

ความเครียด

STRESS

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Stress = Perceived psychological pressure.

Stressors = Events that cause stress.

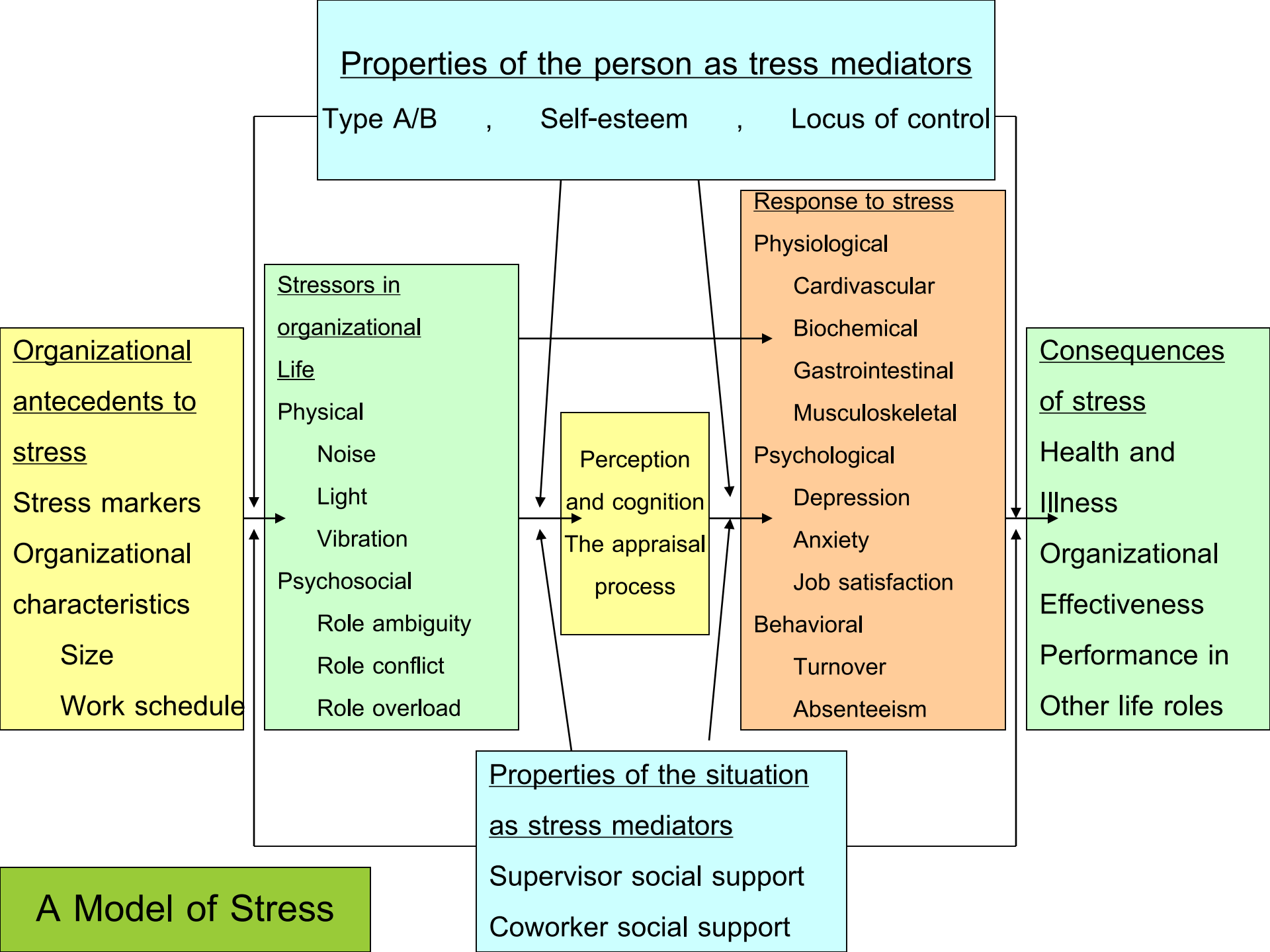
COMMON STRESSORS

Young Adults (Age 17- 21)

- 1 Graduation from high school
- 2 Starting college
- 3 Moving away from home
- 4 Starting a new job
- 5 Nagging parents
- 6 Peer pressure
- 7 Taking exams
- 8 Fear of the future
- 9 Graduating from college
- 10 Interviewing for jobs

Older, Working Adults

- Organizational change
- Job insecurity
- Balancing family and work demands
- Job relocation
- Paying bills
- Increasing job demands
- Boring or unchallenging work
- Pay inequity
- Going to school while working full time
- Planning for retirement




| Stressors |
|--|
| <u>Personal</u> Marital problems, Family problems Health problems, Financial problems Daily hassle , Residual stress |
| <u>Occupational</u> Job Characteristics Role conflict , Role ambiguity Role overload Organizational Characteristics Person-organization fit Work environment , Change Relations with others Coworker problems Supervisor problems Difficult and angry customers Lack of empowerment |
| <u>Personality/Habits</u> Type A , Pessimism, Tendency to forecast, Diet, Exercise |

| Strains |
|--|
| <u>Psychological</u> Depression Anxiety Anger Sleep problems |
| <u>Physical</u> Illness Cardiovascular problems Headaches Joint pain |

| Behaviors |
|--|
| <u>Health</u> Smoking Drinking Drug abuse |
| <u>Work Related</u> Absenteeism Turnover Lower productivity Workplace violence |

