

Chapter 1

Introduction

1.1 Concept of Occupational Stress

The term 'Stress' is derived from the Latin word 'Stringere' means to draw tight and was commonly used in the seventeenth century which meant hardship, strains, adversity or affliction. During the late eighteenth century it began to connote force, pressure, strain or strong effort with reference primarily to a person or to a persons organ or mental powers. Through the nineteenth and twentieth centuries the term stress has been equated with "nervous strain" and has implied a psychological rather than a physical state.

The Physiologist Walter Cannon (1914) in his work on homeostasis had used the term 'great emotional stress' or 'time of stress' and observed that the total functioning of the nervous system of an organism could be understood as maintenance of homeostasis. French physiologist Claude Bernard described stress as 'Constancy of milieu interieur'. Cannon (1932) used the term stress in his experiment on the 'Fight or Flight reaction' and observed that the body prepared itself quickly, efficiently and comprehensively for physical battle or energetic flight to escape the problem situation.

Selye (1936) popularly known as the father of the stress concept or 'Dr. Stress', elaborated on the concept of stress within his theory of hormone chemistry and coined the term stress response. This was the first publication of the concept of stress. In his classical work 'The Stress of Life', Selye (1956) described the General Adaptation Syndrome (GAS). In it, he described three stages of an organismic reaction to a stressful situation:

The Alarm Reaction: This is the first stage where the initial shock phase of lowered resistance is rapidly followed by counter shock, during which stage the individual's reserves become active.

Resistance: This is the second stage where maximum adaptation takes place and hopefully, successful returns to equilibrium for the organism. If however, the stressor continues unabated or the defense fails, then the organism will move on to the third stage.

Exhaustion: When adaptive mechanisms collapse.

Selye (1936), first demanded and put forward this interaction of environmental stressors and physiological reactions, a great deal of research work has been undertaken in the field of life stress and more recently in the area of occupational or work stress.

In 1973 occupational stress first appeared as a key word in psychological abstracts; indicating that there was a scanty published material prior to that year. Researchers such as French and his colleagues began their research programs twenty five years ago. But it is only within the last twenty years that a broad interest in occupational stress by academicians and practitioners has emerged both in India and abroad.

However, despite all this the concept of stress is not very clear. The W.H.O. expert committee on Mental Health (1964) described stress "as any environmental event capable of producing reactive change in an organism". Lazarus (1971) defined stress, "as the outcome of demands which tax the system whether it is a physiological system, a social system, or a psychological system and the response of that system".

Stress is also defined as the generalized, form / patterned, unconscious movement of internal energy resources that takes place when a person is confronted with a stressor for example a demand. This mobilization is systematic and causes the release of certain enzymes, which in turn leads to activation of the sympathetic nervous system

and concomitant arousal and eventual inhibition by parasympathetic activity. The major changes that occur as a result of this process can be enumerated as below:

1. A redirection of the blood flow towards the brain and the other large muscle groups;
2. A release of stored fuels into the blood stream, from sites throughout the entire body;
3. A heightened state of alertness, perception, and awareness; and,
4. The redirection of such emergent and restorative processes as the immune system.

Stress has been seen and viewed from several different perspectives in the literature. There occurs to be agreement that stress is a dynamic condition in which an individual is confronted with an opportunity, constraints, or demands related to what he or she desires and for which the outcome is both, uncertain and important.

Stress: Selye (1974) defined stress as the nonspecific response of the body to any demand made upon it. Previously Selye (1956) defined stress as the sum of all nonspecific changes caused by function or damage or the rate of wear and tear in the body. Stress has been defined differently by various experts. Some define stress as the stimulus; others define it as the response, and still others as the whole spectrum of interacting factors. Although a good definition for stress is a combination of stressor and stress reactivity. Occupational distress is the negative effect on the individual from work. Stress is not something to be avoided since the absence of stress is death (Selye 1956).

There is a wide variation and disagreement about a common definition for stress among the experts in perceiving stress among individuals presents a challenge in investigating occupational stress.

Stressor: Selye (1956) defined a stressor as a stimulus with the potential of triggering the fight-or-flight response. It is simply the factor that produces stress. The stressor

may lead either to distress or to eustress but many researchers refer to stressor as only the negative stressor.

