

CHAPTER-II

REVIEW OF RELATED LITERATURE AND RESEARCH

CHAPTER - II

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CHAPTER –II

REVIEW OF RELATED LITERATURE AND RESEARCH

A brief review of the related literature and researches done earlier is very important. It helps the researcher in research methodology while exploring the problem under study. It gives researcher guidance for research procedure as well as it shows how much research work has been done and how much scope is still there. It is also helpful in identifying the outcomes of the research.

Some amount of research work has been done in the field of stress from various perspectives. Some of the important works are given in this chapter. For the researchers the term stress and its various correlates stress of both examination and performance have been great importance and interest. Numerous studies have been carried out on these factors related to stress.

Though stress occurs at all stages of life due to great emphasis laid on the academic performance of students at the X standard, students seem to be under stress. The investigator felt the need to undertake a research study and determine stress level of girls at these stages so as to make appropriate suggestions based on the research on the study.

In this chapter, two sections have been made. The first section deals with related literature and the second section deals with related studies with two sub-sections A and B.

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SECTION - I RELATED LITERATURE

A - TYPES OF STRESS

According to Dr. S. N. Srivastava there are six main types of stress.

- 1) Pressure
- 2) Anxiety
- 3) Conflict
- 4) Frustration
- 5) Positive stress
- 6) Negative stress



1. Pressure

Morn's C.G. (1979) defines pressure as- "A form of psychological stress in which an individual feels that he or she must live up to a particular standard of behaviour to rapid change."

Generally it is noticed that the various internal pressures of person contribute to maintain his self-esteem. Many times the internal pressure is constructive. Usually it happens when the person wants to adjust with higher norms due to his higher physical or mental abilities. Internal pressures are destructive when the person thinks himself to be unsuccessful to reach his destination. In the modern age the person has to face various psychological, cultural and social changes. If he succeeds to adjust with this situation then he is known as adjusted and on failing he is known as maladjusted.

J.C.Coleman (1961) describing the significance of pressure says, " In general, pressures force a person to speed up, intensify or change the direction of goal oriented behaviour".

2. Anxiety

Anxiety is a common symptom found in all persons of modern age. Defining anxiety Coleman (1981) says, "Anxiety is a generalized feeling of fear and apprehension".

In the field of anxiety, C.D. Shielberger (1960,1966) has made many important studies. According to him anxiety is of two types.

i. Trait Anxiety

Trait anxiety is a permanent characteristic of a man. This is found in various degrees in different people. In whatever situation the person is, he has some amount of this anxiety.

ii. State Anxiety

State anxiety is related to some specific situations. Its intensity changes with time and situation. An important study in this direction was done by A. Martinez Urrutia (1975), which makes clear, the nature and effect of above mentioned two types of anxiety. In this study anxiety of persons that underwent surgery was studied. It was observed in this study that the amount of state anxiety was high in the subjects before surgery and the amount of state anxiety dropped after surgery. The amount of trait anxiety in these patients remained same before and after surgery. The study also showed that the amount of state anxiety increased with the increase in stress.

3. Conflict

A.R.Luria (1932) for the first time made the experimental studies in this field. Luria studied many situations of real life and experimentally built conflict situations. K. Lewin (1935) on the basis of his experimental studies enlightened the results gathered by Luria. Lewin described three types of conflicting situations on the basis of his studies. The credit of the experimental studies in this field goes to C.I.Hovland and K.R.Sears (1938), Sears and Hovland (1941). These psychologists describe four conflicting situations in place of

Lewin's three conflicting situations. J.S. Brown (1941) described conflict on the basis of his studies on rats. The credit of proceeding forward the work of Brown goes to N.E. Miller (1959). In the direction of conflict theory propagated by Lewin, C. L. Hull (1938; 1952) conducted important studies. J.R. Williams (1959), K. H. Delhees (1965) and B. A. Mahar (1964) made efforts to develop a model in this direction. Some psychologists are of the view that, frustration arises because of conflict, but the relation between conflict and frustrations is not clear.

Meaning of Conflict

According to Boring, Langfield and Weld (1959), "Conflict is that state in which two contradictory situations arise and to satisfy both is not possible".

According to K. Lewin, (1935), "Conflict is that state of organism, in which two equal, opposing forces work together".

On the basis of above given definitions we can say that, Mahar's definition is more appropriate as compared to Lewin and Borings. B.A. Mahar defines conflict as, "Any pattern of stimulation presented to an organism which has power to elicit or more incompatible responses, the strength of which are functionally equal". Possibility of arising frustration is more in conflict state. In conflict the person skips over from reaction to one stimulus to reaction for other stimuli. Sometimes he selects to react to none of the stimuli. Conflict can be at conscious and unconscious level, but most of the conflicts are at conscious

level. Conflicts at unconscious level are usually found in mentally ill patients. Conflicts can have two wishes, ambitions, ideals and belief etc. But they are related to the present motives. These responses related to the present motives can be proximal or distant both. The examples related to conflict are given under the title types of conflict.

Types of Conflicts

Lewin (1935) on the basis of his studies described three types of conflicting situations-

- i. Approach – Approach Conflict,
- ii. Avoidance –Avoidance Conflict,
- iii. Approach-Avoidance Conflict.
- iv. Double Approach- Avoidance Conflict

All these conflicting situations are original. Their short description is as given below.

i. Approach-Approach Conflict

Such a conflict arises in a person when two of positive stimuli or stimulations are presented. Person wants to react for both because both are desirable and equally important for him. But the situation is so, that if he selects one he will be devoid of other and vice versa. Unless the person decides, conflict is there because he wants to satisfy himself by both. For example, a student has worked hard for his examination. Just before his examination he learns that he has an immediate marriage proposal. If he appears for examination he is devoid of marriage. Marriage and examination both are equally positive

factors. This conflicting situation is demonstrated in the figure below, where p means person.

Marriage + ← P → + Examination

ii. Avoidance-Avoidance Conflict

Such a conflict arises when two motivations are of negative potencies. Person wants to avoid the reaction of both the motivating forces, because avoidance for both is important for him. But the situation is so that if he avoids one he is at loss and same is the situation for other. For example, a soldier of the opposite party before him is one of his old friends. The situation now is that, he does not want to kill the soldier in opposition because he is his friend, but the other motivating force is active that he does not want to back out in the battlefield. Thus there are two opposing motivating forces.

- a. He does not want to kill the opposing soldier.
- b. He does not want to show his back in the battlefield. Both the motivating forces are of equal potency and the soldier does not want to respond for either, the conflict in this situation is avoidance-avoidance conflict. This situation is also shown by the help of figure where 'P' means person.

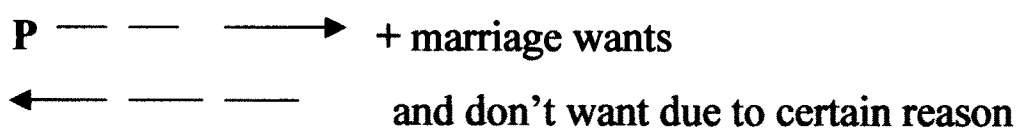
Don't want to runaway → p ← don't want to kill soldier.

iii. Approach –Avoidance Conflict

Such a conflict takes place when one positive and one negative motivating force are present. In this conflict person wants to fulfill one aim but is also afraid of the results. But the

situation is so that if he selects the aim he is afraid of the results but if he rejects it he is attracted by fascination.

For example, an old widower wants to marry a young girl to satisfy his lust and also wants to add to his prestige in society. He is eager for the wedding. This motivating force is of positive potency, he wants to fulfill an aim. On the other hand when he thinks of his age I am very old, who will look after my children after death, others will be charmed by my wife, due to my old age my wife will be charmed by other men. This is the negative side of same motive. Similar thinking takes him back from this motive. Here approach and avoidance both are of equal opposing forces. The conflict in this situation is of approach avoidance type of conflict. This can be illustrated by figure below.



iv. Double Approach- Avoidance Conflict

Such a conflict arises in a person when he encounters with two positive or two negative potency motives. According to Lewin (1935) they can be described by the figure given below



For example, child's mother is interested in classical music and wants to make her son a popular musician and the father wants to make him an excellent football player. Such a child if he learns music and satisfies his mother, the father is dissatisfied.

When he learns playing football in school the father is pleased and mother is dissatisfied. This is an example of double approach-avoidance conflict.