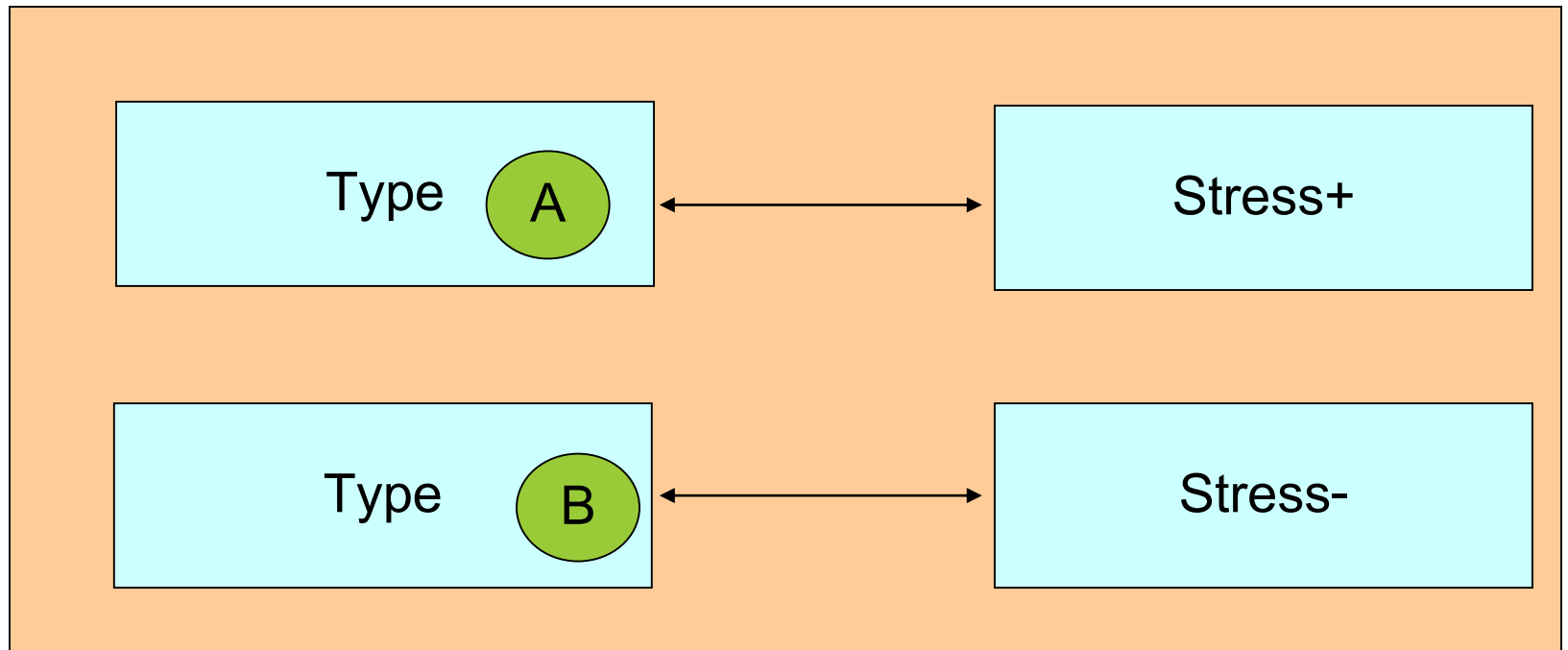
The stress process

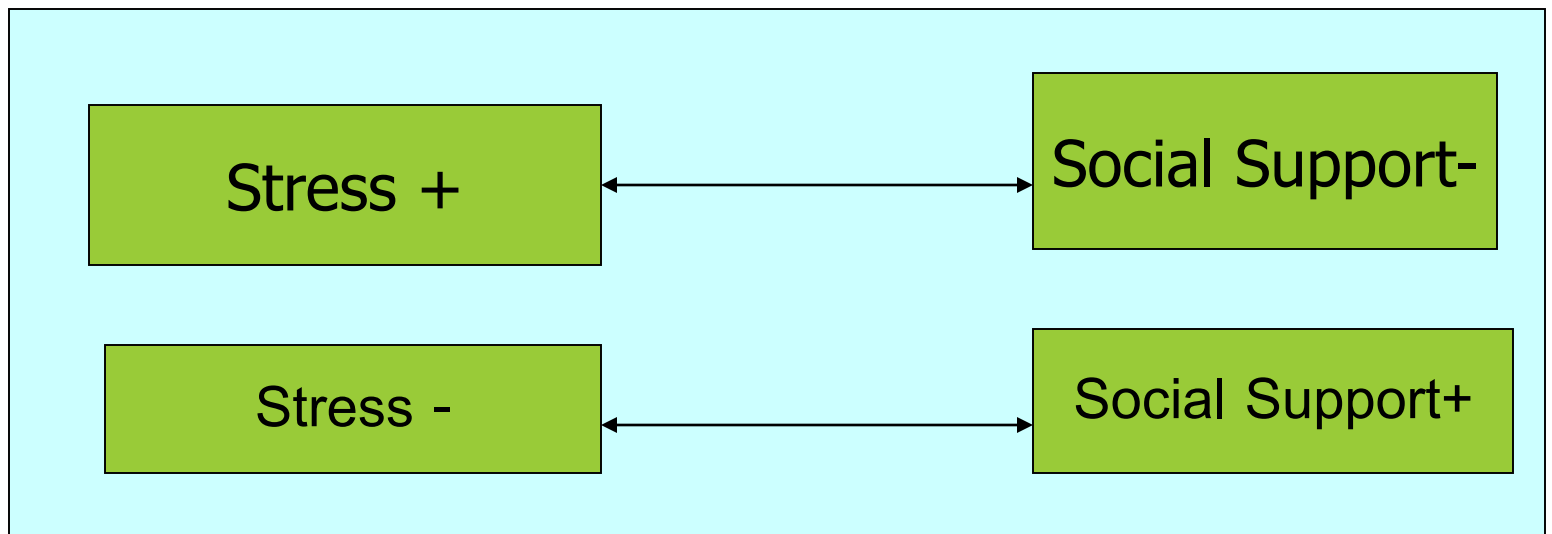


Burnout = The psychological state of being overwhelmed with stress.

Type A personality = A stress-prone person who is competitive, impatient, and hurried.

Type B personality = A non-stress-prone person who is relaxed and agreeable.



