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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

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CONCLUSIONS

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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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TO STUDY OCCUPATIONAL STRESS: AS A RELATIONAL STUDY ON SCHOOL TEACHERS

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ABSTRACT

For centuries stressful events have been recognized as important components in development of a variety of adverse conditions and of illnesses. Today's high-pressure lifestyles can take a heavy toll in decreased productivity, frustrations, disease and even early mortality. Right from the time of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. The reactions of individuals to stressors represent a major psychological and medical problem. This study helps to find out the different causes of stress and ways to distress to enhance work efficiency by decreasing Burnout Stress Syndrome.

KEYWORDS

occupational stress, school teachers.

INTRODUCTION

The human body responds to stressors by activating the nervous system and specific hormones that speed up heart bit rate, breathing rate, blood pressure, and metabolism. Blood vessels open wider to let more blood flow to large muscle groups, putting our muscles on alert. Pupils dilate to improve vision. The liver releases some of its stored glucose to increase the body's energy. And sweat is produced to cool the body. All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment. This natural reaction is known as the stress response. The phenomenon of burnout is highlighted because of the increasing attention in the organization. Burnout appears to be a response to interpersonal stressors on the job in which an overload of contact with people results in changes in attitudes and behaviors towards them. Paine (1982) has observed: Burnout Stress Syndrome (BOSS), the consequences of high levels of job stress, personal frustration and inadequate coping skills, have major personal, organizations and social costs.

REVIEW OF LITERATURE

McGrath (in Tung & Koch (1980) this study states that there are six possible classes of stressors in an organizational setting.

Warshaw (1982) this study states that the work stressors can only be fully comprehended if the importance of work to the employee is understood.

Iwanicki (1983) this study found that role-related stress was a function of the teacher's personality and teaching preparation.

NEED/IMPORTANCE OF THE STUDY

The result of the study help to protect and promotes primary and secondary school teacher health. In order to mitigate that the work pressure and to improve the quality of eduvation are important task in the area of occupational health.

OBJECTIVES

- To find out the causes of occupational stress
- To find out the ranking of the different stress level factors

RESEARCH METHODOLOGY

Research Type: Descriptive

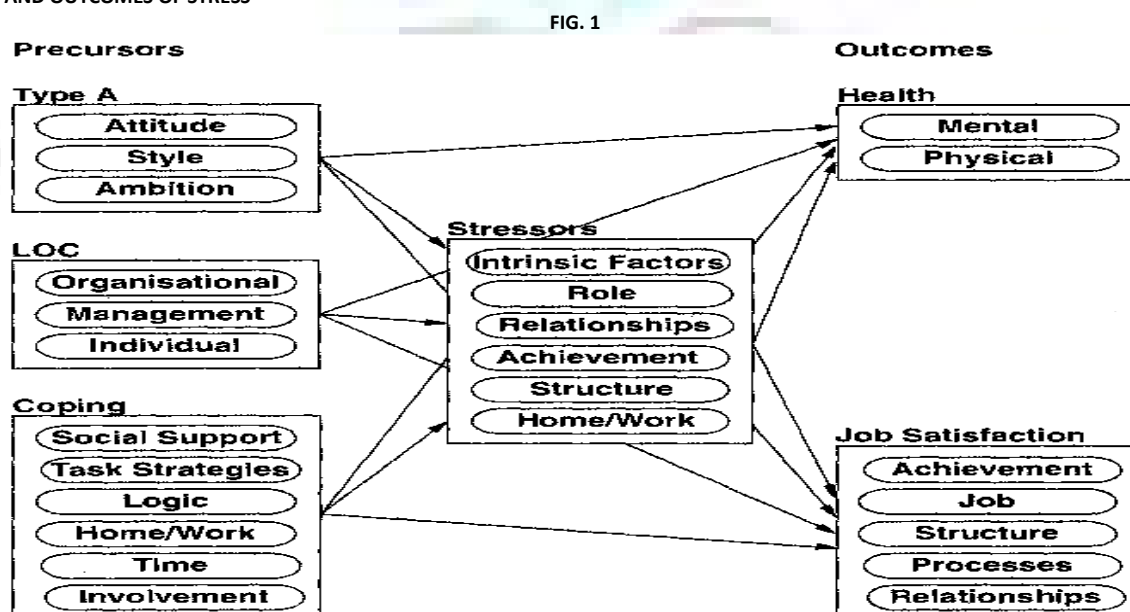
Sampling Technique: Convenience Sampling

Sampling Size: 80

Scope of the study: The scope of the project lies within the schools of Jalandhar to study occupational stress and burnout syndrome and ways to distress.

