Occupational Stress towards Organizational Change – A Study of Government Boys +2 School Teachers Working in Delhi and New Delhi

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Abstract: The present study was conducted to find out the occupational stressors towards organizational change with reference to government boys +2 school teachers working in Delhi and New Delhi. It is because of the fact that change is inevitable in the present day world of work; hence, it is often observed that each and every organization is undergoing the process of change. Change in any organization causes stress. Thus, there may be various sources of job/occupational stress that may affect the human working life. Therefore, the present study is of utmost value in the area concerned. The sample area chosen for the present investigation was still an unexplored area. Although, Delhi as a capital of India is making rapid head way especially in academics based on high-info-tech. Total sample consisted of one hundred fifty teachers (N=150), selected randomly from different Government Boys +Schools located in different places of Delhi and New Delhi. Data collected through questionnaires schedules. Having tabulated the data obtained, data were analyzed using standard multiple regression analysis to determine the determinants of organizational change. Results clearly revealed the picture that out of 12 dimensions of occupational stress only two dimensions, viz., 'responsibility for persons' and 'unprofitability' have been found predicting organizational change and moreover, two demographic variables, viz., 'age' and 'experience in the present position' have also been found as the important determinants of organizational change, although, all the group of teachers working in Government Boys +2 Schools have shown positive inclination towards change. Finally obtained results have been discussed in detail by giving probable reasons in the exigency of situations prevailing in Government Boys +2 Schools from where the present sample has been drawn.
Keywords: Occupational Stress, Organizational Change, Teachers and Schools

INTRODUCTION:

These days, work life has become more energetic and innovative based on hi-info-tech. It is due to competitive survival in the teaching profession of schools. Therefore, school management always looks in to the aspect of organizational change for promoting organizations and making organization healthy and productive. Thus, the present investigation was aimed at studying occupational stress and its determinants/stressors towards organizational change with special reference to teachers working in Government Boys +2 Schools of Delhi.

It is witnessed from the history that the scenario of the world of work in pre-industrial revolution era was quite different from the present most technologically advanced age. Hence, school organization, slowly and gradually transformed the simple organizational units leading to the social systems into more and more complex systems of educational set up.

Since, the achievement of school organization's objectives largely depends upon the fact that human efforts are properly coordinated and integrated, so the problems of coordination and integration have posed a challenge for the school management personnel's to develop such strategies that may help to smoothen organizational functions for better academic environment by developing coordination at both vertical (superior-subordinate relationship) and horizontal (relationship between persons of the same hierarchical level) levels. And because of these reasons organizational change has always been desired.

As we are aware that human resource, in fact is a key resource but technological resource cannot be overlooked as technological resource in the post-industrial revolution era has increasingly become a dominant resource for improving and controlling quality as well as meeting the optimum level target of school productive efficiency. Thus, in the present day world rapid modernization of technology has become the most desired and accepted tool for the growth and

development of any organizations. It is imperative to point out that for the modern organizations especially schools, technology does not only mean machines and tools to be used for making healthy productive organization but the concept being globalize refers to all means opted for smoothening and enhancing operations and organizational productive efficiency [1].

It is apparently clear from the preceding writings that organizational change is pre-requisite for the growth and development of any organization. Researches as well as observations had persuaded the present investigators to carry out research on occupational stressors towards organizational change.

It is important to be mentioned here that one of the few elements of the work environment that is recognized as being constant is "change". At present, nearly all organizations are undergoing the process of change. Some are in a constant state of change while others feel to bring change periodically. The transitory phase of change usually receives a great resistance because organizational workers especially school teachers working in Government Boys +2 Schools usually fear of losing their importance, promotion, or authority in view of change in the school organization, though, it is not generally true however, organizational change in this modern era has become necessary in the wake of changing technology for ensuring the existence and competitive survival of an organization.

A large number of definitions of organizational change draw attention to its convergent nature, it may bring re-structuring of the organization, change in technology, diversification of organization or its products, etc. if organizations do not incorporate the impact of organizational output in their structure, then very soon they may have to undergo another structural change. Organizational structural change might come into focus in establishing responsibilities, allocating tasks, defining communication and improving control systems. On the basis of past researches [1] pointed out that organizational change, today, encompasses all round change in technological, financial, material and in the potential human resources which have been witnessed from the contention of Leavitt [2] who emphasized that organization can be changed by altering its structure, its technology and/or its people.

