analysis reveals that the important measures to reduce the job stress among the teachers are good organisational climate, inter-personal relationship and counselling.

CHAPTER-VII
SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS

The objectives of the present study were accomplished in three stages. First of all, the profile of the teachers and the social support among them were analysed. It was followed by a study on job stress, work stressors, job satisfaction and job performance. In the third stage, the job stress and its correlates, the impact of job stress on job satisfaction and job performance were studied. Results of the analysis have been presented and discussed in the earlier chapters. The work done and its findings are summarised in this chapter to draw specific inferences and indicate policy implications.

Madurai Kamaraj University is the second university started in Tamil Nadu. It has many autonomous colleges affiliated to it. The job stress among college teachers working in autonomous colleges is purposively selected for study because of two reasons. Firstly, the autonomous colleges impose more academic and co-curriculum work on the teachers. Secondly, most of the colleges are trying to get autonomy to achieve academic excellence and also avail of the Government grants. Nowadays even in the aided colleges, the teachers are appointed on a consolidated pay. Heavy work load, poor payment and autocratic attitude of the management create a lot of problems. These pave the way to job stress and the quality of education deteriorates. The present study focuses on the job stress experienced by the college teachers in autonomous institutions.

To start with, the socio-economic profile and social support for the teachers were reviewed to set the background for the study. Specific objectives of this study were: i) To present the profile of the
College teachers along with the social support received by them. ii) To identify and assess the level of job stress among the College teachers. iii) To measure the job satisfaction levels among the College teachers. iv) To examine the job stress and its correlates and their impact on job performance. v) To analyse the discriminant variables among stressful and stressless groups of teachers and vi) To suggest remedial measures for job stress, in autonomous colleges.

The concepts and methodology were formulated according to the objectives of the study with the help of a comprehensive review of previous studies. The required data were collected from the college teachers through a standard questionnaire. Within the Madurai Kamaraj University area, ten autonomous colleges were purposively selected for the study. Out of the total population of 1258 teachers, 50 per cent of the teachers have been selected as the sample for the present study. The total sample size of 629 college teachers were distributed to al 10 colleges at proportionate. In each colleges the samples were selected at random. The response rate from the samples was 64.71 per cent. So the final sample size taken for the analysis came to 407 college teachers, working in regular and self-financing institutions. The collected data were analysed with the help of appropriate tools to measure the job stress, work stressors, job satisfaction and job performance.

**FINDINGS**

Most of the college teachers are males but a few female teachers are also work in autonomous colleges. The important age groups are 41 to 50 years and 30 to 40 years. The dominant age group is 41 to 50 years. The dominant level of education of the teachers is post-graduation with M.Phil. Ph.D. holders among female teachers are more.

The most of the teachers are ‘married’. Their designations are selection grade lecturer and reader. Most of the male teachers are selection grade lecturers whereas among the female teachers, it is reader.
Many of the teachers belong to the department of social sciences, followed by those in science and arts departments. The important nature of placement is permanent. Many draw University Grants Commission pay scale. Others draw the salary given in self-financing colleges. More females work in self-financing colleges than males.

Many have a teaching experience of 25 years or 16 to 20 years. Among the males many have a teaching experience of 21 to 25 years or above 25 years. Whereas among the females these are 16 to 20 years 21 to 25 years. The lecture hours per week among the teachers are 15 to 17 hours or above 17 hours.

Majority of the teachers are involved in one or two committees activities in their colleges. Such involvement is more among the women teachers. The number of teachers who are not involved in any committee activity are more among male teachers than among the women teachers.

The number of subjects handled by the teachers are two or three. The women teachers handle more subjects compared to the men.

The dominant family size is three or four, followed by more than four. The first two family sizes among the males are four and or three whereas among the females it is two or three. The significant number of earning members in a family are two or one. Earning members per family among male and female teachers are one and two respectively. More earning members are found in families of women teachers.
The dominant spouse education level among the respondents is undergraduation or post-graduation. Among the male teachers, it is undergraduation, whereas among the females, it is post-graduation.

