CHAPTER VII
SUMMARY AND FINDINGS

7.1 INTRODUCTION

In this section the prominent findings of the research will be discussed and where relevant research is available, reference is made to it. The discussion focuses on the causes of stress within an inclusive education environment, relationships between biographical characteristics and stress, differences in stress and access to training and developmental support. Conclusions are drawn from the results obtained and recommendations for future research are identified and suggested.

In terms of the National Qualifications Framework, teachers have to teach learners of any age, at any level of education and regardless of their circumstances (Bhengu, 1997, as cited by Olivier & Venter, 2003) whereby all learners attend a school in the community. This means that any learner can attend a mainstream school, regardless of disability, social background, cultural origin, religion or language (Ngidi & Sibaya, 2002; Olivier & Venter, 2003).

Some of the challenges that educators are faced with are a movement to accommodate diverse groups in the country. Many educators who were trained under the old traditional or conventional system, which was teacher centred, have to adapt their teaching style to the new outcomes-based system, where learner participation is encouraged (Luczyn & Pretorius, 2002; Ngidi & Sibaya, 2002). Together with a change in teaching style, educators also have to cope
with a greater workload in the form of additional administration work and serious disciplinary problems. Many teachers perceive disciplinary problems as a result of the abolishment of corporal punishment, resulting in tremendous insecurity and stress amongst educators (Edward, 2000; Greydanus, Ptatt, Spates, Blake-Dreher, Greydanus-Gearhart, & Patel, 2003).

This study explored the factors contributing to teachers’ professional stress in the private schools of Gilgit-Baltistan. In particular, the study investigated to determine teachers stress caused by their jobs in schools as well as their coping behaviors against these factors. With the passage of time, teachers’ duties and responsibilities are increasing and so do the expectations from students. Parents, in particular, are anxious and are ready to sacrifice everything for their children’s success. Teachers have to fulfill parents’ increasing expectations, and address the everyday school challenges, be aware of time constraints, and perform family responsibilities at same the time.

Furthermore, as we come to know every day from the published articles on the education in the newspaper and magazines that in India there is a wave of progressivisms in educational field. As a result, some private schools all over the country adopting foreign textbooks and want teachers to teach according to the modern teaching methods with the emphasis on increasing demands of head teachers and growing expectations of the community without much support to teachers in schools.

Consequently, there is increasing pressure on teachers to meet the numerous demands emanating from various directions.
Furthermore, teaching is a very complex and challenging job requiring teachers to deliver their best to achieve the teaching and learning goals. Therefore, teachers feel stressed and frustrated, particularly, when they have to work in less supportive and unfavorable environments.

7.2 SUMMARY AND FINDINGS OF THE STUDY
- There is no significant difference between male and female with respect to overall dimensions of sources of stress. Based on the overall opinion of stress mean Scores, we can say that the Male respondents have little more sources of stress than the Female respondents.
- There is no significant difference between male and female with respect to overall dimensions of coping strategies of stress. Based on the Overall coping strategy of stress mean Scores, we can say that the Male respondents have little more coping strategies of stress than the Female respondents.
- There is no significant difference between age group of teachers with respect to overall dimensions of sources of stress. Thus, the age of the teachers has no impact on the overall dimension of sources of stress.
- There is a significant difference between age group of teachers with respect to overall dimensions of coping strategies of stress. Thus, the age of the teachers has an impact on the overall dimension of coping strategies of stress.
- There is no significant difference between marital statuses of teachers with respect to overall dimensions of sources of stress.
Thus, the marital status of the teachers has no impact on the overall dimension of sources of stress.

- There is a significant difference between marital statuses of teachers with respect to overall dimensions of coping strategies of stress. Thus, the marital status of the teachers has an impact on the overall dimension of coping strategies of stress.

- There is a significant difference between educational qualifications of teachers with respect to overall dimensions of sources of stress. Thus, the educational qualification of the teachers has impact on the overall dimension of sources of stress.

- There is a significant difference between educational qualifications of teachers with respect to overall dimensions of coping strategies of stress. Thus, the educational qualification of the teachers has an impact on the overall dimension of coping strategies of stress.

- There is not a significant difference between occupations of teachers with respect to overall dimensions of sources of stress. Thus, the occupations of the teachers have no impact on the overall dimension of sources of stress.

- There is a significant difference between occupations of teachers with respect to overall dimensions of coping strategies of stress. Thus, the occupation of the teachers has an impact on the overall dimension of coping strategies of stress.

- There is not a significant difference between working department of teachers with respect to overall dimensions of
sources of stress. Thus, the working department of the teachers has no impact on the overall dimension of sources of stress.

- There is a significant difference between working department of teachers with respect to overall dimensions of coping strategies of stress. Thus, the working department of the teachers has an impact on the overall dimension of coping strategies of stress.

- There is not a significant difference between numbers of years working as a teacher with respect to overall dimensions of sources of stress. Thus, number of years of working as a teacher has no impact on the overall dimension of sources of stress.

- There is a significant difference between numbers of years working as a teacher with respect to overall dimensions of coping strategies of stress. Thus, number of years of working as a teacher has impact on the overall dimension of coping strategies of stress.

- There is a significant difference between numbers of years working in present college as a teacher with respect to overall dimensions of sources of stress. Thus, number of years of working in present college as a teacher has an impact on the overall dimension of sources of stress.

- There is no significant difference between numbers of years working in present college as a teacher with respect to overall dimensions of coping strategies of stress. Thus, the numbers of years working in present college as a teacher has no impact on the overall dimension of coping strategies of stress.
There is a significant difference between monthly salaries of teachers with respect to overall dimensions of sources of stress. Thus, monthly salary of teacher has an impact on the overall dimension of sources of stress.