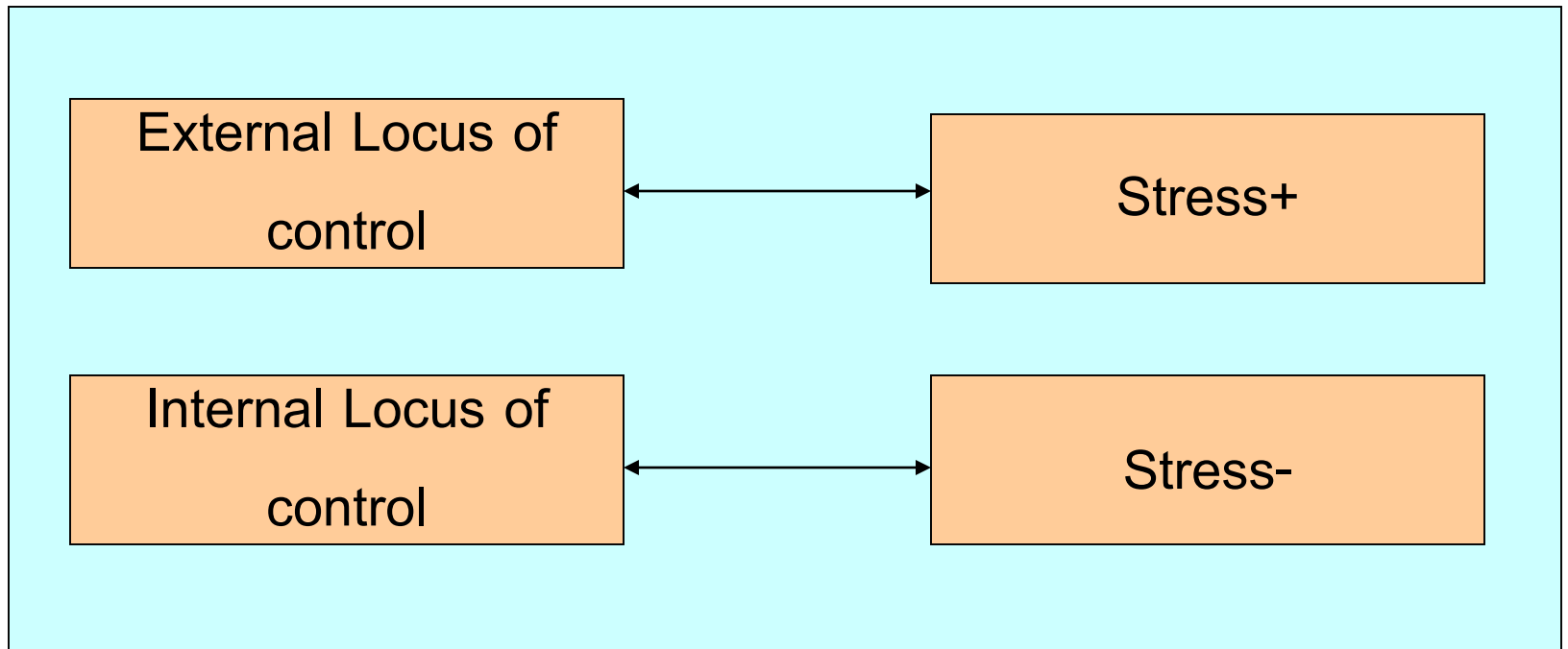


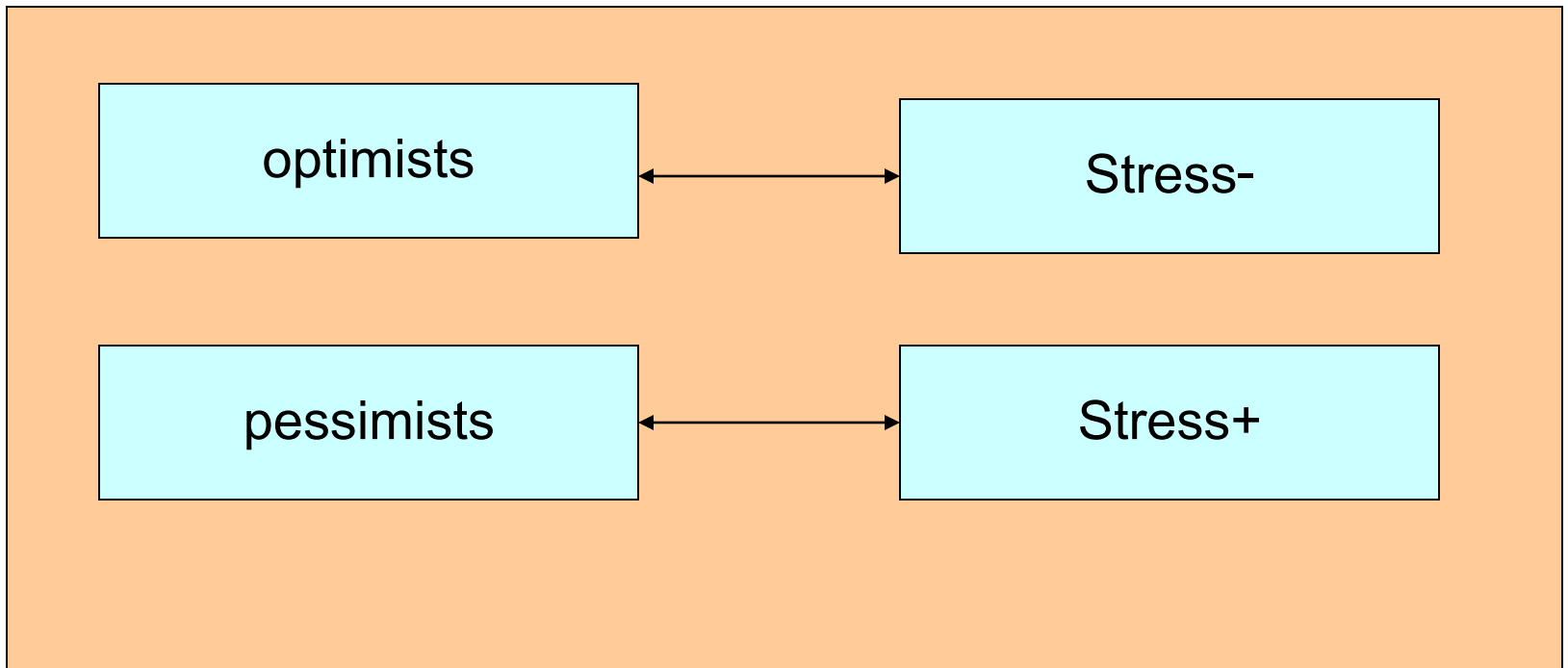
Stress-

Competence+

Stress+

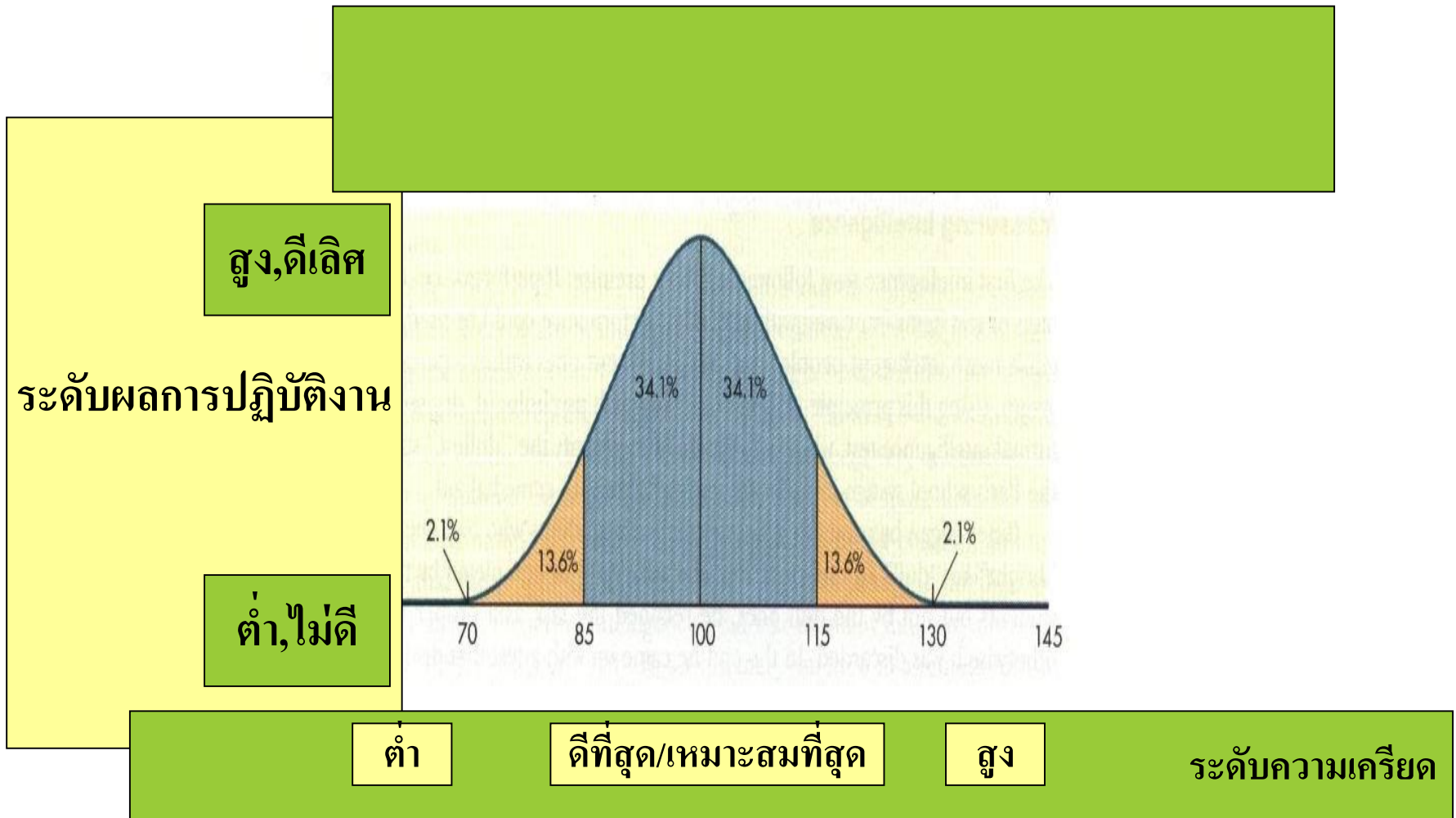
Competence-





THE INVERTED-U RELATIONSHIP BETWEEN STRESS AND PERFORMANCE

ความสัมพันธ์ระหว่างความเครียดกับผลการปฏิบัติงาน***



lives, having activities, using a variety of training techniques, using humor, maximizing audience participation.

Feedback. Another essential aspect of motivating employees to learn is to provide feedback. With some tasks, feedback occurs naturally. For example, in baseball, a batter receives feedback on his swing by seeing how hard and far the ball travels. For other tasks, however, judging the correctness of a behavior without feedback is difficult. For example, if you write a term paper for this class and get a C, your next term paper will probably not improve unless you have been provided feedback about what was right and wrong with the previous paper.

