Chapter VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1. Introduction
7.2. Summary of Findings
7.3. Suggestions
7.4. Conclusion
7.1. Introduction

In this chapter the researcher has presented the summary of findings, suggestions and conclusion of the study and also discussed the stress among the women teachers those who are working in the Engineering Colleges in Madurai District with appropriate suggestions for the decrease the level of stress on their work.

7.2. Summary of Findings

The findings of the study are presented below:

The second chapter “Review of Literature” reviews different theories of stress factors in teaching causing satisfaction and dissatisfaction, causes of work related stress among the college teachers, organisational stress and conflict handling styles among management teachers, developing a stress management, stress management among women college teachers in Tamilnadu, occupational stress among the teachers of higher secondary schools in Madurai District, job stress related problems and coping strategies, coping stress and social resources among adults with unipolar depression, perceived stress levels of principals, work and family precursors of burnout in teachers, perceived occupational stress as the function of achievement and the like. After reviewing various literatures, the researcher has come to know that there is no any specific study in the chosen topic. To fill the gap, it is
necessary to undertake a study on the Stress among the Women Teachers working in Engineering Colleges in Madurai District.

The third chapter “Theoretical Background of the Study Area” deals with the theoretical background of Occupational Stress, Casus of Stress and various techniques for managing the stress. Stress on individuals ranges from personal day to day life to their organizational activities. Urbanization, industrialization, competition, modernization and increasing scale of operations in the society are causing increasing stresses. People perceive stress when they cannot meet up to the environmental expectations and feel a misfit within themselves. Consistently increasing rate of psychosomatic and psychological disorders and feeling of frustration and dissatisfaction with life in general reflect the high stress being experienced by the people in the present day world. During last two decade frequency, severity and span of psycho-social stress have drastically increased. The basic reason being the tremendously changed physical and socio-cultural environment of the contemporary society and lifestyle of people. People’s life in contemporary societies has become more demanding, complicated, mechanical and dependent, and is running by the clock. Ever increasing need and aspirations, stiff competition, pressures of meeting deadlines and uncertainty of future and weakened social support system have made the life of majority of people highly stressful in modern societies. Job stress results from various interactions of the worker and the environment of the work they perform their
duties. Location, gender, environment, and many other factors contribute to
the buildup of stress. Job stress results from the interaction of the worker and
the conditions of work. Views differ on the importance of worker
characteristics versus working conditions as the primary cause of job stress.
The differing viewpoints suggest different ways to prevent stress at work.
Differences in individual characteristics such as personality and coping skills
can be very important in predicting whether certain job conditions will result
in stress. In other words, what is stressful for one person may not be a
problem for someone else. This viewpoint underlies prevention strategies that
focus on workers and ways to help them cope with demanding job conditions.

The fourth chapter “Origin and Growth of Engineering Education
in India and Profile of Study Units” deals with the overview of Engineering
Education in India, origin and growth of the Engineering education in India
and profile of study units the findings are as follows

i. The oldest Engineering college is Thomason College of Civil
   Engineering, Uttarakhand established in the year 1847.

ii. Andhra Pradesh having maximum number of engineering institution
    (1021) followed by Tamilnadu is 934.

iii. The growth of Engineering Institutions has increasing in the year-by-
     year.
iv. The maximum number of Engineering Programmes in the year 2012-13 is 1761976

v. The P.S.G. College of Technology (Autonomous), Coimbatore got first place in Top Ten Anna University Engineering Colleges in Tamilnadu for the year 2014-15, second place goes to University Departments of Anna University, Chennai - CEG Campus and third place goes to Kumaraguru College of Technology (Autonomous), Coimbatore.

vi. The maximum number of engineering colleges is in the Kancheepuram District with 84 Engineering Colleges and followed by Coimbatore district with 73 Engineering Colleges in Tamil Nadu.

The study covers the following twelve engineering colleges in Madurai District

i. Thiagarajar College of Engineering

ii. Raja College of Engineering and Technology

iii. SacsM.A.V.M.M.Engineering College

iv. Vickram College of Engineering

v. P.T.R College of Engineering and Technology

vi. Velammal College of Engineering and Technology

vii. Latha Mathavan Engineering College

viii. Fatima Michael College of Engineering & Technology
The fifth chapter “Analysis of Socio Economic Conditions of the Women Teachers Working in Engineering Colleges in Madurai District” highlights the demographic profiles of the sample respondents. The results are presented below:

i. Out of 240 Respondents, 55.4 per cent of the respondents fall in the category of up to 30 years while 20 per cent of the sample respondents fall between 31-40 years age group.

ii. 51.3 per cent of the respondents are married, 41.7 per cent of the respondents are unmarried and 7 per cent of the respondents are in others category.