There is a significant difference between monthly salaries of teachers with respect to overall dimensions of coping strategies of stress. Thus, a monthly salary of teachers has impact on the overall dimension of coping strategies of stress.

There is a significant difference between numbers of periods teaching every day as a teacher with respect to overall dimensions of sources of stress. Thus, numbers of periods teaching every day as a teacher has an impact on the overall dimension of sources of stress.

There is no significant difference between numbers of periods teaching every day a teacher with respect to overall dimensions of coping strategies of stress. Thus, number of periods teaching every day a teacher has no impact on the overall dimension of coping strategies of stress.

There is no significant difference between the maximum numbers of students in a class with respect to overall dimensions of sources of stress. Based on the overall opinion of stress mean Scores, we can say that the class having 60 – 80 students have little more sources of stress than the class having 40 – 60 students.

There is no significant difference between the maximum numbers of students in a class with respect to overall dimensions of coping strategies of stress. Based on the overall
opinion of stress mean scores, we can say that both the classes have the same coping strategies of stress as the mean scores are same for both).

- There is no significant difference between the safeties in college with respect to overall dimensions of sources of stress.
- There is a significant difference between the safeties in college with respect to overall dimensions of coping strategies of stress.
- There is a significant difference between the College violence policies with respect to overall dimensions of sources of stress.
- There is a significant difference between College violence policies with respect to overall dimensions of coping strategies of stress.
- There is a significant difference between the College violence prevention programs with respect to overall dimensions of sources of stress.
- There is no significant difference between College violence prevention programs with respect to overall dimensions of coping strategies of stress.
- There is no significant difference between job satisfactions with respect to overall dimensions of sources of stress.
- There is no significant difference between job satisfactions with respect to overall dimensions of coping strategies of stress.
- There is no association between gender and level of overall dimensions of sources of stress.
- There is no association between age group and level of overall dimensions of sources of stress.
- There is no association between marital status and level of overall dimensions of sources of stress.
- There is no association between educational qualifications and level of overall dimensions of sources of stress.
- There is no association between occupation and level of overall dimensions of sources of stress.
- There is no association between working departments and level of overall dimensions of sources of stress.
- There is no association between No. of years of working and level of overall dimensions of sources of stress.
- There is no association between No. of years working in the present college as teacher and level of overall dimensions of sources of stress.
- There is no association between monthly salary and level of overall dimensions of sources of stress.
- There is no association between maximum number of students in a class and level of overall dimensions of sources of stress.
- There is an association between number of periods teaching every day and level of overall dimensions of sources of stress.
- There is an association between college violence policy and level of overall dimensions of sources of stress.
- There is no association between safety in the college and level of overall dimensions of sources of stress.
- There is an association between job satisfaction and level of overall dimensions of sources of stress.
- There is no association between gender and level of overall dimensions of coping strategies of stress.
There is no association between age group and level of overall dimensions of coping strategies of stress.

There is no association between marital status and level of overall dimensions of coping strategies of stress.

There is an association between educational qualifications and level of overall dimensions of coping strategies of stress.

There is an association between occupations and level of overall dimensions of coping strategies of stress.

There is no association between working department and level of overall dimensions of coping strategies of stress.

There is no association between Number of years working as teacher and level of overall dimensions of coping strategies of stress.

There is no association between Number of years working in present college as teacher and level of overall dimensions of coping strategies of stress.

There is an association between monthly salary and level of overall dimensions of coping strategies of stress.

There is an association between Maximum number of students in a class and level of overall dimensions of coping strategies of stress.

There is an association between number of periods teaching every day and level of overall dimensions of coping strategies of stress.

There is an association between Safety in the present college and level of overall dimensions of coping strategies of stress.
• There is no association between College violence policy as teacher and level of overall dimensions of coping strategies of stress.

• There is no association between College violence prevention program and level of overall dimensions of coping strategies of stress.

• There is no association between Job satisfaction as teacher and level of overall dimensions of coping strategies of stress.

• There is an association between the Level of source of stress and the Level of coping strategy.

• There is no association between monthly income and level of satisfaction on quality of services.

• There is a significant inter relationship between the College management, Professional demands and responsibility, Student’s misbehavior and Workload and Time pressures with regard to sources of stress.

• Reducing physical stress only contribute more to predict Overall opinion of Stress.

7.3 DEMOGRAPHIC CHARACTERISTICS OF THE SELECTED ENGINEERING COLLEGE TEACHERS

Data presented in the previous chapter (Table 6.2.2) illustrated that, age of teachers under the study was categorized into three categories namely, young, middle and old age group. Around eighty seven per cent of the total respondents (each 87.0% from the males and females) belonged to young and middle age groups i.e. 20-30 and 31-50 years.
Marital relationship is one of the most significant and unique among all human relationship and is not a mere convention, but an implicit condition of human society. Majority of the teachers (62.5%) were married. Among them 91.0 per cent of the males and 73.0 per cent of the females were married.

Sixty-eight per cent of the total teachers were from nuclear family. Among them 65.0 per cent were males and 71.0 per cent were females and others were from joint family. Developments in technology and job opportunities directly or indirectly have disintegrated traditional family value system of joint families. Nuclear family system is the trend in the present society.

Further, more than half of the sample (44.0% of the males and 67.0% of the females) had small family i.e. up to four members. At national and international level, government has been encouraging small family norms for the development of the nation. Correspondingly, educated people are in favour of small family.

