CHAPTER FOUR

SUMMARY AND CONCLUSIONS
The goal of every organization, whether profit or non-profit oriented, is to work towards achieving the objective for its existence. For example, the major goal of the educational institute at any level is towards attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of sound education. The extent to which this goal can be actualized depends principally on the workforce—most especially the teaching personnel. They constitute the oil that lubricates the factors of academic performance and educational enterprise as a whole. Teachers, like other employees in various organizations, are crucial in the actualization of the organization goals and objectives. Today the expectations from teachers have intensified, apart from teaching they are required to perform managerial functions. When these activities exceed the coping abilities of teachers, it gives rise to stress.

Occupational stress describes the physiological, mental and emotional reactions of workers who perceive that their work demand exceed their abilities and for their resources to do work. It occurs when they perceive they are not coping in situation where it is important to them that they cope.

Occupational stress has become an all pervading feature of modern organization, involving serious cost both in human and financial term. An employee’s job role, which is composed of set of activities to be performed by him, constitutes the most significant part of his job life and is responsible for bringing in maximum amount of job satisfaction or job stress and anxiety. Role stress usually results from conflicting incompatible or unclear expectations that are derived from work environment.

There are various factors on which occupational stress depends upon. The personality variables linked to stress are locus of control, self-esteem, type A behavior pattern, hardiness, and negative affectivity (Ganster & Schaubroeck, 1991; Lind & Otte, 1994; Murphy, 1995). Some of the other factors influencing occupational stress are marital status (Kirkcaldy & Furnham, 1999), social class (Fotinatos-Ventouratos & Cooper, 2005), hierarchical level (Dua, 1994; Kirkcaldy & Furnham, 1999), tenure and experience (Ben-Bakr et al., 1995; Kirkcaldy & Furnham, 1999), performance (Varca, 1999), management style of superiors (Lind & Otte, 1994), organization size and type of organization (Ben-Bakr et al., 1995), supervisor’s power (Erkutlu & Chafra, 2006), and personality traits (Sager, 1990; Lind & Otte, 1994; Frei et al., 1999).
Out of all these factors influencing occupational stress, the variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies were selected in the present study to be studied as independent variables by the investigator.

**Emotional intelligence**

Emotional intelligence is the ability to feel good about doing whatever you are told, ordered, forced, convinced or expected to do. It is the ability to keep doing it, regardless of the level of stress or pressure you are put in. It is ability to find ways to cope up with stress and keep doing it, regardless of your actual desire to do it.

**Self-efficacy**

Teaching efficacy is the teacher's belief in his or her ability to affect student performance (Greenwood et al., 1990). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Self-efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

**Organizational commitment**

Organizational commitment is the relative strength of an individual’s identification with and involvement in a particular organization (Mowday et al., 1982).

Commitment in the organization can take various forms (affective, normative and continuance). Perceptions held by employees play an important role in their decisions to enter, stay with or leave the organization (Varca, 1999). Therefore, an increase in job strain may lead to increase occupational stress, decreased organizational commitment.
Coping strategies

Coping strategies are methods of coping that characterized individual’s reactions to stress in different situations or overtime within a given situation.

It can be said that the individual characteristics, situational factors and the relationship between person and environment determine how an individual responds and copes (Compas, 1987).

Studies conducted on emotional intelligence, self-efficacy and organizational commitment reveals that individual having high levels of emotional intelligence, self-efficacy and organizational commitment have low stress. Developing emotional intelligence, self-efficacy and organizational commitment helps in reducing stress and coping strategies help us to cope up with stress in an efficient way.

Significance of the study

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

While many studies on occupational stress amongst university faculty have been conducted in the West in higher education setting, but very few studies in India have been done on university faculty regarding occupational stress and emotional intelligence, self-efficacy, organizational commitment and coping strategies. Further most of the studies are conducted in school setting and different organizations. The results of these studies cannot be directly implemented in case of university faculty. Hence this study, contributes to the research literature by throwing more light on the relationship between occupational stress of academic faculty members’ and their emotional intelligence, self-efficacy, organizational commitment and coping strategies.
Statement of the Problem

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

A STUDY OF OCCUPATIONAL STRESS OF ACADEMIC FACULTY IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, SELF-EFFICACY, ORGANIZATIONAL COMMITMENT AND COPING STRATEGIES

Objectives

The main objectives of this study are:

1. To find out whether occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies will differ in case of male and female academic faculty members.

2. To find out whether occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies will differ in case of different designations.

3. To find out whether occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies will differ in case of different faculties.

4. To find out the relationship of occupational stress with emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of total sample

5. To find out the relationship of occupational stress with emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of male academic faculty members.

6. To find out the relationship of occupational stress with emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of female academic faculty members.

