CHAPTER – V

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

The study focuses on measurement of job stress and its impact on job satisfaction among college teachers in Tiruchirapalli District. It is divided into four important stages. The first stage covers the demographic profile of the college teachers. The second stage of the study includes working hours and working environment of the colleges. The third stage of the study concentrates on the measurement of job satisfaction among the college teachers. The final stage includes the measurement of job stress among the college teachers.

The objectives of the study are (i) To present the profile of the College teachers (ii)To identify and assess the level of job stress among the College teachers (iii) To measure the job satisfaction levels among the College teachers (iv) To examine the job stress and its correlates and their impact on job performance and (iv) To suggest remedial measures to job stress, for the teachers in colleges.

In order to fulfill the objectives of the study, college teachers from Tiruchirapalli District are chosen. The population of the present study is the college teachers from in Tiruchirapalli District. The total number of the college teachers in Tiruchirapalli District is 1164. But 582 the college teachers had been taken as a sample for the present study. The secondary data who collected from the records and records published by the higher education department and from the websites. The primary data had been collected with the help of questionnaire. The Structured questionnaire had been prepared on the basis of the objectives of the study. The collected data were processed with the help of appropriate statistical analysis. The results and interpretations have been given
5.2 SUMMARY OF FINDINGS

Trichy, is a city in the Indian state of Tamil Nadu and the administrative headquarters of Tiruchirapalli District. It is the Fourth largest municipal corporation in Tamil Nadu and also the Fourth largest urban agglomeration in the state. The city has a number of historical monuments, the Rockfort, Ranganathaswamy temple at Srirangam and the Jambukeswarar temple at Thiruvanaikaval being the most prominent among them. Tiruchirappalli is an important industrial and educational hub of central Tamil Nadu. In the present study, the population is the teachers working at self financing arts and science colleges affiliated to Bharathidasan University. This includes the college teachers working under self financing courses. While studying the job stress among college teachers, it was felt imperative to select the college teachers in colleges under affiliation of Bharathidasan University. Hence, it was decided to select college teachers working in self-financing stream in the colleges affiliated to Bharathidasan University. The total population of the study came to 1164. Out of the total population, 50 per cent of the teachers have been selected as the sample for the present study. So the sample size came to 582. These sample sizes have been distributed to all 20 colleges at proportionately. In each college, the samples are selected at random. The total sample size included for the present study is confined to only 582 teachers.

5.2.1 Demographic Profile

Majority (54percent) of college teachers are men and remaining 46percent of college teachers are women. Most (35percent)of college teachers belongs to less than 25 years age group, 34percent of college teachers belong to 26-25 years age group, 19percent of college teachers belong to 36-45 years age group and 11percent of college teachers belong to above years age group. Majority (31percent) of college teachers are having post graduation level
qualifications, Most (56 percent) of college teachers are having M.Phil, 13 percent of college teachers are having doctorates and only 2 percent of college teachers are having post diploma and post doctorates.

Majority (55 percent) of college teachers belong to art discipline and remaining 46 percent of college teachers belong to science discipline in their colleges of the total 34 percent of college teachers are single and remaining 66 percent of college teachers are married.

Majority (57 percent) of college teachers come under assistant professor category, 33 percent of college teachers come under associate professor category, 11 percent of college teachers come under professor grade and 84 percent of college teachers are getting Basic salary fixed by respected colleges and 16 percent of college teachers are getting UGC/AICTE.

5.2.2 Working Hours and Environment of College Teachers

Nine percent of college teachers are teaching less than 5 hours, 13 percent of college teachers are teaching 6-10 hours, 28 percent of college teachers are teaching 11-15 hours and 50 percent of college teachers are teaching more than 15 hours. And 3 percent of college teachers are handling only one subject, 6 percent of college teachers are handling two subjects, 37 percent of college teachers are handling three subjects and Majority (54 percent) of college teachers handling more than three subjects per semester.

Most (42 percent) of college teachers has less than 5 years experience, 29 percent of college teachers having 6-15 years experience, 22 percent of college teachers have 16-20 years experience and 7 percent of college teachers having more than 20 years experience. And 19 percent of college teachers having only 2 members in their family, 35 percent of college teachers have 3-5 members in their family and Majority (46 percent) of respondents having more than 5 members in their family.
The working areas of the most (54 percent) of college teachers are located in rural area and 46 percent of college teachers working areas are located in urban area. And majority (50 percent) of college teachers’ residences are located less than 5Km away from the institution, 28 percent of college teachers’ residences are located 6-15Km away from the institution, 12 percent of college teachers’ residences are located 16-25Km away from the institution and 10 percent of college teachers’ residences are located above 25Km away from the institution. And Most (41 percent) of college teachers are getting less than Rs.10000 as monthly income, 24 percent of college teachers are getting Rs.10001-Rs.15000 as monthly income, 19 percent of college teachers are getting Rs.15001-Rs.20000 as monthly income and 16 percent of college teachers are getting above Rs.20000 as monthly income.