The monthly salary for most of the teachers is Rs.15,001 to 20,000 or Rs.20,001 to 25,000. The teachers who receive lesser salary are identified as more among the female teachers compared to male teachers. The average monthly income among for male teachers is higher compared to that of female teachers.

Most of the teachers work under Private Board Management. The number of departments at the colleges are 14 to 17 or more than 17 departments. The number of teachers in the colleges are 131 to 160 or above 160. More female teachers are work in colleges in which has teachers above 160.

The average family income for most of the teachers is 25,000 to 30,000 the average monthly salary among female teachers is higher compared to that of male teachers.

Some of the colleges are 30 to 40 years or 51 to 60 years old. Many of the teachers travel, 11 to 15 kms or 6 to 10 kms. to reach their colleges. Males travel 11 to 15 kms. or 6 to 10 kms whereas among females the distances are 3 to 5 kms and less than 3 kms. Many of the colleges are located in or near the city area.

The important social supports for the teachers are support for Emotional Exhaustion, support from supervisor, support from co-worker, support from
administration, personal accomplishment, support from family and depersonalization. The first two are significant.

The important variables in emotional exhaustion are feeling emotionally drained from work and feeling used up at the end of the day. In the case of support from coworkers, the first two important variables are their reliability and their willingness to listen to the problems of others.

The support from supervisor consists of six variables. The important variables are supervisor’s help and their accessibility. The important variables in “support from administration” are making job easy and reliability of administration. The personal accomplishment factor consists of six variables. Out of six variables, the important variables are relaxed atmosphere and accomplishment of many worthwhile things in the job.

The support from the family factor consists of four variables. The important variables in this factor are family’s willingness to listen to personal problems and frequent family counselling. The depersonalization factor consists of four variables. The important two variables in it are becoming more callous towards people and being indifferent to the job.

The important social support indices among the teachers are 40 to 60 and 20 to 40. Among the male and female teachers, the first two important social support indices are 41 to 60 and 20 to 40. Teachers with a social support index of above 80 play only a minimum role. It reveals that the social support varies from moderate to poor.
The job stress among the teachers are divided into ten important dimensions namely self-role distance, role stagnation, role ambiguity, role conflict, role overload, role erosion, lack of group cohesiveness and supervisory support, personal/resource inadequacy, constraint to accept and inadequacy of role authority. The first two important dimensions of job stress are self-role distance and role stagnation and other seven variables are with higher eigen values respectively.

The important variables in the self-role distance dimension of job stress are ‘doing job against personal judgement’ and carrying out the responsibilities without interest. In the case of role stagnation, the first two important variables are negligible promotional chances in the job and foregoing of promotion to stick to the present position. The role ambiguity consists of six variables. The first two important variables are being unclear on the scope and responsibility of the job and no established procedure in the job.

The role conflict consists of six variables. The important variables are work against personal expectation and incompatible instructions from several people. In the case of role overload, the first two important variables are heavy workload and insufficient people to complete the assignment. The ‘role erosion’ consists of five variables. The most important variables are no role in decision-making and improper placement.

The personal/resource inadequacy factor consists of five variables. The most important variables in this factor are insufficient skill and knowledge to handle the job and mismatching of personal abilities and job requirements. The important variables in
lack of group cohesiveness are no help from the work group members and no get together among them.

The ‘constraint to accept change’ factor consists of five variables. The important variables are rigid policies and frequent changes. In the case of inadequacy of role authority, the number of variables in it are four. The important variables are more responsibility without authority and encroachment of authority by the supervisors.

Among the male teachers, the important job stress creating factors are self-role distance, lack of group cohesiveness, supervisory support and role stagnation. Among the female teachers, these are role overload, self-role distance and inadequacy of role authority. Regarding the perception on various dimensions of job stress, the significant differences among the male and female teachers are identified in the perception on self-role distance, role stagnation, role conflict, role erosion, lack of group cohesiveness and supervisory support, constraint to accept change and inadequacy of role authority.

The important job stress indices among the teachers are 41 to 60 and 20 to 40 per cent. It is followed by 61 to 80 per cent. Among the male faculties, the first two job stress indices are 41 to 60 and 61 to 80 per cent whereas among the females, these two are 41 to 60 and 20 to 40 per cent. The male teachers with more job stress index are more, compared to their counterparts.