Stress Reactivity: Selye (1956) termed the fight-or-flight response that includes increased muscle tension, increased heart rate, stroke volume, and cardiac output, elevated blood pressure, elevated neural excitability, reduction of saliva secretion in the mouth, increased sodium retention, more perspiration, change in respiratory rate, higher serum glucose, more release of hydrochloric acid in the stomach, changes in brain waves, and increased urine output. The longer the duration and degree of the stressor(s), the more likely ill effects will result from the stress reactivity. Alarm reaction; resistance and, finally, exhaustion are the three phases of stress reactivity.

Distress: Poor performance, impaired interpersonal relationships, and negative stress with disease is adopted by the body. This is a harmful stress that may have a noticeable either during the short-term or long-term effect on individuals if they fail to cope with or adapt to the effect of stress.

Eustress: Positive or pleasant stress to which the body must adapt. This results in good consequences, such as producing personal growth. Eustress is a beneficial stress that enhances performance, and leads to a positive outcome.

Burnout: A syndrome of complete physical and emotional exhaustion with psychological, psycho-physiological, and behavioral components. It is characterized by pessimism, paranoia, rigidity, diminished sense of humor, increased physical complaints, self-medication, and social withdrawal. Burnout is a chronic condition that occurs in the helping professions such as doctors, nurses, teachers, lawyers, social workers and police officers. There is an overlap between the use of the term stress and burnout in literature and the nomenclature requires further clarification and standardization among researchers.

1.2 Occupational Stress among Teachers

A teacher expects and wants to teach yet the body's ability to adapt to stress, called "adaptation energy", is limited. Exposure to constant stressors can be tolerated only so long. To a limited time rest and relaxation can hold resistance and adaptation levels in the individual but ultimately exhaustion will take place. Prolonged exposure to occupational distress was found to work in a counter productive way, setting the stage for future pathology. Burned out is "a feeling of exhaustion and fatigue, being unable to shake a lingering cold, suffering from frequent headaches and gastrointestinal disturbances, sleeplessness, and shortness of breath" (Friesen, 1988). In short, one is too much involved with one's bodily functions. It is due to working too intensively for too long and too intensely. Those who burn out often have a need to give that is excessive and, in time, unrealistic".

There are basically three reasons why burnout takes place when helping professionals such as teachers. First, they do emotionally taxing work; second, they share certain personality characteristics that make them choose human service as a career, and third, they share a "client-centered" orientation. Helping professions, such as teaching, appear to attract people who set high standards for themselves and others; are typically punctual, hurried, and easily bored; have an external locus of control; are flexible, and tend to withdraw from others when they are experiencing stress. These qualities may contribute to burnout in the individual.

Stress can be recognized by several categories of symptoms. There are the emotional expressions: irritability, anxiety, worry, depression, nervousness, tension, abandonment or unfriendliness. Secondly, there may be a behavioral aspect: for instance, over-impulsiveness, aggressiveness, impaired ability to perceive and assess a situation, sometimes an excessive intake and dependence on alcohol or analgesics. And thirdly, there are the interrelated cognitive and physiological aspects: anxious thinking-patterns which result in psychosomatic conditions such as excessive fatigue, high blood pressure, skin irritations, cardio-vascular diseases and susceptibility to infection. The physical ailments induced by stress can be of a short-term nature, for

example, regular headaches or rapid heart beats. Or they may be of a more long-term character: for instance, high blood pressure, heart disease, nervous tics or prolonged sexual irregularities are examples of long – term characters.

Stress among the teachers is a real phenomenon and is related to problems of recruitment, health and retention of teachers. Research states that teachers' stress is reliably related with a number of variables, including those basic natures of the job, individual cognitive vulnerability and systemic factors. There are however different concepts in our understanding of teacher stress, most notably regarding successful interventions. The current research base is not sufficient to allow us to develop effective programs to reduce teacher stress. This is critical as there are sound reasons for believing that standard clinically based stress-management strategies will not be effective against teacher stress.

1.3 Factors leading to stress

Stress is a complex multidimensional phenomenon and has its past history, broadly speaking, in individual, organizational and extra organizational factors. Any attempt to understand stress, will eventually lead to a complex and various combinations of these individual, organizational and extra – organizational factors.