The same is true for training in industry. Our electronics assembler needs feedback early in the training process to know if the winding is tight enough, there is an easier way to wind the coil, or if the winding is equally distributed on the coil. A balance, however, must be maintained between giving too little and too much feedback. As shown in Figure 8.3, the employee will not learn if too little feedback is given. However, too much or overly detailed feedback causes frustration, and the employee will not learn at an optimal level.

A final consideration for feedback concerns what type of feedback to give. Research and common sense agree that positive feedback should be given when an employee correctly performs a task during training. Praise provides an incentive to continue correct behavior. But if an employee is not performing a task correctly, should he receive negative feedback? Probably, even though negative feedback is more complicated than positive feedback. Negative feedback should probably also be accompanied by specific suggestions for how the employee can improve performance.

Motivating Employees to Use Their Training on the Job

Once employees have gathered knowledge and skills from a training program, it is essential that they apply their new knowledge and skills on the job. Perhaps the factor that plays the biggest role in employee motivation to apply training is the atmosphere set by management. That is, employees are most likely to apply their new knowledge and skills if supervisors encourage and reward them to do so.

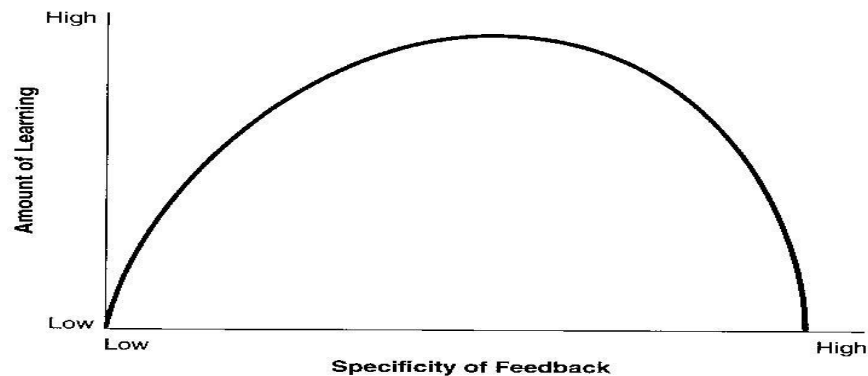


Figure 8.3
Relationship between
feedback specificity and
learning

Source: Adapted from Blum and Naylor (1968).

