CHAPTER - V
5.1 INTRODUCTION

Chapter four outlined the detailed account of the procedures of fieldwork for the final study and the pilot study as well, as it explained about the analysis and the presentation of the data. This chapter depicts the pooling research from the analysed data of chapter four. The findings and hypothesis helped examine the goals of the study and to determine whether the motives of the study were achieved or not.

With the later decades of the twentieth century emerged the new transformed face of the world. The changed trends of development, the uprising of the new technical advancement, key roles changed, and above all the ideology and view point of the people changed several times and gave birth to cut throat competition and subsequently the complexities associated with it. With everything taking a toll at such an extravagant pace, this dramatically changed the lifestyles of people and with that stress set its roots drastically in the lives of the people and became a syndrome widely. The psychological and physiological state of an individual is badly affected with the growing stressful living of people.

Although, it is said that stress in the form of some moderate doses here and there is also vital as it pushes an individual striving for an improved and better performance and is a challenge for him/her for an upgraded result to explore the true potential within us but with stress occurring at regular intervals can cause negative mood swings and the mental this tiredness can lead to the wear and tear of one’s creativity.

It depends upon the conception of the individual towards a typical situation which can be inferred that sometimes stress is real and sometimes it is only an illusion of a tired mind. The thing that actually matters is that what and how we perceive something rather than what has actually taken place. Varied people react in varied ways towards a particular situation.

It can be observed from the current scenario that stress has bounded almost every profession so far. Occupational stress is basically when there is an influx of
negative thoughts and emotions of tension, anxiety, short temperament, depression caused by any failure in work, anger, frustration or anything of that sort it always depends upon the stressors in what way they define the forms of stress experienced and this sets the prime difference between occupational stress and other forms of stress. It is observed that stress within one person infects the entire organization or corporation as his work abilities are diseased this would transfer less efficiency in the cycle process of coordinating with others and this would go on leading to all the more inefficient conditions as a result of stress among the team. If this stress is not resolved completely it has various ill effects such as low job satisfaction, lack of motivation, unfocused attention, poor work performance, psychological distress and so on. Adding to this would be absent-mindedness, poor health, intent to quit, poor mental and physical well-being and low turnover rate. Directly-indirectly, it also affects the commitment of the individual toward the organisation. The root causes of the occupational stress can vary from situation to situation. One of the many causes of occupational stress are increased work load, job insecurity, extremely long work hours, personal or family problems, meeting deadlines, workplace culture, long durations of working hours, less salary, conflicts with colleagues and office politics. These factors drain out an individual mentally as well as physically. The complex interplay of situational, physiological and cognitive variables is the subjective experiences caused due to personal emotions. Proper use of emotions can make a life fulfilled and opens a doorway for success by indulging our thought process and memory, builds trust, alter our perception, shape our future perspective, motivate us to achieve our aim in life, increase our adaptability and make us confident. But the history stands evident, that if emotions at any point of time get out of control, disasters would occur. Therefore, it is highly required to take the right initiatives and with an appropriate conscience to manage our emotions because they are the key elements within an individual that help him to recognize his true potential and harness great energy out of it to build better perspectives for our lives. Higher education is now gradually becoming majorly essential for a growing nation. With this trend, the youth is looking for better job opportunities and on the other hands parents are also concerned for their children to have a secured future and a satisfactory source of income. But due to the shortage of seats in Government Colleges, there is wider influx of private colleges being established all over the places. Students and parents of both Government and private colleges have extremely high aspirations. As a result, this has
demanded better jobs to enhance the performance of the education sector. Considering this scenario, it becomes vital for the teachers to deliver beyond their conventions which mean an increased workload which in turn leads to less efficiency and increased stress in their profession.

There are various factors on which occupational stress depends upon. The personality variables linked to stress are locus of control, self-esteem, type A behaviour pattern, hardiness, and negative affectivity. Some of the other factors influencing occupational stress are marital status, social class, hierarchical level, tenure and experience, performance, management style of superiors, organization size and type of organization, supervisor’s power, and personality traits.

Out of all these factors influencing occupational stress the variable self-efficacy was selected in the present study as independent variables by the investigator. However some job duties as parameter were also studied.

**Self-efficacy**

Teaching efficacy is the teacher's belief in his or her ability to affect student performance. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Self-efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

The various dimensions of self efficacy taken are teaching methodology, discipline, motivation, job adjustment, parent interaction and team work.

