CHAPTER – 4

4. OBJECTIVE AND HYPOTHESIS

4.1. RESEARCH PROBLEM:

Hazards are an inherent feature of any occupation, and the growing evidence even in perceived non-hazardous jobs suggests it may be increasing in severity. Occupational hazard has been implicated as the major contributing factor to growing job dissatisfaction, rapid turnover and high attrition rates among employees working in Education Sector. It was found that the hazards impact not only their physical and mental health but also their abilities to the job demands. This will seriously impair the provision of quality care of the students and efficacy of educational service delivery.

A survey of literature on teachers be it in schools, colleges or universities reveal that although a great deal of research has been carried out relating to occupational stress and job hazards in teaching profession nationally and internationally, little had been written about employees working in education sector of West Bengal. Given the international setting and other states setting the status of educational services in West Bengal are quite different.
The research is aimed to identify the hazards and their sources along with the coping strategies adopted by the employees of the education sector. The knowledge obtained would be useful in the formulation of recommendations to address the occupational hazards amongst the employees working in the education sector of West Bengal.

4.2. Research Objective:

Research objective has been developed from the research problem statement after an in-depth study of the domain and review of literature detailed in chapter 2. In finalization of the objective due considerations have been taken with respect to the impacts of the occupational hazards on the employees and also the various sources of these hazards. The research objective has been developed accordingly as follow:-

1. To provide the general background to the discussion on occupational hazards faced by the employee working in White Collar jobs in the educational sector in West Bengal.

2. To review and summarize the impacts of these occupational hazards on the employee’s working in the education sector of West Bengal.
3. To identify the factors causing occupational hazards to the employees in the education sector.

4. To identify and prioritize the sources of these occupational hazards,

5. To analyse the coping strategies adopted to cope with the occupational hazards of the education sector.

6. To analyse the factors influencing the coping strategies of the employees facing the occupational hazards in the education sector.

4.3 Research Hypothesis:

In order to achieve the above mentioned objectives a set of 22 hypothesis have been formulated, which have been tested and conclusions drawn on the basis of test results. The research hypothesis are categorised in 3 groups.

The First group deals with the impact of occupational hazard among different age groups, gender, marital status, educational level, earning status, working modes, working experience, different organisations, different funding agencies, employees occupying different positions in the organisation and different personality traits.

Hypothesis of the First Group are as follows:-
1. $H_{01}$: There is no significant difference in the impact of occupational hazards among the male and female respondents.

2. $H_{02}$: There is no significant difference in the impact of occupational hazards among the different age groups of the respondents.

3. $H_{03}$: There is no significant difference in the impact of occupational hazards among the different marital status of the respondents.

4. $H_{04}$: There is no significant difference in the impact of occupational hazards among the different educational level of the respondents.

5. $H_{05}$: There is no significant difference in the impact of occupational hazards among the different earning status of the respondents.

6. $H_{06}$: There is no significant difference in the impact of occupational hazards among the respondents working in different working modes.

7. $H_{07}$: There is no significant difference in the impact of occupational hazards among the respondents working with different academic experience.

8. $H_{08}$: There is no significant difference in the impact of occupational hazards among the respondents working in different organisation types.

9. $H_{09}$: There is no significant difference in the impact of occupational hazards among the respondents working in organisations funded by different funding bodies.
10. $H_{010}$: There is no significant difference in the means of the impact of occupational hazards among the respondents working in different positions in the organisations.

11. $H_{011}$: There is no significant difference in the impact of occupational hazards among the respondents possessing different personality traits.

The Second Group tries to investigate the significant predictors of the impact of occupational hazards. Hypothesis of the Second Group are as follows:-

1. $H_{012}$: There is no linear relation existing among the variables $X_2$, $X_4$, $X_5$, $X_6$, $X_7$, $X_8$, $X_9$, and $X_{10}$.

Which means $H_{012}$: $B_2 = B_4 = B_5 = B_6 = B_7 = B_8 = B_9 = B_{10} = 0$

$Y_1 = C + B_2X_2 + B_4X_4 + B_5X_5 + B_6X_6 + B_7X_7 + B_8X_8 + B_9X_9 + B_{10}X_{10}$

Here $X_2 = \text{Age Group}$, $X_4 = \text{Education Level}$, $X_5 = \text{Earning Status}$,

$X_6 = \text{Working modes}$, $X_7 = \text{Academic Experience}$, $X_8 = \text{Organisation Types}$,

$X_9 = \text{Funding Bodies}$ and $X_{10} = \text{Position held}$.

2. $H_{013}$: There is no linear relation existing among the variables $Z_1$, $Z_2$, $Z_3$, $Z_4$, $Z_5$, $Z_6$, $Z_7$, $Z_8$, $Z_9$, $Z_{10}$, $Z_{11}$, $Z_{12}$ and $Z_{13}$.

Where in the linear equation for impact of occupational hazard
\[ Y_2 = K + P1Z1 + P2Z2 + P3Z3 + P4Z4 + P5Z5 + P6Z6 + P7Z7 + P8Z8 + P9Z9 + P10Z10 + P11Z11. \]

Here \( Z1 = \) Task Conflict, \( Z2 = \) Task Density, \( Z3 = \) Task Control, \( Z4 = \) Parent Control, \( Z5 = \) Student Control, \( Z6 = \) Stakeholder Policy, \( Z7 = \) Stakeholder Interface, \( Z8 = \) Stakeholder Administration, \( Z9 = \) Transparency in organisation, \( Z10 = \) Entity Interface, \( Z11 = \) Work Structure and \( Z12 = \) Campus Culture.

Which means \( H_{013}: P1 = P2 = P3 = P4 = P5 = P6 = P7 = P8 = P9 = P10 = P11 = 0 \)

The **Third group** deals with variables influencing the different coping strategies. Hypothesis of the **Third Group** are as follows:

1. \( H_{014}: \) There is no linear relation between the Coping Strategies-Problem Solving and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

2. \( H_{015}: \) There is no linear relation between the Coping Strategies-Cognitive Restructuring and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.
3. $H_{016}$: There is no linear relation between the Coping Strategies-Express Emotion and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

4. $H_{017}$: There is no linear relation between the Coping Strategies-Social Support and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

5. $H_{018}$: There is no linear relation between the Coping Strategies-Problem Avoidance and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

6. $H_{019}$: There is no linear relation between the Coping Strategies-Wishful Thinking and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.
7. $H_{019}$: There is no linear relation between the Coping Strategies-Self Criticism and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

8. $H_{021}$: There is no linear relation between the Coping Strategies-Social Withdrawal and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.

9. $H_{021}$: There is no linear relation between the Coping Strategies-Political and the variables Gender, Age Group, Marital Status, Educational Level, Earning Status, Academic Experience, Working Mode, Organisation Type, Funding Body, Position Held in the Organisation and the Personality trait of the respondents adopting the strategy.