Originally it is the other extra organizational factors such as the daily hassles which are also known as micro stressors. Life has become very complex in the last decade due to the boom in technology. This is mainly more due to the lack of planning in industrialization and urbanization in our developing economy. As a result, people have to face unprecedented problems in their daily life which include transportation, communication, education, health services, inflation, taxes, corruption, family obligations, religious and community functions, housework, political or social issues and so on. There is not enough, not much of research done to investigate how these daily hassles contribute to stress. Since hassles have a cumulative effect on stress resulting in a spillover in the workplace, therefore an investigation in this area becomes all the more important. The other factor is major life events contributing to

stress events. These factors as the name indicates are major events and occur rarely or once in the life time of an individual.

Secondly, the job stressors such as work overload work under load, responsibility challenge, control, decision making, support, career opportunities, salary and allowances, safety and job security; occupational position and type of organization are included in the organizational factors.

Service and product organizations are the two types of organizations. As the nature of service organization is to help and provide service to the public these are essentially vital sectors. There is a possibility that these personnel experience greater frequency of stressors and experience strain than product organization personnel. Other than that this position also plays an important role in stress.

Thirdly, individual factors include the gender difference and motivational orientation. Gender is meant to be of great importance in the Indian society, where women have a different role from that of men as compared to western society. There is a possibility for working women in India to face more stressors and experience more strain than men as she plays dual role of the 'responsible' housewife and competent woman employee, who tries hard to maintain a balance between her home as well as her office.

Stress is result of stressors experience. Psychological and behavioral strain seems to be an important area in relation to the experience of stressors. What is the role of psychological wellbeing, behavioral strain and job satisfaction in relation to stressor?

An important aspect of the stress process is the coping behavior. Coping strategies or styles play a major role in an individual's physical and psychological wellbeing when he or she is confronted with stressors. Different coping strategies are used by personnel to deal with different kinds of stressors. For instance, in the organization where the individual has some measure of control he may be using a different coping strategy in contrast to extra organizational situations where he has less control

Further, what coping strategies do individuals use after the experience of strain, is also an important question. Apart from this different gender may differ in their dealing strategies due, probably, to the socialization process in the upbringing both before the experience of strain and after.

1.4 Research into Occupational Stress in Teaching

Along with general interest in the subject the volume of research on organizational stress has grown rapidly. That too our understanding of the stress phenomenon remains restricted. In the 1980s Occupational Stress became a central variable in research on organizational behavior, and several studies state that stress – related conditions are among the most important health problems of the 1990s for people at work and outside work. The National Institute for Occupational Safety and Health (1988) has come up with a list of 10 leading work related diseases or injuries on the basis of frequency of occurrence and severity to the individual and found that at least to some extent of these diseases or injuries are related to stress. These include: lung diseases; musculoskeletal injuries; cancers; severe occupational traumatic injuries; cardiovascular diseases; disorders of reproduction; neurotoxin disorders; noise induced loss of hearing; dermatologic conditions and psychological disorders including neuroses; personality disorders; and alcohol and drug dependency.

The two major aspects included in the study of stress are stressors and strain. Stressors may be from within the individual or from the external environment. A state of being stressed is strain. Usually the term stressor refers to the environmental stimulus and the term strain to the individual response. Strain can be physiological, psychological or behavioral but it is by definition an indicator of ill health or well – being of the individual. Strain can be short term like the temporary rise of physiological levels or minor illnesses or long term like disease or even death. It may result from both the occupational and non-occupational influences, and the effects vary considerably from person to person. The stress effects are basically of two types and can be distinguished, namely as eustress and distress depending upon whether stress is associated with desirable or undesirable effects.

Mismanaged organizational stress can produce individual strain and distress, which is detrimental for an organization's human resources. Stress predisposes an individual to physiological problems such as cardiovascular disease, gastro intestinal problems, muscle related disease and muscle related disorders and allergic disease, somatic symptoms such as headaches, hypertension and psychological symptoms including depression and anxiety due to work overload and role conflict are also common effects of mismanaged stress. Further, psychological strain exceeding certain intensity affects the quality of human decision-making. Some organizational effects of job stress include lowered work satisfaction, impaired job satisfaction, impaired job performance; employee withdrawal behavior such as absenteeism; tardiness, turnover and occupational injuries. The indirect results of occupational stress may be financial: e.g., worker compensation, medical expenses incurred, industrial disputes and lowered productivity. Therefore, it is important to have an empirical study of stress in organizations.