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COLLEGE STUDENT STRESSORS, DEPRESSION, AND SUICIDAL IDEATION¹

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Summary.—This study was designed to explore whether stressors from college-related activities and stressors from general life experiences differed in their power to predict depression and suicidal ideation in college students. In a sample of 165 college undergraduates, depression was predicted by both sources of stress whereas past and current suicidal ideation were predicted only by general life stress.

APPENDIX

STRESSFUL LIFE EVENTS CHECKLIST

| Points | Event | | |
|--------|--|----|---|
| 100 | Death of a close family member | 39 | Change in lifestyle for financial reasons |
| 73 | Death of a close friend | 39 | *Difficulty in identifying a major |
| 65 | Divorce between parents | 39 | Serious argument with close family member |
| 63 | Serious legal problems | 39 | Problems with a girlfriend or boyfriend |
| 63 | Major personal injury or illness | 37 | *Having to repeat a course |
| 58 | Responsibilities for others, such as children/spouse | 37 | *Increased workload at school |
| 50 | Threat to major source of income | 36 | Outstanding personal achievement |
| 47 | Difficulty with roommate(s) | 35 | *First semester in college |
| 45 | Change in health of a family member | 31 | *Change in living conditions |
| 45 | Pregnancy | 30 | *Serious disagreements with an instructor |
| 44 | Sexual problems | 29 | *Lower grades than expected |
| 40 | Serious disagreements with parents | 29 | Change in sleeping habits |
| | | 29 | Change in social habits |
| | | 28 | Change in eating habits |
| | | 26 | Chronic car problems |
| | | 26 | Change in number of family get-togethers |
| | | 25 | *Too many missed classes |
| | | 24 | *Change in plans for a major |
| | | 23 | *Dropped more than one class |
| | | 20 | Minor traffic violations |

*Stressors specific to college.

TABLE 1
FOUR REGRESSIONS TO PREDICT DEPRESSION AND SUICIDAL IDEATION (BETAS)

| Variable | Depression | Current Suicidal Ideation | Prior Suicidal Ideation | Prior Suicide Attempt |
|---------------------|------------|------------------------------|----------------------------|--------------------------|
| Age | .05 | -.01 | .08 | .01 |
| Sex | -.02 | -.06 | -.08 | -.12 |
| College stress | .18* | .01 | .12 | .17* |
| General life stress | .40† | .34† | .33† | .09 |
| R^2 | .23 | .13 | .16 | .07 |

Note.—Sex is coded M = 1, F = 0. * $p < .05$, † $p < .001$, two-tailed.

³There is no reason to expect that a stressor checklist would have strong internal consistency, but the unweighted Cronbach's alpha coefficients were .58 for the college stressors and .71 for the general life stressors.

An exploratory study of students' weekly stress levels and sources of stress during the semester

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Abstract

Studying at university can be a very stressful experience. Although the literature provides some information regarding different sources of stress among students, studies have not addressed the issue of changes over the course progression. This study aimed to obtain a deeper understanding of the sources of stress for first-year students and whether these stressors are more prevalent at different times during the semester. A mixed-method approach was used. Content analysis was undertaken on longitudinal electronic message data, and thematic analysis was used for focus group data. Results indicated an increasing trend of stress over the semester. The major stressors identified were academic, financial/work, personal, family-related, interpersonal, social support, university/life balance and starting university. A number of stressors were found to be more prevalent at different times during the semester, including some academic-related stressors plus starting university, family-related and financial/work-related stressors. This is one of the few studies to examine the influence of timing of the levels of stress. Importantly, this study suggests that the start and end of the first semester constitute the riskiest periods for negative stress-related consequences. These results could be used to assist universities in developing student support programmes.

Table 1. Participant's demographic details.^a

| Variable | Electronic message, N | Focus group, N (%) |
|--|-----------------------|--------------------|
| Gender | | |
| Male | 1 | |
| Female | 12 | 6 (100) |
| Age (years) | | |
| 17–24 | 3 | |
| 25–34 | 3 | 4 (66.7) |
| 35–44 | 3 | 1 (16.7) |
| 45–64 | 4 | 1 (16.7) |
| Programme studying | | |
| Nutrition | 7 | 4 (66.7) |
| Paramedic science | 1 | |
| Exercise science | | |
| Other health/science | 5 | 2 (33.3) |
| Journalism/communication/legal/education | | |
| Study load | | |
| Full-time | 11 | 6 (100) |
| English first language | | |
| No | 1 | 2 (33.3) |
| First in family at university | | |
| Yes | 4 | 2 (33.3) |
| Carer | | |
| Yes | 5 | 2 (33.3) |
| Years been at university | | |
| 1st | 3 | 1 (16.7) |
| 2nd | 4 | 1 (16.7) |
| 3 or more | 6 | 4 (66.7) |
| Average hours worked/week | | |
| 0 | 6 | 3 (50) |
| <10 | 3 | 1 (16.7) |
| 10–20 | 1 | 1 (16.7) |
| >20 | 3 | 1 (16.7) |

^aSeven electronic message participants did not provide demographic details.