**Job Task Demand**

At the workplace, elements of the tasks that are carried out could be initiators of the stress process as interaction takes place with the individual. Examples of such task related stressors include issues like task complexity, task completion pace, time
pressure, and task ambiguity etc. in this thesis the following dimensions of Job task demand are taken into account are *negativity at work, harassment and discrimination, job control, skill utilization, job demand, social support, promotion, physical problem* and *security*.

### 5.2 SIGNIFICANCE OF THE STUDY

Today, higher education leaders find themselves leading groups, schools and organizations across a rapidly changing environment and society toward a new destination in the twenty-first century. Teachers constitute the core in any college. The development of academic faculty requires an academic environment which is stress free and conducive and congenial for research, training and development of teachers, who are able to fulfill job task demands and are self-efficacious in outlook towards their institutions.

Very few studies have been done on college faculty in India on occupational stress and self-efficacy. Most of the studies are conducted on school teachers and different organizations, the results of those studies cannot be directly implemented on college faculty. Hence this study, contributes to the research literature by throwing more light on the relationship between occupational stress of academic faculty members and their self-efficacy.

### 5.3 STATEMENT OF THE PROBLEM

The present study therefore, endeavoured to find aforementioned relationships. The title of this study reads as under:

*A Study of Occupational Stress of Academic Faculties in relation to their Self efficacy.*

### 5.4 OBJECTIVES OF STUDY

The objectives proposed of the study are:

1. *To analyze the relationship between the occupational stress and self efficacy of the faculty members.*
2. To analyze the effect of respondents demographic profile over its occupational stress and self efficacy.

3. To analyze the levels of the occupational stress and self efficacy.

4. To evaluate the impact of the self efficacy over the occupational stress of the faculty members.

5.5 OVERALL CONCLUSIONS OF THE STUDY

The overall conclusions of the study are based on the section wise analysis, which have been reported in four sections i.e. Section I through section IV.

5.5.1 Conclusion on the Basis of Demographic Analysis

Demographic Analysis of the Measurable Demographic Profile of the Respondents

The analysis showed that the mean age of the faculty members surveyed was 42.05 years and the range of the faculty members in the age group surveyed were from 26 years to 57 years.

The surveyed faculty members were also assessed about their monthly salary and it was discovered that the average salary of the faculty members in all colleges were Rs 29,250.22 and the maximum salary drawn by any faculty member reported was Rs 57,927 and minimum reported was Rs 17,305.

The length of service in present job was also considered in the research project and it was evaluated that on average the employees were 11.21 years old in present job while few were very younger i.e. two years old and maximum 16 years old employees were also indentified in some colleges.

In references to the length of stay the total teaching experience was also counted for the faculty members and there were few faculty members with twenty two years of teaching experience whereas the average was 15.79 years for all faculty members surveyed.

The faculty members also reported that they were performing jobs about 7 – 9 hours per day and per week it was 5 – 6 days they work.
Demographic Analysis Of The Categorical Demographic Profile Of The Respondents

The categorical Demographic Profile of the Respondents in reference to gender, education, organization, college, department, position, location of work, marital status, extra duties, health disorder and co-curricular activities shows that the percentage of female academic faculty members was comparatively more than male faculty members in total sample but all of them had some extra duties to be performed and most of the faculty members being married.

The percentage of academic faculty members on the basis of qualification was more in case of academic faculties with other higher degrees as compared to the basic qualification and doctorates.

The percentage of academic faculty members on the basis of college type was mostly from women’s college as compared to men’s college and co-ed colleges.

The percentage of academic faculty members was also fragmented into the various existing departments of the colleges and it was found that 30.0% were from medical department, 23.8% were from law department, 22.4% from the engineering department, 20.8% were from general education department and rest 3.0% were from training teachers departments.

Further among all the different departments under study 48.2% were assistant professors, 39.0% were associate professors and rest 12.8% were professors and of all the faculty members surveyed permanent faculty members in survey were 31.2%, 55.4% was temporary faculty while 13.4% was the guest faculty.

The analysis also revealed that 40% of the colleges were from the rural region, followed by 36% in the semi urban region and 24% were in the urban locality of the Punjab and Chandigarh.

The results also show that more than quarter (85%) of the faculty members were involved in physical activities and even half (50.4%) of the faculty members were involved in leisure activities and even hobbies (53%) furthermore, few (15%) had suffered health disorders.
5.5.2 Conclusion on the Basis of Descriptive Statistics

Assessment of Occupational Stress Inventory

The result based on descriptive statistics i.e. mean, standard deviation score in case of its twelve scales showed the average score of the faculty members regarding occupational stress was 131.76 with standard deviation of 7.72. The maximum score of occupational stress was 159 and the minimum score was 109 by all faculty members.