iii. Out of 240 respondents, 201 respondents are post graduates and 39 respondents are doctorates.

iv. 37.7 per cent of the respondents have one children, 59.01 per cent of the have two children and the remaining 3.27 per cent of the respondents have more than two children.

v. 75 per cent of the respondents are belonging to joint family category.
vi. Out of 240 respondents, 192 (80%) of the respondents are residing in rental house and remaining respondents 48 (20%) are residing in own house.

vii. 96 (40.0%) of the sample respondents are having a family size of up to 3 members and 129 (53.8%) are having between 4-5 members

viii. Majority of the respondents (87.9%) are serving as Assistant Professors, 3.3 per cent of the respondents are serving as associate professors, 1.3 per cent of the respondents are serving as Professors and 2.5 per cent of the respondents are working as Head of the Department.

ix. Majority of the respondents (86.7%) are experienced up to 5 years, 8.8 per cent of the respondents are experienced between 6-10 years

x. 198 respondents that accounts for 82.5 per cent of the respondents have an income of below Rs.20,000/- per month, 26 respondents (10.8%) have an income of Rs.20,001 to 40,000 per month.

xi. Out of 240 sample respondents, those respondents who are travelling from less than 10 kms formed the majority 125(52.1%).

xii. 192 respondents (80%) travel to their educational institution through transport facility provided by their institution and the remaining 20 per cent travel through own mode.
xiii. 62.9 per cent of the respondents work for 16 to 18 hours per week and 30.4 per cent of the respondents work for more than 18 hours per week.

The sixth chapter “An analysis of Stress among the Women Teachers working in Engineering Colleges in Madurai District” deals with the factors influencing the stress among the women teachers working in engineering colleges in Madurai District. The researcher has analysed the motivational factors influencing the functioning entrepreneurs in Madurai District with the help of various parameters. In order to analyse these parameters, the researcher has formulated various hypotheses and tested them with the help of One-Way Analysis of Variance (ANOVA), Factor Analysis and the like. The results are presented below:

i. The extracted five factors describe the variables influencing stress and its types of entrepreneurs to the extent of 63.80 per cent. The most important factor influencing the stress of women academicians in engineering colleges is “Work environment” with an Eigen value of 6.879 and a reliability coefficient of 0.921. The second most important factor influencing stress is “Institutional Relationship” with an Eigen value of 6.039 and a reliability coefficient of 0.926. The other factors influencing motivation are Monetary Benefits, Students - Teachers relationship, and Interpersonal relationship with an Eigen value of 0.924, 0.910 and 0.783 respectively.
ii. The extracted factor Work Environment consists of thirteen items and they explain 17.638 per cent of the variance in the factor. Higher factor loading were observed in the statements “the lighting and ventilation facility provided by the college is adequate” and “Necessary materials are available as needed by the staff” as their respective factor loadings are 0.806 and 0.768. Lowest loading was observed for the item “Working hours are properly planned” as its factor loading was 0.541.

iii. The extracted factor “Institutional Relationship” includes ten items and they explain 15.484 per cent of the variance in the factor. Higher factor loading were observed in the statements “Promotion is based on both seniority and merit” and “Promotion policy is fair” as their respective factor loadings are 0.844 and 0.835. Lower factor loading were observed for the items “Payment of salary paid on correct lines” and “Institution ensures Job Security” as their respective factor loadings are 0.485 and 0.476.

iv. The factor Monetary Benefits includes seven variables and they explain 13.634 per cent of the variance in the factor. Higher factor loading was observed in the statement Overtime payment provided by the college is sufficient since it has a factor loading of 0.842.
v. The extracted factor Students - Teachers relationship includes five variables and they explain 9.663 per cent of the variance in the factor. Higher factor loading were observed in the statement “I allow the students to ask doubts at anytime of the class” and self interest as the factor loading is 0.821.

vi. The extracted factor Interpersonal relationship includes four items and they explain 7.388 per cent of the variance in the factor. Higher factor loading were observed in the statement “Your colleagues co-operate with you” as the factor loading is 0.789.

vii. The extracted two factors describe the types of stress to the extent of 67.089 per cent. The most important type of stress of women academicians in engineering colleges is “Job stress” with an Eigen value of 5.173 and a reliability coefficient of 0.814. The second important type of stress of women academicians is “Physical Stress” with an Eigen value of 4.219 and a reliability coefficient of 0.886.

viii. The extracted factor Job stress includes eight items and they explain 36.951 per cent of the variance in the factor. Higher factor loading were observed in the statement “Teaching profession give physical or Emotional fatigue” as it has an higher Eigen value of 0.874. Lowest factor loading were observed in the statement “I hate to stay after college hours to do college work”.
ix. The extracted factor Physical Stress includes six variables and they explain 30.139 per cent of the variance in the factor. Higher factor loading were observed in the statement “Stress in work leads to frustration the job” with an Eigen value of 0.914. Lowest factor loading were observed in the statement “Work load affects marital life” with an Eigen value of 0.502.