It is also pertinent to point out that change and human attitudes are closely related because attitude are important when any change is brought into the organization, then how change will affect one's need and satisfaction in the organization [3]. It is also important to point out that feelings are the part of each man's personal make-up and cannot be judged by human attitudes and their reaction to change. Generally people have a tendency to resist changes, so, planned change is brought by every organization because in

planned change every one gets ample opportunity to go by with the demands of change to serve the organization better.

Change is any alteration occurring in the work environment that affects the ways in which employees must act. These changes must be planned or unplanned, catastrophic or evolutionary, positive or negative, strong or weak, slow or rapid, and stimulated either internally or externally [4]. Regardless of their source, nature, origin, pace, or strength, changes can have profound effects on their recipients [5].

It is often seen that a wide variety of force, however, may bring about more impressive change that touches the entire core of an organization. Some of these have become much more common as the economy, competition, and pace of technological change may become more volatile.

OCCUPATIONAL STRESS

Any change causes stress. Thus, in the present day 'job life' has become probably the most significant aspect of one's life because people keep themselves engaged in some job where they spend more time than in any activity but sleeping. Those who are working in any organization may develop apprehensions and vague as a result of various unpleasant stressful and threatening work situations. Therefore, the phenomenon of stress, in general, and occupational stress in particular, is more important to be studied, especially, in the work situation to identify stressors/determinants. It is because of the fact that resistance to change may be the cause of stressors.

The term 'stress' emanating from Latin literature, it was first used in English during 17th century and the term means distress, oppressions, and hardships. During the 18th and 19th century the meaning of stress shifted to natural sciences and engineering to represent force, pressure or strain, and or strong influence acting on a physical object or person which an individual resists in an attempt to maintain his original state.

Noticeably, few people define the concept the same way and hardly bother to attempt for a clear-cut definition. In general, stress occurs when biological and physiological needs, as well as external demands and pressures are greater than the ability of the individual to adapt. According to Basowitz, *et al*. [6] stressful situations do not always produce responses in individuals. In the light of this view Panchanathan and Shanmugaganesan [7] have inferred that stress is a reaction to something that is happening to an individual. Moreover, it is one's way of coping with environment and threatening situations that he faces daily [8].

It is important to be mentioned that Selye [9] in his pioneering work used the concept of stress in a manner relevant in social sciences. Selye expounded his biological concept of stress as the 'General Adaptation Syndrome" (GAS):- a three phase response to stress that begins with an alarm, continues with resistance, and terminates with exhaustion. This three phase response to stress incorporates the orchestrated set of physical and chemical changes which prepare an individual to fight or flee. The present day world abounds with uncertainties, which include natural calamities as well as unpredictable events and incidents [10].

It is generally observed that world is changing day by day for granting all benefits to human life. Thus, the change and its effects have become the dominant features as the various scholars have written on the Age of discontinuity [13], the Age of Uncertainty [11] and the Age of Anxiety [12]. However, the change is a continuous process which in itself is a great stressor in human life. In view of Lazarus [14] stress is a universal human and animal phenomenon. A review of definition on stress reveals that stress has been one of the important aspects that everyone has experienced but few could define, Lazarus [14] viewed that stress results in intense and distressing experience that appears to have tremendous influence on behavior.

In addition to the above context, it can be observed that stressors outside the organization there are also stressors those are associated with the organization itself. Changes in working practices, such as the introduction of new technology or the alterations of targets, may cause stress.

Ever since the hoary past, one of the most important goals of mankind that has been in pursuit of happiness, peace and stress free life. There are accountable for the growth of the organization & its role incumbents on the one hand and society at large, on the other very often the human in the system is reduced to a more insignificant spoke in the wheel of the total technological set-up. These trends occur to generate feelings of powerlessness, meaninglessness, and consequently stress. In fact it is generally observed that low level of stress can even change job performance. In one of the important studies found that mild stress, such as getting a new supervisor/being involuntarily transferred may have the result of an increased search for information in the job [15]. Emerging research also indicates that the level of difficulty, the nature of the task being performed personal and psychological disposition may effects the relation between stress and performance [16]. However, emerging researches have indicated that the performance in many tasks is in fact strongly affected by stress and performance usually drops of sharply when stress rises to high levels [17].