4. Frustration

According to N.C.Munn (1964) frustration is that state of organism resulting when the satisfaction of motivated behaviour is rendered difficult or impossible. Psychologists do not agree regarding frustration. Generally it is considered with three meanings, which is related to various fields of frustration.

i. Frustrating Situation

Brown and Farber (1951), Lawson and Mark (1958), Amsel (1958,1962) are of view that following are the frustrating situations/situations which have partial or total physical barriers, in which the reward is reduced or over, the response is delayed, when success is expected but failure or punishment is received.

ii. Frustrating State

Frustrating situations drive the person to the frustrating state. The degree of frustrating state depends upon the power of situation. More powerful situation produces more frustration. Various frustrating situations produce various degrees of frustration in different people. Quantitative and direct measure of frustrating state is possible.



iii. Reaction to Frustration

The reactions of frustrations are aggression, regression and fixation. On the basis of the above given description we can say that frustration is not only failure of needs and wishes, but frustration means much more than this (J.C.Coleman, 1971).

Sources of Frustration

The reactions of organism mainly depend on two things-

- a. Strength of Motivation,
- b. Distance from Goal.

The degree of frustration in the person depends upon these two things. Descriptions of general sources producing frustration are given below.

i. Competition

As a social being the facilities and sources man gets are not equal for all people and persons. Most of the persons in the society struggle compete hard to equalize their prestige, standards etc with others. In this race of competition a person moves forward and the other is left behind. The person left behind feels he unsuccessful and unable to overcome the obstacles and then he is frustrated in this situation. A person when expects success and meets failure, he develops frustration.

ii. High Level of Aspiration

When the level of aspiration is high in person than his abilities, he expects success in many fields. But because of his

inabilities he receives failure. Usually such situation generates frustration. In the absence of proper abilities and with high level of aspiration, person has to bear punishment and loss. This situation too produces frustration.

iii. Inborn Disabilities

Due to some inborn inabilities, like: blindness, deafness, stammering or any serious untreatable disease etc. The person feels himself inferior to others in his race of life. It is natural that person meets failure when he starts the work with inferiority complex. Inferiority feeling and failure produces frustration in the person. The above given three factors are internal factors.

iv. External Factors

Some of external factors described below naturally produce frustration.

a. Natural Environmental Factors

Factors such as earthquake, flood, disaster, fire etc. are serious problems, which are likely to produce frustration.

b. Accidents

Various accidents also make the person economically, physically and mentally weak, and in this state of weakness the person becomes helpless to overcome the obstacles then frustration becomes obvious.

c. Political Causes

The influence of politics in several fields is responsible for stress.

d. Social Obstacles

Social obstacles such as traditional customs, inequality, illiteracy etc. is responsible for stress.

In a study by J. C. Coleman and C. L. Hammen (1974) five main sources of frustration are described. 1. Delays 2. Lack of resources 3. Losses 4. Failures 5. Meaninglessness.

Modes of Reaction to Frustration

The usual modes to react for frustration are usually used in mild frustration by the person. These modes are as follows

1. Aggression 2. Compromise 3. Withdrawal. For example, - a child wants sweets from his mother, but she refuses to give. In this situation the child can react in any of the above given modes. He can compromise with his mother, can drop the idea of getting the sweets, or he can achieve by showing his aggression in the form of crying, shouting etc. All his efforts to get the sweets will come under these three categories. It is observed that in this situation of frustration and difficulty the number of efforts are increased, and the person from time to time also changes the methods used in his efforts.

Fisher V.E. (1952), thinks that by the above given three methods of responding, clear knowledge of the frustrated person's mental status and process is not possible. Therefore he gives following responding methods- 1. Adjustive reactions 2. Partially adjustive reactions 3. Non-Adjustive reactions 4. Maladjustive reaction. The relation of above methods of response given by Fisher for frustration is in relation to

therapeutic and abnormal psychology. A description of the reaction to frustration on which experimental work is done is given below. Most of the psychologists agree with these methods of reaction to frustration. These responses are as follows:

i. Frustration Aggression Hypothesis

Dollard and his associates (Miller, Doop, Mowres and Sears 1939), think that, aggression is always as a consequence of frustration. They also feel that whenever there is an aggressive behavior, frustration is in some or more amount is root cause. According to them aggression here is an act whose goal response is injury to an organism. The degree of aggression depends upon how powerful the frustration is and how many and what obstacles are on the way of frustration response. Although many psychologists have criticized this theory, many have revised it. N.E. Miller (1941) says many changes in behaviour takes place in place of frustration and behaviour in them is aggression. Maslow (1941) and Appley (1962) studied this hypothesis, and say that when there is no danger in frustration then it does not produce aggressive behaviour. Similarly unless there is emotional arousal by frustration, aggressive behaviour is not observed. Insult, irritation and other noxious stimuli can produce aggressive behaviour (Buss 1961).

Some studies shows that when person expresses his aggression in some specific situation, then his tension is released. Bandura (1962) on the basis of a study done on

children of nursery school concluded that when the aggressive behaviour is rewarded, children learn it. H. I. Yates (1962) is of the view that measurement of aggressive behaviour, generalization of aggressive behaviour results from frustration and learning. There are some of the fields in which the frustration – aggression hypothesis is criticized

ii. Frustration- Regression Hypothesis

R. C. Barker, I. Dembo and K. Lewin (1941) propagated this theory. They were of the view that frustration gives rise to regression. They define regression as- “Regression is a primitivation of behaviour, a ‘going back’ to a less mature state which the individual has already out grown”. Regression due to frustration is usually related to the man’s aim or is related to the frustration act. Regarding children’s games Barker observed that as much attractive the aim is, the possibility of regression become high. The similar results were gathered by Child and Waterhouse (1952). In some studies efforts were made to show regression in instrumental tasks.

iii. Frustration- Fixation Hypothesis

N. R.F. Maier (1949), in his study related to rats observed that, when the rats are presented with problem situations, solution of which is not possible for them, they show different behaviour in this situation, which is different from the behaviour in the problem they can solve. But if the rats are again placed in a problem situation, which they can solve, they

do not change their stereotyped behaviour. Maier calls this behaviour- fixated behaviour. Maier observed by this study that this behaviour is so permanent and specific that it has no effect of punishment. Some other studies show that this behaviour can be modified only by instructions.

iv. Frustrations and Learning

Brown and Farber (1951), Amsel (1958,1962) showed in their studies that, frustration effects learning. These studies show two types of effect of frustration over learning. First that due to frustration the normal level of drive is increased. Second internal drive stimuli is produced in learning. Both the facts were proved by Maze learning on animals. But the above given findings of frustration on learning seem doubtful over children in the studies done by Rejan and Watson (1968), Hill (1968)

5. Positive Stress

In individual life positive stress is needed. New challenges can be created by positive stress. Positive stress is useful for development of the individual.

6. Negative Stress

Negative stress destroys physical or mental state.

B - MODELS OF STRESS

According to Rita Agrawal 2001 As far as models of human behaviour are concerned, they are hardly any simple linear model. This is so because behaviour is multidimensional rather than uni-dimensional and is influenced by various constellations of factors. This is also the reason why for almost

every behaviour act a scientist elucidates, there may be a plethora of models available, each determined by the particular focus adopted by the researcher.

All the points of frustration are relevant for models of stress as well. A wide variety of models has been presented over the years, ranging from models analyzing just one aspect to those attempting to provide a general framework for the understanding of the stress phenomenon. The discussion is restricted to general models, and categorized as follows:

1. Physiological models such as the general adaptation syndrome (GAS), (Selye, 1950)
2. Load of information models, for example, Stimulus, Overhead/ Under load model (Suedfeld, 1979) and Optimal Information Flow and Mood (Hamilton, 1981).
3. Interactional models like Cognitive Model of Stress (Lazarus and Folkman, 1984), P-E fit model (French, Rodgers and Cobb, 1974), and Systems model (Lumsden, 1975)

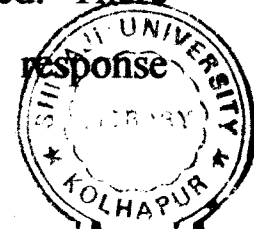
It should be clarified that this is only a sample of the large number of models constructed for stress. This list is neither representative nor all-inclusive. A brief description of each of the models listed here follows.

1. General Adaptation Syndrome

In his experiments on rats at McGill University Selye found that during illness, whereas most of the body showed signs of degeneration, the adrenal cortex flourished. There seemed to be some adaptive value of the stress response

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evinced. After four decades of research, Selye concluded that a series of four closely related processes occurred under conditions of stress. It is these processes which help in bringing about the “Flight or fight” response proposed by the great physiologist, Sir Walter Cannon (1935). In view of the fact that such processes following

a stressor help in the adaptation process, Selye named the conglomerate, the General Adaptation Syndrome (GAS). General because the

<p>GAS: a cluster of non-specific symptoms that help us to adapt to stressors</p>

symptoms are non specific, for example, when one gets a promotion one had set eyes on for a long time, or when one is fired from one’s job. Adaptation, because the reactions help one to face the changed situation. Syndrome, since they tend to occur as a cluster, which can be differentiated from other symptomatic clusters.