5.2.3 Job Stress among College Teachers

5.2.3.1 Professional investment

“Not emotionally or intellectually stimulated” is the top ranked professional investment stress subscale with the mean value of 5.40. “Lack of control over decisions” is the second ranked professional investment stress subscale with the mean value of 5.17. “Lack of opportunities for improvement” is the third ranked professional investment stress subscale with the mean value of 4.65. “Personal opinions not sufficiently aired” is the last ranked professional investment stress subscale with the mean value of 4.51.

5.2.3.2 Behavioral Stress Manifestations

“Calling in sick” is the top ranked behavioral stress manifestations subscale with mean value of 5.34, “Using alcohols and other beverages” is the second ranked behavioral stress manifestations subscale with mean value of 5.24, “Using prescription drugs” is the third ranked behavioral stress manifestations subscale with mean value of 5.10 and “Using over the counter drugs” is the last ranked behavioral stress manifestations subscale with mean value of 4.94.
5.2.3.3 Time management

“Feel uncomfortable wasting time” is the top ranked time management stress subscale with the mean value of 5.20, “Not enough time to get things done” is the second ranked time management stress subscale with the mean value of 5.08, “Easily over commit myself” is the third ranked time management stress subscale with the mean value of 5.04, “Rush in my speech” is the fourth ranked time management stress subscale with the mean value of 4.99, “Become impatient” is the fifth ranked time management stress subscale with the mean value of 4.97, “Think about unrelated matters” is the sixth ranked time management stress subscale with the mean value of 4.96, “Do more than one thing at a time” is the seventh ranked time management stress subscale with the mean value of 4.87 and “Have little time to relax” is the last ranked time management stress subscale with the mean value of 4.63.

5.2.3.4 Discipline and motivation

“Hard working would do better and Discipline problems in my classroom” are the top ranked discipline and motivational stress subscale with the mean value of 5.35, “Having to monitor students behavior” is the second ranked discipline and motivational stress subscale with the mean value of 5.09, “Authority rejected by students/administrators” is the third ranked discipline and motivational stress subscale with the mean value of 4.98, “Teaching students who are poorly motivated” is the fourth ranked discipline and motivational stress subscale with the mean value of 4.97 and “Inadequate or poorly defined discipline policies” is the last ranked discipline and motivational stress subscale with the mean value of 4.93.

5.2.3.5 Emotional manifestations

“Feeling anxious” is the top ranked emotional manifestations sub scale with the mean value of 5.12, “Feeling depressed” is the second ranked emotional manifestations sub scale with the mean value of 5.00, “Feeling vulnerable” is the third ranked emotional manifestations sub scale with the
mean value of 4.92, “Feeling unable to cope” is the fourth ranked emotional manifestations sub scale with the mean value of 4.77 and “Feeling insecure” is the last ranked emotional manifestations sub scale with the mean value of 4.50.

5.2.3.6 Work related stress

“Personal priorities being shortchanged” is the top ranked work related stress subscale with the mean value of 5.27, “Class is too big” is the second ranked work related stress subscale with the mean value of 5.25, “Too much administrative paperwork” is the third ranked work related stress subscale with the mean value of 5.20, “College day pace is too fast” is the fourth ranked work related stress subscale with the mean value of 5.07, “Little time to prepare” is the fifth ranked work related stress subscale with the mean value of 5.04 and “Too much work to do” is the last ranked work related stress subscale with the mean value of 5.03.

5.2.3.7 Gastronomic manifestations

“Stomach acid” is the top ranked gastronomic stress manifestations subscale with the mean value of 5.40, “Stomach cramps” is the second ranked gastronomic stress manifestations subscale with the mean value of 5.17 and “Stomach pain of extended duration” is the last ranked gastronomic stress manifestations subscale with the mean value of 4.51.

5.2.3.8 Cardiovascular manifestations

“Feelings of heart pounding or racing” is the top ranked cardiovascular stress manifestations subscale with the mean value of 5.17, “Rapid/shallow breath” is the top ranked cardiovascular stress manifestations subscale with the mean value of 5.04 and “Feelings of increased blood pressure” is the top ranked cardiovascular stress manifestations subscale with the mean value of 4.51.
5.2.3.9 Fatigue manifestations

“Physical weakness” is the top ranked Fatigue manifestations sub scale with the mean value of 5.34, “Physical exhaustion” is the second ranked Fatigue manifestations sub scale with the mean value of 5.24, “Becoming fatigued in short time” is the third ranked Fatigue manifestations sub scale with the mean value of 5.10, “Procrastinating” is the fourth ranked Fatigue manifestations sub scale with the mean value of 4.94 and “Sleeping more than usual” is the last ranked Fatigue manifestations sub scale with the mean value of 4.65.