On the various dimensions of the occupational stress, the maximum score by the faculty members was on Role Overload (17.97) followed by Role Conflict (14.10). On other dimensions like Unreasonable Group & Political Pressure, Role Ambiguity, Strenuous Working Conditions, Low Status, Under participation and powerfulness the faculty members on an average had scored in the range of 11.66 – 10.01 while on rest of the dimension like Intrinsic Impoverishment, Responsibility for Person, Poor Peer Relation and Unprofitability the faculty members on an average had scored in the range of 9.86 – 7.56.

Assessment of Job Tasks Demands

The result based on descriptive statistics i.e. mean, standard deviation score in case of its nine dimensions of the job task demands revealed that, the maximum score by the faculty members was on negativity at work (23.74) followed by harassment and discrimination (21.85). Also on the dimension of job control the average scores of all surveyed faculty members were 16.26. On the other dimensions of the job task demands like skill utilization, job demand, social support and promotion the faculty members on average had scored in the range of 9.45 – 11.75 while on rest of the dimension s like physical problem and security the faculty members on average had scored 6.96 and 3.07 respectively.

Assessment of Self Efficacy

The result based on descriptive statistics i.e. mean, standard deviation score in case of its six scales revealed that the average scores of the faculty members over the self efficacy was 86.48 and in the range of 32.0 – 120.0. On the various dimensions of the self efficacy, the maximum score by the faculty members was on teaching
methodology (23.00) followed by discipline (18.14) and motivation (18.0). On another dimension of job adjustment the average scores of all surveyed faculty members were 12.38 while on the rest two dimensions of self efficacy i.e. parent interaction and team work the average scores was in the range of 6.99 – 7.67 respectively. Thus it’s concluded that if faculty members improve upon their teaching methodology followed by discipline, motivation job adjustment, parent interaction and team work then self efficacy is bound to increase.

5.5.3 Inferential Analysis

Conclusions based on Assessment of Relationship Between Occupational Stress and Self Efficacy based on Coefficients of Correlation.

When coefficients of correlation were calculated for twelve scales of occupational stress viz. Role Overload, Role Ambiguity, Role Conflict, Unreasonable group & Political pressure, Responsibility for person, Under Participation, Powerfulness, Poor Peer Relation, Intrinsic Impoverishment, Low Status, Strenuous Working Condition, Unprofitability as dependent variable with six scales of independent variable self efficacy viz. teaching methodology, discipline, motivation, job adjustment, parent interaction and team work the following conclusions were observed.

Role Overload

Significant and positive correlation of the role overload with the following dimensions of self efficacy i.e. teaching methodology (r = 0.326*), discipline (r = 0.280*), team work (r = 0.405*) and job adjustment (r = 0.381*) and finally with the overall score of self efficacy (r = 0.336*) was observed.

Role Ambiguity

Significant and negative correlation of the role ambiguity with the dimensions of self efficacy i.e. teaching methodology (r = -0.401*), motivation (r = -0.340*), discipline (r = -0.451*), team work (r = -0.221*) and job adjustment (r = -0.536*) and finally with the overall score of self efficacy (r = -0.449*) was observed.
Role Conflict

Significant and negative correlation of the role conflict with the dimensions of self efficacy i.e. motivation ($r = -0.246^*$), team work ($r = -0.421^*$) and job adjustment ($r = -0.353^*$) and finally with the overall score of self efficacy ($r = -0.348^*$) was observed.

Unreasonable Politics and Political Pressure

Significant and negative correlation of the unreasonable politics and political pressure with the dimensions of self efficacy i.e. motivation ($r = -0.242^*$) and team work ($r = -0.415^*$), discipline ($r = -0.336^*$) and finally with the overall score of self efficacy ($r = -0.397^*$) was observed.

Responsibility for Person

Significant and positive correlation of the responsibility for person with the dimensions of self efficacy i.e. teaching methodology ($r = 0.511^*$), motivation ($r = 0.612^*$), discipline ($r = 0.444^*$), team work ($r = 0.601^*$), parent interaction ($r = 0.326^*$) and job adjustment ($r = 0.711^*$) and finally with the overall score of self efficacy ($r = 0.736^*$) was observed.

Under Participation

The results obtained showed that the under participation of faculty members in their organization does not affect their parameters of self efficacy at all.