GAS, the first scientific formulation or model of how stress acts on the individual, consists of three stages:

- i. Alarm Reaction
- ii. Stage of Resistance
- iii. Stage of Exhaustion

2. Load of Information Models

Proposed by Suedfeld (1979), it links stress not to the quality of environmental experiences, but also to the structure of experiences. Thus, some events may be extremely aversive but may not involve stimulation levels outside the optimal

zone. Conversely, events may be positive in nature, but their very bulk makes them stressful. In other words, too much of a good thing may be stressful. A U-shaped relationship is hypothesized between stimulus load and stress, with stress being caused by both stimulus under load and overload.

Does not the model remind one of the age-old customs of punishing people by sending them into exile, solitary confinement? Ask any child and he will say that standing in the corner facing the wall is a far worse punishment than standing on the bench or being sent out of class. In the former, the child stares at a blank wall, which is definitely a case of stimulus underload. Such effects of stimulus underload explain why a person gets most bored when he has the maximum time; why monotonous work becomes stressful; why being underemployed is seen as a form of punishment. In-deed, modern behaviour modification techniques use enforced isolation of problem children and psychotic adults through what is called 'time out from positive reinforcement'. Isolation in natural settings, as in the case of solitary explorers, hermits, those on long sea voyages, army personnel posted for long periods in remote areas, is frequently accompanied by extreme emotional, intellectual and physical disruptions.

i. Optimal Information Flow and Mood

Proposed by Hamilton (1981), it is along the same lines as stimulus overloads/ under load model. It posits the same type of U-shaped relationship between stress and stimulation. An

additional aspect in Hamilton's model is the proposed relationship between optimal information flow and mood. Positive moods are an outcome of optimal information; negative moods (anxiety at high end and boredom at the low end) reflect a mismatch between what is considered the optimal level and the actually available stimulation. Negative moods will impact behaviour negatively.

However, human beings are not totally in the hands of environmental stimulation. The susceptibility to such negative loads is monitored by what are called Attention Regulators (ARs). These ARs act to either augment or reduce the information available. The important point is that they are cognitive mechanisms and are under the voluntary control of the individual. It is therefore clear that if one is bored, in fact bored to death, one should use one's ARs to self-regulate one's experience. For instance, one can find challenge in one's job; look around and one will find many jobs, which demand one's attention. If a party is getting boring and one cannot leave it because it is a celebration called by the boss, do not keep grumbling. One should circulate among the guests and may be able to have a conversation with someone who is extremely interesting. Boredom is therefore as much due to one's own frame of mind as it is to environmental conditions. One always has the 'take it' or 'leave it' option. However, it should be remembered that while boredom or its other extreme, information overload can be aversive and stressful; there is a



middle level, which is just right for a person. Each one has his/her own optimal level.

3. Interactional Models

Interactional models focus on the relationship between the individual and the environment. The basis of the relationship is a cognitive one.

i. Cognitive model of stress

The cognitive model of stress is proposed by Lazarus and Folkman (1984) who define stress as a particular relationship between the person and the environment that is appraised by the person as taxing his or her resources and endangering his or her well being. On the basis of both laboratory and field studies, Lazarus and folk man have evolved a model of stress incorporating three major issues.

- a.** The conditions that determine the perception of any event, i.e., the process of Primary Appraisal. Considering that stress may have either positive or negative effects, the authors have classified event perception as being either irrelevant or having no implications for the person's well being; benign positive if it preserves the persons well beings; and stressful.

<p>Primary appraisal process of event evaluation on leading to one of three alternative perceptions.</p>
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The last may lead to harm or loss, threat or challenge. These conditions may stem from the person or from the situation (for instance, because of ambiguity, novelty, predictability, event uncertainty or the timing of the event in relation to the persons life cycle) Thus, an event which goes against the person's commitments is more likely to be perceived as being stressful than one which has no relevance. Role conflict would lead to role stress only if the person is equally committed to both roles. Similarly, events that are novel, unpredictable, and ambiguous and which occur at crucial moments (such as a relocation just prior to an important exam) would be perceived as more stressful than an event characterized by the opposite.

Determinants of primary appraisal

- b. The second issue is related to how the person deals with the situation once it has been perceived as being stressful, or the process of Secondary Appraisal, which determines the nature of coping to be adopted. Two types of coping are possible:

Secondary Appraisal: Evaluations regarding how to deal with the event, i.e. either through emotion focused coping or through problem focused

emotion focused coping or problem-focused coping. The choice depends on the resources available to the person - health and energy resources, beliefs about control over the environment (about God or life in general), and problem solving

skills, social skills and material resources. Certain personal constraints and environmental constraints may, how



mitigate the use of these coping resources. Personal constraints may be internalized values, while environmental constraints include demands that compete for the same resources.

- c. The third issue focuses on the outcomes of stress. These refer to the pattern of reaction that defines the presence of stress.

These may range from emotional experiences, motor

<p>Outcomes of stress: emotional, motor, physiological or a mixture of all three</p>
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manifestations, alterations in adaptive functioning to physiological reactions.

A combination of these is also possible.

The exact nature of the reaction will depend on the nature of the secondary appraisal, or the particular coping strategy decided upon.

ii. Person-Environment (P-E) Fit Model

Person-Environment (P-E) Fit model advocated by French, Rodgers and Cobb (1974) deals with how the characteristics of the person and those of the environment affect the well being of the person.

The salient features are as follows.

<p>P-E Fit theory Needs- Supplies fit and Ability Demands fit.</p>
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a. Needs-Supplies Fit and Abilities-Demands Fit

The first refers to the degree of commensuration between the needs of the person and the supplies provided by the environment to fulfill those needs. For instance, the number of achievement – oriented opportunities provided by the environment to fulfill one's need for achievement. The second type of fit refers to that between demands of the environment and the ability of the person to meet those demands. P-E fit

refers to both the amount of fit between what the person expects from the environment and the extent to which the environment can meet those needs; and the degree to which the person is able to cope with those demands. Both kinds of misfits may act as stressors.

b. Objective Fit vs. Subjective fit

The theory proposes a distinction between objective fit and subjective fit. The former includes measures of the P and the E free of bias introduced by the person, while the latter includes this bias. This leads to an objective P and an objective E as well as to a subjective P and a subjective E. Correspondence between the subjective and objective P is called the accuracy of self-assessment. Correspondence between the objective and subjective E denotes contact with reality. Cognitive distortions produce discrepancies between the objective and subjective components of fit. It is this subjective fit which causes strain leading to illness. A similar analysis is provided by Stokol (1979) using the three concepts of magnitude, duration and rate of change of environment demand.

Objective fit vs. subjective fit: one is free of personal bias while the other is not

Various types of P-E fit relationships are hypothesized, including the V-shaped relationship (where minimum strain is seen when $P=E$), the asymptotic relationship (in which an excess of P, but not a deficit, or an excess of E can lead to strain), and the linear relationship (where in the absolute amount of P in relation to E has a linear effect on strain.)

A strong point of the theory is that measurement methodology for the P-E fit is provided. By using commensurate items for both P and E, a fairly reliable measure can be obtained; however problems of framing the items, their placement and scale contamination still plague the researcher.

iii. Systems Model of Stress

The systems model of stress proposed by Lumsden (1975) attempts to take into consideration all the salient features of the different models and calls for a systems analysis of stress.

<p>Stress as a system is thought of as being an open system that is constantly interacting with the environment.</p>
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As the name suggests, the emphasis is on the word 'system', which

signifies an interrelated constellation of parts. The stress system, which is conceived of as an open system, which is continually interacting with the environment. The stress process is conceptualized as being dynamic and homeostatic in nature rather than a simple equilibrium model.

The coping process over time due to either exogenous (such as natural disasters) or endogenous (such as sensory deprivation or blocking of goals) stressors is divided into three parts, which are interconnected and interrelated at each level. When the stressor impinges upon the person (said to be in a steady state), the process of appraisal begins. This includes detection, mediation and the actual appraisal of the stimulus as a stressor. Appraisal sets into motion the second process called coping, based on the response repertoire of the person. The processes of appraisal and coping are circular, with the nature

of the coping repertoire determining the nature of appraisal. The individual copes with the stressor by bringing about certain changes in his responses. Changes may be physiological, psychological or behavioral or interpersonal/societal and may be either adaptive or non adaptive. It is these maladaptive responses (such anxiety), which act as endogenous stressors in the future. While an adaptive response produces adequate coping, an over adaptive response may seemingly appear successful but prove to be maladaptive in the long run. Maladaptive responses produced repeatedly may result in the disintegration of the system (as in the case of coronary problems, psychosomatic disorders, etc.)

These processes function in a chin-like circular fashion, with the receipt of a signal triggering off a trail of events, which may continue till the body is restored to equilibrium of, disintegrates due to maladaptive responses. Various mediating factors enter into the stressor-coping relationship. Some of these are age, sex, birth order, marital status of the person and child rearing practices (Dodge and Martin, 1970).

