CHAPTER 5

Findings and Conclusions

5.1 Major Findings from Statistical Analysis

5.1.1. Findings from Cross Tabulation


- Graduate are working as Assistant professor with maximum of 6 years of experience and maximum of Rs.25,000. Being post graduates 136 respondents are designated as ‘Assistant Professor’ with maximum of 10 years of experience and maximum of Rs.35,000 of monthly income. Doctorates also designated as Assistant Professor with maximum of 6 years of experience and Rs.35,000 of monthly income.

- Post graduates designated as ‘Associate Professor’ with minimum of 3 years and maximum of 14 years of experience and the income levels are varies between ‘Rs.15,000 to Rs.45,000’. Only two respondents with doctorate and designated as ‘Associate Professor’ with 11 to 14 years of experience and salary of one is between ‘Rs. 35,000 to Rs. 45,000’ and ‘Rs.45,001 to Rs.55,000’

- For the designation ‘Head of the department’ minimum qualification is post graduation with minimum of 3 years of experience and with minimum salary of Rs.25,000.

- Being ‘Head of the Institution’ two respondents are earning ‘Rs.45001 to Rs.55,000’.

5.1.2. Findings from Mean Scores
• In the items of ‘Institutional Environment’ faculty responses are interpreting that the institutions are poor in maintaining research funds, rewards and recognitions of faculty, amenities and faculty strength. Other items are also scored the mean, which indicates moderate satisfaction levels of faculty members.

• It has been concluded that among the different attributes of personal skills measured, the attributes of ‘Situational Management skills’ has lowest mean score of 2.15 and ‘leadership skills’ are scoring highest mean score of 2.35. All the items of individual skills mean scores measured that the faculty members are considering all these as minimum requirement of a teaching job and they agree that they are satisfying the needs of teaching job.

• It has been found that as per opinion survey ‘Superiors are helpful for sub ordinates’ score the lowest mean of 1.78, With regard to peer support, ‘My colleagues helps me in crisis situation’ got lowest mean 1.71 and ‘The management encourages faculty to think about exciting and unusual career’ got lowest mean score of 1.83. The analysis interprets that there is no congenial relationship between peers and supervisors. The management is not encouraging faculty for career development.

• It has been found that apart from marital status, faculty members are doing the jobs to fulfill the financial needs of them. Remaining items are occupying the moderate level of mean score.

• Work place stress factors are concentrated, which are said to be in practice. Among the workplace stress items long working hours, heavy documentation, heavy work load and involvement in non-academic works are scored lower mean scores and as per scale these items sets higher stress.

• The items of role stress subdivided into role conflict, role ambiguity and role overload. As per the mean scores after analysis, all the items mean scores are varying in moderate stress level.

5.1.3 Findings from ANOVA and Independent Sample t-test
By analyzing the data on IBM SPSS on whole it is observed from the mean scores of each dimension the faculty members are not so acceptable and feeling high stress with regard to institution environment, professional support, and family support and with role stress factors. Moderately in stress in workplace stress dimension.

- Designation and monthly income are not set according to qualification, work experience. It is observed that there is no much importance for the qualification, work experience and designation.

- ‘Head of the institutions’ and ‘Head of the departments’ only responded positively to the items of institutional environment, professional support and work place stress and role stress.

- Male respondents are scored highest mean value than female respondents for all the items of Institutional environment, Individual skills, Professional Support, Family support, Work place stress and Role stress.

- There is no gender bias for superior – subordinate support, peer support and role conflict. There is a difference exists in the gender in individual skills, institutional environment, management support, family support, workplace stress, role ambiguity and role overload.

- Gender is the influencing factor on independent variables individual skills, institutional environment, management support, family support and dependent variables workplace stress, role ambiguity and role overload.

- Role overload is common for all age groups. Other factors are differing with the age group. Statistical analysis thoroughly interpreted that 26 to 35 years age group got low mean scores, which interprets that this age group has marked less support, high stress.

- Age is a factor, which is influencing all independent and dependent variables except role overload.

- Despite of qualification of the respondents’ role overload becomes the common factor for faculty members. Professors are feeling their role is overloaded than graduates.
• Qualification of the respondent is the influencing factor for independent variables individual skills, institutional environment, superior –subordinate support, peer support, management support, family support and dependent variables workplace stress, role ambiguity and role conflict.

• Individual skills and professional support variables taken for study superior-subordinate support, peer support and management support has not influencing by marital status of the respondents.

• The variables institutional environment, family support, workplace stress, role conflict, role ambiguity and role overload has influence of marital status of respondents.

• All categories of designations are facing stress due to role overload. The remaining dimensions have significant difference according to designation of the respondent.

• Associate Professors’ got lower mean scores among all designations in institutional environment, individual skills, superior –subordinate support and management support.

• Higher designations have lower family support. As the dependent variables has influence according to designation. Compared to other designations ‘head of the department’ has low stress with regard to role overload.

• Comparatively Assistant professors have high stress levels among all designations.

• Role overload becomes common for all categories of experienced respondents.

• According to working experience, respondents accepting the institutional environment items as they are. 3to 6 years experienced respondents got low mean scores on individual skills and professional supporting items.

• Less experienced persons are accepting high family support among others. Less experienced respondents are feeling high stress.