Powerfulness

Significant and positive correlation of the powerfulness with the dimensions of self efficacy i.e. parent interaction ($r = 0.321^*$), team work ($r = 0.725^*$) and job adjustment ($r = 0.514^*$) and finally with the overall score of self efficacy ($r = 0.322^*$) was observed.
Poor Peer Relations

Significant and negative correlation of the poor peer relation with the
dimensions of self efficacy i.e. team work \( r = -0.441^* \) and job adjustment
\( r = -0.512^* \) and finally with the overall score of self efficacy \( r = -0.285^* \) was
observed.

Intrinsic Impoverishment

Significant and positive correlation of the intrinsic impoverishment with the
dimensions of self efficacy i.e. motivation \( r = 0.712^* \), parent interaction
\( r = 0.296^* \) and job adjustment \( r = 0.456^* \) and finally with the overall score of self
efficacy \( r = 0.339^* \) was observed.

Low Status

Significant and negative correlation of the low status with the dimensions of self efficacy i.e. motivation \( r = -0.771^* \) and team work \( r = -0.331^* \) and finally with the overall score of self efficacy \( r = -0.341^* \) was observed.

Strenuous Working Conditions

Significant and negative correlation of the strenuous working conditions with
the dimensions of self efficacy are i.e. teaching methodology \( r = -0.556^* \), motivation
\( r = -0.521^* \), discipline \( r = -0.664^* \), team work \( r = -0.343^* \) and job adjustment
\( r = -0.701^* \) and finally with the overall score of self efficacy \( r = -0.689^* \) was
observed.

Unprofitability

The feeling of neglect among employees from employers in terms of their low
salary, absence of rewards, lack of motivation, etc., deeply effect their motivation
level as correlation between unprofitability and motivation was \(-0.654\)

On the whole occupational stress affects the life of the employee in an
organisation which ultimately reflects in his actions and working. On the whole
significant negative relationship of occupational stress was found with all the sub variables of self efficacy and finally self efficacy i.e. -0.582.

Conclusions Based on the Assessment of Effect of Demographic Profile of Respondent Over its Occupational Stress and Self Efficacy

Table No 5.1: Effect of Demographic Profile of Respondent Over its Occupational Stress and Self Efficacy

<table>
<thead>
<tr>
<th>Type of Variable /Test Used</th>
<th>Demographic Variable</th>
<th>Result with Occupational Stress</th>
<th>Result with Self Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dichotomous variables (t-test)</td>
<td>Gender</td>
<td>Significant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Health Disorder</td>
<td>Significant</td>
<td>No impact</td>
</tr>
<tr>
<td></td>
<td>Leisure Activity</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Physical Activity</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Hobbies</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Extra duties</td>
<td>Insignificant</td>
<td>Insignificant (Non imp)</td>
</tr>
<tr>
<td>Multiple categories (Annova )</td>
<td>Education</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Organisation Type</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>College type</td>
<td>Insignificant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>Insignificant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Departmental position</td>
<td>Insignificant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Marital Status</td>
<td>Non imp</td>
<td>Non imp</td>
</tr>
<tr>
<td>Measureable But With No Frequency Distribution-(Correlation)</td>
<td>Age (years)</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Income (Monthly) Rs</td>
<td>Significant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Length of Service (years)</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Teaching Experience</td>
<td>Significant</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>Working Hours/ Day</td>
<td>Insignificant</td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Working Hrs/ week</td>
<td>Insignificant</td>
<td>Insignificant</td>
</tr>
</tbody>
</table>

Source: Self generated for the purpose of study
Occupational Stress and the Results of t-test for Dichotomous Variables showed that

Significant difference was assessed in the occupational stress among the male and female faculty members. It was analyzed that both gender exhibits higher level of occupational stress but the female faculty members were experiencing significantly higher level of occupational stress.

Significant difference was assessed in the occupational stress among the faculty members who were involved in any type of physical or leisure activity or having any hobbies than those faculty members those does not do at all.

Significant difference was assessed in the occupational stress among the faculty members who suffered with any health disorders.

Occupational Stress and the Results of Annova for Multiple Categories showed that

Significant difference was assessed in the occupational stress among the faculty members categorized on the basis of their educational qualification. It was analyzed that faculty members with lower degrees feel more stress at jobs than the faculty members with the higher degrees.

Significant difference was assessed in the occupational stress among the faculty members categorized on the basis of their different type of organizations. It was analyzed that faculty members working in the private unaided colleges were under the great deal of occupational stress in comparison the faculty members in either government colleges or in the private aided colleges.

Significant difference was assessed in the occupational stress among the faculty members categorized on the basis of their different type of locations of their organizations. It was analyzed that faculty members working in the rural area institutes experience higher level of occupational stress.