<p>Stress proneness: how prone a person will be to stress is determined by a large number of person variables</p>

Psychological factors impinging on the relationship include degree of motivation, degree of hypersensitivity to the demands, of everyday life and appraisal, degree of introversion/extraversion, strength of the superego, the nature of self-esteem and self-image(Levine and Scotch,1970).



Appley and Trumbull (1967) have posited a similar set of factors. According to them, the intensity of the reaction varies from person to person even under exposure to the same environmental event. Stress proneness of the person may be determined on the basis of his motivational structure and prior history. Where motivational structures are not accessible, prediction of stress proneness may be made on the basis of what the person holds important, the types of goals that may lead to anxiety or aversive defensive behaviour.

Analyzing the circular nature of the stressor- stress relationship, Levy- Leboyer (1982) emphasized the nonlinear relationship generally obtained between stressful physical parameters and the intensity of the reaction. Irrespective of the stressor under investigation, certain difficulties arise. Attempting to consolidate approaches by various researchers, Levy- Leboyer made several observations. All researchers agree on the relational character of stress, which is not related simply to either the person or the environment, but is due to the inadequacy of the relation between individual resources on the one hand and environmental demands on the other. Moreover, the subjective meaning of the situation to the individual conditions his appraisal of the situation. Inadequacy in areas unimportant to the person fails to produce appraisals of stress. Effects upon the person are cumulative and can cause serious harm if experienced over a long time.

These analyses provide clear evidence of the

<p>Three sets of variables interact with each other to produce stress: personality and experiences of the person his activities and present aims, and socio-cultural conditions</p>

complexity of stress of which can be better understood through a system approach. An adequate theory of stress and stress research in general must take into consideration such interacting systems of

variables. The latter generally fall into three categories: personality of the person and his previous experiences; his activities and present aims; and the socio-cultural conditions and systems and values they create.

The models presented here clearly indicate that the stress response far surpasses the simple syndrome of just being sick, as proposed by Hans Selye in 1936. The exact chain of events, which will be reacted to, what the reaction will be, and what the long-term effects of such reactions will be, appear to be moderated by a complex interaction between situation specific characteristics and person variables.

STRESS AND TIME MANAGEMENT

Natural ingredients that comprise the educational system carry with them the characteristics of a pressure-packed environment. In Kmetz and Willower's (1982) opinion, an educational manager's job is characterized by a high volume of work completed at an unrelenting pace, variety, brevity and fragmentation of task. Work experiences can range from intense challenges to mindless, routine rituals and drudgery. At both these extreme points, the importance of managing stress and time is paramount for effective job performance.

Stress Management

Stress is a person's adaptive response to a stimulus that places excessive psychological demands on that person.

All responses require utilization of energy. Any demand made on the body for a natural, expected and routine activity does not create stress usually. Stress also does not necessarily occur due to undesirable occurrences. However, if a situation requires adaptation to new circumstances thereby producing an increased demand on a vital activity, it may generate stress in the form of a stereotyped pattern of bio-chemical, functional and structural changes in the human organism. These situations could be fear, pain, anger, fatigue, emotional arousal, frustration, loss of concentration, and non-occurrence of an expected event death/separation of a loved one and unexpected success, which require a change in the operational style.

In other words, stress is a state of mind reflecting certain biochemical reactions in the human body and is projected by a sense of anxiety, tension and depression and is caused by such demands of environmental forces or internal forces that cannot be fulfilled by the resources available to the person. The environmental forces or an individual's operational style determines the magnitude of stress. Such environmental events, conditions or stimuli that induce stress are known as "stressors". These stressors could be physical or psychological. The demands that a stressor places on an individual must be

excessive for stress to occur. However, what is excessive for one person may be absolutely tolerable for another person.

Three Faces Of Stress

Selye points out that stress is not a completely bad event and its sources need not be bad.

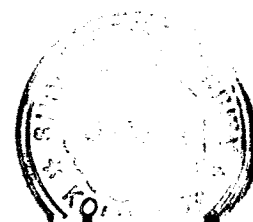
He also identified three faces of stress as follows:

- a. Eustress is the positive and pleasurable form of stress that accompanies positive events or appears when an individual faces exciting challenges.
- b. Distress is the negative and the unpleasant stress that accompanies negative events. It comes from pressure situations, unpleasant encounters and personal and professional demands.
- c. Stress or neutral stress is one, which initially evokes negative feelings, but if handled properly, it can lead to positive experiences.

D'Souza (1989) Three Faces of Stress :

Distress (Negative Stress)	Stress (Neutral Stress)	Eustress (Positive Stress)
Anxiety	Conflict	Challenge
Tension	Crisis	Opportunity
Strain	Change	Achievement
Worry	Deadlines	Creativity
Fear	Schedules	Promotion
Annoyance	Criticism	Progress
Exasperation	Expectations	Success
Anger	People	Affection
Hatred	Communication	Friendship
Confusion	Issue	Love
Frustration	Problem	Marriage
Mis- understanding		Sex
Discontent		Family
Pain		Vacation
Disappointment		Excitement
Fatigue		Stimulation
Insomnia		

As you can see from this list, eustress leads to positive outcomes for an individual and distress usually leads to negative consequences.



RELATIONSHIP BETWEEN STRESS AND PERFORMANCE

This relationship between stress and job performance is explained in the figure below:

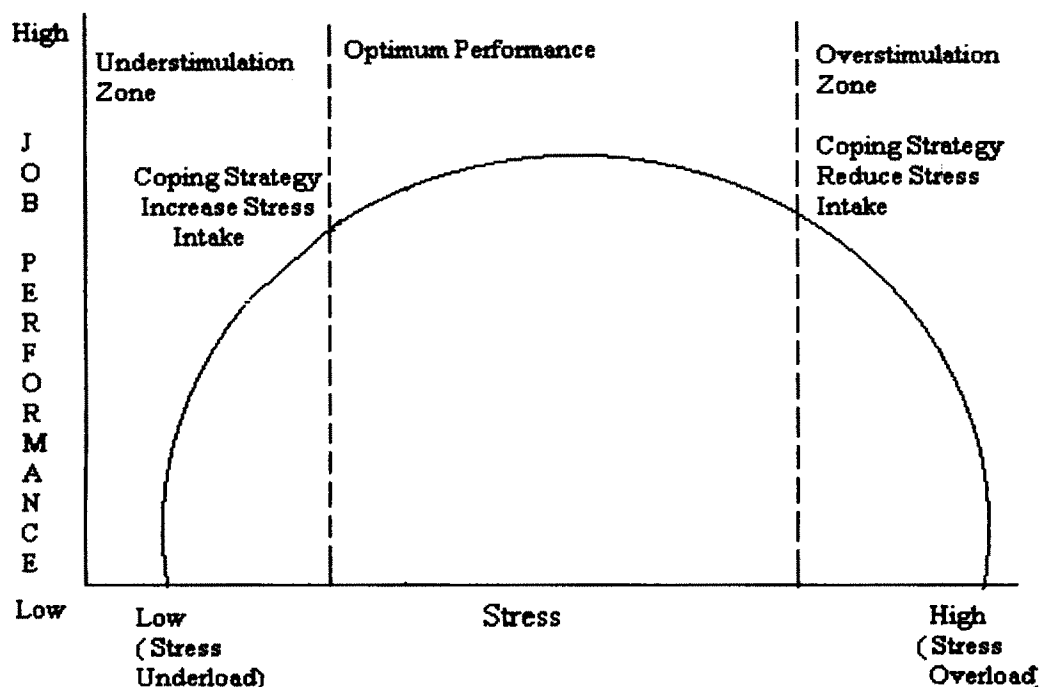


Fig.5 Relationship between stress and job performance

(Pandye S.R. P-320)

If the level of stress is extremely low, it causes boredom, dissatisfaction, decreased motivation and dullness. These are damaging to the physical and psychological well being of an individual and lead to poor job performance.

If the level of stress is extremely high, it causes exhaustion, indecisiveness, irritability etc. These weaken a person's capacity both physical and psychological to cope with

the stressors that have dysfunctional consequences. This also leads to poor job performance.

If the level of stress is moderate, it causes high motivation, mental alertness, satisfaction and high energy. A moderate level of stress is necessary for development, creativity and new learning. Thus, optimal level of stress leads to higher levels of job performance.

According to D'souza (1989) consequences of different levels of stress are as follows.