5.2.3.10 Professional distress

“Lack recognition and Lack promotion or advancement opportunities” are the top ranked professional distress subscale with the mean value of 5.04, “Not progressing rapidly in job” is the second ranked professional distress subscale with the mean value of 4.62, “Need more status and respect” is the third ranked professional distress subscale with the mean value of 4.55 and “Receive an inadequate salary” is the last ranked professional distress subscale with the mean value of 4.43.

5.2.4 Job Satisfaction Among College Teachers

5.2.4.1 Pay and Promotion

“I am satisfied with the chances for my salary hike” is the top ranked pay and promotion satisfaction subscale with the mean value of 3.85, “Performers have a fair chance to get promotion” is the second ranked pay and promotion satisfaction subscale with the mean value of 3.77, “People get ahead faster than other places” is the third ranked pay and promotion satisfaction subscale with the mean value of 3.57, “I am unappreciated for the salary the institution pay me” is the fourth ranked pay and promotion satisfaction subscale with the mean value of 3.53, “There is little chance for promotion on my job” is the fifth ranked pay and promotion satisfaction subscale with the mean value of 3.48, “I feel I am being paid a fair amount for the work I do” is
the sixth ranked pay and promotion satisfaction subscale with the mean value of 3.31, “I am paid fairly for my job” is the seventh ranked pay and promotion satisfaction subscale with the mean value of 3.23 and “Raises are too few and far between” is the last ranked pay and promotion satisfaction subscale with the mean value of 3.01.

5.2.4.2 Teacher Administration Satisfaction

“My superior is quite competent at doing his/her job” is the top ranked teacher administration satisfaction subscale with the mean value of 3.75, “I like my superior” is the second ranked teacher administration satisfaction subscale with the mean value of 2.87, “My superior is unfair to me” is the third ranked teacher administration satisfaction subscale with the mean value of 2.77 and “My superior shows too little interest in the feelings of subordinates” is the last ranked teacher administration satisfaction subscale with the mean value of 2.34.

5.2.4.3 Fringe benefits & Contingent rewards

“My efforts are not rewarded as it should be” is the top ranked Fringe benefits & Contingent rewards subscale with the mean value of 4.05, “My work is not appreciated” is the second ranked Fringe benefits & Contingent rewards subscale with the mean value of 4.03, “The benefits are good compared to other organisations” is the third ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.91, “The workers get few rewards here” is the fourth ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.89, “We do not have the benefits as it should be” is the fifth ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.55, “The benefits package is comparable to other organisation” is the sixth ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.48, “I am recognised for my good job” is the seventh ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.46 and
“I am not satisfied with the received benefits” is the last ranked Fringe benefits & Contingent rewards subscale with the mean value of 3.05.

5.2.4.4 Operating conditions & Nature of work

“Our rules and procedures make the job difficult” is the top ranked Operating conditions & Nature of work subscale with the mean value of 3.80, “My work is too heavy” is the second ranked Operating conditions & Nature of work subscale with the mean value of 3.36, “My efforts to do a good job are seldom blocked by tedious formalities” is the third ranked Operating conditions & Nature of work subscale with the mean value of 3.32, “I have too much of paper work” is the fourth ranked Operating conditions & Nature of work subscale with the mean value of 3.28, “I enjoy my job” is the fifth ranked Operating conditions & Nature of work subscale with the mean value of 3.27, “I like what I do” is the sixth ranked Operating conditions & Nature of work subscale with the mean value of 3.21, “I have pride in my job” is the seventh ranked Operating conditions & Nature of work subscale with the mean value of 3.11 and “Incompetent colleagues make my work harder” is the last ranked Operating conditions & Nature of work subscale with the mean value of 3.05.

5.2.4.5 Colleague

“I enjoy my relationship with colleagues” is the top ranked teacher satisfaction colleague subscale with the mean value of 3.93, “My work is fed up with bickering and fighting” is the second ranked teacher satisfaction colleague subscale with the mean value of 3.78, “I like the people and work with” is the third ranked teacher satisfaction colleague subscale with the mean value of 3.65 and “Incompetent colleagues make my work harder” is the last ranked teacher satisfaction colleague subscale with the mean value of 3.53.

5.2.4.6 Communication

“The goals of this institution are not clear to me” is the top ranked college teacher satisfaction communication subscale with the mean value of
“I often feel that I do not know what is going on with the institution” is the top ranked college teacher satisfaction communication subscale with the mean value of 3.83, “Communication seems good within this organization” is the top ranked college teacher satisfaction communication subscale with the mean value of 3.77 and “Work assignments are not fully explained” is the top ranked college teacher satisfaction communication subscale with the mean value of 3.68.