A cursory glance at table 6.2.4 also revealed that the education of the engineering college teachers ranged from under graduation and doctoral level. Majority of the teachers, i.e. 73.3 per cent (51.0% of the males and 70.0% of the females) were postgraduates. However, lesser percentage of the females (29.0%) was doctorate degree holders as compared to males (48.0%). The reason for this may be that
post graduation was the minimum requirement to take up job as a teacher at college level. Correspondingly the most common fact is that women has to shoulder the dual responsibilities of job and family after her marriage, therefore may be the lesser per cent of the female teachers with doctorate degree as compared to male teachers.

More than half of teachers (72.3%) were Assistant professor I / Assistant Professors II (44.0% of the males and 67.0 % of the females). The reason for higher percentage in Assistant professor I / Assistant professor II cadre in this study may be because in the process of sample selection, they readily accepted to be the respondents. Most of the senior teaching staffs were not willing to become respondents due to higher job responsibilities.

From table 6.2.7, it was apparent that, 42.1 per cent of teachers (27.0% of the males and 53.0% of the females) had completed 5-10 years of service. As explained earlier the maximum were from as Assistant professor I / Assistant professor II cadres.

Further, it was evident that type of family, education, designation, family type and family size of the teachers were in line with findings of Siddammanavar (2002).

Regarding monthly income of the teachers, majority of the teachers (39.5%) belonged to middle-income group i.e. ranged between Rs.16, 865/- Rs.23, 556/-. Among them 41.0 per cent of male
teachers and 38.0 per cent of female teachers belonged to middle-income group as they had less than 14 years of service.

Majority of the respondent’s spouse (35.0%) were professionals. Among them 15.0 per cent of the male respondent’s spouses were professionals such as professor and 55.0 per cent of the female respondent’s spouses were professionals such as engineer, doctor, professor, manager, lawyers etc.

Regarding annual income of the family, majority (37.5%) of the teachers belonged to middle-annual income group and among them 35.0 per cent of male teachers and 40.0 per cent of female teachers belonged to middle annual income group i.e. Ranged between Rs.3,45,041/- to Rs.5,15,680/-.

7.4 FACTORS CAUSING STRESS AMONG THE ENGINEERING COLLEGE TEACHERS AS PER EMPLOYMENT ORGANIZATION SOURCES OF STRESSORS (EOSS) SCALE

7.4.1 Work stressors among the engineering college teachers

Majority of the teachers (28.5%) repeat, they were stressed always, as the complex nature of their work did not baffle them. Contradictory 14.5 per cent were waiting for the day to come, when they could relax (14.5%) and (14.0%) were fed up by keeping themselves busy all the times to meet the dead lines. Further gender wise it was revealed that, 34.0 per cent of the male
and 23.0 per cent of the female were stressed always because of the complex nature of the work did not baffled them. Whereas 17.0 per cent of the male and 12.0 per cent of the females reported that they were waiting for the day to relax and 16.0 per cent of the males and 12.0 per cent of the female teachers were fed up in keeping themselves busy all the time to meet deadlines.

Better job design renders the work of the teacher more meaningful, enriching and rewarding. The stressors attached to the work either facilitates smooth functioning or act as hurdles there by affecting the performance of the subject. The cause of stress always among the teachers may be because of the nature of the work, time pressure, deadlines and boredom etc. So it can be said that, work in the organisation can induce stress when the activities to be performed were too difficult or complex, repetitive or monotonous. The teachers were stressed when work was expected beyond their capacity with set / strict deadlines.

The results of the present study were in agreement with the studies reported on work load, complexity of work by Fulcheri et al. (1995), busy schedule of work by Bhattacharya and Guha (2006) and occupational work load of Latha and Panchanatham (2007).

Fulcheri et al. (1995) also observed that size of work loads, the complexity of tasks and responsibilities were the major sources of stress factors. Bhattacharya and Guha (2006) conducted a study on stress and coping: A study on lady criminal lawyers of Kolkata
city. The significant factors that are generating stress are busy schedule of work, odd duty hours, poor interaction, leading tendency of superiors, and poor interpersonal relationship among the colleagues in the work environment. Latha and Panchanatham (2007) found out the job stressors and their implications on the job performance of 40 software professionals. However, the working environment was congenial as the promotional opportunities and facilities provided to them were adequate, but workload and long working hours were the major stressors for IT professionals.

7.4.2 Role stressors among the engineering college teachers

Maximum percentage of the teachers (15.5 per cent) reported that they experienced stress always because employment organizational responsibilities interfered with their family organisational role. The respondent also reported that they were constrained in their role fulfillments due to lack of knowledge and skills (8.5 %) at times they need to sacrifice their values in meeting their role obligations (8.0%) and felt concerned due to poor information inflow which restricted their output. Genderwise analysis revealed that 19.0 per cent of the male and 12.0 per cent of the female teachers reported that they experienced stressed always because their employment organisational responsibilities interfered with their family organisational role. The teachers experienced stress always because they need to sacrifice their values in meeting role obligations (6.0 per cent of the males and
10.0 per cent of the females). They were constrained in their role fulfillments due to lack of knowledge and skills (5.0% of the males and 12.0% of the females) and repeated incidence where their contributions were taken very lightly put them off (1.0 % of the males and 9.0 % of the females).

Role theory depicts an organisation as a patterned system of dynamically interacting matrix of roles. These roles are linked to one another according to technology, workflow and authority. Role can be a source of stress where there is role ambiguity, role expectation conflict, role erosion, role over load, resource in adequacy etc.

The research conducted by Madhu et al. (1990) also reported that role conflict, role ambiguity as role stressors. Further the role conflict, role ambiguity and role overload that cause stress was reported Peterson (1995) and Upadhyay and Singh (1999). Hasnain et al. (2001) reported that, role over load and role erosion was found to be major sources of role stress in all three groups (20 engineers, 20 managers and 20 teachers).