- i. Low levels of stress-** are non- productive and leads to 'rust out'. Its consequences include -- boredom, dissatisfaction, frustration, apathy, erratic and interrupted sleep, irritability decrease in motivation, absenteeism, lethargy, negativity and dullness.
- ii. Moderate level of stress-** leads to high level of performance. Its consequences incorporate- high motivation, mental alertness, high energy, realistic analysis of problems, improved memory, sharp perception, calmness under pressure, progress, change and satisfaction.
- iii. High level of stress-** is non- productive and leads to 'burn-out'. Its consequences include - exhaustion, insomnia, illness, irritability, accidents, and alcoholism. Low self-esteem, absenteeism, change in appetite, apathy, strained relationship, poor judgments, increased errors, lack of clarity, indecisiveness, withdrawal, loss of perspective and diminished memory. However, work –overload leads to burn out only if the

individual perceives it as so. If work-overload is viewed as a challenge and feels capable of meeting that challenge, burn out is not likely to occur.

SECTION – II

SUB-SECTION A - INDIAN STUDIES

Indian studies on stress can be divided into two categories. The first is the direct study and next is the indirect study on stress. Direct study includes the research and study on the students due to examination. Indirect study deals with the other areas other than education. Let's consider them.

I. Students and Examination Stress (Direct Study)

II. Any other area other than education (Indirect Study)

I. STUDENTS AND EXAMINATION STRESS (DIRECT STUDY)

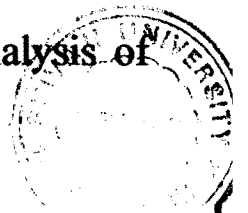
Palmer Terence J. and CMH MISMA (1999) had studied on Examination Stress and the Mature Students. For this study had selected a class of 2nd year psychology was asked for three voluntaries to participate in a study to investigate examination stress. All three volunteers turned out to be mature students over the age of forty with a wide variety of life experiences who balanced higher education with career and family commitments. They found what is often perceived as nervousness when attending an interview or taking a test of any kind driving tests for example could be described as an indicators of a build up of stress. It is known that this nervousness does interfere with performance. (Holmes 1974) Applied to the examination room setting it could be argued that a student who is intelligent and well schooled in a given subject could fail an examination due to examination nerves alone. If

that were the case then the examination is not a test of knowledge or educational ability but a test of stress coping ability.

According to Schachter and Singer (1962) a successful stress coping strategy is determined by cognitive appraisal of the cause or nature of a threat. If the prospect of taking an examination were not perceived as a threat, the cognitive appraisal would be neglected. It could therefore be suggested that students who are preparing for an examination would benefit from the stress awareness education and training in effective coping strategies prior to subjecting them to the traumatic experience of examination failure in developing a bi-directional adaptation. A research project to identify the efficacy of a stress awareness program is recommended.

II. ANY OTHER AREA OTHER THAN EDUCATION (INDIRECT STUDY)

Singh P. and Mishra P. C. (1983) had studied Effect of occupational stress and ego-strength on the job involvement of first- level industrial supervisors. The present study attempts to find out the influence of certain personality and attitudinal variables on job involvement of first level supervisors. Occupational stress Index developed by Srivastra and Singh (1981) Ego strength scale developed by Q.Hasan (1970) Job Involvement Scale developed be Kapoor and Singh (1978) have been used. The analyses, which have been applied, are mean, standard deviation, coefficient of correlations and analysis of



variance. Job involvement scores are not significantly related to occupational stress and ego strength. Also occupational stress and ego strength have significant negative relationship. The study was conducted at Diesel locomotive works Varanasi. One hundred first level supervisors served as subjects.

Conclusions

1. Job involvement and occupational stress have not significant positive relationship.
2. Job involvement and ego-strength have negative association.
3. However occupational stress and ego- strength have negative association with each other. Supervisors with high ego-strength find stress in the job and vice-versa.

Shejwal B.R. (1984, P. 134) conducted study on ‘ A study of life stress events and some of its personality correlates’ He concluded that i. In the male and female comparison, females gave significantly higher mean ratings on life events like pregnancy son or daughter leaving home, marital separation from mate divorce, arguments with spouse, wife beginning or a ceasing work outside home measure change. In working hours/conditions, changing to a new school, beginning or ceasing formal schooling and losing a case in the court. Males perceived greater stress on the event of unemployment only However, there was almost one to one relationship in the males and females. Mean ratings of life event as found in a very high and significant product moment correlation.

- ii.** Stress on death of close family members and friend sexual difficulties, in law troubles and becoming broken hearted higher stress on daughter's marriage only. Students compared to non-students rated, higher stress for sexual difficulties and becoming broken hearted. Non-students found change in sleeping habits, change in residents taking loan and daughter's marriage as more stressful than students group. Despite these differences students and non-students give similar ratings for perceived stress on life events as can be seen from a very high and significant product moment correlation.
- iii.** The high and low stress groups were compared on their locus of control, repression –sensitization tendency and anxiety in all three types of stress score.

 - a.** The high stress group showed an internal locus of control whereas the low stress group showed an external locus of control. This was significantly so in two modes of stress assessment.
 - b.** The high and low stress groups did not differ in their repression sensitization tendency accept in the comparison based on the use LCUS (life change units) of negative events only. However it appeared that the high stress group had a higher sensitization on tendency as compared to that of the low stress group.
 - c.** The high and low stress group appeared to have different anxiety pattern. That is, the high stress group was found to have

high A-trait compared to the low stress group. This was significantly so when the LCUS of negative events were used.

d. Comparison of three modes namely i. the total of LCUS of positive and negative events together ii. the total of LCUS of negative event only iii. the total of LCUS only self-ratings of negative experience showed that these different modes in stress assessment do bring the differences in results of these 3 modes the use of LCUS of negative events was found to give theoretically better results than the other two modes.

Phadke S. M. (1985, P.170) had studied Awareness of rights and responsibilities job enlargement and Anxiety of individuals working at different hierarchical positions in goods producing industries-A Psychological Study. He found that For the purpose of the present study, Job anxiety was conceived of as having interpersonal and task components. Interpersonal anxiety was defined as fear, tension and uncertainty resulting from anticipated inadequacy of coping effectively with the interpersonal events occurring in the context of one's own job. Task anxiety was defined as fear, tension. Significant positive correlation was only interpreted as an index of a linear relationship between the two components of anxiety. Differences in degree of anxiety experienced by employees were found to be associated with core variables namely personality and value system but not with age.

Abhyankar Shobhana C. (1987, P.237) had studied Role stress among married employed and non-employed women with special emphasis on beliefs, social support and coping strategies. She found for this study 1.Irrationality in women's beliefs was found to be positively associated with role stress and its seven types. 2. The intensity of role stress experienced by married women did not decrease when social support increased. 3. There is no significant difference found between joint families and nuclear families as, far as women's experience of social support and role stress was concerned. 4.The employed and non-employed married women most commonly used action oriented coping ways to cope with role stress of different types they experienced. 5. Married women who were employed outside home experienced more stress due to role ambiguity role inadequacy, role overload, role erosion, self- role distance, and role stagnation as compared to their non-employed counter parts.

On the whole, it can be said that in married urban women in India, employment caused the stressful experience of role ambiguity, role inadequacy, role overload, inter-role conflict and role stagnation, absolutistic expectations from self, others and universe, intensified the role stress that they experienced regardless of their employment status. Social support failed to be of any significance in role stress and among the women. The study of social network in the form of joint verses nuclear families, did not reveal any significant difference between these

two types of families as far as women's experience of social support and role stress was concerned.

Maryam Behdar Vandi J. (1987.P.266) had studied Stressful life events and their effects on some cognitive aspects amongst Normals, Neurotics and Psychotics.

1. Psychotics had experienced the highest numbers of stressful life events as compared to neurotics and normal where as neurotics had reported greater amount of life stress events as compared to normals and normals had experienced very less numbers of stressful life events which they could overcome them.
2. With regard to sex differences, it was found that in normal and neurotic group, females had experienced more number of stressful life events as compared to males, where as amongst psychotics males had experienced slightly more number of stressful life events as compared to female but it was not significant.
3. Psychotics had scored significantly higher on experience of undesirable life events as compared to neurotics and normals whereas neurotics reported more number of undesirable life events as compared to normal and so also normals, had experienced the least number of undesirable life events.
4. Females has experienced more number of undesirable life events as compared to males in normal and neurotic groups, but

amongst psychotics the difference was not significant, though females had experienced more number of undesirable life events as compared to males.

5. With regard to desirable life events, neurotics had revealed the highest score on desirable life events as compared to normals and psychotics, whereas psychotics had reported more number of desirable life events as compared the normals and so also, normals had experienced the least number of desirable life events.

Preet Kamal and Udai Jain (1988) had studied Perceived Stress as a function of family support. The present study considered the stress in terms of perceived environmental stressor model and hypothesized that social support works as a moderator between the objective stressor and its consequences on mental health. The hypothesis has been tested in joint and single families of jaipur. It was assumed that the joint family in Indian context still provides social support to the family members. Interpersonal support Evaluation List, Perceived stress scale and General Health Questionnaire were administered on 60 adult male members belonging either to joint on single families. The results supported the hypothesis that the perceived stress as well as less perceived social support were obtained more in single families as compared the joint families. Similarly, the scores on General Health Questionnaire were significantly more in single families than in joint families.