The other demographic factors like college type, department, departmental position, marital status was found to be non imp active factors over the faculty members as far as occupational stress is concerned.
Occupational Stress and the Results of Correlation to Study the Relational Impact of the Demographic Variables over the Occupational Stress showed that

There is significant impact of occupational stress with the monthly income of the faculty members. High correlation inferred that faculty members with higher incomes experience lower level of occupational stress as compared to the lower income faculty members.

There is significant impact of occupational stress with the age of the faculty members. High correlation inferred that faculty members with higher age experience lower level of occupational stress as compared to the younger faculty members this is because of the involvement of strategic experience among the aged faculty members to tackle the occupational stress.

There is significant impact of occupational stress with the length of service and teaching experience of the faculty members. Negative correlation inferred that faculty members with higher job experience and teaching experience exhibits lesser amount of occupational stress as compared to the faculty members younger at teaching.

On the other hand the other two variables i.e. working hrs per day and per week seems to be non imp active factors over the occupational stress as correlation obtained were insignificant.

Self Efficacy and the Results of t-test for Dichotomous Variables showed that

The demographic variables gender is not found to be significant in self efficacy of the faculty members as the self efficacy was similar for faculty members in each categorization of the demographic variables. Similarly health disorder is not found to be significant in self efficacy of the faculty members those who were experiencing any kind of health disorder or not, does not impact their self efficacy.

However, significant difference in the self efficacy of the faculty members those were involved in the any kind of recreational activities than those who are not.
It was analyzed that the faculty members having some kind of physical or leisure activity have average self efficacy scores while in comparison to those who does not have any kind of physical or leisure activities have.

Significant difference was assessed in the self efficacy among the faculty members who were involved in any type of hobbies than those faculty members those do not do at all.

**Self Efficacy and the Results of Annova for Multiple Categories showed that**

Significant difference was assessed in the self efficacy among the faculty members categorized on the basis of their educational qualification. It was analyzed that faculty members with lower degrees feel more stress at jobs than the faculty members with the higher degrees.

Significant difference in the self efficacy scores of the faculty members in comparison to their working type of organization was measured. The government college faculty members exhibit higher level of self efficacy than those working in the any other type of private organizations.

The other demographic variables like college type, department, departmental position are not found to be significant in self efficacy of the faculty members as the self efficacy was similar for faculty members in each categorization of the demographic variables.

**Self Efficacy and the Results of Correlation to Study the Relational Impact of the Demographic Variables over the Occupational Stress showed that**

There is insignificant impact of self efficacy with the monthly income of the faculty members. Low correlation inferred that income of faculty members has no impact on level of self efficacy.

There is significant impact of self efficacy with the age of the faculty members. High correlation inferred that faculty members with higher age experience higher level of self efficacy as compared to the younger faculty members.
There is significant impact of self efficacy with the teaching experience of the faculty members. Positive correlation inferred that faculty members with higher job experience and teaching experience exhibits higher amount of self efficacy as compared to the faculty members who are young at teaching.

On the other hand the other two variables i.e. working hrs per day and per week seems to be non imp active factors over the self efficacy as correlation obtained were insignificant.

Conclusions on the Basis of Chi Square and Karl Pearson Inter Correlation to Assess the Levels of Occupational Stress of Faculty Members

Two dimensional approach was used in this section to achieve the research objective analytically, firstly, the cross tab analysis was performed among the variables in the study i.e. occupational stress and self efficacy. Secondly inter correlation was evaluated among the levels of the occupational stress and of the self efficacy separately. The purpose of the analysis was to assess the levels of the occupational stress and self efficacy. The analysis of the cross tab shows that occupational stress is categorized the into three levels i.e. high, average and low occupational stress and also the self efficacy part i.e. high, average and low self efficacy.

Results revealed that the distribution of the faculty members proportion was not similar in terms of the categorization on the basis of either occupational stress and self efficacy. The inference achieved was 90.1% of the faculty members having high level of the occupational stress was having low value of self efficacy, whereas 55.8% of faculty members who were high on self efficacy are having low levels of the occupational stress. Thus on overall it was inferenced that high occupational stress is among the low self efficacy faculty members.

To assess the levels of occupational stress among the faculty members Karl Pearson inter correlation was evaluated among the parameters of the occupational stress. The purpose was to assess the impact of each parameter of the occupational stress on each other among the faculty members. Results show that there is
Significant and positive correlation was observed between Role Overload (RO) and Role Conflict (RC) i.e. 0.252.

Significant and negative correlation was observed between Role Overload (RO) and Poor Peer Relations (PPR) i.e. r = -0.372.