5.2.5 College Teacher Satisfaction Sub Scale and Total Scale

All the satisfaction subscales and total satisfaction scale are having positive (Low range r=0.376 to high range r=0.897) correlation at 1 percent of level of significance.

The study concludes that there is significant evidence that different college teacher satisfaction subscales and total scale are equal and the study concludes that all the college teachers are having medium level of satisfaction. Colleague subscale is having low mean value (mean = 1.68) and fringe benefits and contingent rewards are having high mean value (mean = 2.11).

5.2.6 Difference Between College Teacher Stress and Satisfaction Subscales and Total Scale With Respect To Demographic Of The College Teachers

5.2.6.1 Gender

The study concludes that there is a difference between college teacher satisfaction subscales (control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to gender of the college and there is a difference between all stress subscales (sources of stress and stress manifestations) and stress total scale with respect to gender of the respondents.
5.2.6.2 Age

The study concludes that there is a difference between college teacher satisfaction subscale (pay & promotion, control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to age of the college teachers and there is a difference between college teacher stress subscale (sources of stress and stress manifestations) and total scale with respect to age of the college teachers.

5.2.6.3 Educational Qualifications

The study concludes that there is a difference between college teacher satisfaction subscale (pay & promotion, control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to educational qualification of the college teacher and there is a difference between college teacher stress subscale (stress sources and stress manifestations) and total scale with respect to educational qualification of the college teachers.

5.2.6.4 Discipline of Working

The study concludes that there is a difference between college teacher satisfaction subscale (fringe benefits & contingent rewards and communication) and total scale with respect to discipline of working and there is a difference between college teacher stress subscale (stress manifestations) and total scale with respect to discipline of working.

5.2.6.5 Marital Status

The study concludes that there is a difference between college teacher satisfaction co worker subscales with respect to marital status of the college teachers and there is no difference between college teacher stress subscale (sources of stress and stress manifestations) and total scale with respect to marital status of the college teachers.
5.2.6.6 Designation

The study concludes that there is a difference between college teacher satisfaction fringe benefits & contingent rewards subscale with respect to designation of the college teachers and there is a difference between college teacher stress manifestations subscale with respect to designation of the college teachers.

5.2.6.7 Basic Salary Fixation

The study concludes that there is no difference between college teacher satisfaction subscale (pay & promotion, control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to basic salary fixation and there is no difference between college teacher stress subscales (stress manifestations and stress sources) and total scale with respect to basic salary fixation.

5.2.7 Difference between College Teacher Stress and Satisfaction Subscales and Total Scale with Respect to Working Hours and Environment of the College Teachers

5.2.7.1 Lecturing Hours per Week

The study concludes that there is no difference between college teacher satisfaction subscale (pay & promotion, control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to lecturing hours per week and there is no difference between college teacher stress subscales (stress manifestations and stress sources) and total score with respect to lecturing hours per week.

5.2.7.2 Teaching Experience

The study concludes that there is a difference between college teacher satisfaction subscale (fringe benefits & contingent rewards) and total scale with
respect to teaching experience of the college teacher and there is no difference between college teacher stress subscale (sources of stress and stress manifestations) and total scale with respect to teaching experience of the college teacher.

5.2.7.3 Number of Subjects Handled

The study concludes that there is a difference between college teacher satisfaction subscale (pay & promotion, fringe benefits & contingent rewards and communication) with respect to number of subjects handled and there is a difference between college teacher stress subscales (stress manifestations) with respect to number of subjects handled by the college teachers.

5.2.7.4 Distance between Institution and Residences

The study concludes that there is a difference between college teacher satisfaction subscales (fringe benefits & contingent rewards) with respect to distance between institution and residences and there is no difference between college teacher stress subscale (sources of stress and stress manifestations) and total scale with respect to distance between institution and residences.

5.2.7.5 Location of the Institution

The study concludes that there is no difference between college teacher satisfaction subscale (pay & promotion, control, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication) and total scale with respect to location of the institution and there is no difference between college teacher stress subscales (stress manifestations and stress scores) and total score with respect to location of the institution.

5.2.7.6 Monthly Income

The study concludes that there is a difference between college teacher satisfaction subscale (pay & promotions, fringe benefits & contingent rewards,
operating conditions & nature of work and colleagues) and total scale with respect to monthly income of the college teachers and there is a difference between college teacher stress subscale (sources of stress and stress manifestations) and total scale with respect to monthly income of the college teachers.

5.2.7.7 Family Size

The study concludes that there is a difference between college teacher satisfaction subscale (fringe benefits & contingent rewards) and total scale with respect to family size of the college teachers and concludes that there is a difference between college teacher stress subscales (stress manifestations) with respect to family size of the college teachers.

