborne and Hammoud (2017).

1.10.1.2 Job Demands

Job demands are the various conditions under which a person is expected to perform as per theneeds and demands of the job. It defines work as in terms of its expectations (Osborne and Hammoud, 2017).

1.10.1.3 Training and Development

Training and development are very important for the growth of the organization as well as to meet the current demands of the market. Training helps to boost employee morale as well as results in job satisfaction (Osborne and Hammoud, 2017).

1.10.1.4 Behavior

Actions people by which they response to their work environment plays a very important rolein accepting or rejecting the change (Osborne and Hammoud, 2017).

Figure 1.4: Performance pathway model.

1.10.1.5 Performance

Performance is the computable result of the interfaces between the person and his/her behaviours, job demands and training and development. Here, toward the end of the pathway, is the place the leader finds what is working and what isn't (Osborne and Hammoud, 2017).

1.11 WORK MOTIVATION

The necessity, which encourages the people for some work or conduct is called motivation. Tooffer causes of work is the meaning of the verb 'motivate'. A cause for applying some sort of attempt is provided with motivation. Person's requirements, needs and desires spring forth this motivation (Timm and Peterson, 2000). It is not clearly noticeable. From examination of theselifelong streams of manner, motivational procedures can be concluded. These manners are formed both by surrounding and inheritance, and are perceived through their impacts on the character, thinking, experience, skills and abilities as discussed by Kanfer and Ackerman (1989). Specifically, the degree of an individual's readiness to use and preserve an attempt towards obtaining organizational goals is also called work motivation as defined by Franco *et al.* (2004). The interactions between employees and their workplace were reflected by it (Li *et al.,* 2014). Golzadeh (2001) described that motivating features inside people must be perceivedso as to improve proficiency and profitability and then embark on satisfying their needs to improve their efficiency.

1.12 THEORIES ON WORK MOTIVATION

The Hawthorne Works of the Western Electric Company was studied by Elton Mayo and his team from Harvard University (Mayo, 1949). They examined the impacts of a scope of weakness instigating components, for example, lighting levels, heat, recurrence of gaps, and so on in an amalgamation with a motivational installment by resulted frameworks (Landsberger, 1958). The discoveries done by them were not anticipated. These variables do not upgrade the profitability among the workers, but instead the expanded intrigue appeared by the organization in its representatives, by routinely posing inquiries regarding their well-being, confidence, individual lives, and so on are upgrading the profitability. This inadvertent impact of noticingpersons at job is identified as "The Hawthorne Effect", and the outcome had a practically

progressive impact on inducing hypotheses of inspiration to work. So, the attention moved to the significance of "human relations" as a mean of motivating employees, instead of concentrating on income as the motivator. 'Theories of Motivation' were then evolved that based upon the "human relations" discoveries.

1.12.1 Need-Based Theories

The search for fulfilment of human needs is the new focus for the motivation theory. Need- based theories of work motivation concentrate on a worker's urge to satisfy his physiological needs for survival to higher order psycho-emotional needs like belongingness and self-realization.

1.12.1.1 Maslow's Hierarchy of Needs

People have their requirements orchestrated in an order with the end goal that they are persuaded to look for the fulfilment of the lower levels of need first, according to "need hierarchy". It is no more a persuader and the individual is encouraged by the accompanying level up the hierarchy, when that degree of desire is fulfilled. General requirements, for example, shelter, food and warmth are at the base level of Maslow's hierarchy, which at that point advances through physical prosperity, social acknowledgment, confidence, to "self- actualization" as discussed by Maslow (1970). The five levels of needs as per this theory is as follows:

- Physiological needs for survival
- Need of safety
- Intellectual needs
- Psycho-emotional needs
- Self-actualization

Although it is widely known theory of occupational stress, but it suffers from disadvantages like wider considerations of needs, simultaneous greed of employee, improper and varied correlation between these needs and stress due to individualistic variations etc.