The conclusion is it can be safely stated although it may not be possible for individuals to avoid experiencing stressful life events, it may be possible to help them mobilize support and thus, to some extent protect themselves against the effects of stress (Dean and Lin, 1977) In other words, social support acts as a moderator or buffer as stress- health relationship. The result also support that joint family system in India is still perceived as a condition of social support and hence provides a cultural based media of reducing stress.

Lodhi Prabhu. Hari. (1993, P.285) had studied on Anxiety studies in interaction approach. He found that the ANOVA results indicated that in each S. R. inventory (i.e. SRA, S-R, GTA and the S-R PT persons, situations, responses modes, perception modes in case of the S-R PT) and their three first order interactions, all are significant sources of variance. The significance of the second order interactions could not be evaluated due to methodological problems. The first three hypotheses have been evaluated with the help of the results based an estimated variance components and their percentages for the SRA, the three main effects and the three first order interactions together accounted approximately 60 to 64 percent of variance (depending upon the model i.e. random, mixed I and mixed II) out of which approximately 25 to 30 percent variance was explained by first order interactions, thus supporting the first hypothesis. In a multifaceted anxiety inventory employing several specific situations and several



response modes, among the various sources of variance such as persons, situations response modes and their interactions. The interactions would account for a considerable proportion of variance for the S-R GTA (12 response mode version), the three main effects and the three first order interactions together.

Pareek (1993) outlined the chief components of role stress. According to him 'a role is a position that one occupies in a social systems defined by the functions one performs in response to the expectations of the significant members of the social systems and one's own expectations from that position' There are two role systems; role space and role set and each has a built-in potential for conflict and stress. Pareek developed a psychological tool to measure stresses in organizations known as the organizational Role Stress Scale.

Levi (1971) argued that the particular stressor should also be included in the definition. Thus one should talk of 'BURN STESS', 'psychogenic stress', 'examination stress', 'interview stress', 'job stresses' etc. However Selye did not agree with this. He was convinced that no matter what the cause of stress, the reactions were identical. He believed that both in excess and insufficiency of stimulation may be harmful for the body and may lead to Manifestations of stress. In other words the stress response was seen as being non- specific in nature with certain stereotyped man testations (Selye, 1983) He explained the operation of this. Differing demands on the individual produce varied symptoms, for example heat produces

perspiration, cold lead to shivering, frustration may lead to anger and bereavement may be expressed as grief. However, despite these specific responses to specific demands the latter have something in common, all of them, require the individual to undergo some sort of re adaptation or reformulation of his immediate activities and environment as in head and cold; a readjustment of his goals in life, as in the case of frustration. No matter by what name one refers to it re adaptation, reformulation, readjustment, the process is essentially that of change through which the individual tries to re establish normally. The specific responses are always accompanied by non-specific ones, which Selye labeled as stress.

Pange Shubhada D. (1994, P.148) had studied Stress, Job Satisfaction and Coping among type A and type B Manager's: Their effects on performance. She found the results 1. Type A and Type B managers did not differ significantly on stress. 2. Type A managers did not show lower job satisfaction than type B managers. 3. There was no correlation between the stress and job satisfaction even in high stress group. 4. The personality pattern of the manager's type A and type B did not affect performance ratings. 5. Coping and job satisfaction jointly affected performance of the managers in the organizations. Coping strategy contributed more in large and small sized organizations and in the combined group while job satisfaction contributed more in the medium sized units to the variable of performance.



An anxious individual unable to cope with pressures develops psychological and physical symptoms of stress and defensive behaviour. This is the period of 'Shock' described by Lazarus (1967) in this model, which the individual builds up strength to face the future. This followed the stage of protective withdrawal, which either was adaptive or maladaptive. Adaptive behaviour dealt with directly seeking and implementing solutions and maladaptive behaviour dealt with self-protection, which eradicated stress situations for a short period not allowing one to cope in future.

Pawar N.B. (1994, P.137) had studied A Study of Stress and personality factors of the patients of some selected Psycho-physiological Disorder, (i.e. Asthma, particular and essential Hypertension. He found that-

1. The patient of selected psycho physiological disorder, (i.e. Asthma, Hypertension) compared to the matched normal reported significantly. Greater mean rating on life stress in all there comparison of negative self-rating positive self-ratings and total LCUs except the peptic ulcer patients who second less on positive self rating than the matched normals however, no significant difference were observed among these three groups patients on the impact of life events stress assessed in terms of negative self rating and total LCUs but they differ significantly on positive self-rating.

2. The patients of selected psycho-physiological disorders reported higher degree of irrationality in their beliefs as compared to the matched normals. It implies an important role of irrationality in the perception and experience of life stress among these patients, (i.e. Asthma, Hypertension) In addition, the three groups of patients reported significant differences on irrationality. The rank order of means revealed that the patients of asthma, scored the highest patients of peptic ulcer, scored intermediately and the patients of essential hypertension scored the lowest in terms of irrationality.

3. Patients of selected psycho-physiological disorder showed an external locus of control whereas the matched normals showed less external locus of control when compared with each other. Results were found highly significant and congruent with earlier findings. Further, the three groups of patients (i.e. Asthma, Particular and Essential Hypertension) reported significant differences on external locus of control. The rank order of means revealed that in terms of locus of control patients of essential hypertension scored the highest patients of peptic ulcer intermediately and asthma patients the lowest.

Ryhal P.C. and Singh K. (1996) had studied a study of certain correlates of job stress among university faculty. Job stress among university teachers was studied in terms of occupation status and teaching experience of faculty. On the basis of statistical analysis of data obtained from 100 faculty members,

it was concluded that i) higher occupational status was enhancing job stress among teachers ii) teaching experience was found to be negatively associated with job stress. And iii) lower stress led to better physical and mental health among teachers. The findings have been discussed and implications are drawn accordingly to effectively cope with job stress. The sample for this study consisted of 100 faculty members from the universities of Himachal Pradesh with 30 professors, 31 Associate professors and 39 Assistant professors. The age of the subject's ranged between 27 to 59 years.

Conclusion:

It was found that higher ranks i.e. professors/ associate professors experienced maximum stress in the teaching profession. On the basis of above results it can also be inferred that lesser the stress experienced by the faculty members better physical and mental health they have. Hence, need of the hour is to develop a stress coping mechanism. For the faculty members of the university having maximum teaching experience and higher ranks. So that they can maintain better physical and mental health.

Boroun K.A., Rahman and Sen A. K. (1998) had studied **A Study of Job Stress And Job Satisfaction On Performance Among Self-Paced Repetitive Workers.**

The present study in the area of job stress was designed to investigate the problems of self-paced repetitive workers. The study was conducted in a match factory. There were 150 self

paced repetitive workers taken from box- filling and frame filling departments. The average age of the group was about 30 years. Adapted tests/scales and questionnaires used in this study were a) Job satisfaction b) job descriptive index c) Rating of pre- received efforts d) stress and arousal checklist. The results show that in a job where self paced repetitive work is required, satisfied worker's performance is better in terms of production than that of less satisfied workers. In quality of work however, there is no difference between the two groups. Results –About 81.48% high and 76.60% low stress workers reported that the work was not difficult because of some 'Extrinsic Factors' Similarly 76.60% high and 68.27% of low stress workers reported that the work was not difficult because of it's 'organization'. According to the opinion of 85.36% high and 87.80% low stress workers the space around workplace was enough. Majority of the high and low stress workers reported that the job requires repetitive physical effort over and over again, Similarly 84.37% of high and 86.81% of low stress workers express the opinion that there is enough light around work place. Response of high stress worker's regarding distraction effects of noise, long training for the job, effect of other work on alertness presence of poisonous gas and the possibility of accident were not found to differ regarding of possibility of maintaining social relationship during work and necessity of additional rest pause during work were found to differ significantly. About 74.18% low against 27.83% of high

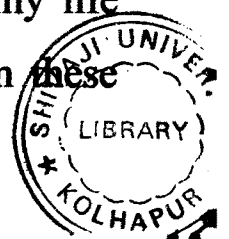
stress workers reported that it is not possible to maintain relationship during work. The present study confirms the view that in a job where self-paced repetitive work is required, satisfied workers experience less stress than that of dissatisfied workers.

Athalye Naina A. (1999, P.140) had studied Psychological Stress in working mothers a comparative study of women professionals and non-professionals in India. She concluded 1. Women professionals with feminine sex role orientation did not report more hassles than masculine women.2.Masculine women professionals and non-professionals did not report fewer hassles as compared to feminine women.3.Women professionals endorsed fewer traditional Hindu gender role beliefs than women non-professionals.4.Women professionals scoring high on traditional Hindu gender role beliefs showed a trend.5. Women professionals reported fewer health symptoms than non-professionals. 6 Women professionals reported fewer hassles than women non-professionals.7. Masculine women in the professionals group endorsed more Hindu beliefs as compared to feminine women.