• All salaried categories are experiencing overload of their role. Low range salaried respondent are experiencing high family support than high income respondents.
• Less salary earning respondents are experiencing high stress with regard to workplace stress and role stress and low professional support.

• Individual skills and role overload remains same for both type of institutions. Professional and family support is not differing between affiliated and autonomous institutions, which interprets the working culture is not varying.

• Institutional environment is not maintained varying between affiliated institutions and autonomous institutions, whereas autonomous institutions are showing higher mean score among two, but there is no much variance between two types of institutions.

• Workplace stress and role ambiguity and role conflict is differing between affiliated and autonomous institutions. From mean scores it is observed that institutional environment, family support is better in autonomous institutions. Professional support, individual skills of affiliated colleges are better.

• Role ambiguity and workplace stress is yielding low stress in affiliated colleges.

• In autonomous institutions role conflict and role overload is causing low stress.

5.1.4. Correlation Analysis Interpretation

• Betterment of Institutional Environment, support from superior –subordinate, peer and management support can reduce role overload.

• Effective Institutional environment and individual skills useful to overcome workplace stress.

• From the correlation analysis effective coordination and good institutional environment is useful to overcome occupational stress.

5.1.5. Regression Analysis Interpretation

• From the statistical analysis, to overcome workplace stress highly positive support must exists with the variables Institutional environment, superior-subordinate support, peer support, management support, which are having linear relationship with workplace stress.
• From the statistical analysis, to defeat role ambiguity, the variables Institutional environment, individual skills, superior-subordinate support, peer support, management support and family support has to support faculty members,

• To conquer role conflict the items of Institutional environment, Individual skills, Superior-subordinate support and Peer support have to support faculty members.

• As role overload becomes common for all the faculty members despite of demographic and socio-economic variables, It can be triumph over by having good support from institutional environment, individual skills, family support and peer support, which can reduce the role overload, as it has linear relationship with above variables.

5.1.6. **Structural Equation Modeling Analysis Interpretation**

• Confirmatory factor analysis showing good model fit and model validity.

• Path analysis determined that there is impact of institutional environment, individual skills, professional support, and family support on workplace stress and role stress.

5.2 Suggestions

From the light of the findings, the following suggestions are given for the success of faculty members. They are

• Institutions have to implement the research oriented education, which can give encouragement to faculty to go with new projects through research funding agencies and apex bodies.

• Pro-active communication through proper channels, information must be known to all faculty members.

• Non-academic works should not burden the performance of the faculty member. Management has to take necessary steps towards this by recruiting sufficient non-teaching faculty.
• Institutions in the study area have to organize orientation programme for the faculty after recruiting them, which can provide the transparent policies and practices in the system and climate of workplace.

• Institutions have to initiate some training programmes for faculty members to encourage support between the faculties, which enhances the positive competition between faculty members.

• Management of the institutions has to be cautious about equal work distribution, flexible working hours. Occasional recreational tours with family members will develop the unity among the faculty.

• Rotation based promotions for equal working experienced persons will leads to competitiveness among the faculty members.

• Annual increments and timely rewards and appraisals must include in the policies of institution. Appraisal must include proper structure of evaluation which enhances the career development of the faculty member.

• Grievance cell for the faculty members will reinforce the support, which decrease the stress of faculty members. Organizing meeting on frequent intervals regarding all departmental activities with all faculty members will develop transparency in the system and improves better communication among faculty members.

5.3 Managerial Implications

As per the study the following managerial implications are listed apart from the suggestions, in the view of general occupational stress remedial measures to enhance the best of the employee in the organization or institution.

• Stress to be anticipated as result of work and life. Distress is significant to the institution, because the cost linked with absenteeism and turnover. Employee retention also enhances the growth to the institution.
• Institutions have to give role clarification to overcome role ambiguity, making the role to conquer role conflict, role slimming to defeat role overload. Technical institutions are adopting many rules according to the affiliated university norms.

• Fee reimbursement in Andhra Pradesh initiated to increase the literacy rate as well to provide the higher education for every citizen. Institutions have to make their policies accordingly. Institutions have to increase their resources to fulfill each student and faculty requirement.

• Making of quality policy is not enough. Implementing the quality policy will leads to quality education. Institutions must focus on the factors influencing stress among faculty members and immediately implement the coping strategies through grievance cell.

• Quality in higher education brings potential citizens to grad opportunities, which can improve the economy of country.

5.4 Scope for further Research

• The study can further extend by comparing Autonomous and affiliated institutions.
• The study can be extending further by intervening emotional Intelligence to know the impact of supporting variables on stress factors.
• Other service sectors like banking, police, nurses, lawyers and doctors can be taken as population to undertake the same study. Non-teaching staff also excluded in the current study.
• Other theories of occupational stress such as cognitive theory, demand – control model can be adopt can apply on the faculty members working in private engineering unaided colleges.
• The study can be applied for other higher education teachers.

5.5 Conclusion

• From the study, 80.57% faculty members are experienced moderate level of occupational stress.
• Work overload and role stress are the two major sources of stress among faculty members in this study.

• Teachers stress will cause a range of consequences such as ranging from physical, psychological, behavioral to emotional problems like fatigue, illness, absenteeism, poor job performances, reduced job satisfaction and burnout.

• By reducing the stress level, teachers will teach the students with enthusiasm. By listening skillful lectures, students will equip themselves to play vital role in the economy.