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1.12.1.2 ERG Theory

While addressing the issues faced in application of Maslow's need-based theory, Clayton Alderfer gave theory by defining needs on three levels in strictly hierarchical manner *i.e.,* existence, relatedness and growth.

1.12.1.3 Need for Achievement

The most rationale and applicable theory based on relating the motivation to achievements was given by Atkinson and McClelland's as 'Need for Achievement Theory'. This can be classified as: Achievement motivation can be broken down into three types:

- Achievement – need of career advancement, positive feedback, and feeling of accomplishment.
- Authority – need to lead, make an influence and be heard by others.
- Affiliation – need of belongingness by friendly interactions and to be appreciated.

As most of the workers have a combination of these three parameters in varied proportions, proper relationship of these motivation characteristics with performance can be helpful in improving productivity and attaining growth in any organization (Jex and Britt, 2008).

1.12.2 Cognitive Process Theories

1.12.2.1 Equity Theory

Another well-established theory is equity theory. It has encountered its high points

and low points because in 1965, Adams first suggested it as a method of grasp how employees react to circumstances in which they deal with more or less favourably in comparison to a referent "other". Equity theory centres on individuals' sentiments of how decently they have been behaving in correlation with the behaviour got from others. It depends on the suspicion that the person needs to be dealt with fairly for his work. People are motivated by their need for fair treatment (Katzell and Thompson, 1990). Equity exists, whenever the result (for example, skill, rank) and input (for example, income, hype) proportions for each employee and the recommended source (for example, a colleague and occupation) are equivalent as discussed by Katzell and Thompson (1990). Whenever people observe that they are not being paid equally with others, then occupation disappointment is assumed to occur. Apparent decency of salary or promotion and employment fulfilment had an average correlation of 0.28 and 0.43, as found by Witt and Nye (1992) in meta-analysis. The same deductions were achieved in a study by McFarlin and Sweeney (1992).

Derived from social exchange theory, equity theory defines workplace motivation as a cognitive process of evaluation based on a balance between efforts by employee and the rewards received or predicted. It basically tests sentiments of employee towards his comparison between inputs (work volume, quality, performance, knowledge, skills, attributes and behaviors) with the rewards (monetary compensation, appreciation and opportunities of progression). This theory effectively establishes its relevance for under-compensated employees but fails in case of overcompensation (Ambrose and Kullik, 1999).

1.12.2.2 The Expectancy Theory

Vroom's expectancy theory (Vroom, 1964) contends that an individual's inspiration to play out a given demonstration will rely upon balance, means and hope. As per this theory, the individual will choose to pursue the act with the highest motivational force

(Locke and Henne,1986). This theory is established on the possibility that individuals incline toward specific results from their conduct over others. Though, a very small relationship was announced by Van Eerde and Thierry (1996), about 0.20, between the factors in Vroom's VIE theory and performance. Expectancy theory has shown its potential in devising a reward system to motivate employees to perform better by giving optimum compensation, important for a work-life balance. This theory has been found valid when applied in within-subject designs rather than between-subjects designs *i.e.*, finding out preference of a particular employee towards compensating time and energy rather than devising a common strategy for compensation (Ambrose and Kullik, 1999).

1.12.2.3 Goal-Setting Theory

This theory of motivation depends on goal setting based on parameters like attainability, specificity, level of difficulty and feedback by the employee. Although it can lead to positiveand negative effects on motivation levels of employee, goal setting theory is one of the most widely implemented strategy for various industries. There are three types of factors that influence goal commitment *i.e.,* external, internal and interactive (Schultz and Schultz, 2010).

1.12.2.4 Social Cognitive Theory

Bandura's Social Cognitive Theory is based on the concept of self-efficacy *i.e.,* an individual's belief in his capability to achieve the target in a given situation as an empirical relationship exists between self-efficacy or group-efficacy and work performance. It has been observed thatsetting high expectations can lead to improvised performance (the Pygmalion effect) and on the other hand, low expectations can lower self-efficacy (the Goelm effect) (Mitchell and Daniels, 2003).