Madhu et al. (1990) also reported that role conflict and role ambiguity experienced by the teachers were most significant in the petroleum organization. Peterson (1995) explored role conflict; role ambiguity and role overload as reported by industrial workers and found that managers were more stressed due to role overload from his study “organizational issues for managers”. Upadhyay and Singh
(1999) reported that the executives showed significant higher levels of stress than college teachers on role over load, role ambiguity, role conflicts factor.

7.4.3 Personal development stressors among the degree college teachers

Majority i.e. 60.0 per cent of the teachers reported that they experienced stress always, because they were basically lazy persons and thereby were happy with fewer responsibilities, followed by stress always was experienced due to the extra effort they need to prove themselves in their role put pressure on them (13.5%), they wished to achieve the top position gave them extra energy to work in their organization, was the cause of stress always among 10.5 per cent. Where as 11.0 per cent of the teachers reported that they experienced stress always because they end up seeking suggestions from their colleagues due to their in experience.

The opportunities for personal development in the organisation can act as stimulants and enable the individual to perform their roles with out experiencing stress. Promotional Opportunities and facilities motivate them to work. If these are not prevailing in the organisation, it will become a stressor for the teacher.

Gender wise analyses of the results revealed that
experience of stress always by majority of males (66.0%) and females (54.0%), because they were basically lazy persons and were happy with fewer responsibilities. Where as 6.0 per cent of males and 21.0 per cent of females reported that they were stressed always due to the extra effort they need to take to prove themselves in their role put pressure on them. Apart from that, 8.0 per cent of males and 14.0 per cent of females were stressed always because they end up seeking suggestion from their colleagues due to their in experience.

Females were experiencing more personal development stressors as compared to male counterparts. This may be due to the gender discrimination. As success is attached with occupational status, but they might not be getting ample opportunities in their job and are delayed in carrier development in comparison with expectation, they need extra effort to take to prove them selves. Many times they have to sacrifice their ambition infavour of familial ambition.

Findings of the present study strongly corroborate the earlier reports of Fulcheri et al. (1995), Upadhyay and Singh (1999), Gaur and Dhawan (2000), Tang et al. (2001), Triveni et al. (2006).

Fulcheri et al. (1995) also observed that delays in career development and a slow erosion of status are the main reasons for frustration among the managers. Upadhyay and Singh (1999) revealed that the teachers showed significant higher levels of
stress than executives on intrinsic impoverishment and status factors. They experienced stress because their personal wishes and strong desire for better and prosperous career were felt to be blocked by others. Gaur and Dhawan (2000) reported teachers experienced more stress as far as opportunities and obstacles of career development are concerned. Tang et al. (2001) reported that teachers experience a great deal of stress in the course of their career. Triveni et al. (2006) concluded that the major sources of job stress perceived by 90 veterinary assistant surgeons were numerous meeting, workload, lack of personal growth, lack facilities and monotonous nature of work.

7.4.4 Interpersonal relation stressors among the engineering college teachers

Higher percentage (23.5%) of the teachers reported that affectionate behavior from their colleagues was un-imaginable to them. Extracting work from their subordinates was an ordeal for them, was reported by 13.0 per cent of the teachers. Ten per cent of the teachers were stressed always because they lacked the freedom to ask any sort of help when they need from their superiors.

Role does not exist by it self as it consists of activities, which are related to the activities of the other people in the organization. Every role has a set of complementary role relationships that includes his / her immediate superiors, colleagues and subordinates in the organization. The kind of relationship the
individual has with the members in the organization determines the level of interpersonal relation stressors.

Madhu et al. (1990) reported that, the contribution of the interpersonal relation factors to job stress was found significant among the teachers. Upadhyay and Singh (1999) reported teachers experience significant higher levels of stress than executives on under participation and poor peer relation. Interpersonal stressors at work place have strong influence on the teacher was reported by Potter et al. (2002).

Gender wise analysis revealed that 22.0 per cent of males and 25.0 per cent of females reported that affectionate behavior from their colleagues was un-imaginable to them. Where as extracting work from their subordinates was an ordeal for 8.0 per cent of the males and 18.0 per cent of the female teachers. Two per cent of the male and 10.0 per cent of female teachers were stressed always because their relations with their colleagues caused a great deal of anxiety. Female teachers experienced more interpersonal stress as compared to male teachers. The probable reason may be due to the fact that the carrier oriented females, needs to play multifunctional role and face the inevitable conflict between organizational and family demands during the early development of their carrier. The adverse consequences of such conflicts were reported in poor interpersonal relations and in their poor performance. In all the walks of life, stress is influenced by communication skills, behaviour, social network, perceived social
support and there by affect the interpersonal relations

Osmany and Khan (2003) reported that poor peer relation was experienced by married working women. Whereas leading tendency of superiors and poor interpersonal relationship with the colleagues generate stress among the lady criminal lawyers was reported by Bhattacharya and Guha (2006).

7.3.5 Organizational climate stressors among the engineering college teachers

The climate that persists in the organization can be potential sources of stressors. Organizational climate stressors may affect the individual’s freedom, autonomy and identity. The freedom to plan the work, weightage given to the views and opinions, participation in decision making, sense of belongingness, free and fair communication and sympathetic approach towards personal problems which affects / influence the organisation climate.

Higher per cent of the teachers (22.0%) reported that they experienced stress always due to lack of their involvement in decision making in their organization reduced their responsibilities. On the other hand, 22.0 per cent of the teachers also reported that they were stressed always because of the participatory model followed in their organizational set up, enhanced their responsibilities to the point of exhaustion. Stress
was experienced always by each 12.5 per cent of the teachers revealed that they were stressed always because of the secrecy maintained by their superiors in decision-making was disgusting and decisions made by superiors keeping in view the good of the organization rather than the individual members were unpalatable.