RESULTS & DISCUSSION

PRECURSORS AND OUTCOMES OF STRESS



It is only since the 1920s, following the systematic investigation of the eminent Harvard Physiologist Walter B. Cannon, and other physiologists, that the importance of hormones and chemical mediators in the body's response to stressors has been recognized. As the body prepares to defend itself against a threat or to avoid the threat three systems are most directly involved: the cardiovascular, the digestive and the muscular. But, Stress can also affect the individual at three levels: the physiological level, behavioral level and cognitive level.

Four types of **consequence** can arise from stress and burnout:

- Depletion of energy reserves,
- Lowered resistance to illness,
- Increased dissatisfaction and pessimism, and
- Increased absenteeism and inefficiency at work.

TABLE 1.1: EFFECTS OF STRESS AT PHYSIOLOGICAL, BEHAVIOURAL AND COGNITIVE LEVEL

S.No	Level	Effects
1.	Physiological	<ul style="list-style-type: none"> ❖ Increased Heart rate ❖ Muscular tensions, Slow down of digestive system ❖ Backache ❖ Tense muscles
2.	Behavioural	<ul style="list-style-type: none"> ❖ Decreased performance level ❖ Avoidance of stressful situations ❖ Passivity/ inertia
3.	Cognitive	<ul style="list-style-type: none"> ❖ Distortion of thinking ❖ Lowered intellectual functioning ❖ Unproductive, ruminative, ❖ Indecisiveness

In view of potentially serious consequences of prolonged stress reactions, ideally the stressors should be removed or modified wherever possible. However, in many cases the individual may ameliorate or eliminate the harmful effects of stress by using certain measures. Let us now move further to discuss the measures to distress.

COPING STRATEGIES FOR ROLE STRESSORS

Pareek (1993) distinguished between effective and ineffective coping strategies. The two contrasting approaches ('avoidance' or dysfunctional and 'approach' or functional) for some role stresses as illustrated in Table 1.2

TABLE 1.2: COPING STRATEGIES FOR ROLE STRESSORS

Role Stresses	Dysfunctional Strategies	Functional Strategies
Self-Role Distance (SRD)	Role Rejection (RR), Self Rejection (SR)	Role integration (RIG)
Inter-Role Distance (IRD)	Role Partition (RP), Role Elimination (REL)	Role negotiation (RN)
Role Stagnation (RS)	Role fixation (RF)	Role transition (RTS)
Role Isolation (RI)	Role boundness (RB)	Role linkage (RL)
Role Ambiguity (RA)	Role prescription (RP)	Role clarification (RC)
Role Expectation Conflicts (REC)	Role taking (RT)	Role making (RM)
Role Overload (RO)	Role reduction (RRD)	Role slimming (RSL)
Role Erosion (RE)	Role visibility (RV)	Role development/ Enrichment (RD/E)
Resource Inadequacy (RI)	Role atrophy (RAT)	Resource generation (RG)
Personal Inadequacy (PI)	Role shrinkage (RSH)	Role linkage (RL)

DEMOGRAPHIC AGGREGATE ANALYSIS

The level of Stress and locus of control can be studied with respect to one's personal profile. For example, a person feels more stress when s/he is young (20 to 35) and inexperienced, but when the person becomes middle aged (35 to 50) and experienced, s/he is less likely to feel stress. Therefore, the questionnaire was designed in a way to collect the demographic data relating to age, sex, gender and qualifications of the respondents.

The following tables and cross tables show the demographic profile of the respondents.