Significant and negative correlation was observed between Role Overload (RO) and Under-participation (UP) at 5% level of significances.

Significant and positive correlation was observed between the parameter Role ambiguity (RA) and Intrinsic Impoverishment (II) i.e. 0.489 at 5% level of significances.

Positive but significant correlation was observed between the Role Ambiguity (RA) and Low Status (LS) i.e. r = 0.337 at 5% level of significances.

Significant and positive correlation was observed between the parameter Role ambiguity (RA) and Strenuous Working Conditions (SWC) i.e. r = 0.416 at 5% level of significances.

Significant and positive correlation was observed between the parameter Role ambiguity (RA) and Role Conflict (RC) i.e. r = 0.278 at 5% level of significances.

Significant and positive correlation was observed between the parameter Role Conflict (RC) and the Unreasonable Group and Political Pressure (UGPP) i.e. r = 0.351

Significant and positive correlation was observed between the parameter Role Conflict (RC) and the Low Status (LS) i.e. r = 0.356 at 5% level of significances.

Significant and positive correlation was observed between the parameter Unprofitability (UF) and Responsibility of Persons (RP) i.e. r = 0.381 at 5% level of significances.

Significant and negative correlation was observed between the parameter Intrinsic Impoverishment (II) and Responsibility of Persons (RP) i.e. r = -0.298 at 5% level of significances.

Significant and positive correlation was observed between the parameter Under-participation (UP) and Powerlessness (PL) i.e. r = 0.331 at 5% level of significances.
Significant and positive correlation was observed between the parameter *Under-participation (UP) and Unprofitability (UF)* i.e. $r = 0.381$ at 5% level of significances.

Significant and positive correlation was observed between the parameter *Powerlessness (PL) and Strenuous Working Conditions (SWC)* i.e. $r = 0.588$ at 5% level of significances.

Significant and positive correlation was observed between the parameter *Intrinsic Impoverishment (II) with the Strenuous Working Conditions (SWC) and Low Status (LS)* i.e. $r = 0.399$ and $r = 0.382$ respectively.

Significant and positive correlation was observed between the parameter *Low Status (LS) and Unprofitability (UF)* i.e. $r = 0.397$ at 5% level of significances.

**Conclusions on the Basis of Karl Pearson Inter Correlation to Assess the Levels of Self Efficacy of Faculty Members**

The assessment of the Table 4.21 shows that:

Significant and positive correlation was observed between the parameter *Job Adjustment (JAS)* with the rest of the parameters of the self efficacy i.e. *Teaching Methodology (TM)* i.e. $r = 0.711$, *Motivation (MOV) r = 0.546*, *Discipline (DIS) r = 0.531*, *Parental Interaction (PI) r = 0.413* and *Team Work (TW) r = 0.456*.

Significant and positive correlation was observed between the parameter *Teaching Methodology (TM)* with the other parameters of faculty self efficacy i.e. *Motivation (MOV) r = 0.576*, *Discipline (DIS) r = 0.616*, *Parental Interaction (PI) r = 0.589*.

A strong positive correlation was observed between the parameter *Motivation (MOV) and Discipline (DIS) i.e. r = 0.523*, which was significant at 5% level of significances.

**Conclusions on the Basis of Regression Analysis to Determine the Predictors of Occupational Stress**

From the analysis it was concluded that self efficacy parameters like *Teaching Methodology, Motivation, Team Work, Job Adjustment* and *job task demands*
parameters like negativity at work, harassment and discrimination, physical problem and security are the significant contributors in explaining the variations of the occupational stress. Where Teaching Methodology, Motivation, Team Work, Job Adjustment and security are positive factors on the other hand negativity at work, harassment and discrimination are negative factors. In order to reduce stress at the organisational level removal of the ill situations like negativity, discrimination and harassment would easily curb the stress level of faculty members and at the personal level faculty members have to deal with their physical problems.

5.6 TOWARDS A MODEL FOR DETERMINANTS OF TEACHER OCCUPATIONAL STRESS

The main purpose of this study was to develop a model for the determinants of occupational stress among teachers of colleges in Punjab and Chandigarh. Such a model is based on the findings of this study. The findings show that there is a significant relationship between teachers' occupational stress determinants (Role Overload, Role Ambiguity, Role Conflict, Unreasonable group & Political pressure, Responsibility for person, Under Participation, Powerfulness, Poor Peer Relation, Intrinsic Impoverishment, Low Status, Strenuous Working Condition, Unprofitability), Job task demands and its determinants (negativity at work, harassment and discrimination, physical problem and security) and all the determinants of self efficacy (teaching methodology, discipline, motivation, job adjustment, parent interaction and team work) along with demographics i.e. age, income, length of service, teaching experience, gender, education, location of work, health disorder and co-curricular activities.