1.12.3 Behavioral Theory

Organizational Behavioral Modification theory applies the tenets of behaviorism developed by

B.F. Skinner to promote reinforcers (stimulus for positive reinforcements like compensation, reward etc.) and discourage those that are not. The frequency of promoting reinforcers is a significant parameter for sustenance of motivation levels among workers as its variable schedule must be appropriate (Jex and Britt, 2008).

1.12.4 Job-Based Theories

1.12.4.1. Motivation-Hygiene Two Factor Theory

According to Hertzberg's two-factor theory, two "hygiene" on which work motivation is based are factors (income, status) and motivators (attainment, duty). When both types of needs are satisfied, then a person is motivated. The "real" motivation is possibly arrived at when an individual encounters self-development, which must be fulfilled by work improvement and cooperation (Herzberg, 1968).

1.12.4.2 Job Characteristic Theory

The Job Characteristic Model (JCM) is the third need theory, which is evolved by Hackmanand Oldham (1976). They stated that job enrichment depends on five factors:

- Ability type,
- Work distinctiveness,
- Work importance,

- Independence,

- Response.

Three psychological conditions are made when these qualities are introduced in workassignments:

- Skilled seriousness,

- Skilled obligation,

- Information on outcomes.

Existence of these features are expected to deliver fulfilment and inspiration to advance top-grade work (Hackman and Oldham, 1976; 1980).

1.12.5 Self-Regulation Theory

This theory of work motivation relies on goal setting and appropriate monitoring of feedback to improve the chances of goal attainment (Munchinsky, 2012). According to this theory, self-evaluation and monitoring of goal attainment process by individual can lead to self-motivationof an employee.

1.12.6 Work Engagement Theory

According to Schaufeli and Bakker (2010), three dimensions of work engagement of an employee are vigor (personal energy for work), dedication (sense of pride in one's work) and absorption (the ability to be engrossed in work). Based on these, a new approach of work motivation was evolved, known as work engagement *i.e.,* "a conception of motivation wherebyindividuals are physically immersed in emotionally and intellectually fulfilling work" (Munchinsky, 2012).

1.13 CHARACTERISTICS OF A TEACHER (Gorsy *et al.,* 2015).

Teachers are termed as the nation's producers. When the teacher's mental health is not good, then he will do unfairly with the students, which will have a bad effect on the newer generation. It is necessary for the effective teacher to have the following abilities (Here, he is used to represent teacher community, irrespective of gender):

1.13.1 Loyal

A teacher is successful, if only if he is loyal to his profession. For him, going to school is not just a formality or compulsion. He always aware the students about latest teaching techniques. He continues evaluating new techniques and tries to develop himself at each progression.

1.13.2 Introduce National Service's Spirit

As, the teacher is known as the nation's producer and so, he should generate in himself the national service's spirit and sentiment, which develops his self-confidence and makes him theprotector of the country. He should also not be narrow-minded.

1.13.3 Obey One's Ancient Guru

A feeling of virtue and commitment emerges in one's psyche in the event that one imitates one'sancient gurus empowers one to follow the standard of simple living and high thinking. When the teacher follows this idea, he will not suffer from dissatisfactions and difficulties. Their life gets straightforward and easy, and their qualities are resolved.

1.13.4 Avoid Idleness

The teachers should avoid the idleness in their work. As the teachers won't just prevail with regards to showing their subject all the more energetically, however the individual will likewise turn out to be more famous among their students and coworkers. They should also set up a reasonable model to their student.

1.13.5 Consider All Colleagues as True Peers

The teachers should treat all their colleagues equal. By this, they become famous among all their colleagues and one day, they will arrive to the highest stage of growth as discussed by Gorsy *et al.,* (2015).

1.13.6 Ego Free

Teachers ought not to experience pompously please with their loyalty, dependability, and so forth, if they are obedient. If they start to expose ego's signs, their colleagues will make an effort to cause them apart from the way of obedience and this will give the increase of hostility(Gorsy *et al.,*2015).