Job stress indices among the aided teachers are 41 to 60. It is followed by 20 to 40 per cent. Among the self-financing teachers, the job stress indices are 41 to 60 and above 80. The self-financing teachers with more job stress index compared to aided teachers.
Among the male teachers, the significantly associating profile variables with the job stress index are age, educational qualification, department, nature of placement, category of placement, lecture hours, number of subjects handled, number of earning members per family, personal income, family income and distance travelled to reach the institution. Among the female teachers, the significantly associating profile variables with the job stress are educational qualification, marital status, department, nature of placement, category of placement, lecture hours, number of subjects handled, family size, number of earning members per family, spouse education, personal income, family income and distance travelled to reach the institution. The significantly associating organisation variables with their job stress are types of management and location of the institution.

The important work stressors found by the factor analysis are teaching, examination work, administration and committee work. The four work stressors explain stress to the extent of 60.68 per cent. The important work stressors among the males are committee work, administration work whereas among the female teachers, these two are committee work and administration work. The significant difference among the male and female teachers were found in examination work. The female teachers perceived the examination work as less stressful whereas the male teachers perceived the examination work as more stressful.

The important variables regarding the perception on teaching are designation, teaching experience, lecture hours, personal income and distance travelled to reach the
institution. The important variables regarding the perception on examination work are age, designation, teaching experience, working hours, personal income, family income and distance travelled to reach the institution. Regarding the perception on the administration work, the significantly associating profile variables are age, designation, teaching experience, lecturer hours, family size, personal income, family income and distance travelled to reach the institution. Regarding the perception on committee work, the significantly associating profile variables are age, educational qualification, designation, teaching experience, lecture hours, family size, personal income, family income and distance travelled to reach the institution.

The organisation variables namely type of management, number of teachers and location of the institution are the important criteria for administration work. Regarding the perception on committee work, the significant difference among the teachers are identified when they are classified on the basis of a few organisation variables namely type of management, number of teachers and location of the institution.

The important factors indicated from the 25 variables in job satisfaction by factor analysis are satisfaction in work, pay, supervisor, co-worker and promotion. The most important factors in job satisfaction are work and pay since the respective eigen values are higher. The important variables in work are job description and work load whereas the important variables in pay are salary and fringe benefits.

Among the male teachers, the satisfied factor is only pay whereas among the females, the factors are work, co-workers and promotion. Regarding job satisfaction, the
significant difference among male and female teachers is the attitude to co-workers. The female teachers are highly satisfied compared to their counterparts.

The important job satisfaction indices of the teachers are 41 to 60 and 20 to 40 per cent. The most important job satisfaction index among the males is 20 to 40 per cent whereas among the females, it is 41 to 60 per cent.

Regarding the attitude to work, the significant differences among the teachers are identified when they are classified on the basis of a few profile variables namely, age, designation, teaching experience, lecture hours, number of subjects handled, personal income and distance travelled to reach the institution. The important variables regarding the perception on pay are age, nature of placement, teaching experience, lecture hours, number of subjects handled and personal income. In the case of attitude to supervisor, the significant profile variables are nature of placement, teaching experience, number of subjects handled and distance travelled to reach the institution. Regarding the perception on co-workers, the significant profile variables are educational qualification, nature of placement, working hours, personal income, family income and distance travelled to reach the institution whereas regarding the perception on promotion, these variables are age, lecture hours, personal income and family income.

Regarding the perception on work, the significant organisation variables are type of management, number of teachers and location of the institution whereas regarding the perception on pay, these variables are type of management and location of the institution. Regarding the perception on promotion, the significant differences among the teachers
are identified when they are classified on the basis of type of management in their colleges.

The included sixteen variables in job performance are grouped into student orientation, research and academic factors by the factor analysis. The most important factor in job performance among the teachers is student orientation since the respective eigen value is high. The important variables in the student orientation factor are frequency of placement arranged, frequency of international tie up organised and frequency of class discipline.