Similarly, a lot of work on occupational stress has been carried out so far, and number of stressors or determinants of stress at work have been identified. Parker and De Cottis [18] have identified three sets of factors–environmental, organizational, and individual. These factors act as potential sources of stress. Holmes and Rahe [19] have given a list of more than 40 life change events that create stress for individuals. They also contended that accumulation of life change events lowers the bodies resistance capabilities and enhances the probability of increasing stress, illness and health problem there life change events are all individual factors which for example, include death of spouse, divorce, detention in jail or other institution, major personal injury or illness, being fired at work, sexual difficulties, major change in financial state, trouble with boss, major change in working hours or conditions, change in residence, changing to a different time of work, etc. from the nature of the listed life events, it is amply clear that almost all the events are related to the individual factors as have been given by Parker and De Cottis [18]. Certain dimensions/stressors of occupational stress and some biographical variables as the predictors of organizational change which would be having their greatest implications for the organizations especially, where from the samples of this study were drawn and also for other similar organizations throughout the nations of the world in general, although, few studies on organizational change in relation to different dimensions of organizational psychology have been studied by Ahmad [20-24].

To conclude the preceding writings, it is an important to point out that, in our country - India, the pace of organizational development especially in school/college is very slow and poor largely because of the fact that researchers have almost neglected the study on organizational change which could have given appropriate information about the relevant areas of change conducive for organizational development. Thus, the present endeavor is a stride in this direction which may fill the void of knowledge by disseminating information regarding the determinants/predictors of organizational change.

IMPORTANCE OF THE PRESENT STUDY:
Having looked upon the available literature on organizational change and job/occupational stress, it has been observed that organizational change studies, being negligible in number especially in Indian context, requires much more attention as this is necessary for organizational growth and development and, in turn, the growth of the national income as well.

In our own nation – India, teaching profession especially in school/college play an important role in making nation healthy but due to economic globalization school organization have brought some changes for its smooth running and in contributing their

services for the nation's building development, process and communication. Therefore, the present research becomes a significant one from this point of view that it gives the recent idea in the area of interdisciplinary approach. Moreover, findings of the present study highlights the present situations prevailing now in school organization and would help in making policies for the promotion of teaching professions in Indian schools in particular and similar organizations in world-wide in general. It is important to be mentioned here that the study was still an unexplored area so, the present study is of utmost value and it will fill the void of knowledge in the sample area chosen by the present investigators. By looking at facts, the present study was aimed at studying the occupational stress towards organizational change with special reference to teachers working in Government Boys +2 Schools.

OBJECTIVES OF THE PRESENT STUDY

Present changing scenario of the world of work which is now fully based on economic globalization and consequently it has become commercialized as the whole world is now in competition. Thus, it is being observed that each and every organization especially teaching professions of school in India are making effort to provide best services for healthy nation at large and it is by way of increasing and maintaining higher productive organizational efficiency.

It is pertinent to mention here the objective of the proposed research topic i.e. Occupational stress and its stressors/determinants towards organizational change with particular reference to school teachers, it is every once observation that the world especially the world of work is undergoing the fast process of change based on modern technology, hence, each and every movement especially in teaching profession of school organization so, it seems desirable to investigate the occupational stress and its stressors on teachers' reactions towards organizational change.

Organizational change is witnessed from the fast changing scenario of the world of work so; it is always desirable as a result of change in policies, technology and other organizational modernization and advancement to cope with the demands in a particular time frame. It is very interesting to point out here that medical sector especially in India also going along with the desired change in technology, organizational structure and human resources are the most successful organizations having the quest of increasing higher organizational productive efficiency. Hence, the aims and objectives of the present research is amply clear as it endeavors to see the effect of occupational stress and its stressors on school teachers' perceived reactions towards organizational change. The present study will fill the void of knowledge in the area concerned and in other allied areas and the findings may suggest proper

directions for developing healthy work environment and culture within the school teaching professions in particular and in other similar organizations in general. Hence, the present study is of utmost value especially for the promotion of school organization.