7. To find out the predictors of occupational stress from among the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of total sample
8. To find out the predictors of occupational stress from among the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of male academic faculty members.

9. To find out the predictors of occupational stress from among the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of female academic faculty members.

Hypotheses

On the basis of above mentioned objectives, following null hypotheses were proposed to be tested:

**H°1**
There exists no significant difference in faculty members’ occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of total sample with regard to gender.

This overall hypothesis covers the following domains:

**H°1-1** There exists no significant gender differences in occupational stress experienced by faculty members

**H°1-2** There exists no significant gender differences in emotional intelligence of faculty members

**H°1-3** There exists no significant gender differences in self-efficacy of faculty members

**H°1-4** There exists no significant gender differences in organizational commitment and its components in case of faculty members

**H°1-5** There exists no significant gender differences in coping strategies adopted by faculty members

**H°2**
There exists no significant difference in faculty members’ occupational stress, emotional intelligence, self efficacy, organizational commitment and coping strategies in case of total sample with regard to designation.

This overall hypothesis covers the following domains:

**H°2-1** There exists no significant difference in occupational stress with regard to designation in case of total sample of faculty members

**H°2-2** There exists no significant difference in emotional intelligence with
regard to designation of faculty members

H°2-3 There exists no significant difference in self-efficacy with regard to designation of faculty members

H°2-4 There exists no significant difference in organizational commitment and its components with regard to designation of faculty members

H°2-5 There exists no significant difference in coping strategies with regard to designation of faculty members

H°3 There exists no significant difference in faculty members’ occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies with regard to different faculties in case of total sample.

This overall hypothesis covers the following domains:

H°3-1 There exists no significant difference in faculty members’ occupational stress with regard to different faculties

H°3-2 There exists no significant difference in faculty members’ emotional intelligence with regard to different faculties

H°3-3 There exists no significant difference in faculty members’ self-efficacy with regard to different faculties

H°3-4 There exists no significant difference in faculty members’ organizational commitment and its components with regard to different faculties

H°3-5 There exists no significant difference in faculty members’ coping strategies i.e. confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal of academic faculty members’ with regard to different faculties

H°4 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence, self-efficacy, organizational commitment and coping strategies of academic faculty members incase of total sample.
H°4-1 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence of academic faculty members incase of total sample.

H°4-2 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and self-efficacy of academic faculty members’ incase of total sample.

H°4-3 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and organizational commitment of academic faculty members’ incase of total sample.

H°4-4 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and coping strategies of academic faculty members’ incase of total sample.

H°5 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence, self-efficacy, organizational commitment and coping strategies of academic faculty members incase of male academic faculty members.

H°5-1 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence incase of male academic faculty members.

H°5-2 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and self-efficacy incase of male academic faculty members.

H°5-3 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and organizational commitment and its
components incase of male academic faculty members.

H°5-4 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and coping strategies incase of male academic faculty members’.

H°6 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence, self-efficacy, organizational commitment and coping strategies of academic faculty members incase of female academic faculty members.

H°6-1 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence incase of female academic faculty members.

H°6-2 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and self-efficacy incase of female academic faculty members.

H°6-3 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and organizational commitment and its components incase of female academic faculty members.

H°6-4 No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and coping strategies incase of female academic faculty members.

H°7 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of academic faculty members’ independently or conjointly in case of total sample.

H°7-1 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would
contribute significantly in predicting the role overload of academic faculty members’ independently or conjointly in case of total sample.

H°7-2 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of academic faculty members’ independently or conjointly in case of total sample.

H°7-3 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of academic faculty members’ independently or conjointly in case of total sample.

H°7-4 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of academic faculty members’ independently or conjointly in case of total sample.

H°7-5 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the responsibility of academic faculty members’ independently or conjointly in case of total sample.

H°7-6 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the physical environment of academic faculty members’ independently or conjointly in case of total sample.

H°8 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of male academic faculty members’ independently or conjointly.

H°8-1 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role overload of male academic faculty members’ independently or conjointly.

H°8-2 None of the independent variables of emotional intelligence, self-
efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of male academic faculty members' independently or conjointly.

H°8-3 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of male academic faculty members' independently or conjointly.

H°8-4 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of male academic faculty members' independently or conjointly.

H°8-5 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the responsibility of male academic faculty members' independently or conjointly.

H°8-6 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the physical environment of male academic faculty members' independently or conjointly in case of total sample.

H°9 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of female academic faculty members' independently or conjointly.

H°9-1 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role overload of female academic faculty members' independently or conjointly.

H°9-2 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of female academic faculty members' independently or conjointly.
H°9-3 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of female academic faculty members’ independently or conjointly.

H°9-4 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of female academic faculty members’ independently or conjointly.

H°9-5 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the responsibility of female academic faculty members’ independently or conjointly.