Basha and Uashashree (1997) reported that, if perception of organizational climate is good then the stress experienced by the teacher would be less. Newstorme and Davis (1998) found that when job autonomy provided to managers was high; they enjoyed their work and had freedom to do the task according to their own wills that they experience less stress. Similar results were reported by Das and Singhal (2003). Rastogi and Kashyap (2003) reported that teachers perceive minimum stress because of their working climate is best in comparison to nurses and clerks. Where as Latha and Panchanatham (2007), revealed that teachers of IT industry do not feel stress as their industry is providing better working environment, promotional opportunities but the workload acts as the major stressors for them.

Gender wise analysis revealed that, almost equal per cent of teachers from both categories experienced stress always due to the organizational climate for the above said statements. The probable reason may be that, as earlier explained that, the organizational climate is same for both categories. They are capable of handling the positions, involving decision-making and can deal effectively with their work and social environments.
without stress, playing an inhibitory role.

7.5 DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THE LEVEL OF STRESS

The term ‘stress’ has increasingly become an integral part of everyday use. In the present study almost all teachers experienced stress to a very low level to moderate level. Majority of the teachers (73.0% of the males and 68.0% of the females) were found to have low level of stress followed by 25.0 per cent of the male and 22.0 per cent of the female teachers experienced very low level of stress (Table-6.7). The reason may be due to the higher educational level there by knowledge and awareness. They cope up with stress, which may be attributed to their experience and also based on their management techniques to minimize their stress.

Nevertheless, 2.0 per cent of the male and 10.0 per cent of the female teachers were moderately stressed. Results illustrated that, higher percentage of the female teachers were moderately stressed than male counterparts. This may be mainly due to the dual responsibility performed by the females, which might have lead to role conflicts, insufficient time and help needed to cope up with situation.

The studies conducted by Pandey and Srivastava (2000), Anitha Devi (2007) reported that the level of stress was least among teachers. The reasons attributed were that teaching
profession is generally associated with limited working hours, with clear cut duties, reasonable pay, longer periods of vacation due to which they can give enough time for recreation with family members and social activities, less role overload. Their nature of job remains unchanged; as a result, they experience low level of stress.

7.6 GENDER WISE DIFFERENCE WITH THE DIFFERENT COMPONENTS OF EMPLOYMENT ORGANIZATION SOURCES OF STRESSORS

The gender wise difference with the different components of employment organization sources of stressors (Table 9) revealed that there was no significant difference between male and female teachers with work stressors, role stressors and organizational climate stressors components of EOSS in the organization. This may be because, teachers generally have similar job responsibilities as their nature of job remains unchanged, and they have lesser role overload. Generally teaching profession is associated with a set of working hours, clear cut duties, reasonable pay, longer period of vacation due to which they can give enough time to family, children and social activities. Hence they perceived more or less similar type of stress in work, role and organizational climate.

Contradictory results was reported by Bhagawan (1997) found that male teachers experienced more stress compared to female teachers where as Barkat and Asma Praveen (1999) showed females showed lower degree of role stress than their male

Significant difference was found between male and female teachers regarding personal development and interpersonal relation stressors. Female teachers were experienced these stressors more as compared to males may be because female teachers have to compete with their male counterparts to prove their capability as it is a male dominated society. They have to exert more to prove their efficiency and sometimes have to sacrifice their professional ambition in favour of the family. Female teachers experienced more interpersonal relation stressors because they have to share their time fulfilling their responsibilities both at work place and with the duties and responsibilities towards their family but they would like to participate in a meaningful way at their work place also. Hence stressful situations arise both at home and office front.

Similar results reported by Beena and Poduval (1992) showed that female executives experienced higher rate of stress. Pradhan and Khattri (2001) indicated no gender difference in the experience of burn out, but female doctors experience significantly more stress. Triveni and Aminabhavi (2002) conducted a study to know the gender difference in occupational stress of professional and non-professionals revealed that women professionals experience significantly higher occupational stress than men due to under
participation. Osmany and Khan (2003) found that unmarried working women reported high stress at work place due to political pressure and for married women; it may be due to poor peer relation and family responsibility.

7.7 RELATIONSHIP BETWEEN DEMOGRAPHIC CHARACTERISTICS AND THE DIFFERENT COMPONENTS OF EMPLOYMENT ORGANIZATION SOURCES OF STRESSORS

Relationship between demographic characteristics and the different components of employment organization sources of stressors revealed that work stressors were negatively and significantly correlated with age, designation, total service at 0.05 per cent level of significance and monthly income of the teachers at 0.01 per cent level of significance.

From the correlation between these demographic characteristics and work stressors it was evident that as the age, designation, total service and monthly income of the respondent increased, their level of work stress decreased. The high work stress was observed among the younger age group teachers may be because they were in the early career stage and most of their careers were at a stage of transitions. However, the teachers of older age group might have settled in their career and hence the job may not be a cause of stress for them.

Work in the organization can induce stressors for the individual who were in the lower cadre, because they perceive the
work to be performed is too difficult, complex or repetitive. They are very much sensitive to uncomfortable working condition which extract energy from them, younger age group are more susceptible to stress due to lack of experience. With low level of experience, the individual needs to adjust to the working condition of the organisation as they were new on their job. Monthly income has negative and highly significant relation with work stress. Monthly income will be more when the teacher will be having higher job experience and higher position in the organization.