When the organizational stress is expertly managed, it may bring out improved performance, worker satisfaction and productivity. An optimum level of stress creates higher level of performance. Effective stress management, i.e., achievement of optimum stress levels, will bring out eustress resulting benefits in performance, satisfaction and functioning.

The experience by teachers of unpleasant, negative emotions such as tension, anxiety, frustration, anger, and depression, resulting from aspects of work as teachers is defined as teachers' stress. Stress unfortunately leads to the lowering of job performance - a situation that cannot be tolerated in these days when ways are being sought to improve the quality of teaching in the schools. There are three major approaches to understanding the nature of stress in teaching: Firstly, it is based on the "engineering" model of stress, views the pressures in schools exerted on a teacher. The second model is based on the "physiological" model, focuses on the teacher's reactions to these pressures, e.g., frustration and headaches. And thirdly, "interactive" model of stress is concerned with the pressures, reactions and coping resources which

teachers use in their attempts to deal with stress. The perception of teacher stress and its threat combines of two main stages by a research on teacher stress. The stage 1 refers to when the job demands by the teacher are difficult or impossible to meet satisfactorily. Stage 2 deals to when failure to meet these job demands satisfactorily is perceived by the teacher to be a threat to his or her self-esteem or general well-being.

The major aspects of the research undertaken on teachers' stress reveal that all the teachers face stress irrespective which stream and subject they teach. It is however unfortunate that the studies has constantly overlooked the gap and in the existing stressors for the different types of teachers but however some of the common stressors for all the teachers remains the same.

Different aspects of research indicate that teachers are stressed by personal and environmental factors. On the more personal level, a major source of difference in stress arises from individual differences in vulnerability to the impact of the stressors. These individual differences can be predicted by scores on measures of neuroticism, less satisfied with their job and less committed to choosing a teaching career. Within the area of environmental factors, four clusters of variables have been found to bring stress to bear on teachers. These are: (1) pupil misbehavior, (2) poor working conditions, (3) time pressure, and (4) poor school ethos. The research on science teacher stress has found that the stressors can fall within these clusters, the specific stressors within each cluster have been found to be largely different for science teachers.

Teaching can be a very stressful occupation as their daily routine includes interactions with students and coworkers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which finally leads to stress. Where work stress is pitiless, some negative physiological, psychological, and behavioral consequences may result. Many teachers would agree that teaching involves a lot of hard work and hence leading to stress. Stress among school staff is due to inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of

resources have all been identified as factors that can cause stress among school staff. For teachers who move into unfamiliar cultures, acculturative stress can cause lowered mental health resulting in confusion, anxiety, depression and feelings of alienation; those who feel marginalized can become highly stressed. Cultural differences of the teachers and their understanding can be a factor for increasing stress as they will not know how to react and co-ordinate among each other and understand different issues due to cultural barriers.

Stress has been proved as one of the factors related to teacher attrition and is believed to be a cause of high teacher turnover and absenteeism. Stress can lead to problems in the workplace, such as poor morale, job dissatisfaction, absenteeism, lowered productivity, and high medical care costs. Job satisfaction is negatively related to teacher absenteeism. At the school level the increase in stress is reflected in growing average annual days of teacher absences and a rise in the number of early retirements. Work-related stress accounts for many workers' compensation and disability claims. Teachers in particular represent a large proportion of work-related stress claims. These claims cost school systems billions of dollars in medical costs, substitute teachers, and disability payments in US and Europe. High teacher absenteeism is a primary concern. Many parents and students feel that due to frequent teacher absenteeism students may face academic difficulties.

Lower student achievement can result from substitute teachers who are significantly less effective in classrooms than the regular teachers this is where substitute teachers are used. In entities where substitutes are not available students might not attend school because a teacher is not present to teach them. Thus, valuable instructional opportunities and learning time are lost. The importance of teachers' attendance is clear. Unfortunately, workplace stress could be one reason for the high number of days away from work. There is a significant positive correlation between teacher stress and the total number of days that teachers are away from school.

There are many studies, which have examined various sources and consequences of workplace stress. To a minor extent, they have covered strategies for coping with it.

While many studies have evaluated worksite stress-reduction programs, few examine stress management specifically for educational personnel.