H°9-6 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the physical environment of female academic faculty members’ independently or conjointly.

Design of the Study

For the current study the descriptive method of research was used to study and compare different types of occupational stress of university faculty members in relation to self-efficacy, self-efficacy, organizational commitment and coping strategies. This quantitative investigation employed the survey method as its research design. The current study is also a co-relational research. In co-relational research the investigator observes natural events or takes a snapshot of many variables after administrating several questionnaires. The good thing about this kind of research is that it provides him/her with a very natural view of the question one is researching. One is not influencing what happens and so the investigator gets measures of the variables that should not be biased by the researcher being there and this is an important aspect of ecological validity (Field & Hole, 2003). The survey was cross-sectional because the data was collected at one point in time. The survey research approval was elected for this investigation because it possesses all the qualities that are necessary for scientific research.
In the present investigation, dependent variable (criterion) was occupational stress and the independent variables (predictors) include self-efficacy, self-efficacy, organizational commitment and coping strategies and demographic variables were gender, university, designation and faculty.

Population

In the current study, at first a preliminary consideration was done on the structure of all the three universities regarding the number of faculties and related department. Then, the researcher decided to categorize all the available faculties in various groups for ease of comparison of results between all the three universities. The list of theses faculties, departments and number of related members of each group is presented vide table 2.2, Chapter 2. The population of the present research was all full time faculty members who were working in the different departments in Panjab University, Chandigarh, Punjabi University, Patiala and Guru Nanak Dev University, Amritsar in the session 2006-2007.

Sample

The sample comprised of academic faculty members working at various Universities of Punjab viz. Panjab University, Chandigarh (N=131), Punjabi University, Patiala (N=132) and Guru Nanak Dev University, Amritsar (N=112). The faculty members from Panjab University, Punjabi university and Guru Nanak Dev University were taken from faculties of Arts, Science, Pharmacy, Management and business administration, computers, languages and law for collecting the data. Similar faculties from all the universities were included in the study. Approximately one Professor, one Reader and two Lecturers were selected from all the concerned departments. The technique of sampling was thus stratified random sampling.

Instruments Used

This research was conducted using five separate instruments viz:

- Occupational stress was measured using Occupational Stress Inventory by Osipow and Spokane (1992).

- Emotional Intelligence was measured using Emotional Intelligence questionnaire developed by Schutte et al. (1998).
Self-efficacy was measured using *Teacher Self-Efficacy Scale* developed by Schwarzer et al. (1999).

Commitment to the organization was measured using the *Organizational Commitment Scales* (revised) developed by Meyer et al. (1993).

Coping strategies was measured using the *Coping Strategies Scale* by Folkman and Lazarus (1988).

### Statistical Techniques Employed

For the data analyses, the researcher employed various statistical techniques which are as follows:

**Exploratory Data Analysis:** It was particularly useful because it can show whether the results of the research are in line with the research hypotheses.

**Descriptive Analyses** such as means, standard deviations, skewness and kurtosis were computed to study the nature of distribution for scores for all the variables of the study.

**Differential Analysis** to determine if there were any statistically differences in the mean scores of occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies based on demographic data.

**Independent Sample t-test** for gender and **ANOVA** for designation and various faculties were employed.

**Bivariate Correlations** were employed to study the relationship between occupational stress and emotional intelligence, self-efficacy, organizational commitment and coping strategies in case of total sample, male and female academic faculty members.

**Multivariate Regression analysis** was employed to study the predictors of occupational stress and its six components from among the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies of total sample, male and female university faculty.

SPSS version 16.0 for windows was the statistical software program used to perform all procedures.
Results of the Study

To present a bird’s eye view of the results of the present investigation and to avoid repetition, hypotheses-wise results are being presented herewith:

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>H°1 There exists no significant difference in faculty members’ occupational stress, emotional intelligence, self efficacy, organizational commitment and coping strategies in case of total sample with regard to gender.</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°1-1 There exists no significant gender differences in occupational stress experienced by faculty members</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°1-2 There exists no significant gender differences in emotional intelligence of faculty members</td>
<td>Not accepted</td>
</tr>
<tr>
<td>H°1-3 There exists no significant gender differences in self-efficacy of faculty members</td>
<td>Accepted</td>
</tr>
<tr>
<td>H°1-4 There exists no significant gender differences in organizational commitment and its components in case of faculty members</td>
<td>Accepted</td>
</tr>
<tr>
<td>H°1-5 There exists no significant gender differences in coping strategies adopted by faculty members</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°2 There exists no significant difference in faculty members’ occupational stress, emotional intelligence, self efficacy, organizational commitment and coping strategies in case of total sample with regard to designation.</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°2-1 There exists no significant difference in occupational stress with regard to designation in case of total sample of faculty members</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>H°2-2</td>
<td>There exists no significant difference in <em>emotional intelligence</em> with regard to <em>designation of faculty members</em></td>
</tr>
<tr>
<td>H°2-3</td>
<td>There exists no significant difference in <em>self-efficacy</em> with regard to <em>designation of faculty members</em></td>
</tr>
<tr>
<td>H°2-4</td>
<td>There exists no significant difference in <em>organizational commitment</em> and its components with regard to <em>designation of faculty members</em></td>
</tr>
<tr>
<td>H°2-5</td>
<td>There exists no significant difference in <em>coping strategies</em> with regard to <em>designation of faculty members</em></td>
</tr>
<tr>
<td>H°3</td>
<td>There exists no significant difference in faculty members' <em>occupational stress, emotional intelligence, self efficacy, organizational commitment</em> and coping strategies with regard to different <em>faculties</em> in case of total sample.</td>
</tr>
<tr>
<td>H°3-1</td>
<td>There exists no significant difference in faculty members' <em>occupational stress</em> with regard to different <em>faculties</em></td>
</tr>
<tr>
<td>H°3-2</td>
<td>There exists no significant difference in faculty members' <em>emotional intelligence</em> with regard to different <em>faculties</em></td>
</tr>
<tr>
<td>H°3-3</td>
<td>There exists no significant difference in faculty members' <em>self-efficacy</em> with regard to different <em>faculties</em></td>
</tr>
<tr>
<td>H°3-4</td>
<td>There exists no significant difference in faculty members' <em>organizational commitment</em> and its components with regard to different <em>faculties</em></td>
</tr>
<tr>
<td>H°3-5</td>
<td>There exists no significant difference in faculty members' <em>coping strategies</em> i.e. confrontive coping, distancing, self control, seeking social support, accepting responsibility, escape avoidance, planful</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>H-6-1</td>
<td>No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and emotional intelligence in case of female academic faculty members.</td>
</tr>
<tr>
<td>H-6-2</td>
<td>No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and self-efficacy in case of female academic faculty members.</td>
</tr>
<tr>
<td>H-6-3</td>
<td>No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and organizational commitment and its components in case of female academic faculty members.</td>
</tr>
<tr>
<td>H-6-4</td>
<td>No relationship exists between occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) and coping strategies in case of female academic faculty members.</td>
</tr>
<tr>
<td>H-7</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H-7-1</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role overload of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H°7-2</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of academic faculty members independently or conjointly in case of total sample.</td>
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</tr>
<tr>
<td>H°7-3</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H°7-4</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H°7-5</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the responsibility of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H°7-6</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the physical environment of academic faculty members independently or conjointly in case of total sample.</td>
</tr>
<tr>
<td>H-8</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of male academic faculty members’ independently or conjointly</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>H-8-1</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role overload of male academic faculty members’ independently or conjointly</td>
</tr>
<tr>
<td>H-8-2</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of male academic faculty members’ independently or conjointly</td>
</tr>
<tr>
<td>H-8-3</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of male academic faculty members’ independently or conjointly</td>
</tr>
<tr>
<td>H-8-4</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of male academic faculty members’ independently or conjointly</td>
</tr>
<tr>
<td>H-8-5</td>
<td>None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would not contribute significantly in predicting the responsibility of male academic faculty members’ independently or conjointly</td>
</tr>
<tr>
<td>H°8-6 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the physical environment of male academic faculty members’ independently or conjointly in case of total sample</td>
<td>Partially accepted</td>
</tr>
<tr>
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</tr>
<tr>
<td>H°9 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the occupational stress of female academic faculty members independently or conjointly</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°9-1 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role overload of female academic faculty members independently or conjointly</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°9-2 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role insufficiency of female academic faculty members independently or conjointly</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°9-3 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role ambiguity of female academic faculty members independently or conjointly</td>
<td>Partially accepted</td>
</tr>
<tr>
<td>H°9-4 None of the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies would contribute significantly in predicting the role boundary of female academic faculty</td>
<td>Partially accepted</td>
</tr>
</tbody>
</table>
Overall Conclusions of the Study

The overall conclusions are based on section wise analyses, which have been reported in four sections i.e. Section 1 through Section 4.

In section 1 descriptive data analysis was done in case of sample of academic faculty members from the three selected Universities of Punjab viz Panjab University, Punjabi University and Guru Nanak Dev University and as well as total sample. However, in case of inferential analysis, since the three universities when separately and individually tested did not show any significant differences in the various variables under study, the differential bivariate and multivariable analyses was done only in case of total sample obtained from Universities of Punjab.

Section 1

This section deals with Exploratory Data Analysis (EDA). It is particularly useful as it shows whether the results of the research are in line with the research hypotheses. It has been divided into two parts:

1a. It includes demographic data analysis of sample from Universities of Punjab.