HYPOTHESES

On the basis of the aims and objectives of the present study, it has been observed that no studies have been reported the relationship of occupational stress and its stressors/determinants (Independent Variables) towards organizational change (Dependant Variable) with special reference to teachers working in Government Boys +2 Schools located in Delhi. Therefore, it has been decided to adopt null hypothesis. So, the following hypotheses have been formulated.

❖ It has been presumed that none of the independent variables (occupational Stress and its stressors/determinants) will predict teachers' Perceived reactions towards organizational change (Dependent variable).
❖ Moreover, none of the biographical variables as stressors/determinants will predict the teachers' perceived reactions towards organizational change.

METHODOLOGY
Sample

In the present study, the total sample consisted of one hundred fifty (N=150) teachers who have been randomly selected from the various Government Boys +2 Schools located at Delhi and New Delhi, India. Subjects' age were ranged 25 – 55.

Tools Used

For collecting the data the following tools were used for the present piece of research work.

Organizational Change Scale

For the measurement of Textiles Industries employees' perceived reactions towards organizational change, a scale developed by Rahman and Akhtar [5] was used. The scale consisted of 25 items and all the items are positively phrased except the one, i.e., item No.6. The subjects were required to give responses to the items on a 5- point scale ranging from "Strongly Agree" to "Strongly Disagree". The reported split-half reliability of the scale is r=.85 which confirms the reliability of organizational change scale.

Occupational Stress Index

Using this scale, level of Job/Occupational stress, as well as, the areas of occupational index has been developed by Srivastava and Singh [26] which consisted of 46 items covering 12 dimensions of occupational stress. These dimensions have been stated by the authors as sub-scales (or Job/Occupational stressors) are - (1) role overload, (2) role ambiguity, (3)

role conflict, (4) unreasonable group and political pressures, (5) responsibility for persons, (6) under participation, (7) powerlessness, (8) poor peer-relations, (9) intrinsic impoverishment , (10) low status, (11) strenuous working conditions, and (12) un profitability . Covering 12 – sub-dimensions as job stressors, in all, which had to be rated on a 5-point scale "ranging from" strongly agree to strongly disagree. Out of 46 items, 28 are true-keyed items and the remaining 18 items are false-keyed items. The reported split-half reliability of the scale is .94; hence, it confirms the efficacy of the scale.

BIOGRAPHICAL INFORMATION BLANK (BIB)

For taping information regarding the respondents' biographies , a "Biographical Information Blank" (BIB) was also prepared that included age , marital status, salary (basic and gross), qualification designation , department, total experience (in years), present experience (in years) and number of dependents and the respondents were requested to furnish these information.

PROCEDURES

The above three test materials viz., organizational change scale, occupational stress index and, biographical information blank were in printed form and were administered individually on all teachers working in Government Boys +2 Schools. All teachers were also assured by taking in to confidence that provided information would be kept strictly confidential and would be used only for research purposes.

Having collected the responses to the items of the scales, they were scored according to the procedure and the individual scores were obtained. Finally scores were given statistical treatment and presented in tables. The obtained results were discussed and the formulated hypotheses were tested.

STATISTICAL ANALYSES

In this study, standard multiple regressions analysis out of various multiple regressions has been used as this analysis through SSP was made available. This strategy allows all independent variables to get inter simultaneously into the regression equation. Each independent variable is evaluated in terms of what it adds to go prediction on the dependent variable. Apart from regression analysis, Q1 and Q3 were also calculated to obtain the levels of their perceived reactions towards organizational change.