1.13.7 Have Faith in Truth

The teachers should ever keep up a standing profound confidence in truth, magnificence and goodness as the most noteworthy beliefs. At the point when they do this, their confidence in the endless assortments of life will rise and afterward they will have the option to make their extraordinary commitment to the school as reported by Gorsy *et al.* (2015).

1.13.8 Duty Awareness

The teachers should have the awareness about their duty. Actually, the teacher is the establishment, who makes the society. Their work will profit neither the students nor the country, if they go astray from their duty as discussed by Gorsy *et al., (*2015).

1.13.9 Have Faith in Democracy

It is the aim of education to get the all-round and complete growth of the child. When the teachers have confidence in democracy and when they think about each part of the social organization from the equitable perspective, then only, this goal is achieved as discussed by Gorsy *et al., (*2015).

1.13.10 Love With Students

The teachers should love their pupils because pupil love and respect their teachers only when the teachers love them as referred from Gorsy *et al., (*2015).

1.13.11 Set up A Relationship Between Society And School

By their work, the teachers should look to make circumstances in which, with the help of education, the society and the school can come in touch. A school is a small-scale society, thus it ought to satisfy all the needs of society.

1.13.12 High Degree of Adaptability

The teachers can stay mollified and glad just in the event that they have the ability to change themselves as per their condition. In the event that their qualities are inflexible, they can never be effective teachers. The purpose behind this is significant and broad changes are occurring in educational circle and it is the teacher's responsibility to the familiar with them. They must have a large extent of adaptability and flexibility.

1.13.13 Free From Fears

When teachers are completely free from unimportant fears, then only, they become successful in their work. The teachers should become free from all the fears, when they enter the class.

1.13.14 Consistency Between Practice and Theory

Consistency in the practice and theory of education is necessary. Otherwise, education neglects to connect itself to the circumstances of reality and afterward society down the way of collapse.

1.14 OCCUPATION STRESS ACROSS THE EDUCATORS

(In following section, the terms-educators, instructors, and teacher are used interchangeably to represent the teaching community)

Stress is a typical tricky marvel in our daily lives, particularly as the speed of advancement increments and which influences individuals in everyone in life. Stress is an inclination of strain, which infers pressing factor and results in choking, however this might have both the positive and the adverse consequences. Stress up to direct even out is unavoidable and prompts inspiration yet the delayed inordinate pressure produces the mental aggravations as well as a few; destructive impacts on the body and brain bringing about mental and physiological infirmities.

Work is a typical expression, which is employed for a wide range of activities. It is an essential condition for a great many people and is a significant segment of the environment for human endurance. It is likewise a significant component for the improvement of the person just as the parsimony of the country. Numerous grown-ups squander half of their lives in business- or job-related exercises. It is normal to encounter business/job related pressure in the human body or the psyche in case there

is no delivery or source for the twisted-up sentiments. The expression"stress breakdowns everything" has an unmistakable spot in the personalities of millions.

Stress has been characterized as "the state showed by the particular disorder which comprises of the relative multitude of vague incited changes in a natural framework".

Job is one of the significant parts of our everyday lives, which can lead to a lot of pressure. Because of the serious idea of the work climate, the majority of individuals on the planet are investing their energy in work related activities bringing about overlooking the work and life. Generally, individuals are more stressed over the result of their job that can even influence the manner in which they handle others and how they address with their associates. As a rule, we can state that individuals with a higher level of job pressure (Occupation stress) may not be happy with their work and subsequently they won't feel cheerful working in the association. Along these lines, we can say that teacher should understand the pressure that causes every one of the adverse consequences. Work related pressure is a condition which connects with laborer trademark to upset mental and physiological condition. The causal circumstance conditions are work related stressor and the upset condition is additionally work-related strain (Kumari, 2007).

Practically all callings have a few or different ramifications identified with their work bringing about pressure. It is by and large saw that work related pressure is high among educators working in instructive field particularly among auxiliary school instructors. It could be because of many variables like occupation fulfillment, work esteems, time limitations, helpless friend relationship, helpless working conditions, student's trouble making and so on.