1b. Descriptive statistics like mean, standard deviation, skewness, kurtosis and percentiles.
Section II

This section deals with the inferential statistics for testing the hypotheses of the study. This section has been divided into two parts:

IIa. Two independent samples t-test was used to compare the variables of occupational stress, emotional intelligence, self-efficacy, organizational commitment and coping strategies in Universities of Punjab.

IIb. ANOVA was used to examine null hypotheses of academic faculty member’s occupational stress with regard to demographic variables.

Section III

This section deals with Bivariate Coefficients of Correlation between the dependent variable of study i.e. occupational stress with the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies among academic faculty members of Universities of Punjab.

Section IV

In this section, Stepwise Multiple Regression was employed in order to find the predictors of six scales of occupational stress from among the independent variable of emotional intelligence, self-efficacy, organizational commitment and its three components and eight dimensions of coping strategies.

Conclusions based on demographic data of sample

- The percentage of female academic faculty members was comparatively less than male faculty members in Total sample and Guru Nanak Dev University, whereas the strength of male and female academic faculty members was relatively equal in Panjab University and Punjabi University.

- In the Total sample of Universities of Punjab, Panjab University and Punjabi University the number of Lecturer were found to be more than the number of Readers and Professors whereas in Guru Nanak Dev University the number of Professors and Readers were more than the number of Lecturers.

- The percentage of academic faculty members in each faculty in the Total sample of Universities of Punjab, Panjab University and Punjabi University was relatively
equal. The highest frequency was in case of faculties of Science and the lowest frequency was for the faculty of Pharmacy and Computers in the Total sample of Panjab University, Punjabi University and Guru Nanak Dev University.

Conclusion Based on Descriptive Analysis

Following conclusions were drawn on the basis of an overview of descriptive analysis done in case of the three universities viz Panjab University, Punjabi University and Guru Nanak Dev University independently as well as that of total sample of the investigation i.e. Universities of Punjab.

Occupational stress

- The academic faculty members in case of total sample, experienced moderate level of role overload.
- In case of total sample, the academic faculty members experienced moderate amount of role insufficiency.
- Role ambiguity as a source of stress was experienced moderately by academic faculty members in case of total sample.
- Role boundary which measures the extent to which the individual was experiencing conflicting role demands and loyalties in the work setting. It shows that teachers have conflicts and factions about supervisory demands; was experienced moderately by academic faculty members in case of Total sample.
- The academic faculty members experienced moderate level of stress due to responsibility in Total sample.
- In case of total sample the academic faculty member’s experienced moderate amount of responsibilities.
- Above average stress was experienced due to physical environment by academic faculty members in case of Total sample.

Emotional intelligence

- The academic faculty members in case of total sample were below average in emotional intelligence.
Self-efficacy
- In case of total sample, the academic faculty members were moderate in their belief on their respective capacities

Organizational commitment
- The academic faculty members were moderately committed to their organizations incase of total sample.
- The academic faculty members exhibit below average level of affective commitment, normative commitment and continuance commitment.

Coping Strategies
- The academic faculty members used confrontive coping, distancing, self control, seeking social support, escape avoidance, accepting responsibility and positive reappraisal moderately to cope up with occupational stress.
- Planful problem solving coping strategy was used less frequently by the academic faculty members

Conclusions Based on t-ratio’s
The results based on table 3.II a .1 showing differences between male and female academic faculty indicate following conclusions:
- Incase of the total sample significant difference was found between male and female faculty members on the variable of role insufficiency, which was experienced more by females. No significant difference was found between male and female faculty members on rest of the scales of occupational stress i.e. role overload, role ambiguity, role boundary, responsibility and physical environment.
- On the variable of emotional intelligence significant difference was found between male and female faculty members. Females were found to be more emotionally intelligent in comparison to male academic faculty members.
- No significant difference was found on the variable of self efficacy with regard to gender in the total sample.
- On the variable of organizational commitment and its components viz. affective commitment, continuance commitment and normative commitment no significant difference was found with regard to gender in the total sample.
Emotional intelligence and faculties
- The faculty members of Laws and Language department were found to be more emotionally intelligent than that of Science, Business Management and Commerce, Computers and Arts department faculty members.

Self-efficacy and faculties
- Science, Laws, Pharmacy and Business Management and Commerce faculty members were also found to be more self-efficacious than faculty members of Computer department.

Organizational commitment and faculties
- No significant difference was found on the variables of organizational commitment between different faculties.
- On the variable of affective commitment no significant difference was found between different faculties.
- The highest continuance commitment was observed in faculty of Languages, and the lowest level of continuance commitment belonged to faculty of Laws and Pharmacy.
- The highest normative commitment was found in faculty of Languages, Laws and Arts and the lowest level of normative commitment belonged to faculty of Business Management and Commerce.