x. Comparison between mean levels of factors influencing Stress revealed that, Interpersonal Relationship (M=2.94) and Institutional Relationship (M = 3.36) were the lowest rated dimensions in the total sample. The factor work environment (M = 3.77) has the highest agreement among the respondents. Skewness values and kurtosis values are in the range of -2 to +2 for all the constructs, which shows that the data are normally distributed.

xi. Comparison between two types of stress indicated that Job stress (M=3.94) was found to have a higher mean score in comparison with physical stress (M=3.25). Skewness values and kurtosis values are in the range of -2 to +2 for all the constructs, which shows that the data are normally distributed.

xii. It is found from the analysis that the negative and significant correlation was found between Job stress with Institutional Relationship (r = -0.287, p < 0.0) and Interpersonal relationship.
(r = -0.304, p < 0.05). Also a significant positive correlation was found among all the constructs of stress influencing factors.

xiii. A negative and significant correlation was found between Physical stress with Work environment (r = -0.280, p < 0.05) and Interpersonal relationship (r = -0.300, p < 0.05). Also a significant positive correlation was found among all the constructs of stress influencing factors.

xiv. It indicates from the analysis that 48.6% of the changes in the physical stress (DV) can be explained by the independent factors. Further, the effectiveness of each independent variable influencing the dependent variable is determined by the standardized coefficients beta value. It is also found from the analysis that Work environment ($\beta = 0.224$) is the most influential factor followed by Interpersonal relationship ($\beta = 0.215$) in affecting the physical stress.

xv. Mean value comparison of respondents' designation revealed that respondents who are working as assistant professors (M = 3.79) have a higher agreement on this dimension than the respondents with other designations.
xvi. Mean score assessment of respondents age category shows that the respondents who are between 31 -40 years (M = 3.43) and who are less than 30 years (M = 3.39) have a higher rating on institutional relationship than the respondents who are old.

xvii. On comparing the Mean score values of respondents educational qualification is is found that respondents who doctorates (M = 3.52) have a lower mean score than the respondents who are post graduates (M = 3.56).

xviii. Significant mean differences among Educational Qualification (F= 3.141, P < 0.05) of the respondents were found with regard to Students - Teachers relationship. No significant difference was found between the other influencing variables and Students - Teachers relationship. Evaluation of the Mean scores of respondents educational qualification indicated that respondents who post graduates (M = 4.02) have a higher mean score than the respondents who are doctorates (M = 3.86) with regard to Students - Teachers relationship.

xix. On assessing the mean values of Interpersonal Relationship across respondents age category shows that the respondents who are between 31 to 40 years (M =3.43 have a higher rating on Interpersonal Relationship than respondents on other age category.
xx. Mean value comparison of Interpersonal Relationship across respondents experience shows that the respondents who have more than 10 years of experience (M = 3.02) have a higher agreement on Interpersonal Relationship than other experienced respondents.

xxi. On assessing the mean values of Number of Children of the respondents, those respondents who are having more than two children (M = 4.56) have a higher score on job stress than respondents with lesser children.

xxii. Comparison of the mean values of number of working hours of the respondents, those respondents who are working more than 18 hours per week (M = 4.12) have a higher job stress score than respondents with lesser working hours.

xxiii. The mean values of Designation of the respondents were compared, those respondents who are working as Associate Professors (M = 3.75) and as HOD (M = 3.50) have a higher job stress score than other respondents.

xxiv. Comparison of the mean values of experience of the respondents shows that, those respondents who are having more than 10 years of experience (M = 43.65) have a higher job stress score than respondents with lesser working experience.
xxv. It is clear that out of 240 sample respondents, 128 (53.3%) are under the category of medium level of job stress, 75 (31.3%) respondents are under the category of high level of job stress and 37 (15.4%) of the respondents are having low level of job stress.

xxvi. It is clear that out of 240 sample respondents, 173 (72.1%) are under the category of medium level of physical stress, 53 (22.1%) respondents are under the category of low level of physical stress and 14 (5.8%) of the respondents are having high level of physical stress.