Table 2. Summary of electronic message participant's stressors and percentage of participants reporting each stressor.

| Stressor | Times stressor reported | % of participants reporting this stressor |
|---------------------------|-------------------------|---|
| Academic | 122 | 94.4 |
| Assessments | 34 | 83.3 |
| Workload | 27 | 55.6 |
| Examinations | 16 | 38.9 |
| Time management | 11 | 44.4 |
| Being behind | 9 | 44.4 |
| Difficult university work | 7 | 16.7 |
| Waiting for results | 5 | 22.2 |
| Other | 15 | 50 |
| Finances/work | 24 | 38.9 |
| Finances | 11 | 33.3 |
| Work | 8 | 16.7 |
| University/work balance | 5 | 22.2 |
| Personal | 23 | 50 |
| Health | 17 | 44.4 |
| Other | 6 | 11.1 |
| Family-related | 19 | 50 |
| Family-related | 14 | 38.9 |
| University/family balance | 5 | 22.2 |
| University | 17 | 66.7 |
| Starting university | 10 | 55.6 |
| Other | 7 | 22.2 |
| Interpersonal | 16 | 22.2 |
| Partner | 7 | 16.7 |
| Other | 9 | 11.1 |
| Environment | 10 | 22.8 |
| Transport | 7 | 22.2 |
| Other | 3 | 16.7 |

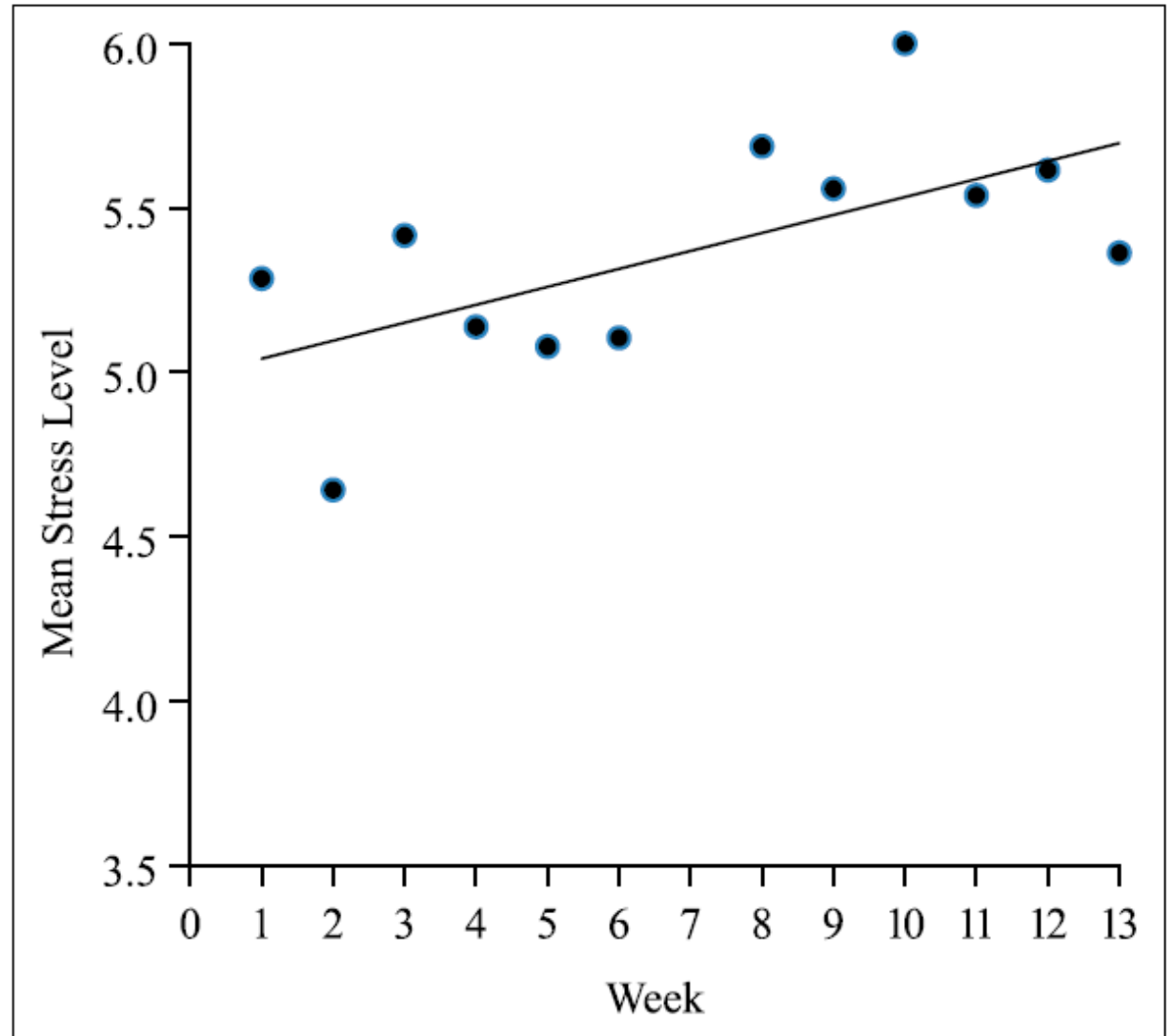


Figure 1. Electronic message participant's mean weekly stress levels.