Coping strategies and faculties
- The maximum and minimum amount of confrontive coping used to combat occupational stress was used by the faculty of Languages and Science respectively.
- The faculties differed significantly on the variable of accepting responsibility and escape avoidance which were used as a coping strategy to combat occupational stress.

Overall Conclusions Based on Bivariate Coefficients of Correlation

When coefficients of correlation were calculated separately for six scales of occupational stress viz. role overload, role insufficiency, role ambiguity, role boundary, responsibilities, physical environment as dependent variable with the
independent variables of emotional intelligence, self efficacy, organizational commitment and its components and eight dimensions of coping strategies for total sample as well as male and female academic faculty members, the following conclusion were observed:

Conclusions based on bivariate coefficients of correlation for total sample of universities of Punjab

Occupational stress and emotional intelligence

Significant but negative correlation was observed between role insufficiency, role ambiguity, role boundary and physical environment with emotional intelligence.

Occupational stress and self-efficacy

Significant but negative correlation was observed between role insufficiency, role ambiguity, role boundary and physical environment with self-efficacy.

Occupational stress and organizational commitment

Significant but negative correlation was observed between role insufficiency, role ambiguity and role boundary with organizational commitment in academic faculty members.

Occupational stress and affective commitment

In the total sample academic faculty members had significant but negative correlation between the dependent variables of role overload, role insufficiency, role ambiguity role boundary and affective commitment, responsibilities and physical environment with independent variable of affective commitment.

Occupational Stress and continuance commitment

Scales of occupational stress viz role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment were found to be significantly and positively correlated with continuance commitment incase of total sample of academic faculty members.

Occupational Stress and normative commitment

Academic faculty members had significant but negative correlation between role insufficiency, role ambiguity, role boundary and physical environment with normative commitment.
Occupational stress and coping strategies

The six scales of occupational stress were separately correlated with independent variable of eight dimensions of coping strategies viz confrontive coping, distancing, self control, seeking social support, accepting responsibilities, escape avoidance, planful problem solving and positive reappraisal to find out the extent of relationship between the variables.

Occupational stress and confrontive coping

Significant but positive correlation was found between role ambiguity, role boundary, responsibility and physical environment with confrontive coping.

Occupational stress and distancing

Positive and significant correlation was found between responsibilities and physical environment with coping strategy of distancing.

Occupational stress and self control

Responsibility and physical environment were found to be significantly but positively correlated with self control in case of total sample of academic faculty members.

Occupational stress and seeking social support

Significant but positive correlation was found between responsibilities physical environment with seeking social support.

Occupational stress and accepting responsibility

Positive but significant correlation was observed between responsibilities and physical environment with accepting responsibilities.

Occupational stress and escape avoidance

Role insufficiency, role ambiguity, role boundary, responsibilities and physical environment with escape avoidance was found to be significantly but positively correlated in case of total sample of academic faculty members.

Occupational stress and planful problem solving

Significant but positive correlation was found between responsibilities and physical environment with planful problem solving.
Occupational stress and positive reappraisal

Responsibilities and physical environment was found to be significantly but positively correlated with positive reappraisal in case of total sample of academic faculty members.

Conclusions based on bivariate coefficients of correlation for male academic faculty members

Occupational Stress and emotional intelligence

Significant but negative correlation was observed between role insufficiency, role ambiguity, role boundary and emotional intelligence in case of male academic faculty members.

Occupational Stress and self-efficacy

Male academic faculty members had significant but negative correlation between role insufficiency and role ambiguity with self-efficacy.

Occupational stress and organizational commitment

Significant but negative correlation was observed between role insufficiency, role ambiguity role boundary with organizational commitment in case of male academic faculty members

Occupational stress and affective commitment

In case of male academic faculty members significant but negative correlation was found between role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment with affective commitment.

Occupational stress and continuance commitment

Scales of occupational stress namely role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment were found to be and significantly and positively correlated with continuance commitment incase of male academic faculty members.

Occupational stress and normative commitment

Significant but negative correlation was found between role insufficiency and role ambiguity with normative commitment in case of male academic faculty members.
Occupational stress and coping strategies

The six scales of occupational stress were separately correlated with independent variable of eight dimensions of coping strategies viz confrontive coping, distancing, self control, seeking social support, accepting responsibilities, escape avoidance, planful problem solving and positive reappraisal to find out the extent of relationship between the variables.

Occupational stress and confrontive coping

Female academic faculty members had significant but positive correlation between role ambiguity and confrontive coping, role boundary and confrontive coping, responsibility and confrontive coping and physical environment and confrontive coping.

Occupational stress and distancing

Significant but positive correlation was found between responsibilities and distancing in female academic faculty members.

Occupational stress and self control

Responsibilities and self control was found to be significantly but positively correlated in female academic faculty members.