RESULTS AND DISCUSSION

In quest of investigating the teachers' perceived reactions towards organizational change, it has been observed from the Table – 1 which reveals that 46.00 percent of the teachers working in Government Boys +2 Schools of Delhi and New Delhi have shown high acceptability of reactions towards organizational change and small chunks of teachers of Government Boys +2 Schools have shown relatively low but favorable reactions to change i.e. 14.67 percent, whereas, 39.33 percent of teachers working in Government Boys +2 Schools have indicated moderate levels of reactions towards change. It is important to be mentioned here that all the teachers undertaken for the present piece of research work have shown favorable inclination towards change as the Mean score on the items of organizational change has been obtained (Mean Score: 98.17) is high as the maximum score of the scale is only 125'

Table-1: Showing extent of teachers' perceived reactions towards organizational change (OC) (N = 150)

Levels	N	Percentage
High	69	46.00 %
Moderate	59	39.33 %
Low	22	14.67 %

Above mentioned extent of teachers' perceived reactions towards organizational change can also be observed by illustrating the following pie chart.
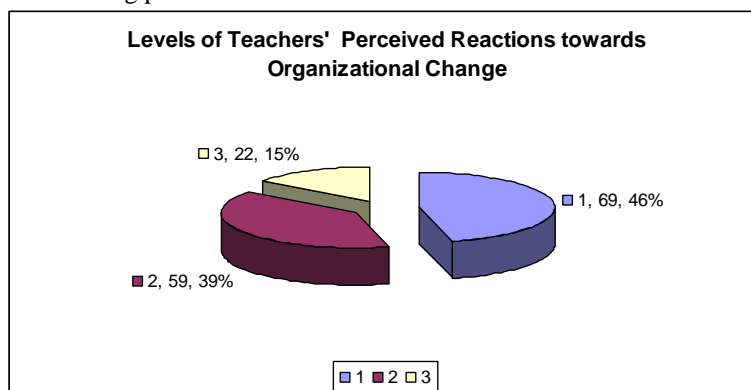
Table-2: Analysis of variance for regression of "Government Boys +2 School Teachers"
(N = 150)

Source of variation	df	Sum of squares	Mean squares	F. value
Attributable to Regression	18	507.22151	26.89751	*
Deviation from Regression	131	320.78652	12.56265	3.11140
Total	149	828.00803		

* Significant at .01 level

Table: - 2 shows f-value of the analysis of variance for regression and the obtained value of f=3.11140 has been found significant at .01 level of confidence which indicated that the independent variables (IVs) significantly influence the dependent one i.e., organizational change. Thus, the proposed hypothesis that none of Independent variables (IVs) will predict teachers' perceived reactions towards organizational change has been found rejected. But, merely, this analysis does not indicate the predictors; therefore, further analysis was also undertaken similar to the previous descriptions of results to find out the predictor variables as presented in table – 3.

Table-3: Multiple Regression Analysis for Government Boys +2 School Teachers

Sl. No.	Variables	Value of "r"	Regression coefficient	Std. Error of regression coefficient	t-value
1	Role overload	-0.07307	0.00436	0.16466	0.03312
2	Role ambiguity	-0.14186	0.11575	0.25527	0.42757
3	Role conflict	0.05147	0.32856	0.22602	1.48123
4	Unreasonable group and political pressure	-0.11087	-0.34578	0.22104	1.53326
5	Responsibility for persons	0.18898	0.53126	0.25463	2.09360**
6	Under participation	0.05737	-0.04240	0.20681	0.20430
7	Powerlessness	-0.04347	-0.21838	0.25151	0.83761
8	Poor peer-relations	-0.00154	-0.08094	0.28763	0.30557
9	Intrinsic impoverishment	0.06751	0.26163	0.25374	1.02502
10	Low status	-0.11266	-0.24325	0.20944	0.82162
11	Strenuous working conditions	-0.28211	-0.02521	0.27781	0.12310
12	Unporfitibility	-0.29547	-0.80752	0.28681	2.72235**
13	Total occupational stress	-0.21277	-0.03138	0.15817	0.18764
14	Age	0.10572	0.36405	0.14998	2.52310**
15	Total experience	0.02053	-0.21532	0.23713	0.80671
16	Experience in the present position	0.12047	0.7203	0.03346	2.10189**
17	Salary	-0.16504	-0.00151	0.00125	1.31142
18	Number of dependents	0.03570	-0.50020	0.45011	1.32225

Dependent: Organizational change
Mean : 98.17223
SD : 23.43105
Intercept: 99.43561
Multiple correlations: 0.69761
Standard Error of Estimate: 3.83221
Note: ** significant at .05 levels

Table – 3 is an expansion of Table 2. It is clear from the Table – 3 that out of 12 dimensions of stressors/determinants viz., "responsibility for persons' and unprofitability" have been found as predictors of the teachers' perceived reactions to organizational change as their respective t-values 2.0936 and 2.7223 have been found significant at .05 level of confidence. Moreover, out of five biographical variables, i.e., "age" (t = 2.5231), and "experience in the present positions" (t = 2.10189) have also been found significantly predicting organizational change as their t-values have been found statistically significant at .05 level of confidence.