School educators assume an imperative and urgent part in the entire training framework. On the off chance that an teacher prevails with regards to making a sound

information in a specific subject among the learners than it is on the whole correct to say that the students will be spurredin learning the subject and may foster the premium in the concerned subject, which might persuade them for higher investigations. In this manner, it is supported to say that auxiliary teachers have the most critical situation in the whole arrangement of schooling. The future achievement of the understudies relies on the viability of the instructing execution of the instructors at school level. As from one perspective, auxiliary training make them ready for the entire life and then again it plans for additional advanced education.

Educator's part at school level is more significant on the grounds that they need to empower the learner to get to the future schooling, preparing or calling in which they are intrigued. So, to assist them with instilling the necessary possibilities the educator must be exceptional to recognize the issues and desire of learners.

Teaching instruction gives a basic connect to the entire training that shapes the interlinked network to the advanced education framework, by giving the necessary information. As a significant mark of progress optional instruction offers a critical point of view for comprehension and examination of winning instructive situation in the nation. Exploration proof shows that primary schooling is the quickest developing area in the vast majority of the nation further stressing the necessities of universalization of optional instruction. No nation in entire planet could accomplish practical improvement without giving freedoms to teachers. However, training structures an essential part in the improvement of the whole instruction framework, not many investigations have inspected the connected issues and issues of schooling in India.

The current situation of instruction has seen loads of changes with the Implementation of the RTE(Right to Education) act, under the article 21A, which has been authorized since first April 2010. These days, the teachers experience the test with the execution

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of the CCA "Constant compressive Assessment". According to this evaluation plot, the score of the learners are supplanted on grades. The course of assessment is finished with curricular and extra-curricular assessments alongside their scholarly accomplishment. The principal objective of this plan is to decrease the pressing factor of the learners by constantly and thoroughly assessing them through number of assessments with various modes consistently. This plan assists the learners with preparing in scholastics as well as it helps an individual learner to grandstand their ability in different fields. It fundamentally manages the inside and out improvement of the youngster. At the point when we say all round improvement, it implies moral turn of events, language advancement, scholarly turn of events, passionate turn of events, social turn of events, stylish turn of events, profound turn of events, social turn of events, strict turn of events and actual turn of events. This assessment framework brings challenge among the auxiliary teachers in view of the different components going from the helpless foundation, less substantial resources, absence of interest, demeanor, and absence of learners, guardians and managerial participation.

Work-related pressure can be said as the pressure, which makes difficult situation in human existence. Living in a period of developing intricacies and pressing factor, where human establishment and limits are being tried harshly. Work-related pressure has become a dominating element of current life, applying broad impacts on representative's conduct and change just as the job. This is the explanation that methodical investigations of stress in hierarchical setting have expanded drastically over recent decade. Right now work-related pressure has become a conspicuous business/job associated examination subject. Work-related pressure is for the most part characterized as far as connection among individual and working condition. Stress includes an association of individual and working condition.

It is by and largely seen that work-related pressure is high across the instructors. In the instructive interaction, the instructor possesses a vital spot. An educator is the

channel through which destinations and plans can be completed, in these unique situations, the schools and the instructors have greater obligation in trim the personality of the learner, hence, the job of the educator in the general public is crucial for its improvement.

They are the main people to analyze the educating learning measure. Organizations are giving these offices to show the evaluation to the students. Be that as it may, the vast majority of the educators bear a ton of stress while doing this significant work. Schools are considered as the fundamental piece of the general public to prep and instruct the general public. Instructors are considered as the good examples, whereas the work of the educators is exceptionally difficult and they need to work under a ton of pressing factors and they need to satisfy the requests of the general public and the organizations.

Vaughan (1990) stated that "the educators are simply enveloped by heaps of numerous difficulties.