5.2.8 Association between College Teachers Overall Level of Stress and Overall Satisfaction

The study concludes that there is an association between college teachers overall stress and overall satisfaction and the study concludes that there is an evidence that both college teachers overall stress and overall satisfaction are equal.

5.2.9 Impact of Overall College Teacher’s Stress on College Teacher’s Satisfaction

The tests related to the acceptability of model from a statistical perspective. The ANOVA table shows F-Ratio for the regression model which indicates statistical significance of the Overall regression model. The F-ratio is the result of comparing the amount of explained variance to unexplained variance.

The F-value is the mean square regression divided by the Mean Square Residual, yielding F=5111.81. The p-value associated with this F value is very small. The significance value of the F-Statistic is less than 0.01. In this table
the significance variable is less than 0.01 so that the group of variables sources of stress and stress manifestations (a) can be used to reliably predict overall satisfaction of college teachers (the dependent variable).

The reports of relationship between the dependent variable (Overall college teacher satisfaction) and college teacher’s sources of stress and stress manifestations as independent variables. Multiple R is the correlation coefficient (at this step) for the simple regression of sources of stress ($X_1$), stress manifestations ($X_2$) and the dependent variable of overall college teachers overall satisfaction ($Y$). R - R is the square root of R-Squared and is the correlation between the observed and predicted values of the dependent variable. The strength of correlation coefficient is 0.973. There is a strong positive strength of correlation between the observed variable $X_1$, $X_2$ and predicted values of the dependent variable ($Y$). The R-square shows the percentage of variation in one variable that is accounted by another variable. In this case the college teacher’s sources of stress and stress manifestations accounts values of 95 percent of of the college teachers overall satisfaction. R square ($R^2$) is the correlation coefficient squared; also it is referred as the coefficient of determination. The adjusted R-square attempts to yield an honest value to estimate the R-squared for the population. The value of the adjusted R - square is 0.946.

The two significant coefficients for college teachers are sources of stress and stress manifestations. It also shows that the relative importance of significant predictors is determined by looking at the standardized coefficient. Sources of stress has the highest standardized coefficient with the lowest significance ($p=0.000$) which means that “Sources of stress” is the main predictor of overall college teachers satisfaction. The predicted value (regression equation) is,
Y (overall satisfaction) = 0.837* (sources of stress) + 0.687* (stress manifestation)

5.2.10 Association Between Overall Level of Stress and Demographics of the College Teachers

5.2.10.1 Gender

The study concludes that there is an association between overall level of stress and gender of the college teachers. Females are having high level of stress compared to male college teachers.

5.2.10.2 Age

The study concludes that there is an association between overall level of stress and age of the college teachers. Less than 25 years old college teachers are having high level of stress compared to other age group college teachers.

5.2.10.3 Educational Qualification

The study concludes that there is an association between overall level of stress and educational qualification of the college teachers. M.Phil qualification college teachers are having high level of stress compared to other qualified college teachers.

5.2.10.4 Discipline of Working

The study concludes that there is no association between overall level of stress and discipline of working. Arts discipline college teachers are having high level stress compared to science discipline college teachers.

5.2.10.5 Marital Status

The study concludes that there is no association between overall level of stress and marital status of the college teachers. Married college teachers have more stress compared to unmarried college teachers.
5.2.10.6 Designation

The study concludes that there is no association between overall level of stress and designation of the college teachers. Assistant professors are having high level of stress compared to other designation college teachers.

5.2.10.7 Basic Salary Fixation

The study concludes that there is an association between overall level of stress and basic salary fixation. Teachers whose basic salaries are fixed by respected colleges are getting high stress compared to other types of college teachers.

5.2.11 Association between Overall Level of Stress and Working Hours and Environment of the College Teachers

5.2.11.1 Lecturing Hours

The study concludes that there is no association between overall level of stress and lecturing hours. College teachers who are taking above 20 hours have high level of stress compared to others.

5.2.11.2 Teaching Experience

The study concludes that there is no association between overall level of stress and teaching experience. Less than 5 years experienced college teachers have high stress compared to high experienced college teachers.

5.2.11.3 Number of SubjectsHandled

The study concludes that there is no association between overall level of stress and number of subjects handled by teachers. Above three subjects handled college teachers have high level of stress compare to others groups.
5.2.11.4 Location of the Institution

The study concludes that there is no association between overall level of stress and location of the institution. Teachers from location from rural area institutions have high level of stress compared to others.

5.2.11.5 Distance between Location and Residence

The study concludes that there is no association between overall level of stress and distance between location and residence. High distance between institution and residence is creating high level stress compared to others.