These findings are generally significant because they give us a picture of teachers who are vulnerable to stress related to different aspects of their work. In the light of these findings, the researcher recommends a model for determinants of teacher occupational stress presented in following Figure 5.1.
Figure 5.1: Model for Determinants of Teacher Occupational Stress

Occupational Stress is Higher Among,
- Females
- Lower Degree Holders
- Private College Faculty Members
- Rural College Faculty Members
- Faculty Members with Health Disorders
- Faculty Members having No Extra Curricular Activities

Age (-0.556)
Income (-0.689)
Length of Service (-0.466)
Teaching Experience (-0.478)
Self Efficacy (-0.582)
Teaching Methodology (-0.369)
Motivation (-0.556)
Discipline (-0.299)
Parent Interaction (-0.256)
Team Work (-0.548)
Job Adjustment (-0.776)

5.7 LIMITATIONS OF THE STUDY

The cooperation and interest of respondents posed a serious problem in few cases as research was based on exclusive survey. Some respondents showed little interest in filling the questionnaire.

Another important limitation with the research is that the cities from which data is collected have been selected as per the convenience and therefore some of the rural and urban areas were included in the sample due to time and resource constraints.

As the research is conducted in Punjab and Chandigarh only, so the findings may not be exactly applicable to other sectors as occupational stress may vary in every profession, differ across cultures.

Despite these limitations, efforts were made that these limitations do not come in the way of arriving at an authentic conclusion. The sample selection was done very carefully to make the sample representative of the whole population. Further the
respondents were guided thoroughly to understand the questions whenever they faced any difficulty.

5.8 SUGGESTIONS

Research in any branch of human knowledge is never a closed book. There is always persistent need for finding solution to old as well as new problems and testing the variety of solutions to other problems. There is no piece of meaning research that does not provide clues. On the backdrop of all investigation made, findings, observation and perception drawn from analysis of finding the researcher is now in equipped with knowledge to make recommendations which if enacted will help the faculty members to increase their self efficacy there by reducing the occupational stress which will definitely not only benefit the organisation but nation as a whole.

1. As it was found that those faculty members who were suffering from role overload if improved upon their teaching methodology skills would help them increase their self efficacy which would also result in increased discipline, motivation, job adjustment, parent interaction and team work.

- Thus it is suggested that all the academic organizations should aim to convert all classrooms as smart class rooms, which will increase efficiency of faculty members as well as the grasping power of students.

- Pre prepared PPT’S along with their explanation should be given both to students as well as faculty members.

- More frequent use of video conferencing should be made rather than a teacher delivering the same lecture on same day in different classes. All this will reduce work overload, increase self efficacy and reduce occupational stress.

- Workload should be in line with workers’ capabilities and resources.

- Redesigning the job to increase variety, prevent excessive hours, and provide better support.

2. As it was found that role ambiguity and confusion of role creates negative effect over job adjustment and self efficacy of the faculty members along with their reduced peer relationship.
Thus it is suggested that an effort should be made to increase self efficacy and motivation by conducting more frequent and timely seminars, workshops and seminars.

Management and the concerned authorities should clearly define the role of the person to avoid confusion of faculty members and prevent role ambiguity amongst them which will increase self efficacy and reduce occupational stress.

Job design should stimulate and provide ample opportunities for workers to use their skills.

Conduct collaborative workplace and job redesign to enhance person environment match.

Each and every faculty member should have proper job description which integrates the organizations goal, mission and vision.

3. As it was found that the clash of simultaneous different roles in one’s job affect the motivation among the faculty members and since multiple roles confusion further effect team spirit of all faculty members which ultimately reduces the self efficacy and job adjustment among the faculty.

Thus it is suggested that all faculty members should be clearly defined with what, how much and within what time the work is to be done. For this purpose well framed academic calendar of the organization and its respective departments should be made and handed over to the faculties so that no confusion prevails about the syllabus to be covered for separate exams, the seminars, workshops or fest’s to be conducted. However care must be taken to see that there is proper division of work.

To promote cooperation among the faculty members, people of different groups but with similar interest should be put together to work for same projects or assignments, as they will be able to understand each other better.

4. The formation of unwanted groups creates tension among themselves it ultimately cost’s at team work, motivation, discipline and finally self efficacy. Thus it is suggested that

- Group activities should be encouraged for all faculty members such as group celebrations, seminars, cultural fests etc.
- Management could create a positive work environment by refocusing responsibilities among faculty members by opening up communication channels by using staff satisfaction surveys to monitor stress levels, needs and stressors in the work environment.