Occupational stress and seeking social support

Female academic faculty members had significant but positive correlation between responsibilities and seeking social support.

Occupational stress and accepting responsibility

Female academic faculty members had significant but positive correlation between responsibilities and accepting responsibilities.

Occupational stress and escape avoidance

Role insufficiency, role ambiguity, role boundary, responsibilities and physical environment was found to be significantly but positively correlated with escape avoidance in female academic faculty members.

Occupational stress and planful problem solving

Female academic faculty members had significant but positive correlation between responsibilities and planful problem solving.
Occupational stress and positive reappraisal

Female academic faculty members had significant but positive correlation between responsibilities and positive reappraisal.

Conclusions based on stepwise multiple regressions

Predictors of occupational stress in case of total sample

In case of total sample the significant predictors of occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) from the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies are presented vide Summary Table 4.1.

Table 4.1 Summary of Significant Predictors of Criterion Variables of Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibilities and Physical Environment from the Independent Variables of Emotional Intelligence, Self-Efficacy, Organizational Commitment and Coping Strategies in case of Total Sample (N=375)

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*Significant at .05 level; ** Significant at .01 level

Predictors of role overload

With role overload as a criterion variable, regression equations were run for the total sample (N=375), the significant predictors which contributed 12.2% of variance
in role overload were continuance commitment, affective commitment and positive reappraisal.

**Predictors of role insufficiency**

With role insufficiency as a criterion variable in regression equations the significant predictors of role insufficiency that emerged, in descending order of contribution were affective commitment, self efficacy, normative commitment, continuance commitment and positive reappraisal with a total of 40.1% variance.

Positive reappraisal and planful problem solving were both suppressor and are taking care of irrelevant variance (in predicting role insufficiency) particularly in emotional intelligence and normative commitment.

**Predictors of role ambiguity**

With role ambiguity as a criterion variable, regression equations were run for the total sample, the significant predictors of role ambiguity that emerged, in descending order of contribution were emotional intelligence, affective commitment, self efficacy, continuance commitment, and escape avoidance, which contributed 38.4% variance in role ambiguity.

**Predictors of role boundary**

With role boundary as a criterion variable, regression equations were run for the total sample. The significant predictors of role boundary which emerged in descending order of contribution (28.6% variance) were affective commitment, emotional intelligence, continuance commitment and confrontive coping.

**Predictors of responsibility**

With responsibility as a criterion variable, regression equations in case of the total sample, the significant predictors of responsibility that emerged in descending order of contribution were continuance commitment and confrontive coping. These variables contributed to 9.4% variance in responsibility.

**Predictors of physical environment**

With physical environment as a criterion variable, regression equations were run for total sample. In total sample the significant predictors of physical environment that emerged in descending order of contribution were affective commitment,
Predictors of Occupational stress in case of Male Academic Faculty Members

In case of male academic faculty members, the significant predictors of occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) from the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies are presented vide summary Table 4.2.

### Table 4.2 Summary of Significant Predictors of Criterion Variables of Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibilities and Physical environment from the Independent Variables of Emotional Intelligence, Self-Efficacy, Organizational Commitment and Coping Strategies in case of Male Academic Faculty Members (N=209)

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*Significant at .05 level; **Significant at .01 level

**Predictors of role overload**

With role overload as a criterion variable, regression equations were run for the male academic faculty members the significant predictors of role overload that emerged, in descending order of contribution were (25.1%) affective commitment, positive reappraisal and organizational commitment. Organizational commitment was a suppressor and was taking care of irrelevant variance (in predicting role overload) particularly in affective commitment and positive reappraisal.
**Predictors of role insufficiency**

With role insufficiency as a criterion variable, regression equations were run for male academic faculty members. The significant predictors of role insufficiency that emerged in descending order of contribution were affective commitment, self efficacy, positive reappraisal, emotional intelligence and continuance commitment which contributed 37.8% variance in role insufficiency.

Positive reappraisal was a suppressor and was taking care of irrelevant variance (in predicting role insufficiency) particularly in emotional intelligence, self efficacy and continuance commitment.

**Predictors of role ambiguity**

When regression equations were run for the male academic faculty members with role ambiguity as a criterion variable, the significant predictors that emerged in descending order of contribution were affective commitment, emotional intelligence, self efficacy and organizational commitment. These variables contributed 46.1% of variance in role ambiguity.

**Predictors of role boundary**

With role boundary as a criterion variable, regression equations in case of male academic faculty members exhibited that the significant predictors of role boundary which in descending order of contribution were affective commitment, emotional intelligence, continuance commitment and confrontive coping. A significant portion of variance (24.3%) in the sample of male academic faculty members on role boundary was explained by these variables.