Deshpande C. G. and Behdervandi Maryam (2001) had studied norms for stressful life events-a study in Maharashtra. The best-known researchers in this area have been Holmes and Rahe and their colleagues (1978,p.79) Gurmmet Singh (1981) had developed the norms for Stressful Life Events, taking sample from Punjab. The present investigators had developed

the norms for stressful Life Events, taking the sample from the city of Pune (1987). It is possible to compare these two norms for stressful Life Events, developed in North and South Parts of India.

For finding out the local norms, the sample consisting of 120 respondents of both the sexes (Males; N=60, Females, N=60) were taken from the residents of Pune City. The age range was between 25 and 40 years. The presumptive stressful event scale (PSE-Scale) will be used. Data was also analyzed to find out the differences on the male Vs female group in the present study. It indicates that the perception of events by males and females on these items was different. Females perceived life events like pregnancy, wife begins/stops work, family conflict, conflict over dowery, prophecy of astrologer/palmist, illness of family member, son/daughter leaving home, broken engagement/love affair, conflict with in-laws, excessive alcohol/drug use, marital separation/divorce, significantly more stressful than the males on the other hand, males reported significantly higher stress on events like change in working conditions/transfer, retirement, sexual problems, death of friend, suspension or dismissal from job and extramarital relations of spouse as compared to females. The present findings may be evaluated from the Indian Cultural perspective. Women by and large are more emotional and dependent. They perceive more stress for events concerning family, family life and marriage. Females reported higher mean ratings on these



events, males on the other hand, perceived more stress for events relating to financial and economic status of the family. Therefore, they reported higher mean ratings on events like retirement, dismissal from job and change in working conditions or transfer. We find that everything in this world is subject to change, including our life experience. These experiences are the outcomes of the events that take place in our life. Our stress lies in our perception to these events and this is the basic grounding for constructing any stressful life events scale.

Gupta Sharmishtha and Kulkarni A.V.(2001) had studied job satisfaction, job involvement and organizational role stress. The study tested two hypotheses, viz 1) More dissatisfied employees will experience greater role stress and 2) Similarly, less job involved employees will experience greater role stress. 300 males managers from three different public sector undertakings whose age ranged between 27 and 47 years served as subjects. They were all graduates. Data were collected individually 2x2 factorial design analyses yielded results which confirmed that more dissatisfied employees and less job involved employees experienced greater role stress.

The results of the study have shown that the extent to which certain potential sources of organizational role stress can lead to the cognition of a work situation as stressful depends on, in part, the levels of job satisfaction and job involvement.

Harshpinder and Paramjit Anjla (2001) had studied physical stress management among women. They found that

A sample of 150 women (75 working and 75 non working) from the age range of 18 years to 60 years participated in the study. Interview schedule can be taken then calculate Results.- The results shows that working women used writing a diary, standard furniture and consumption of high fibre diet more than their non working counterparts to reduce stress. They were also found to be using these techniques more as compared to non-workingwomen. Perhaps working women had more interaction with the society, which might have made them better aware of these stress management techniques than non-working women. The mean score for majority of techniques of coping for working and non-working women did not differ significantly. Further, the result shows that leisure, convenient placement of things in house, balanced diet, listening to music while resting and use of sleeping pills, were the common physical stress management techniques shared by both the categories of women.

Under natural cure, non-working women gave first rank to the use of water therapy, whereas working women preferred herbal therapy. Wright (1997) reported that water has most relaxing effect at body temperature. An examination of the data reveals that though both categories of women are making use of physical stress management techniques but frequency of use was more in working women.

Results show that aerobics, swimming, mood altering drugs and alcohol were not used by any of the respondents in both the categories to overcome stress. This may be because women were not aware of these techniques, Wright (1997) revealed that tranquilizers alcohol, mood altering drugs etc. may seem to benefit but its effect is only for a short time and their excessive use may be harmful also very few respondents in both the categories were making the use of natural and medicinal therapies. In conclusion it may be stated that physical stress management techniques were used by both working and non-working women, but the frequency of the use of various techniques was more among working women.

SUB-SECTION –B

STUDIES ABROAD

Studies abroad on stress can be divided into two categories. The first is the direct study and next is the indirect study on stress. Direct study includes the research and study on the students due to examination. Indirect study deals with the other areas other than education. Let's consider them.

I. Students and Examination Stress (Direct Study)

II. Any other area other than education (Indirect Study)

I. STUDENTS AND EXAMINATION STRESS (DIRECT STUDY)

Faiyaz Qureshi, Jane Alam, Masood Ahamad Khan and Ghazala Sheraz, (2002) had studied 'Effect of examination stress on blood cell parameters of students in a Pakistani Medical College'. They found that compared with pre-examination results the blood samples taken during examination showed a significant decrease in eosinophil, basophil, lymphocyte and monocyte count. An increase in platelet and neutrophil count was also observed. No significant changes were observed in red blood cell and hematocrit readings. Conclusion: It is concluded that examinations in medical schools are stressful enough to produce change in blood cell parameters, which include increase in neutrophils and platelets while eosinophils, monocytes basophils and lymphocytes decreased in number.

Tarun Bharat, (12 Nov, 2003) Washington 'Change In Adolescence Due to Brain Stress' There can be serious effect on adolescence children's due to excess stress. Researcher's have searched that due to this excess or over stress certain changes takes place in the brain which is turned affect achievement of knowledge and memory. So they stated that this changes are permanent, they have stated on Saturday. Small children can't tolerate this excess stress. As they grow into adolescence this changes are found to be permanent in their brain. This is turned affect their learning abilities, methods and memory. So this have be found in the study done by medical school's Susan under son and co-workers they have done certain experiment on rat regarding this. Some rats were kept alone and continuous under stress and changes in their brain was studied. This time it was seen that the proteins or required knowledge and memory was reduce or less.

Due to protein Sainaptofisin brain cells are systematic build with each other. Decrease in that cells are brittle also working power of brain gets reduced. Mostly this protein prepared in human being in the age of 18 to 20 due to effect on that protein creation effect of brain increases. Amsterdam- it is always seen that said scientist peoples are busy in their work and as the workload increases it can be seen that their quality of work is reduce. Now researcher have found that allowing people to relate. For some time by playing computer games increases their work quality and also self happies said scientist.

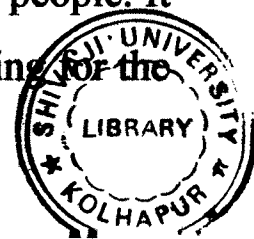
II. ANY OTHER AREA OTHER THAN EDUCATION (INDIRECT STUDY)

Greenhaus and Beutell (1985) have proposed a model for examining simultaneous pressures and work and family roles and suggested that work family conflicts exist when time devoted to the requirements of one role encroaches upon time needed to fulfill the requirements of another role. A high marital adjustment was found to be negatively related to managerial stress. This leads us to evolving courses for gender sensitization for male work force so that they can help in conflict resolution developing due to overlapping roles. The utility of counseling for the women and men to find adapting standards in the newly emerging roles cannot, therefore is undermined. Use findings of Barling and Rosenbaum (1986) on occurrence of stressful work events having a negative impact and their being significantly with wife abuse can be suitably made to tailor courses that reduce work stress.

The challenges of globalization with its inherent stress content for women require understanding of role conflict, using stress audit for the organization and individual and developing short and long term strategies for stress free work and work culture. Certainly, optimum utilization of the opportunities for women will require preparing for women will require preparing them for future rather than reacting to future shock.

Mohan Jitendra and Khulbe Meeta (1997) had studied Globalization and Role Stress Among Women Executives. The

speed at which change is taking place in the world today is certainly overwhelming and breathes taking. Some of these changes are obvious and visible if they are in terms of political disintegration of the USSR and Yugoslavia, reintegration of Germany and emergence of a unified Europe. But of the changes like globalization in the economic field appear to be less visible but achieve a single world order in terms of capitalistic market economy which implies unrestricted inflow of capital "FORCED" reform to achieve uniform economic order; dominance by the multi-nationals; imposition of GATT and other trade and financial conditions and above all overpowering by certain types of economic systems favoring the advanced – industrialized systems at the cost of developing and under developed economics. The inherent and hidden dimensions could be perceived in terms of political and military dominance by some countries, depletion of natural and environmental resources and above all marginalization of individuals in the quick flow of mass movement of westernization, fundamentalism and commercialism. All this and much more has thrown up opportunities with clear challenges and threats in social and psychological terms. The impact of these political, cultural, educational, social communicational, industrial, monetary fashion, entertainment and environmental changes 'Package' with the economic globalization could be immense on the identity of the people. It is being said that newer roles and horizons are emerging for the



people with abilities and motivation without telling that the utter disregard for the socio-culture ground realities, traditions belief systems and mindsets is bound to have a psychological impact on all concerned. Certainly it is leading to de-individualization, alienation, powerlessness, marginalisation and disenchantment on the one side and emergence of new 'icons' aspirations, unequal competitiveness and invasion of privacy on the other. The advancement of science and technology, fragility of political and economic systems, contradictions between modernity and tradition, openness and fundamentalism and multiplicity of roles have created a new phenomenon called ROLE STRESS.