Among the male teachers, the highly performed aspect in the teaching profession is ‘research’, whereas among the females it is ‘student orientation’ and academic activities. Regarding the perception on job performance, the significant difference among the male and female teachers are identified in the case of student orientation, research and academics since the respective ‘t’ statistics are significant at five per cent level.

Regarding the perception on job performance especially student orientation, the significant difference among the teachers is seen when they are classified on the basis of age, category of placement, working hours, personal income and distance travelled to reach the institution. The significant profile variables regarding the perception on research performance are, age, educational qualification, department, category of placement, working hours, number of subjects handled, personal income, family income and distance travelled to reach the institution. Regarding the perception on academic
performance, these profile variables are category of placement, working hours, number of subjects handled, personal income and distance travelled to reach the institution.

The significant organisation variable regarding the perception of student orientation performance among the teachers is the type of management at their colleges whereas regarding the perception on research performance, these variables are type of management, number of departments and period of existence establishment. Regarding the perception on academic performance, the significant organisation variables is period of existence.

The important job performance indices among the teachers are 41 to 60, and 61 to 80 per cent. The most important job performance index among the male and female teachers is 41 to 60 per cent.

The significantly influencing social support on the job stress among the male teachers are support for emotional exhaustion, support from administration and personal accomplishment whereas among the female teachers, these factors are support for emotional exhaustion, support from superior, support from co-workers and support from family. In all cases, the social support significantly reduces the job stress among the teachers. The analysis of pooled data reveals that the change in social support explains the change in job stress to the extent of 84.34 per cent.

The significantly influencing profile variables on the job stress among the male teachers are age, designation, nature of placement, category of placement, teaching experience, working hours, number of earning members per family and personal income.
Among the females, these profile variables are marital status, designation, category of placement, working hours, number of earning members per family, personal income and family income. The analysis of pooled data reveals that the increase in personal income, family income, designation and marital status result in an increase in job stress. The nature of placement (temporary to permanent) and category of placement (self financing to UGC scale) result in a decrease in job stress.

Among the male teachers, the significantly influencing organisation variables on their job stress are type of management, number of teachers and period of existence, whereas among the female teachers, it is only type of management. The analysis on pooled data reveals that the change in type of management (private to Government), increases in number of teachers in the colleges and a period of existence of the college result in a decrease in job stress among the teachers.

The significant factors in job stress influencing the job satisfaction among the male teachers are role stagnation, role conflict and personal/resource inadequacy whereas among the female teachers, these factors are role conflict, role overload, and lack of group cohesiveness and supervisors support. In total, the increase in the job stress especially on role conflict, role overload and lack of group cohesiveness and supervisory support result in a decrease in job satisfaction. The changes in perception on job stress factors explain the change in job satisfaction among the teachers to the extent of 84.11 per cent.
The significantly influencing job satisfaction factors on the job stress among the male teachers are satisfaction with work and pay whereas among female teachers these factors are satisfaction with work, supervisor and co-worker. In all cases, the increase in job satisfaction results in a decrease in job stress.

The significant factors in job stress influencing job stress index among the male teachers are self-role distance, role conflict, lack of group cohesiveness and supervisory support and personal/resource inadequacy. Among the female teachers, these job stress factors are role ambiguity, role conflict, role overload and lack of group cohesiveness and supervisory support. In total, the increase in job stress involving the above said factors results in an increase in job stress index among the teachers. Changes in the job stress factors explain the change in job stress index to the extent of 82.06 per cent.

The significant mean differences among the stressful and stressless groups are identified in self-role distance, role stagnation, role ambiguity, role conflict, role overload, lack of group cohesiveness and supervisory support and inadequacy of role authority. The important discriminant factors among the two groups are self-role distance, role conflict and role overload.

The significant mean differences among the aided and self financing college teachers are identified in job stress dimensions namely self-role distance, role ambiguity, role conflict, role overload, lack of group cohesiveness and supervisory support, constraint to accept change and inadequacy of authority. The important discriminant
factors among the above said two groups are role overload role conflict and role ambiguity.

Regarding social support the significant mean difference among the two groups are identified in the case of support for emotional exhaustion of supervisor’s support, support from co-workers, support from administration and support from family. The important discriminant variables among the two groups are support from family, co-workers and support for emotional exhaustion.