5.2.11.6 Monthly Income

The study concludes that there is an association between overall level of stress and monthly income of the college teachers. Low income college teachers have high level stress compared to others.

5.2.11.7 Family Size

The study concludes that there is no association between overall level of stress and family size of the college teachers. And college teacher who has less family members has high level of stress compared with other family size.

5.2.12 Association between Overall Level of Satisfaction and Demographics of College Teachers

5.2.12.1 Gender

The study concludes that there is an association between overall level of satisfaction and gender of the college teachers. Men are having low level of satisfaction compared to women college teachers.

5.2.12.2 Age

The study concludes that there is an association between overall level of satisfaction and age of the college teachers. Less than 25 years old college
teachers are having low level of satisfaction compared to other age group college teachers.

5.2.12.3 Educational Qualification

The study concludes that there is an association between overall level of satisfaction and educational qualification of the college teachers. M.Phil qualification college teachers are having low level of satisfaction compared to other qualified college teachers.

5.2.12.4 Discipline of Working

The study concludes that there is no association between overall level of satisfaction and discipline of working. Arts discipline college teachers are having low level satisfaction compared to science discipline college teachers.

5.2.12.5 Marital Status

The study concludes that there is no association between overall level of satisfaction and marital status of the college teachers. Married college teachers have low level of satisfaction compared to unmarried college teachers.

5.2.12.6 Designation

The study concludes that there is no association between overall level of satisfaction and designation of the college teachers. Assistant professors are having low level of satisfaction compared to other designation college teachers.

5.2.12.7 Basic Salary Fixation

The study concludes that there is no association between overall level of satisfaction and basic salary fixation. Self financing college teachers are getting low satisfaction compared to other types of college teachers.
5.2.13 Association Between Overall Level of Satisfaction and Working Hours and Environment of College Teachers

5.2.13.1 Lecturing Hours per Week

The study concludes that there is no association between overall level of satisfaction and lecturing hours. College teachers who are taking 16-20 hours have low level of satisfaction compared to others.

5.2.13.2 Teaching Experience

The study concludes that there is no association between overall level of stress and teaching experience. Less than 5 years experienced college teachers have low stress.

5.2.13.3 Number of Subjects Handled

The study concludes that there is no association between overall level of satisfaction and number of subjects handled by teachers. Above three subjects handled college teachers have low level of satisfaction compare to others groups.

5.2.13.4 Location of the Institution

The study concludes that there is no association between overall level of satisfaction and location of the institution. Teachers from location from rural area institutions have low level of satisfaction compared to others.

5.2.13.5 Distance between Institution and Residence

The study concludes that there is no association between overall level of satisfaction and distance between location and residence. Less distance between institution and residence is creating low level satisfaction compared to others.
5.2.13.6 Monthly Income

The study concludes that there is no association between overall level of satisfaction and monthly income of the college teachers. High income college teachers have low level satisfaction compared to others.

5.2.13.7 Family Size

The study concludes that there is no association between overall level of satisfaction and family size of the college teachers. And college teacher who has less family members has low level of satisfaction compare with other family size.

5.2.14 Reliability of College Teacher Stress Inventory Subscale

One of the primary measures of reliability that is known is alpha or internal consistency reliability. Gable (1986) noted that this reliability coefficient is drawn directly from the domain-sampling theory of measurement error described in Nunnally (1978). In so doing, the use of Cronbach's (1951) coefficient alpha addresses the error due to item sampling practices and the use of one shot, "single, or cross-sectional administrations of an instrument. Also, it provides an index that allows users to estimate the degree to which the items within a subscale or scale "hang together." poorly selected items generally do not relate to one another as strongly as do items that have undergone a thorough and systematic process of item selection. As measurement error "creeps in," the body of items relate to one another less and less; accordingly, the alpha reliability estimate that represents these relationships tends to be lower than is conventionally desirable. In short, the less "internal consistency" within a body of items, the lower the alpha reliability estimates. The more inconsistent the response patterns are across items within an item pool, the lower the alpha reliability.
Since all items were included in the reliability analyses, and none reduced the subscale or scale reliability estimates, all 49 items were again retained. Based on these data, also, the pre established target range of 0.60 to 0.90 for all college teacher stress inventory subscales was reached in each instance; the smallest approximated 0.601, whereas the largest exceeded 0.706. Thus, it is evident that the samples responded to the college teacher stress inventory is in a consistently reliable fashion. Also, and with respect to the whole scale alpha estimates of 0.935 for the college teacher sample, these values indicate a high degree of overall internal consistency across samples.

The expert appraisal means and standard deviations are based on the summed and averaged item level ratings. Subscale means ranged from a low of 14.71 (Cardiovascular Manifestations) to a high of 39.72 (Time management). A scale mean of 244 indicated that the experts viewed the pool of stress items as being quite relevant to teacher stress. Standard deviations were moderate at both subscale (3 to 8) and scale (40.53) levels.