TABLE 1.3: CROSS TABULATION OF AGE, GENDER & HIGH/LOW STRESS



100 > HIGH STRESS

100 < LOW STRESS

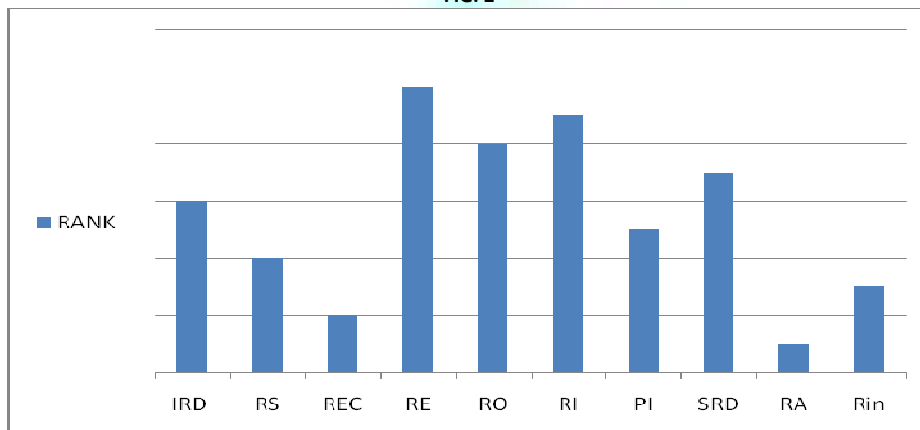
Gender↓	Total Number Of Males/Females	Stress→ Age Groups↓	Individual Number (Age Wise)	No. Of Respondents in High Stress	No. Of Respondents in Low Stress	Total	High Stress (%)	Low Stress (%)
Male	32	20 – 24.9	1	1	0	1	100	0
		25-29.9	11	3	8	11	27.27	72.72
		30-34.9	10	6	4	10	60	40
		35 – 39.9	3	1	2	3	33.33	66.66
		40- 44.9	5	0	5	5	0	100
		45- 59.9	3	1	2	3	33.33	66.66
		Total	33	12	21	33		
Female	48	20 – 24.9	3	0	3	3	0	100
		25-29.9	13	6	7	13	46.15	53.84
		30-34.9	12	3	9	12	25	75
		35 – 39.9	8	4	4	8	50	50
		40- 44.9	9	1	8	9	11.11	88.88
		45- 59.9	3	1	2	3	33.33	66.66
		Total	48	15	33	48		
Total	80	*****						

RANKING OF VARIOUS STRESS FACTORS

The following table shows the ranking of the various factors responsible for the stress among teachers:

TABLE.1.4: GRAPHICAL REPRESENTATION OF THE RANKING OF ROLE STRESSORS

S.NO.	STRESS FACTORS	RANKS
1.	Inter-role distance	5
2.	Role stagnation	7
3.	Role expectation conflict	9
4.	Role erosion	1
5.	Role overload	3
6.	Role isolation	2
7.	Personal inadequacy	6
8.	Self role distance	4
9.	Role ambiguity	10
10.	Resource inadequacy	8

FIG. 2**ANALYSIS**

According to the data analysis, the above is the graphical representation of the data received after calculation. This represents 10 different factors of stress. Inter-role distance (IRD), Role stagnation (RS), Role expectation conflicts (REC), Role erosion (RE), Role overload (RO), Role isolation (RI), Personal inadequacy (PI), Self-role distance (SRD), Role ambiguity (RA), Resource inadequacy (Rin).

CORRELATION BETWEEN ROLE STRESSORS**TABLE.1.5**

Role Stressors	IRD	RS	REC	RE	RO	RI	PI	SRD	RA	Rin
IRD	1	0.289	0.347	0.116	0.408	0.407	0.256	0.422	0.315	0.441
RS	0.289	1	0.595	0.252	0.443	0.425	0.438	0.555	0.533	0.566
REC	0.347	0.595	1	0.442	0.444	0.583	0.597	0.711	0.618	0.633
RE	0.116	0.252	0.442	1	0.037	0.419	0.296	0.545	0.359	0.374
RO	0.408	0.443	0.444	0.037	1	0.475	0.411	0.449	0.377	0.44
RI	0.407	0.425	0.583	0.419	0.475	1	0.437	0.679	0.571	0.63
PI	0.256	0.438	0.597	0.296	0.411	0.437	1	0.608	0.565	0.597
SRD	0.422	0.555	0.711	0.545	0.449	0.679	0.608	1	0.692	0.691
RA	0.315	0.533	0.618	0.359	0.377	0.571	0.565	0.692	1	0.647
Rin	0.441	0.566	0.633	0.374	0.44	0.63	0.597	0.691	0.647	1

CONCLUSIONS

The major stress factors recognized are Role Erosion (RE) and Role Isolation (RI), as they are ranked highest among 10 stress factors, whereas Role Ambiguity (RA) is ranked the least for causing stress. Role Erosion and Inter Role Distance problems should be handled, as most of the respondents possess these role stressors. Role Erosion should be handled by Role Enrichment where the employee should try to see the various strengths and challenges in the role which might not be apparent earlier.

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