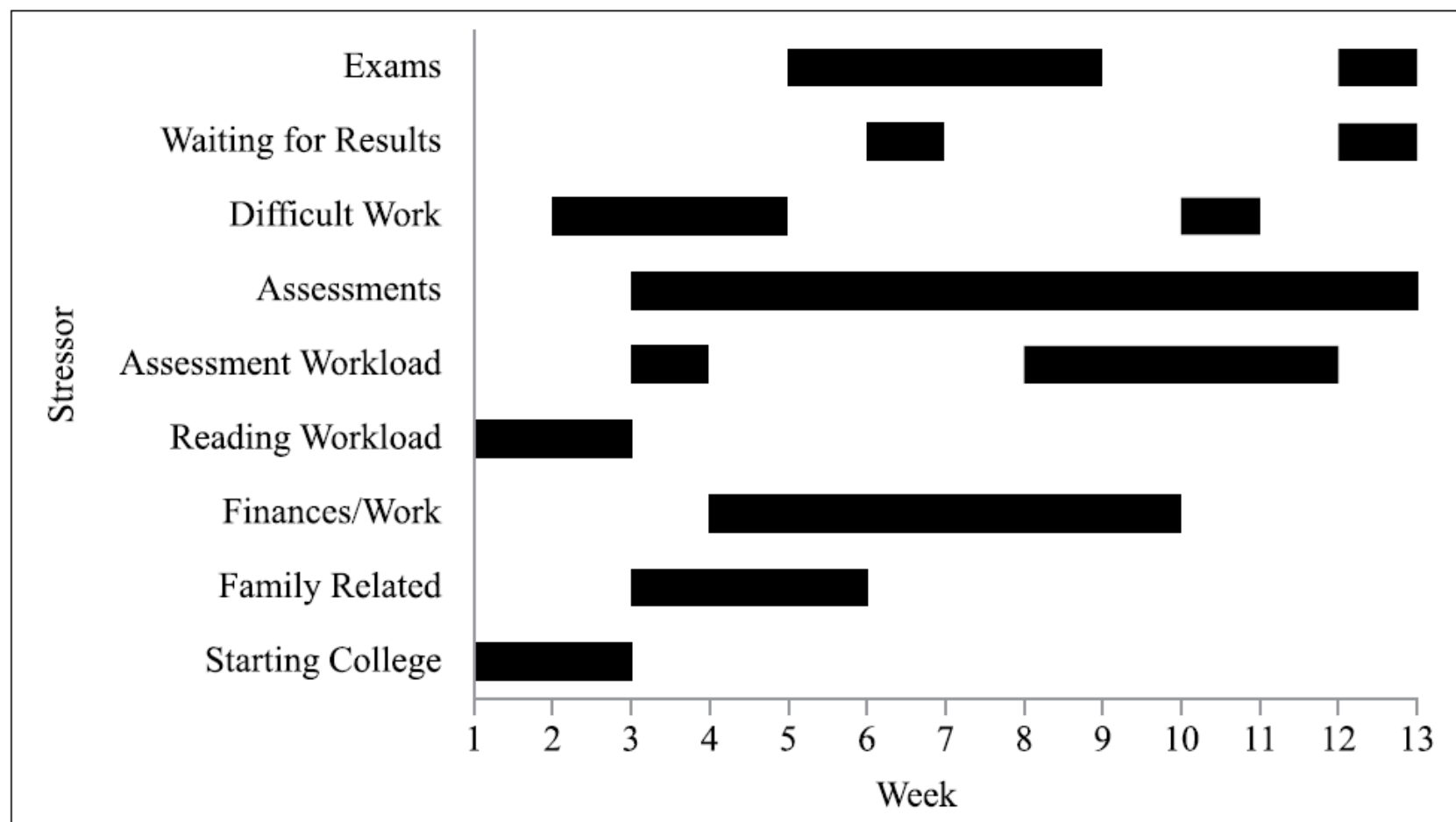


Figure 2. Week stressors were reported more commonly during the semester.

semester; however, assessment workload stress increased towards the later weeks of the semester (see Figure 2).

INDIVIDUAL AND ORGANIZATIONAL APPROACHES **FOR** **DEALING WITH STRESS**

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Individual Level

Meditation and prayer

Psychological withdrawal

Planning ahead

An appropriate philosophy of life

Diet and nutrition

Exercise and physical activity

Behavior modification

Social support from peers, family, et al.

Actual withdrawal from the job

Assertiveness training

Biofeedback

Progressive relaxation

Autogenic training

Transactional Analysis

Anticipatory socialization programs

Time management

Psychotherapy and counseling

Self-assessment

Systematic desensitization

INDIVIDUAL AND ORGANIZATIONAL APPROACHES FOR DEALING WITH STRESS

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Organizational Level

Exercise facilities

Changing the physical environment

Management by objectives

Changing the organizational climate

Health profiling

Selection and placement

Stress inoculation training

Changing the organizational structures and processes

Increasing participation in decision making

Increasing performance feedback

Creative problem solving

Delegation

Job restructuring

Conflict management