Their work isn't at all simpler than some other career as they have a great deal of expert difficulties to bear; they need to return their relations for their own prepping and expert improvement. In many pieces of the world, the educators are not given the assets they expected for their regular classes and the legitimate wages as well and the assignments given to the instructors are a very sizable amount of that causes medical problems on account of their insufferable intense schedules". "Many explores are held to know the fundamental explanation of this pressure and it is tracked down that the pressure drives on account of the psychological and actual weakness of the educators since they are similarly troubled" (Williams and Gersch 2004).

Teaching is a career, where consistently extreme changes happen in the instructive framework. The educators need to break liberated from dullness of day by day schedule and get incessant advancement as far as mental and social necessities. In the

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event that they can't profit it, instructors might have negative enthusiastic reactions, and there is each probability that in addition to the fact that they would perform incapably, however they would move a portion of these sentiments to the learners they educate. This would have unfortunate results on schooling and the ideal improvement in the nation.

Instructing has been distinguished as quite possibly the most unpleasant occupations in numerous nations (Williams and Cooper 1998). Educating related pressure, regularly named 'educator stress', is characterized as an instructor's experience of "unsavory, undesirable thoughts, like outrage, nervousness, strain, dissatisfaction, or sorrow, coming about because of some part of their work as an instructor" (Kyriacou, 2001). Like different types of work-related pressure, it can have genuine ramifications for the solid working of the person just as for the association where the individual serves. At an individual level, showing related pressure can influence an educator's wellbeing, prosperity, and execution (Larchick and Chance, 2004).

Instructor' showing pressure is a reaction disorder of negative influences coming about because of parts of an educator's work and interceded by the discernment that the requests comprised a danger to confidence and ways of dealing with stress enacted to decrease the apparent danger. The pressure of educating as an occupation is boundless and multifaceted (Gelvin, 2007),.

It is seen that numerous experts and insightful have conveyed a critical number of articles relating wok-related pressure of educators. This pressure is depicted in many elements like responsibility, understudy rowdiness, proficient acknowledgment, classes assets, helpless associate relations, helpless partner relations.
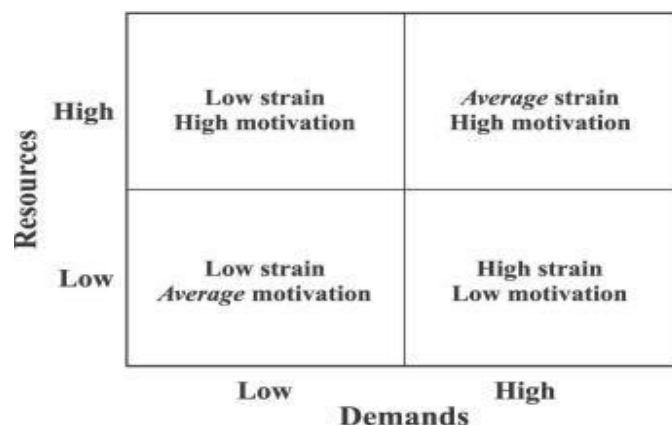
A few cures, which hold significant guarantee for lessening work-related pressure of educator are further developed oversight and backing, carrying out quality circles, joint learner's parent- instructor critical thinking, position advancement and so on.

Consequently, the researcher wanted to lead an investigation fully intent on discovering the work-related pressure among the educators working in optional degree of instruction.

1.14.1 The Indian Education Sector and Stress

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 as confirmed by Singh and Shakir (2019).

The Job-Demands-Resources Model, which inspires the working of worker well-being is shown in Figure 1.5, 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 as discussed in the literature (Bakkerand Demerouti, 2007).

Figure 1.5: The Job Demands-Resources Model, or JD-R model (Bakker and Demerouti, 2007).

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1.15 OCCUPATIONAL HEALTH OF WOMAN

It always remains a big challenge in identifying the problems and issues in the women's occupational health. As the women work in the home, food production, in agriculture and the advertising of home-made items; this work always remains uncounted and unpaid. Inside the paid work power, women are excessively focused on the casual part, above the modern guidelines, insurance, trade unions. Women may join part- or full- time paid work with domestic work and the care of kids, old and the sick. They are probably going to move all through the paid work power during various life phases of life. Inside the paid work power, they may have a wide range of occupations in progression as discussed by Kane and Dennerstein (1996).