The newer opportunities have led to new unconventional, multiple and even conflicting roles more so among women executives who have moved into a ruthless and unsympathetic world full of 'man' manufactured jobs requiring greater pressures and constraints for women seeking equality and excellence. The roles according to Briddle (1984) imply 4 aspects in the form of actor, role, personality and role conflict. The role consist of the expectations, norms, performance and evaluation that a person assumes once he/she falls in a particular category by virtue of his/her position in a social order. It refers to a behaviour that is characteristic of a person who occupies a position in a group. The actor performing the role lives in the characteristic of the personality.

Each role and its performance have inherent conflicts, which could be categorized in terms of role culture, self-role conflict, and role time conflicts. These role conflicts get much more accentuated and taxing for working women than men because women even ordinarily tend to perform multiple and conflicting roles. These could be that of a worker, a mother, a wife, a hostess and an individual simultaneously of tension and conflicting forces. That women no longer accept their 'traditional roles' in the society is one of the major factors leading to growing incidents of violence against them. A growing resentment towards today's 'more aware and much advanced' women is more apparent in the society.

Hans Selye, (1956) a pioneer stress expert called it General Adaptation Syndrome which consists of alarm reaction, resistance and exhaustion. This is quite parallel to the law of stress in physics used in metallurgy and engineering. Lazarus (1971) extended the stimulus-response model to suggest the interactionist role of environmental agents and suggested three different emphases, namely physiological, sociological and psychological. Cooper (1983) another stress scientist, isolated the following stress-induced behaviors—

- i) Difficulty in thinking rationally
- ii) Rigidity of views
- iii) Withdrawal from relationships
- iv) Out of place aggression and irritability
- v) Excessive smoking, drinking or drug abuse and

vi) Inability of relax

Prolonged stress, in general, has been shown to decrease physical stamina, mental alertness and reaction time. It leads to other psychophysical consequences as well.

The causes of stress could be intrinsic to the job, the role in the organization relationship at work, organizational structure and climate – in the social environment or home type. A personality characteristic of the persons, the pressures of daily routine and the cultural trap. All this gets all the more complex and personal costly in view of the role conflicts arising out of over competitiveness in the work arena.

Iqbal N. and Ahmed H. (2002) had studied stress in coronary heart disease and hypertension they found that the present study was aimed at studying the role of stress in coronary heart disease and essential hypertension. Total sample consisted of 150 subjects, 50 each in three groups, namely coronary heart disease (CHD); hypertension (HT) and disease free stress was measured through 'Life Experience Survey Scale' (LES) developed by Sarason, Johnson and Siegel. Results were analyzed with the help of t test. Results showed that both CHD and HT group scored significantly higher than disease free group on stress and HT group scored significantly higher than CHD group. Many studies had pointed out that stress plays an important role in coronary heart disease (Singh and Misra, 1987; Esler, 1998) and in hypertension (Fredrickson and Mathews, 1990; Eysenck, 1995) In the present study also it has

been borne out that both CHD and HT groups are higher than the disease free group on stress. However, an important fact emerged in the present study that the HT group showed a higher score on stress than CHD group. Thus, stress appeared to be linked more strongly with HT than with CHD. However, the disease free group had the lowest score on stress, which means that stress does contribute to the two disease conditions.

Osmany and Khan (2004, P.2) had studied organizational stress in working women. The work place has been identified as the primary stressor and the home in contrast viewed as a sanctuary, where one can recapitulate problems of at work. There is an assumption that women's role as wife, mother and homemaker are somewhat natural and are free from under stress. However the necessity of carrying out multiple roles to meet their own needs and those of others is likely to increase stress, which influences their health. An occupational stress index, covering 12 dimensions was administered on 30 unmarried working women (23-47 years) employed in different schools and offices of Delhi. Analysis by t-test revealed significant difference on 2 dimensions only i.e. group political pressures and poor peer relations. Unmarried working women reported high stress at work please due to group political pressure and for married women, it was due to poor peer relation, group differences were not significant on the other dimensions.

Results

Group differences between married and unmarried working women for each of the 12 components of occupational stress were obtained by t-test. Results revealed significant differences between married and unmarried working women on two dimension i.e. group political pressure and poor peer relations. Although significant differences were not found for other dimensions and OSI, but mean scores were higher in case of married working women on the components of role overload, under participation, powerlessness and intrinsic impoverishment. On the contrary, unmarried working women's mean scores were higher on various components that is role ambiguity, role conflict, responsibility for persons low status.

Significant differences on the component of group political pressure showed that unmarried women feel more stressed due to this, which may be explained in terms of lack of social support, which they want from the society as benefits of the work group are well documented (Smith, 1982) individuals need for affiliation are satisfied and the group offers social support to worker which is a source of strength. However both formal and informal group in the organization put considerable pressure on an individual to conform to group norms, which may concern production rates, states and style of relationships etc.



This may be a source of stress if the values, belief and behavior of the individual are suppressed Sullivan (1953) and Laing (1971) suggested that there interpersonal group pressures cause various psychological and behavioral disorders.

To conclude, more systematic research is needed to understand the demands of “non working roles” (home responsibilities) as well as the demands of the job. The Indian social set up provides an important context for understanding the outcome to employment on the life of traditional women studies in this area have been rare and this research is an effort to understand the consequences of employment, its rewards and costs as experienced by women. The inclusion of family role that are so different for men and women, calls attention to another explanatory factor in organizational stress i.e. gender, It is a much needed development, especially in the light of changes in women’s work rules, in family composition and perhaps in the allocation of family responsibilities.

Conclusion:

Conclusions that can be drawn from the review of related literature to this research are as follows:

1.Examination Stress:

Two significant studies have been done on examination stress, examination stress and the mature students. It can be divided into Indian Studies and Studies Abroad.

By Indian Research we know that three voluntaries to participate in a study to investigate examination stress. This

research was helped for coping the stress during the period of examination.

In studies abroad the researchers have studied the effect of examination on blood cell parameters of students. This research was helpful to change the blood cell parameters in examination period.

2. Life Stress Events:

Three significant studies have been done on the life stress events, norms of stressful life events, stressful life events and their effects on some cognitive aspects amongst normals, neurotics and psychotics. By this research we came to know the high and low stress groups, comparison of male and female stress events, comparison of normals, neurotics and psychotics, differences of norms for stressful life events of the both the sexes in age between 25 and 40 years. This research was helpful to compare stress among students.

3. Stress Among Women:

Four significant studies are related to stress among women. One is stress among married employed and non-employed women. The second is among stress management among women and third is organizational stress between working and non-working women. By this research we know –

- 1) There is no significant difference between joint and nuclear families
- 2) employed women have more stress than non employed women
- 3) working women have good habits than non-working women
- 4) Frequency of the use of v



techniques was more among working women, mean scores were higher in working women than non working women. This research was helpful to know the stress among employed and unemployed women.

4. Stress among Castes:

There is only one research on the stress among castes upper and lower caste college girl students. By this research we come to know that there is significant difference between the stress among the upper and lower castes girl students, on academic stress, family stress and the social stress also there is significant differences in various types of stress. Academic stress and achievement stress of upper caste college girl students having higher mean value than lower caste college girl students.

5. Job Satisfaction:

Three significant studies are related to job stress and job satisfaction, job satisfaction and coping among type A and type B manager's, job satisfaction, job involvement and organizational role stress. By this research we know that correlation between job stress and job satisfaction. This research was helpful how to calculate correlation between stress and academic achievement. It was also helpful to know the levels of stress.

6. Personality Factors:

One significant study is related to personality factors of the patients of some selected psycho-physiological disorder. By

this research, we know how to compare the factors i.e. Asthma, particular and essential hypertension. This research was helpful to compare the stress before preliminary examination and Board examination.

7. Teacher Stress:

One significant study is related to university teacher stress. By this research we know that lower stress led to better physical and mental health among teachers. The age of the subjects ranged between 27 to 59 years. In teaching profession teachers have maximum stress than other professions. This research was helpful to coping the stress among girl students.

8. Stress in coronary heart disease and essential hypertension:

Only one significant study is available on stress in coronary heart disease and essential hypertension. By this research we know that stress plays an important role in coronary heart disease and in hypertension. This research was helpful to essential hypertension is useful to personality development. Each and every man has a stress but it is not high or low. Moderate stress is useful to the development of personality.