5. The opportunity to *utilize self abilities independently* can improvise on all aspects of the employees. Thus it is suggested that

- Faculty members should be free to change their teaching methodology as per their convenience and class requirement.

- All faculty members should have a clear plan and objectives, according to their skill and experience and lastly, include clearly defined responsibilities. At the same time provision should be made for meaningful stimulation and creation of opportunities to use their skills.

6. The respect received by an employee from others, due significance given by higher authorities to the post and work, etc. can positively impact the motivation among the employees which are further correlated with their efficacy and developing team spirit. Thus it is suggested that

- Management should show interest in the welfare of the faculty members.

- Reward faculty members of their good work. Rewarding does not mean financial but it can be in the form of medal or faculty member of the month.

- The faculty members who are appointed on contract or temporary basis should also be given due diligence for their work as well as an equal opportunity to attend meetings for making suggestions and participate in group activities. Worker's participation in making decisions for those actions affecting their interests should be a common phenomenon.

- Drawl of clear career development chart should be there so that work with zeal is rewarded.

- Recognition of employees for good work performance which is source of motivation.

- Women faculty members who are appointed on contract or temporary basis should also be given maternity leave and opportunity to rejoin.

7. The tense circumstances in which work has to be done, risky and complicated assignments, unsatisfactory working conditions from the point of view of welfare
and convenience effect all the aspects of self-efficacy of the faculty members. Thus it is suggested that policy of sabbatical leaves should be introduced that is to provide unpaid time off, partial paid leaves or leaves with full pay. These leaves help employees return emotionally refreshed, feeling rewarded and valued by self, peers and employers.

8. Topics such as stress management could be included in the continuous education programme of the faculty members.

However there are other techniques by which employees can reduce their stress levels and eventually increase their self-efficacy to further reduce occupational stress.

- Balance between work and family or personal life.
- Create support network of friends and co-workers and talk out openly. Talking to someone about your problems, who is ready to hear you out and confide in them, makes one feel much better rather than keeping your emotions all bottled up. There are people that you can never trust or people who you may confide in only to have them discourage you and add you more stress. Crying can also be very helpful. It should not be perceived as a sign of weakness. It can be done behind closed doors. There are also instances where it is advisable to seek professional help.
- Maintain relaxed and positive outlook/attitude. It tough situations, you have to keep reminding yourself that this is temporary.
- Change the motto - No one is perfect – Perform the best. Not worrying about things that can’t be changed. There are so many people who get stressed over things that they actually have no control over.
- Have realistic expectations.
- Have a balanced diet.
- Practice relaxation and meditation - Meditation will help you learn how to control your mind. This will help you in preventing getting overwhelmed by anything that can be described as being stressful. Yoga can help in relaxing the mind and abolishing stress
- Have thorough medical checkup at frequent intervals
- Learn to manage your time- One should plan his time well. Leave room for work and rest equally. You should also try as much possible to work with only realistic goals. Set your goals and a time frame and then work towards achieving this. Last minute rushes tend to be very stressful.

- Find the cause of stress- If you are currently stressed, one should try and establish where the stress is originating from. One should then try and get rid of the cause.

- Good music has the ability to lighten up even the darkest days. It can bring one inner peace and calmness. This is a great way to take a break from your busy work schedule and just relax for a while.

Thus to conclude we can say that the present study would be useful for Policy makers, University management and Principals as it suggest them to come up with policies to cope up with occupational stress to enhance the self-efficacy of the academic faculty and enable them to attract and retain top level faculty at their respective colleges. Teachers who are not self-efficacious to their work are likely to put less effort in the classroom which would adversely affect student learning and achievement in particular and standard of education in the country in general.

Moreover, high turnover among teachers, especially when good teachers quit, can have high costs and implications for the education system. This is because good quality teachers take with them their research, teaching skills, and experience. Other costs include the time involved in recruitment, selection, and training of new faculty; advertising expenses; and increased workloads for existing faculty. It is not necessary to be a management expert or an economist to understand that if the education managers are spending huge amount of money and hours of their time to replace teachers, preventing brain drain in the first place might have saved some of the resources.

To enhance self-efficacy among teachers and to reduce occupational stress involves creating a work environment which is positive and healthy. It is suggested that the core concept of a healthy organization appears to lie in the redefinition and clarification of relationships, expectations, obligations and interaction between faculty members and the organizations.