Most research and studies on stress prevention has been conducted in the health and human services areas, since work-related stress is very prevalent in these assistance professions. Therefore, this synthesis is based primarily on those studies conducted in the fields of psychology and other healing professions, with a few from the field of education. These successful stress-reduction programs include strategies that could be applicable to teachers and other educational personnel.

Stress awareness, physiological training, environment adjustment, and mind control are the several major strategies that have been identified in being successful in coping with stress and burnout.

Western societies are in need of stress-prevention and stress-reduction hence many programs have been developed for them. Assertiveness training is one direct approach that helps individuals improve their situational coping skills which encourages workers to confront their superiors about their concerns. This approach, while apparently appropriate and effective for members of individualistic cultures, is less effective and is certainly inappropriate in collective cultures, where harmony and saving face are more important than to confront. In these cultures, public disagreements are discouraged, and members prefer to solve conflicts amicably.

Theories based on research and measurement of work behavior, have been generated in North America and Europe. While it is true that these societies differ from one another in many ways, it is also true that similarities among these societies have assured that ideas and techniques developed in one society often have direct application to another. That is to say, there is "equivalency." However, when these ideas and techniques are applied uncritically to non-Western societies, a number of questions can be raised about the validity of these actions. This is because concepts of work, concepts of "personhood," and concepts of health and well-being and their measurement are likely to be ethnocentric. By ethnocentric, is meant that the concepts

and methods of measurement may have only limited cross-cultural relevancy because they do not consider the experience of people from different cultural traditions. The importance of ethno-cultural variation in emotional reactions to work requires careful contemplation.

There is dissimilarity in what happens when the perfectionist and person who want to be liked by others enter the system of education and how these lifestyles influence the development of stress.

Perfectionist is one who is characterized by a meticulousness, cautiousness, sensibility, prudence and wish to do everything right. As the perfectionist endures his mistakes very intensely, one can predict that while working as a teacher he is bound to encounter the negative emotions as the teacher's work is hardly pictured without the mistakes, neither at the beginning nor at the end of career. The work of a teacher always means the cooperation with the pupils and, as the success is depending on mutual efforts, it is apparent, that a teacher-perfectionist facing the professional failure, because of the poor motivation of pupils, will experience guilt for an incompleteness of result obtained. As the perfectionist is fond of an order, structure, precision and planning ahead, one can easily imagine the difficulties created for him by this profession, especially, concerning the current situation of teachers. Frequent changes and changing of national standards raise the doubts and uncertainty of perfectionist about the right and wrong activities. Therefore, despite the fact that perfectionists are great employees, this profession can cause them large stress, as the perfectionism in this profession is just an ideal to reach for. Besides, this way toward the ideal is possible only through the learning from his or her own mistakes, which is so hard for a perfectionist.

Regarding the second dominating lifestyle with an aim to receive the recognition of other people, one can see how difficult it is to reach this aim in such a field of human activity as the work of teacher. Striving to offend nobody, considerations of the interests of all parties are reached at an expense of individual needs of persons with this lifestyle. This can lead to the lack of control over one's life and to the loss of self-

respect. Wishing to receive the recognition of others, teacher with this lifestyle will try hard to avoid any conflicts in an external world. The cost will be the frequent inner conflicts including health problems. During their professional activities the teachers themselves can discover the strategies of coping with professional stress and the analysis of these strategies shows that these teachers who have developed their positive self-evaluation skills, the skills of self-acceptance without the search of recognition of others have found the way out of continuous experience of stress in their work. A teacher must recognize that one of ways to cope with a stress is to be liked by oneself.

Therefore, one can state that despite of several advantages of two above mentioned styles such as remarkable social interests, meticulousness, good listening skills and other traits rather valuable in the teaching profession, there are some “weak points” facilitating the development of stress for the employees with the dominance of these two lifestyles.

Approaches to the Study of Job Stress: In research, stress has been viewed from at least three different perspectives: firstly, as the stimulus or external force acting on the organism; secondly, as the response or change in physiological functions and finally, as the relation between an external force and the organism’s resistance to it.

Stress as stimulus: The first approach describes stress in terms of its stimulus characteristics; that is, disturbing or noxious environmental event or circumstances. Thus, from this perspective stress is frequently treated as an independent variable. Stimulus models view stress as a psycho – social demand leading to personal strain.

Stress as response: The second approach views stress as a dependent variable, describing it in terms of the person’s response to disturbing or noxious environmental situations. Response models received their initial impetus from Selye who viewed stress as a “psychological response to demands made upon the organism” (Selye, 1956). This has led to a close association between response based and physiological models of stress.