**5.2.15 Analysis between Different Dimensions of Job Stress and Total Stress Scale**

Since correlation coefficient between professional investment and total stress scale is 0.795, it indicates that almost 80 percent of positive relation exists between professional investment and total stress scale. Correlation coefficient between behavioral manifestations and total stress scale is 0.783; it indicates that almost 78 percent of positive relation exists between behavioral manifestations and total stress scale. Correlation coefficient between time management and total stress scale is 0.803; it indicates that almost 80 percent of positive relation exists between time management and total stress scale. Correlation coefficient between discipline & motivation and total stress scale is 0.764; it indicates that almost 76 percent of positive relation exists between discipline & motivation and total stress scale. Correlation coefficient between emotional manifestations and total stress scale is 0.727; it indicates that almost
73 percent of positive relation exists between emotional manifestations and total stress scale. Correlation coefficient between work related stressors and total stress scale is 0.764; it indicates that almost 76 percent of positive relation exists between work related stressors and total stress scale. Correlation coefficient between Gastronomic manifestations and total stress scale is 0.753; it indicates that almost 75 percent of positive relation exists between Gastronomic manifestations and total stress scale. Correlation coefficient between cardiovascular manifestations and total stress scale is 0.808; it indicates that almost 81 percent of positive relation exists between cardiovascular manifestations and total stress scale. Correlation coefficient between fatigue manifestations and total stress scale is 0.810; it indicates that almost 81 percent of positive relation exists between fatigue manifestations and total stress scale. Correlation coefficient between professional distress and total stress scale is 0.654; it indicates that almost 65 percent of positive relation exists between professional distress and total stress scale.

Finally, it is concluded that total stress scales are having strong positive correlation with other ten college teachers stress subscales.

5.2.16 Model Fit - Job Stress

AMOS text output for unstandardized maximum likelihood estimates of structural paths. Five significant structural paths among the exogenous and endogenous latent variables are found to be significant. The probability of getting a critical ratio as large as cardiovascular manifestations (27.958) with an absolute value is less than 0.000. In other words, the regression weight for behavioral manifestations, emotional manifestations, gastronomic manifestations and fatigue manifestations subscales are the prediction of stress manifestations and it is significantly different from zero at the 0.001 level (two-tailed). As mentioned, the chi-square test in SEM, it is more beneficial to use alternative indices.
The value of CMIN/DF (Byrne, 1989) is 0.2979. The CFI of 0.999 (Bentler, 1990) indicate the adequate fit between the structural model and sample data, the GFI of 0.998 (Jöreskog and Sörbom, 1984), AGFI of 0.969 and RMSEA of 0.058 suggests a good fit. Based on the GFI and CFI indices, it can be concluded that there is a relatively good fit between the model and data.

5.2.16.1 Level of College Teacher Stress Inventory Scales and Subscales

AMOS text output for unstandardized maximum likelihood estimates of structural paths. Five significant structural paths among the exogenous and endogenous latent variables are found to be significant. The probability of getting a critical ratio as large as pay and promotion (25.664) with an absolute value is less than 0.000. In other words, the regression weight for Administration, fringe benefits & contingent rewards, operating conditions & nature of work, colleagues and communication are the prediction of stress sources and it is significantly different from zero at the 0.001 level (two-tailed). As mentioned, the Chi-Square Test in SEM, is more beneficial to use alternative indices.

The value of CMIN/DF (Byrne, 1989) is 2.498. The CFI of 0.998 (Bentler, 1990) indicate the adequate fit between the structural model and sample data, the GFI of 0.997 (Jöreskog and Sörbom, 1984), AGFI of 0.970 and RMSEA of 0.051 suggests a good fit. Based on the GFI and CFI indices, it can be concluded that there is a relatively good fit between the model and data.

5.2.17 Reliability Analysis for College Teacher Satisfaction

All items were included in the reliability analyses, and none reduced the subscale or scale reliability estimates, and so all 36 items were again retained. Based on these data, also, the pre established target range of 0.69 to 0.85 for all teacher satisfaction questionnaire subscales was reached in each instance; the smallest approximated 0.693, whereas the largest exceeded 0.764. Thus, it is evident that the samples responded to the teacher satisfaction questionnaire in a
consistently reliable fashion. Also, and with respect to the whole scale alpha estimates of 0.849 for the college teacher sample, these values indicate a high degree of overall internal consistency across samples.

