CHAPTER II

PROBLEMS AND HYPOTHESES

2.1 : PROBLEMS

2.2 : HYPOTHESES
As noted earlier occupational stress is caused by some individual characteristics as well as organizational or work setting characteristics. Individual variables include personality, age, gender, sense of control etc., and factors tied to the work place are role characteristic, job characteristics, interpersonal relationships, organizational structure, technology etc. Attempts have been made to study the effect of these variables on occupational stress. Personality and job status are seen to have effect on occupational stress or having moderating the stress-strain relationship. The present study aims at finding out whether Type A and Type B personality and job status have any impact on occupational stress. Similarly it is also aimed at to see whether cognitive intervention can help in reducing occupational stress among industrial personnel.

Any research starts with a problem and goes through sequential phases of the research. Adequate statement of the research problem is one of the most important part of research. But problem cannot have direct solution. Hypothesis is also important for research. Hypothesis is a conjunctural statement that expresses relationship between two or more variables. Hypotheses are the assumptions based on previous findings literature, experiences. Suggestions from experts in the field are also the
sources which help the researcher in formulating hypothesis. Hypothesis must have relevance to the problem and must express relationship between two or more variables. Hypothesis is essential in research because it helps the researcher to go in a particular direction. It helps in maintaining objectivity. The purpose of hypothesis is to direct inquiry. Problem and hypothesis enable researcher to deduce specific empirical manifestations implied by problem and hypothesis. Hypothesis is essential for the sake of putting checks upon researcher. It helps in controlling his thinking scientifically. (Kerlinger, 1973).

2.1 : PROBLEM

In order to materialize the specific purpose of the present research work, the following problems were stated in the question form :

i) Is occupational stress related to Type A and Type B behaviour patterns in a systematic way?

ii) Do master technicians, senior technicians and technicians differ significantly from each other with respect to their magnitude of occupational stress?

iii) Is occupational stress susceptible to the joint action effect of personality composition and job status?

iv) Is cognitive intervention capable of reducing the degree of occupational stress experienced by the industrial personnel?
To seek scientific solution to these problems a 3 x 2 factorial experimental design with and without experimental manipulation was thought the best suit. In this design one independent variable is personality composition varied to two levels namely Type A pattern and Type B behaviour pattern. The another independent variable involved in the design is the job status varied to three levels namely master technicians, senior technicians and technicians and the third independent variable is presence and absence of intervention and the dependent variable is occupational stress.

OPERATIONAL DEFINITION OF VARIABLES

OCCUPATIONAL STRESS

The occupational stress can arise from various constituent conditions of the job. Occupational stress is shown from job roles or almost all relevant components of the job, such as role overload, role ambiguity, role conflict, group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitably (Srivastava and Singh, 1984).

TYPE A BEHAVIOUR PATTERN

This can be observed by tenseness, impatience, restlessness, achievement orientation, domineering and work aholic behaviour. High scores on these indicate Type A behaviour pattern.
TYPE B BEHAVIOUR PATTERN

Type B behaviour pattern is observed from complacent, easy going, non-assertiveness, relaxed and patient behaviour. High scores on these show Type B behaviour pattern. (Dhar and Jain, 2001).

Type A behaviour was first propounded by Friedman and Rosenman (1974). Type A persons are the people with highly competitive spirit desire for achievement, and recognition, together with tendency towards hostility and aggression and a sense of immense time urgency and impatience. They want to win every game in life, speak fast, act fast, see goals and challenges everywhere, manifest impatient gestures and interrupt when faced with slower events. They possess a tendency to measure success in terms of material gains and number, rather than quality of goals achieved. Emotions like hostility and anger play important role in their lives.

Type B personality lacks Type A's characteristics. Type B people may work hard and have considerable drive but they feel no conflict with people or time. They are more relaxed and easy going. They accept situations and work within these situations rather than fight them competitively. They are especially relaxed of time pressures, and are less prone to have problems related with stress.
JOB STATUS

Job status can be defined as a set of visible, external marking that systematically ranks individuals and groups in relation to each other. The mark of status tells us who and what an individual is in an organization, what he does and the authority he possesses. Master technician is the highest rank in non-executive (supervisor cadre). Senior technicians are the middle and technicians are the lowest in this. Master technicians have more responsibilities than the other two and are most senior, more persons working under them, while Technician have less responsibility for persons, but more closer to hazardous working conditions. Senior technicians are in the middle fold and having direct contact with these two groups.