Stress as environmental – organismic interaction: The third approach views stress as a complete cycle of events representing both, the stressors (stimulus conditions) and the organism's reaction to them. It is an interaction or transaction between the individual and the environment. This explanation of the stress system is eclectic and it emphasizes the ecological and transactional nature of the phenomenon.

Beehr and Franz (1987) studied that there are currently at least four identifiable approaches to studying and treating occupational stress:

The approach labeled "Medical" clearly has its historical roots in the works of Cannon and Selye. The stressors and consequent strain are physical. Typically, the target of treatment within this approach is the individual; for example, treatment of the person through medication.

The psychological approaches to occupational stress closely parallel the medical approach, but emphasize psychological causes and consequences instead of physical ones. This is labeled as the Clinical / Counseling approach. The treatment is aimed directly at the individual; for example, treating depression or anxiety through counseling or psychotherapy. As with the medical approach, this approach was not developed specifically for dealing with workplace stress but it has often been applied there.

The primary focus of the medical and the clinical / counseling approaches is the individual, rather than the organization. The field of medical psychology spans these two view points by using treatment strategies developed in psychology (e.g. variants of relaxation training), to alleviate what are considered to be as physical strains (e.g. hypertension).

The third approach has traditionally focused on the physical characteristics of work, workplace stressors, with job performance being considered as the primary outcome. With roots in engineering and experimental psychology efforts, this approach has

important implications for the physical design of the work and workplace as treatments.

Lastly, in the organizational approach, psychological stressors are seen as influencing psychological strains, and the organizational or work place characteristics are indicated as targets for direct treatment.

1.5 The Present Study

The locale for the present study was the state of Sikkim in North East of India. For the purpose of this study, the target population comprised of the teachers working in formal educational institutions in the state of Sikkim.

For the purpose of data collection for this study, the researcher employed the Stratified Random Sampling Technique. The criteria for stratification were Geographical location – district – sector – public or private – and, level of teaching – primary or secondary. Initially stratification criterion was used for selecting the number of teachers from the various levels. An attempt was made to take 5% of the total number of teachers in primary and secondary schools in both private and public schools in each of the four districts.

The final sample consisted of 548 teachers. The final sample, thus obtained, is tabulated in terms of the demographic variables. The demographic analysis was based on the variables: age, sex, marital status, Annual family income, educational qualifications, years of teaching experience, level of teaching, type of the institution and district of teaching.

For collecting data from the subjects, the heads of the institutions were contacted and permission to obtain the data was sought. The researcher built a rapport with the teachers in order to get maximum cooperation and handed over the tools personally in most of the institutions. Instructions regarding filling of the tools were given, wherever necessary. The questionnaires were distributed to the teachers with a request to return

them early. Some institutions gave cooperation to the researcher by giving time to administer the tools personally and get them filled-in. In order to maximize the rate of return of the questionnaires, the researcher also contacted a few teachers from these institutions individually, built a rapport with them and requested them to get their friends to fill-in the tools.

1.6 Limitations of the Study

The present study is restricted to the teachers from institutions whose medium of instruction is English. There are a multitude of factors contributing towards stress among teachers practicing in Sikkim notably, the socio – economic, political and cultural background of the concerned teachers. This problem is more pronounced in case of immigrant teachers who have come from other states and are unable to reconcile with their cultural disparity between the place of origin and Sikkim. All these factors can impact the productivity of teachers and cause stress.

The teachers working in the school were given the questionnaire to fill not all of them returned the questionnaire by completing it. Therefore, it is quite possible that those who did not return the filled in questionnaire may have perceived a different level of stress from those who answered them.

The work load of the teachers teaching at different levels may not be similar and may pose problems of comparisons. The work load of the teachers has not been included for study in this research. Poorly motivated students are one of the causes of stress but the motivation of students is not included in this study.

Personality of the teachers is an important factor, which could lead to stress and strain. However, in this study, the personality – type of the individual has not been included.

The Organizational Climate and the different Leadership styles have not been studied in this research. The social support at work and the kind of support received from

ones family and friends which are very important and helps in building confidence, coping competence and motivation is not included in this study.

The researcher has made an honest appraisal of the subject within the limited scope of things.