The result illustrated that as age, designation, length of service and monthly income increased, the level of stress due to role stressors decreased. Teachers of younger age group experience role stress more, at times they have to sacrifice their values to meet the role obligations. They were stressed due to the contradictory instructions given by the different members and also poor information inflow restricted their output. They may not be clear about the type of work, behaviour their higher authority and colleagues expect from them. However, reverse for the teachers of older age group. As age of the teachers increases, he/she normally occupies a better position in their job in turn developing likings for the job. At older age, the role burden usually gets diluted because of their potentiality, increased capacity to analyze their role due to the job clarity. There by, they could perform their roles better. As the job experience increases, the role stress decreases. There will be less role conflicts that occur in the organization because of the higher exposure to various situations in their role. They perform
their role efficiently with the different role stressors in the organizations. As the individual occupy better occupational status, their income will be relatively more and the role stress will be less.

Role stressors were negatively and significantly correlated with age, designation, total service and monthly income of the teachers at 0.01 per cent level of significance.

The personal development stressors of the teachers decreased with age, designation and monthly income. The teachers at older age had generally achieved the higher position in the organization. They had comparatively higher job satisfaction because of the exposure to higher academic training, conference, seminars and promotional opportunities etc. Personal development of a teacher is attached with the occupational prestige and achievement, wealth, fame and power. All these factors contribute to increase higher job satisfaction and less of personal development stress among them.

However, teachers in lower cadre, struggle to get ahead occupationally. Some time they do not have the job security. Their personal wishes and strong desires are not only to earn money but also for getting a permanent post, better and prosperous career. Personal development stressors are more prominent among lower cadre teachers as need for status is a very important determinant of motivation, where as it may not be a cause of stress among the teachers of higher cadre. Teachers experienced more personal development stress because of the low level of experience in job;
opportunities to get into higher status job were naturally less. Similarly getting scope for the exposure to the latest opportunities were less, hence they struggle to achieve the level of excellence set up in the organizations which causes stress. As the individual occupies better occupational status, their income will be relatively more and self image also improves. Highly remunerative occupation leads to job satisfaction, thereby may lead to lesser personal development stress. The job security, various performance appraisals, occupational status and income of the individual if assured there seems to be better coping of personal development stress.

Personal development stressors were negatively and significantly correlated with age, designation, total service and monthly income of the teachers at 0.01 per cent level of significance.

Interpersonal relation means relationship with superiors, colleagues and subordinates in the organisation. Higher age of the teachers not only assures experience but also power to judge the relationship with other teachers in the organisation. Due to mental maturity and emotional stability they can overcome the interpersonal relation stressors. These factors mentioned above might have contributed for better adjustment and lesser interpersonal relation stressors for senior teachers. Where as, in case of lower age groups the poor job skills make them over responsive and their inexperience, anxiety, intolerance etc. apparently lead them to stress. The higher experience in job assures better adjustment and good
Interpersonal relations in the organisation due to their rational thinking. Good quality of work one maintains in the organisation leads to progress and satisfaction in their social life. Adequate financial resources contribute to a maximum extent in solving personal and social problems. It is the fact that financial status creates observable behavioural changes in the individual. A person’s income directly influences his / her status, recognition, position in the society.

Interpersonal relations stressors were negatively and significantly related to age, total service (at 0.01 per cent level of significance) and monthly income (at 0.5 per cent level of significance).

Organizational climate stressors decreased with increased age, designation and monthly income. Teachers at older age with higher experience have the better perception of the organizational climate. Their views and opinions were generally given weightage and more preference they get for the participation in decision-making. They generally get more sympathetic approach towards their personal problems. Where as teacher at lower age with low experience may feel organizational climate put threat to a person’s freedom and autonomy, inadequate opportunities for participation, lacking sense of belongingness, hence causes stress among younger age groups. Individuals’s income is directly influenced by his / her position in the organization. Higher the income, lower was the
perception of organizational climate stressors.

The organizational climate stressors were negatively and significantly correlated with age, total service at 0.01 per cent level of significance and with monthly income at 0.05 per cent level of significance.

Finally it can be summarized that overall age, designation, total service and monthly income of the teacher were negatively and significantly correlated with total stressors. Reddy and Ramamurthy (1991) reported moderating variables among executives experiencing stress include not only age but also the years of service in the employment. Blix et al. (1994) found that faculty having less than 10 years of experience had higher stress than faculty with more than 20 years of experience. Mayes (1996) revealed that age moderated the relationship among various stressors and physiological symptoms as well as psychological depression and life satisfaction. Ryhal and Singh (1996) revealed that assistant professors experienced higher job stress than associate professors and professors. Bhagawan (1997) revealed that higher the teaching experience, lesser the perceived burn out. Virk et al. (2001) reported that age and job level can have strong influence on job stress. Bhatia and Kumar (2005) reported that industrial teachers at supervisor rank and below supervisor rank with more experience of service had more occupational stress due to more feeling of depersonalization and more emotional exhaustion. Anitha Devi (2007) revealed that, the older person experience lower life stress
and role stress. Younger people experience more stress as compared to older people. The higher the numbers of years of service the lesser life and role stress. The lower the income, greater stress experienced vice versa.

7.8 INFLUENCE OF THE DEMOGRAPHIC CHARACTERISTICS ON TOTAL STRESSORS

The demographic characteristic were age, education, designation, total service, monthly income, family type, family size and annual income of the family influenced the various sources of stressors. The observation of the results of step wise regression analysis revealed that age of the respondent influenced significantly to sources of stress. This may be because age is a dynamic variable, which influences the factor of learning, development of skills, potentiality, working efficiency and effectiveness. It could be summarized that, as the individual’s age increases the potentiality and capacity to analyze the stressors increases, consequently the experience of stress decreases, whereas young age people are more susceptible to stress due to lack of experience. The result was supported by the findings of earlier studies conducted by Reddy and Ramamurthy (1991) reported that moderating variables among executives experiencing stress include not only age but also the years of service in the employment. Virk et al. (2001) reported that age and job level can have strong influence on job stress.
7.9 COPING STRATEGIES ADOPTED BY THE ENGINEERING COLLEGE TEACHERS

The present investigation was aimed to discuss the results of different coping strategies adopted by the male and female engineering college teachers.