Therefore, women's occupations are multi-dimensional and effortless. The main issue is to realize what those exercises actually include in various circumstances and societies. An easy occupational category is rarely adequate as a foundation for setting up certain health stake. Farming laborers may burrow, weed and apply manure and pesticides, yet not all the laborers will play out those errands and where the undertakings are isolated by sexual orientation, the wellbeing suggestions for people might be totally changed. The duties that men and women commence change from culture to culture and at various times in different places. Some specific duties are assigned to women by most of the cultures and in certain women's roles are more planned and their monetary actions limited. There are all in all not many duties, which can completely be defined as women's work. Occupational health stakes are rarely limited to one sex alone. The dangers are just prone to be completely perceived and stood up to, with regards to a sexual orientation explicit examination of occupational health. Investigation into women and men's occupational health additionally needs identification of the degree of intra- sex changes and cautious controls for organic and social qualities that may influence wellbeing results. Helpless sustenance, for instance, might be a more significant factor in certain kinds of occupational health disability than

essentially being female (Kane and Dennerstein, 1996).

The impacts of expected occupational risks on ladies' conceptive wellbeing have been, presumably, the significant focal point of worry in the strength of women workers. This fear has expanded lately as more ecological perils are distinguished and as more ladies enter the paid workforce. A scope of occupational reproductive dangers has been reported, however an enormous number of potential dangers despite everything require further inspection (Kane andDennerstein, 1996).

Law to look after pregnant or potentially pregnant laborers has been a general reaction. In anycase, where such law, not take into possible regenerative risks to male specialists it isn't just logically unsound yet in addition neglects to ensure men while denying ladies of a salary. Just when there is a more full acknowledgment of what work ladies really do and in what conditions,will it be conceivable to look at their wellbeing profiles with regards to the occupation. On account of the ladies, who move all through various occupations and the paid work power, thetrouble of distinguishing a causal connection among occupation and wellbeing debilitation is intensified. Longitudinal examinations and record linkages are required for an improved comprehension of any possibly lethal occupational health dangers which ladies experience (Kane and Dennerstein, 1996).

The impacts on health of women's various duties are still inadequately recognized. Longitudinal examinations could be significant here too in unravelling the effect of various jobs and obligations at various phases of the existence cycle. On the off chance that a great partof the flow writing on ladies and paid work, particularly that worried about psychological well- being is questionable or opposing, it habitually reflects deficient exploration structure and an indefensible degree of speculation about the ladies' lives (Samet, 2019).

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 as mentioned in Bhat (2015). 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 (Lantara, 2015). 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 as detailed by Poduval and Poduval (2009).

1.16 WOMEN EMPLOYEES OF PUNJAB

Gender characterizes and separates the rights, tasks, duties, and commitments of men and women. The natural contrasts among females and males from the structure the premise of normal practices that characterize wrong conduct for men and women and that decide men and women's differing social, economic, and political power (Celis *et al.* 2013).

Women comprise 47.23% of the total population of Punjab, when contrasted with 48.5% at all India level. In 2012, the 30.30% female job seekers enrolled in employment exchange when contrasted with 69.70% of male job searchers. In 2011, out of total 2,70,908 government employees, 68,758 (25.38%) are women employees in the state. So, it is inferred that, out of total representatives working in the government or semi-government division, the female comprises only 1/4th part. In group A, B, C and D, the percentage of female employees to total employees is 23.47%, 32.28%, 27.49% and 16.05% respectively (Sharma, 2012). In India, large number of women works in the education sector as compared to other sectors as shown in April-June 2018 Quarterly Employment Survey (QES). The Southwest 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 Southwest Punjab, represented by female teachers from Bathinda and Mansa districts, have been chosen for the study of stress.