7.3. Suggestions of the Study

Keeping in mind the findings and discussion inferred from the study, the following recommendations are suggested for minimizing the stress among the women teachers working in Engineering Colleges.

i. Stress was found to be high among the respondents with more number of dependents, compared to those with less number of dependents. The reason for this could be attributed to the accumulating responsibilities, which increases with the size of the family. Hence it was suggested that, the respondents should have a control over their family size, which shall benefit the society at large, other than for the individual benefits it brings to the respondents.
ii. The women teachers being emotionally triggered, it is suggested that the management should get emotionally bonded with the women teachers, which will not allow any stressful situation in the institution.

iii. Among the various factors which influenced the respondents in the choice of the profession and institution, more weightage was given to the factor ‘more days of leave’. Hence it was suggested that, the college teachers need to be granted the required number of days of leave, to help them balance their dual role, and give their utmost in terms of quality to their Institution.

iv. When a person was suffering from headache or any other physical problem, it was suggested that, it should not be automatically assumed that such headaches or other complaints were stress-related just because the person had a high job stress score. A physician should always be consulted if a person experienced new symptoms, or if past problems seemed to be getting worse, because they might be due to something else that would have been much easier to treat in its early stages.

v. The feeling of having little control over stress was always distressful. Anything done to gain more control over daily activities would provide powerful stress reduction rewards. Analyzing all the items
showing high stress levels and figuring out how to gain them in, particularly, if it was felt that health was being significantly affected. But it had got to be kept in mind that any such scale, along with its categories, was subjective and that some stressors, such as deadlines, could actually have positive consequences.

vi. The presence of high stress in the total sample is an indication that they are greatly affected by various life events and are likely to experience health problems in the near future. As such the individuals can utilize this information as a signal that they should re-evaluate and check out for the sources of stress and attempt to handle them.

vii. Well-organized holidays and recreational programs may be helpful to reduce stress to a large extent.

viii. The individuals demographics verses stress relationships are very useful in identifying individuals who might be prone to stress. This information can be utilized to identify stress prone people.

ix. A comprehensive study of the copying strategies used by career women would help them in identify constructive solution to deal with the problems.
x. In the light of the findings of the present study, concept of flexible working hours and job sharing may be introduced.

xi. Stress can be reduced by self-analysis, positive mental attitude, meditation, control over anger, yoga, relaxation method, time management, personal development and the like.

7.4. Conclusion

This study has made an attempt to identify the level of stress among the women teachers working in engineering colleges in Madurai District. The analysis, based on series of logical steps, has shown both positive and negative associations. For instance, the socio-demographic characteristics of the women teachers have shown positive influences of stress on their work. Educational Institutions have started realizing that stress management is an important and the pay-off comes when women teachers are able to maintain high performance. Stress counselling and stress management in India, have still a low profile, but it is time that Indian organizations start taking steps like their western counterparts to enable executives to absorb and bye-pass stress and strain which in days to come are like to manifest in more frightening ways.

The stress is a very common factor to every human in the society and it is the responsibility of every individual to minimize the stress in different angle like job involvement, engaging entertaining programs, yoga and
meditations, massage and take a break and so on. They also have to scan family and working environment and need to adopt appropriate strategy to minimize the stress. The study concluded that causes, effects and managing the stress among women teachers working in engineering colleges in Madurai district. Engineering college working women teachers are well trained themselves to manage the day-to-day stress in working environment as well as the family environment. Regarding to , engineering College working women teachers are feeling very high level of stress due to salary and working environment. The work and family conflict are associated with the high quality of work life, work involvement, family involvement and work expectations. It is suggested that the management of the Madurai district engineering colleges should plan for instituting a comprehensive counselling programme specifically suitable for their women teachers in engineering colleges. Particularly, the women teachers in engineering colleges is considered an essential step to be taken by the Government and Management for reducing the work and family conflict because women in our society play multi-faceted roles, often leading to inter-role conflict and consequent emotional imbalances. Every teacher's each day thoughts, words, and actions take on new and greater significance. The subject of empowerment of women has becoming a burning issue all over the world including India since last few decades. Many agencies of United Nations in their reports have emphasized that gender issue is to be given utmost priority. It is held that women now
cannot be asked to wait for any more for equality. Inequalities between men and women and discrimination against women have also been age-old issues all over the world. Thus, women’s quest for equality with man is a universal phenomenon. There was a time when women’s education was not a priority even among the elite. Since the last quarter of the 20th century and more so after the opening up of die economy, post-1991, a growing number of women have been entering into the economic field, seeking paid work outside the family. Women are playing bigger and bigger role in economic field: as workers, consumers, entrepreneurs, managers and investors. It is well known fact that the women in Indian society have been playing a key role in both work place and their houses and therefore it is necessary to maintain their level of stress at lower level for the purpose of maintaining good health conditions and balancing their work life equations. The researcher has suggested the following areas for further research in the field of study.

i. A study on the stress among Teachers working in Government Aided and Self Financing Colleges in Tamilnadu.

ii. A comparative study on stress among the Employed and Unemployed Women in Tamilnadu

iii. A Study on Organizational Commitment and Work Life Balance of teachers working in Engineering Colleges in Tamilnadu.

iv. A comparative study on the stress among the men and women teachers working in schools in Tamilnadu