7.9.1 Physical stress management strategies and therapies adopted by the engineering college teachers

The methods adopted for reducing physical stress viz. reducing physical stress, relaxation, correct posture, diet, physical exercise, medicinal therapy and natural care were considered under physical stress management strategies.

A glance at table 11 depicted that, majority of the male (46.0%) and of the female (46.0%) teachers adopted setting priorities and keeping ready well a head respectively for reducing physical stress. Incase of use of labour saving devices, more per cent of female teachers (28.0%) adopted this technique to minimize physical stress as compared to males (13.0%) due to the shortage of time and they have to perform many activities in a stipulated time period.

Taking rest as a relaxation technique was adopted by majority of the males and females (47.0% and 60.0%) teachers. Taking rest was more common among females. Taking out time for leisure and drinking water was adopted by 46.0 per cent of males
and 32.0 per cent of female teachers respectively. Relaxation is like a recharging a battery. Relaxing for few hours or minutes will make an individual feel fresh and keep fit to face another day of life or the events they come across.

The teachers opined use of correct posture as a physical stress management technique. Avoiding strenuous postures was adopted by majority of male teachers (52.0%) where as majority of female teachers (48.0%) adopted convenient placement of things to reduce physical stress under maintaining correct posture. Very meager per cent of the male (8.0%) and of the female (6.0%) teachers adopted ergonomically designed furniture.

In case of diet as a strategy for physical fitness and there by minimizing physical stress, taking balanced diet was adopted by majority of male (60.0%) and female (59.0%) teachers followed by consuming more foods many times in small quantities (28.0% of the males and 26.0% of the females). This may be because teachers have more knowledge about health, physical fitness and the benefits of diet, which may have made them more aware as stress this stress management technique.

Each 76.0 per cent of males and females practiced walking as physical exercise followed by yoga (22.0% of the males and 33.0% of the females). Where as, yoga was more practiced by females as compared to males. Stress can be relieved by adopting healthy habits and through regular exercise.
Medicinal therapy depicted a clear picture that maximum percentage of the male (54.0%) and of the female (78.0%) teachers did not practice any techniques under medicinal therapy. None of the female teachers were making use of smoking, alcohol consumption and mood altering drugs. Where as using of sleeping pills was adopted by male and female teachers (24.0% and 18.0%). The low preference to all the medicinal therapy techniques reflected that very few of the teachers adopted these techniques.

Under natural care for physical stress management, majority of the male teachers (41.0%) adopted water therapy where as hot water therapy was adopted by majority of female teachers (51.0%) as water has most relaxing effect at body temperature. Herbal therapy was also considered as effective for reducing stress by 19.0 per cent of the male and 30.0 per cent of the female teachers.

Majority of teachers from both the categories were practicing physical stress management strategies related to relaxation, correct posture, diet, physical exercise for reducing physical stress etc. The effectiveness of these techniques is also reported by many researchers relaxation, correct posture, diet, medicinal therapy and natural care were reported by Aula et al. (2004), standard furniture and high fiber diet by Harshpinder and Aujla (2001), relaxation, exercise, diet and yoga by Upamanyu (1997).
7.9.2 Mental stress management strategies and most liked activities adopted by the engineering college teachers

The methods for reducing mental stress *viz.* religious / meditation, psychotherapy, social support, altering situation, reducing responsibility and most liked activities were considered under mental stress management strategies.

Table 6.3.2, illustrated that offering prayer was practiced by majority of the males (45.0%) and females (43.0%) followed by meditation (45.0% of the male and 31.0% of the female teachers). Maximum percentage of the teachers adopted these techniques as mental stress management strategies. This may be because many people feel that developing their spiritual strength will help them in developing a sense of well being. After all, stress cannot bother, when peace of mind prevails.

Majority of the male (58.0%) and of the female (67.0%) teachers considered positive thinking as an effective method to overcome stress. This method was more adopted by females rather than males. Both the categories practiced sharing and recreation with family, but recreation with family was more practiced by higher percentage of males (56.0%) as compared to females (50.0%). Crying to relieve stress was adopted by 14.0 percent of the female teachers; none of the male teachers adopted this technique to minimize stress. Positive mental attitude gives the individual better control of the life and makes the person an achiever.
Social support as stress management strategies revealed that working in group was practiced by majority percentage of teachers (44.5%) followed by talking to some one (43.5%) and attending social gatherings (27.0%). Equal per cent of the female teachers (49.0%) considered working in group and talking to some one was most effective method to reduce mental stress. Sometimes talking to someone may not only relieve tension but may also help to find out a solution to the stressful situation. It can be concluded that use of social support was also an effective stress management technique. As human being is a part of social system and have interaction with society.

Higher percentage (40.0%) of the teachers were avoiding painful reminders to reduce their mental stress. Gender wise it was evident that maximum percentage of the males (36.0%) maintained well organized home as a method to reduce stress where as maximum percentage of female teachers (46.0%) practiced avoiding painful reminders. Change is the essence of life. It can be said that resisting change gives rise to conflicts and conflicts lead to stress. Change in the right direction is the only way to prepare for future.

Reducing responsibility as a stress management technique, postponing of certain tasks was followed by maximum percentage of the male teachers (35.0%) and legitimately avoid disliked tasks was followed by maximum per cent of female teachers
(34.0%). The strategy for delegation of work was preferred by 33.0 per cent of the male and 31.0 per cent of the female teachers. The reason may be due to the shortage of time to perform certain tasks, which may cause of stress. They adopted such type of mental stress management techniques only to minimize mental stress.