Table – 1 has indicated teachers' perceived reaction towards organizational change is quite favorable. And tables – 2 and 3 have revealed the fact that two dimensions of occupational stress namely,

'responsibility for persons' and "unprofitability" and biographical variables, viz., 'age' and 'experience in the present positions' have been found as predictors of teachers' perceived reactions towards organizational change. It is very clear from the finding that teachers' perceived reactions towards change have been found favorably high as a consequence of less responsibility for persons, unprofitability, above average age, and positive attitudes towards promotional opportunities. Hence, the teachers do not feel routine or unchallenging type of task as monotonous because they have a greater sense of identification with the teaching profession in school organizations they are attached as these symbolize a mark of social status in this modern materialistic world where the qualities of persons are not important but the materials (well-equipped knowledge) what they possess are the real indicators of one's position or status. Therefore, school teachers being dynamic growth personality in their professions as the present era are the modern sophisticated technological era in which only organizational change and development can give them more all round benefits. So, these teachers have reported to have positive reactions towards organizational change. The interpretation given is almost in the same line as conceived by Leavitt [2]. Leavitt emphasized that organizational changes may be interlinked streams of changes in organizational tasks, techniques for achieving these tasks, structures and staffs' abilities, values, and motives. The contention of Leavitt seems to be logical here in the present context as changes may be most likely to utilize staffs' skills, abilities and potentialities and may also become highly instrumental for enhancing motivation and work performance. Thus, for these reasons, the teachers might have developed positive perceived reactions to organizational change. Helpful teachers' attitude towards organizational change strategies are, generally, considered to be conducive for the school organizations' growth and development.

In the light of the results obtained it is pertinent to point out that teachers' reactions to organizational change can be predicted by the determinants inherent in the job itself. These determinants include 'responsibility for persons'; 'unprofitability'. These are the dimensions of occupational stress, and two biographical variables i.e. 'age' and 'experience in the present position'. The pattern of the result outcomes seems to be logical as resistance to change is most likely to occur in the situation where there is a probability of high occupational stress as well as lesser or no chance of upward mobility but such conditions do not exist in the present conditions of the work group under discussion. It is evident from the sample data that the teachers working in Government Boys +2 Schools especially in Delhi and New Delhi, India have low or moderate level of occupational/job stress in general, as well as, they have greater chance of upward mobility with respect to

either designation or salary structure, therefore, some of the dimensions of occupational stress and the factors of "age" and "experience in the present positions" have been found to have their predictive influence on teachers' perceived reactions towards organizational change.

In addition to the above explanation, it is also important to mention the average age of the sample is only around 43.97 years, hence, teachers taken in this investigation were quite above average age who would have their aspirations to grow more, to have greater responsibility in the organization especially from where the sample has been drawn, to get maximum profit out of their inputs, and to earn higher status in their work life.

In view of above perceived expectations, teachers of Government Boys +2 School would have shown their positive acceptability to organizational change. Therefore, it is important especially for the school organizations that they should always develop awareness among their employees (teaching and non-teaching) about the benefits of change as the tendency of employee is usually to dislike change unless change is accompanied by rewards and compensation.

CONCLUSIONS

In the light of the results obtained and its interpretations the following conclusions were summed-up:

- All the teachers working in Government Boys +2 Schools have shown favorable reactions towards organizational change.
- Two dimensions of occupational stress namely, 'responsibility for persons' and "unprofitability" and moreover, biographical variables, viz., 'age' and 'experience in the present positions' have been found as predictors of Government Boys +2 School teachers' perceived reactions towards organizational change.
- Overall climate of the Government Boys +2 Schools located at Delhi and New Delhi has been found conducive by the present investigators.

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