**Predictors of responsibility**

With responsibility as a criterion variable, regression equations were run for the male academic faculty members and the significant predictors of responsibility that emerged in descending order of contribution were continuance commitment, positive reappraisal, affective commitment and self efficacy. The multiple $R^2$ in this analysis was .144 i.e. 14.4% variance in responsibility is explained by continuance commitment, positive reappraisal, affective commitment and self-efficacy.

Self-efficacy was a suppressor and was taking care of irrelevant variance (in predicting responsibility) particularly in affective commitment and positive reappraisal.
Predictors of physical environment

With physical environment as a criterion variable, regression equations were run for male academic faculty members. The significant predictors of physical environment that emerged in descending order of contribution were affective commitment, continuance commitment and self control. A significant portion of variance (23.7%) in the male academic faculty members on physical environment was explained by these variables.

Predictors of Occupational stress in Case of Female Academic Faculty Members

In case of female academic faculty members’ the significant predictors of occupational stress (role overload, role insufficiency, role ambiguity, role boundary, responsibilities and physical environment) from the independent variables of emotional intelligence, self-efficacy, organizational commitment and coping strategies are presented vide summary Table 4.3

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*Significant at .05 level; ** Significant at .01 level

Predictors of role overload

In case of female academic faculty members the significant predictors of role overload that emerged was continuance commitment. The multiple $R^2$ with this
variables was .031 i.e. 3.1% variance in role overload was explained by continuance commitment.

**Predictors of role insufficiency**

In case of female academic faculty members the significant predictors of role insufficiency that emerged, in descending order of contribution were affective commitment, self efficacy, normative commitment, escape avoidance and self control. These variables contributed 46.4% of variance in role insufficiency.

Self control was a suppressor and was taking care of irrelevant variance (in predicting role insufficiency) particularly in escape avoidance.

**Predictors of role ambiguity**

The significant predictors in case of female academic faculty members for criterion variable role ambiguity that emerged in descending order of contribution (contributed to 33% of variance) were emotional intelligence, escape avoidance, self efficacy and continuance commitment.

Continuance commitment was a suppressor and was taking care of irrelevant variance (in predicting role ambiguity) particularly in emotional intelligence.

**Predictors of role boundary**

The significant predictors of role boundary (criterion variable) for female academic faculty members that emerged in descending order of contribution (39.3%) were affective commitment, confrontive coping, continuance commitment and emotional intelligence.

Continuance commitment was a suppressor and was taking care of irrelevant variance (in predicting role boundary) particularly in emotional intelligence.

**Predictors of responsibility**

A significant portion of variance (12%) in the female academic faculty members on responsibility as a criterion variable was explained by escape avoidance and continuance commitment.

**Predictors of physical environment**

With physical environment as a criterion variable, regression equations were run for female academic faculty members. A variance of 15% in the female academic
faculty members on physical environment was explained by escape avoidance, emotional intelligence and continuance commitment.

Continuance commitment was a suppressor and was taking care of irrelevant variance (in predicting physical environment) particularly in emotional intelligence.

**Educational Implications**

The present study would be useful for Policy makers, University Managements and Principals. The study suggests them the need to come up with policies to cope up with occupational stress which will further enhance the emotional intelligence, self-efficacy and commitment among academic faculty in order to attract them and retain top level faculty at their respective universities. Teachers who are not emotionally intelligent, self-efficacious and committed to their work place are likely to put less effort in the classroom which would adversely affect student learning and achievement in particular and standard of education in the country in general.

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

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

- Management could create a positive work environment by refocusing responsibilities among faculty members by opening up communication channels by using staff satisfaction surveys to monitor stress levels, needs and stressors in the work environment.
- Conduct collaborative workplace and job redesign to enhance person environment match.

- Show interest in the welfare of faculty members.

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

- Topics such as stress management could be included in the continuous education Programme of the university faculty members.

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

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

All these will help to cope up with occupational stress of academic faculty members and would help to increase their commitment towards their work and organizations.

**Limitations of the Study**

Few limitations of the present investigation are:

- The study could have included objective outcomes of occupational stress.

- Certain known moderators of occupational stress like hardiness, locus of controls and other personality variables could have been included in the present investigation.

**Suggestions for Further Study**

Research in any branch of human knowledge is never a closed book. There is always persistent need for finding solution to new problems and testing the variety of solutions to other problems. There is no piece of good research that does not provide clues. The present study can be replicated on a large and more representative sample for further investigation. The present study opens up avenues for further research which are briefly listed below:
- This study can be replicated to include more antecedents of occupational stress as age, marital status, number of years of teaching experience, locus of control, self-esteem, hardiness, social class etc. to name a few.

- There is a need to examine differences between the occupational stresses of faculty members in public universities in comparison to private sector.

- The similar study can be conducted in case of colleges and schools also.

- A comparative study can be done to find out differences between the occupational stress of general and academic faculty members in universities.

- A study can be done to assess occupational stress among different occupational groups.