The significantly influencing job stress factors on job performance among the males are self-role distance, role conflict, role overload and lack of group cohesiveness and supervisory support whereas among the females, these factors are role ambiguity, role conflict, role overload, lack of group cohesiveness, supervisors support and inadequacy of role authority. The analysis of pooled data reveals that the increase in job stress especially self-role distance, role ambiguity, role conflict, role overload and lack of group cohesiveness and supervisory support result in decrease in job performance among the teachers.

The important consequences of job stress on physical health among the male teachers are diabetics and loss of memory whereas among the female teachers, these are diabetics and blood pressure. Regarding the perception on the physical health caused by job stress, the significant difference between male and female teachers are identified in the perception on diseases namely neck pain, back pain and skin problem.
The significant negative correlation between the overall physical health and the job stress factors, is found in self-role distance, role conflict and role overload among the male teachers. Among the females, they are related to role conflict, role overload and lack of group cohesiveness and social support.

The important measures identified by the male teachers to reduce their job stress are inter-personal relationships, good organisational climate and frequent get together whereas among the female teachers, these measures are prayer, good organisational climate and meditation. Regarding the perception on the measures to reduce the job stress, the significant differences among male and female teachers are identified in case of meditation, prayer, regular walks and frequent get together.

**CONCLUSION**

The study reveals that most of the at autonomous colleges experience medium level of job stress. The important job stress dimensions among the male teachers are self-role distance, lack of group cohesiveness and role stagnation whereas among the female teachers, these are role overload and inadequacy of role authority. The job stress among the self-financing college teachers is found to be higher than their counterparts in Government colleges. This higher job stress among them is caused primarily by role overload, role conflict and role ambiguity. The important work stressors in the job are committee work and administration work. Majority of the teachers experience medium to low level of job stress because of poor pay and more work load in autonomous colleges. The consistent and medium job stress improves job behaviour, job attitude,
physical as well as mental health. Poor organisational climate, poor-inter personal relationships, work overload, role ambiguity and self-role distance have been found as the stress producing factors.

On the basis of these findings, it is concluded that there is a need to eliminate all dimensions of job stress one by one to reduce their impact on job satisfaction, job performance, and physical and mental health. If the job stress is minimized, excellence can be achieved within a short span of time.

Suggestions

Based on the findings, the following suggestions are made.

Make an objective assessment of job stress and take remedial measures especially for teachers working in self-financing colleges.

Management should engage academic counsellors who would help the teachers to identify the causes of their problems and solve them.

Management should enhance job performance by providing job security, adequate pay, participation in decision-making, and a good organisational climate.

The teachers should be recognized as resourceful human beings with emotions and sentiments rather than treating them as economic entities.

Since the private board management is a major cause of job stress among the teachers, the Government should prescribe a minimum educational qualification to
become an officer-bearer of the colleges. Apart from that, the management people should be counselled very frequently by experts in the field of education.

The intrinsic strain can be reduced by prescribing job parameters for teachers. The work load relating to various committee activities should be included in the regular work load.

At the institution level, a periodic stress audit should be conducted by the management. By that they can identify the dominant work stressors in the institution and its departments. It should include data on the climate of the organisation, degree of satisfaction, frustration and the stressors. Stress management programmes should be encouraged and the organisation should provide information on the fundamentals of stress reduction programmes on time management, teaching pedagogy, dietetics, exercises and meditation.

These steps will most probably help to raise the morale, efficiency and satisfaction of the teachers.

**Suggestions for Future Research**

The future researchers can study in detail the outcomes of stress. Using representative samples, the relationship between personality, emotion and stress can be examined to develop interventions that could help people to manage stress at work.

Experimental research can be conducted to determine whether actual changes in job duties and role characteristics have an impact on the satisfaction of teachers.
Since the scope of the present study is limited to autonomous colleges, the future researcher may cover other types of colleges. A comparative study of job stress factors among the teachers in Arts & Science Colleges and professional colleges affiliated to various universities can be undertaken.

The ways and means to reduce job stress among teachers can be investigated, as a separate research project.

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