Further, watching T.V. was adopted by maximum percentage of the males (58.0%) as compared to the female counter parts (53.0%) and listening songs was adopted by maximum percentage of the females (65.0%) as compared to male counter parts (51.0%) as most liked activities. The listening to music as a way of reducing stress clearly revealed that music relieves oneself from stress and every individual can enjoy a stress free life with music.

Majority of teachers from both categories were making use of mental stress management strategies related to religious/meditation, psychotherapy, social support, altering situation, reducing responsibility and performing most liked activities etc. Earlier studies also showed that outing, listening to music (Bhattacharya and Guam, 2006), yoga (Sikthingnanavel, 2006), friendship and social support (Aditi and kumari, 2005), meditation, psychotherapy, social support, altering situation, reducing responsibilities (Aujla et al., 2004) are effective stress management techniques.

7.10 GENDER WISE DIFFERENCE WITH REGARDS TO COPING STRATEGIES AMONG THE ENGINEERING COLLEGE TEACHERS
Coping refers to the person’s cognitive and behavioural efforts to manage, reduce, minimize, master or tolerate the internal or external demands of the person’s environment transaction that is appraisal as taxing or exceeding the person’s resources. Coping has two major functions dealing with problems that is causing distress and regulating emotions. Table 6.13, recorded the information regarding the gender wise difference in practicing the coping strategies among the degree college teachers. There was no significant difference found between male and female teachers in the practicing of physical stress management strategies. The result showed that the mean scores of both male and female teachers were more or less similar. It can be concluded that both the categories adopted the physical stress management strategies in similar pattern.

From the same table, it was evident that, the gender difference existed while practicing of mental stress management strategies. Female teachers were practicing more mental stress management as compared to males and difference was found statistically significant. The result was found contradictory with the study of Khan et al. (2005). The finding was that, significance difference was not found to exist between male and female teachers on different types of coping strategies except use of humour strategies. Teachers have adopted a range of coping strategies most tend to be functional or active and some were dysfunctional or passive (i.e. self distraction and use of humour). Male and female teachers did not
give response on alcohol consumption as coping strategies.

7.11 STRESS MANAGEMENT TECHNIQUES PRACTICED BY THE SELECTED TEACHERS IN THEIR DAILY LIVING

The table 6.3.4 reflected the stress management techniques/activities practiced by the selected teachers in their daily living. Gender wise it was evident that higher percentage of both male and female teachers adopted watching T.V., talking to closed ones, performing religious activities, listening to music, taking rest, setting priorities and walking as stress reducing techniques mostly in their daily living. In a developing society, teacher has assumed a greater responsibility to bring out citizens who could carry out the profession in a dignified and productive manner hence teacher’s role is extremely demanding. In turn, it creates stress among them. Teachers had more interaction with the society, which might have made them better aware of these stress management strategies to achieve higher happiness, bless, creativity, and higher mental faculties.

Pandey and Srivastava (2000) showed that teachers expressed significantly better active coping than bank employees did. Aujla et al. (2004) majority of working and non-working were using various stress management techniques viz. Relaxation, music, prayer, recreation with family, planning etc. Planning and relaxation were most preferred techniques between both the groups.

7.12 SALIENT FINDINGS OF THE STUDY

- Majority of the teachers were from the middle age group and
were married, with small family size and most of the teachers belonged to nuclear family. Majority of the teachers had qualification up to post graduation level followed by doctorate level. Maximum percentage of the teachers was lecturers/ assistant professors having less than 14 years of service. Majority of the teachers belonged to middle income group while seventy five percent of their spouses were employed. The teacher’s monthly income range was between Rests. 16, 865/- to Rest. 23, 556/- and the annual family income range was from Rs. 3, 45, 041/- to Rs. 5, 15, 679/-.

- Experience of stress always because of the complex nature of their work did not baffle them as reported by the majority of teachers. The reason may be because they were highly educated, exposed to the latest technologies which helps to understand their work. Interference of the employment organizational responsibilities with their family organizational role was the cause of stress always as reported by majority of the teachers. Majority of the teachers revealed that their stress was basically due to their laziness and also they were happy with fewer responsibilities. Lack of affectionate behaviour from their colleagues was reported as cause of stress always by maximum percentage of the teachers. Higher percentage of the respondent experienced stress always because of lack of their involvement in decision making in their organization that
reduced their responsibilities on their shoulder and the participatory model followed in their organizational set up enhanced their responsibilities to the point of exhaustion.

- Highest percentages of the teachers were in low stress category followed by very low stress category. Gender wise, significant difference was observed in case of personal development stressors and interpersonal relation stressors (at 5% level of significance) while it was non significant in case of work, role and organizational climate stressors.

- Age, total service, monthly income were negatively and significantly correlated with different component of employment organization sources of stressors viz. work, role, personal development, interpersonal relation, organizational climate and total stressors. But designation was significantly and negatively correlated with work, role, personal development and total stressors. Out of the total eight demographic characteristics, age was the highly influencing factor on the total stressors which was statistically highly significant.

- Keeping ready well a head, taking rest, avoiding strenuous posture, taking balanced diet walking, using sleeping pills, hot water therapy were practiced by majority of the
teachers when they were physically stressed. Where as majority from both the categories were not considered medicinal therapy as a stress management technique. Further, offering prayer, positive thinking, working in-group, avoiding painful reminders, delegating the tasks and listening songs were practiced by maximum per cent of the teachers when they were mentally stressed. There was no significant gender difference found with respect to physical stress management where as it was significant in case of mental stress management strategies. Higher percent of the teachers practiced talking to closed ones followed by taking rest in their daily living to reduce their stress level.