COGNITIVE INTERVENTION

As per experimental design the intervention was given to experimental group Intervention given was in the form of cognitive therapy i.e. Rational Emotive Therapy (RET) According to RET (Ellis, 1958, 1973,1975) mistaken ideas inevitably lead to faulty emotional responses and to ineffective and self defeating behaviour. This therapy includes unmasking the client's self defeating ideas and verbalization, helping him understand their role in causing and maintaining his difficulties, and helping him change his faulty assumptions and verbalize more constructive ones to himself. Thus Rational Emotive Therapy places heavy emphasis on cognitive
change designed to help the individual deal effectively with his irrational "shoulds, oughts and musts" to grow as a person and to live a creative emotionally satisfying and fulfilling life.

In order to have a solution to the problems stated above the way is to frame hypothesis and through hypothesis testing problem could be solved scientifically.

2.2: **Hypotheses**

There are some studies on personality (Type A and Type B) and also on intervention. On the basis of these studies hypotheses can be framed.

Sharma et al (1998) noted that occupational stress was found to be correlated significantly with T-anxiety, and Type A subjects were significantly higher on occupational stress.

Mittal (1992) observed that Type A personality was associated positively with total role stress in doctors.

Singh and Srivastava (1998) examined the impact of Type A behaviour pattern on stress and health outcomes on managers of Diesel/Locomotive Works. They observed that Type A behaviour pattern and role overload, role ambiguity, role conflict and overall job stress were found to be significant in positive direction. Type A managers scored higher on role ambiguity, role conflict and overall job stress in comparison to Type B. Type A managers also showed elevated levels of systolic blood pressure and diastolic blood pressure and experienced more serious dysfunctional consequences of job stress than Type B.
Pestonjee (1987 b) observed that Type A behaviour was associated significantly with eight organizational role stress factors in case of IAS officers, with six factors for top management.

Palsane and Evans (1984) observed that Type A bus drivers showed highest incidence of accidents, absenteeism, official reprimands and self-reports of occupational stress as compared to Type B.

In the light of these and the studies cited in chapter I following hypothesis has been framed.

i) The industrial personnel of Type A personality composition will exhibit more occupational stress than the industrial personnel of Type B personality configuration.

Jagdish and Singh (1997) conducted a study to investigate the moderating effect of hierarchical level (job) on occupational stress-strain relationship. The results revealed that hierarchical level significantly moderated the relationship between occupational stress and job satisfaction.

Hasan et al (1983) observed that stress symptoms are most common among subjects working at forced place, those who found their job uninteresting and those working at hazardous conditions.

Jenner (1987) observed the presence of stressful events in personal relationship was the strongest predictor of organizational stress.
Helode and Palnitkar (1987) observed that occupational stress was significantly higher among officers than clerks in banks.

The study showing higher job level experiencing more stress than the lower status.

In the light of these and alike studies cited in chapter I, the following hypothesis have been formulated.

ii) The master technicians will reveal more occupational stress than the senior technicians who in turn, will show more occupational stress than the technicians in the industrial set up.

Taking into consideration these two hypothesis the following interaction hypothesis has been formed.

iii) Master technicians of Type A personality composition will exhibit maximum occupational stress, while the technicians of Type B personality compassion will exhibit lower degree of occupational stress and the senior technicians of Type A personality, master technicians of Type B personality, Senior technicians of Type B personality and technicians of Type A personality may exhibit the intermediate level of occupational stress in the industrial set up.

There are few studies done on intervention for reducing occupational stress.

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Briner and Reynolds (1995) noted that organizational intervention can work and will have uniformly positive effects. They concluded that interventions often have little or no effect, and where do they have effects they may be both positive and negative.

Anderson et al (1999) observed standardized meditation significantly effective in reducing stress.

Winzberg et al (1999) also observed meditation training may be an ideal low cost stress management technique for teachers.

Cooley and Yovanaff (1996) observed improvement in occupational stress occurred as a function of intervention. The programs showed promise as a means of providing on the job support for professionals at risk of burnout and exiting the field.

Brown and Keegan (1999) noted humour offered relief from stress in the hotel kitchen employee.


Rose et al (1998) observed the effect of increased positive interactions and assistance given to clients and formal education programmes. Results suggested that intervening to reduce levels of anxiety and depression can
have a positive impact on work performance in these setting.

Smoot et al(1995) suggested that training in emphatic communication skills for direct care staff is a cost effective approach, to coping with staff stress and turnover and may improve patient outcome.

Helode (2002) observed that Rational Emotive Cognitive therapy proved effective in reducing occupational stress in bank managers.

In the light of these studies and the alike studies cited in chapter-I, on intervention the following hypothesis has been framed.

iv) The occupational stress of the industrial personnel can be reduced to the noticeable extent with the help of cognitive intervention strategy and the effectiveness of such strategy will be evaluated with the help of experimental design.