5.2.17.1 College Teacher satisfaction questionnaire scale and subscale samples mean and standard deviation

The expert appraisal means and standard deviations are based on the summed and averaged item level ratings. Subscale means ranged from a low of 20.48 (Colleagues) to a high of 42.76 (Operating conditions & Nature of work). A scale mean of 188.89 indicated that the experts viewed the pool of satisfaction items as being quite relevant to college teacher satisfaction. Standard deviations were moderate at both subscale (4 to 9) and scale (32.15) levels.

5.2.18 Analysis between Different Dimensions of Job Satisfaction and Total Job Satisfaction Scale

The correlations among the derived subscale and total scale scores for the samples group. These data indicate that low to strong positive and negative correlations exist between and among the subscale scores range starts from 0.088 to 0.897. All correlations fell at or beyond the 0.01 and 0.05 level of probability, indicating that even the weakest of the relationships was nonetheless significant. All subscales and scale scores, therefore, were significantly related to all other college teacher satisfaction questionnaires subscale and scale scores.

Since correlation coefficient between overall satisfaction and pay & promotion subscale is 0.782, it indicates that overall satisfaction and pay & promotion subscale have 78 percent of positive correlation. Correlation coefficient between overall satisfaction and administration subscale is 0.648; it indicates that overall satisfaction and administration subscale have 65 percent of positive correlation. Correlation coefficient between overall satisfaction and
fringe benefits & contingent rewards subscale is 0.897; it indicates that overall satisfaction and fringe benefits & contingent rewards subscale have 65 percent of positive correlation. Correlation coefficient between overall satisfaction and operating conditions & nature of work subscale is 0.516; it indicates that overall satisfaction and operating conditions & nature of work subscale have 52 percent of positive correlation. Correlation coefficient between overall satisfaction and colleague subscale is 0.376; it indicates that overall satisfaction and colleague subscale have 38 percent of positive correlation. And correlation coefficient between overall satisfaction and communication subscale is 0.383; it indicates that overall satisfaction and administration subscale have 38 percent of positive correlation.

5.3 CONCLUSION

Indian higher education is facing several challenges and the situation is desperate. College system was introduced to build up academic excellence. But the total success of collegiate education rests on the involvement of teachers, which depends on their desire and attitude towards autonomy. When the college teachers are stressed because of more work, low pay, the advantage of academic freedom is easily exceeded by the job stress.

The job stress among the college teachers at the college is found in the study area. There is a significant difference among male and female faculties regarding job stress. The important job stress factors among the college teachers are professional investment, behavioural stress manifestation, time management, discipline and motivation, emotional manifestation, work related stress, gastronomic manifestation, cardiovascular manifestation, fatigue manifestation and professional distress. The important work related stresses among the college teachers are personal priorities, class is too big and too much of administrative paperwork. The job stress factors and job satisfaction factors are interlinked with each other. These are inversely related to each other. The present study concludes that job stress is eventually seen among the college
teachers because of the above said factors. If the management tries to rectify the above said causes for work stress, the job stress can be minimized. The important job satisfaction factors among the college teachers are pay and promotion, control, fringe benefits & contingent rewards, operating conditions and nature of work, colleagues and communication. The important pay and promotion among the college teachers are chances for salary hike, fair chance to get promotion and fixing and payment of salary as per the UGC norms. By that the job satisfaction and job performance of the college teachers can be uplifted.

5.4 SUGGESTIONS

By the findings of the study, certain suggestions are drawn for the policy makers.

Since the profile of the college teachers are having more influence on the job stress especially professional investment, behavioural stress manifestation, time management, discipline and motivation, emotional manifestation, work related stress, gastronomic manifestation, cardiovascular manifestation, fatigue manifestation and professional distress the college managements have to concentrate on these aspects. They have to formulate appropriate promotion or advancement opportunities as per the guidelines of the University Grant Commission (UGC).

The Management type has its own influence on the job stress among the college teachers. Hence the Government of Tamilnadu should create a general norms, code of conduct and degree of empowerment to the private college management. It should establish a separate cell to monitor the violation of the rules and regulations regarding fixing and payment of salary and work load by the private management. Otherwise, the exploitation of college teachers by the private management cannot be avoided.
Since the profile of the college teachers are having more influence on the job satisfaction especially pay and promotion, control, fringe benefits & contingent rewards, operating conditions and nature of work, colleagues and communication, the college management has to concentrate on these aspects. They have to formulate appropriate work load as per the guidelines of the University Grant Commission (UGC), they should fix the salary to college teachers on the basis of the UGC norms.

The increases in the number of departments create more pressure and work load, too much of paper work, more rules and procedures, among the college teachers. The private management should be trained in managing the human resources at the college level. Since the location of the institution from the residence of college teachers is one of the important causes for job stress, the private management is advised to implement the Government norms strictly regarding this aspect.

The college management is advised to conduct many counselling programmes, workshops and awareness programmes on the stress for their faculties. They may even appoint one counselor for avoiding the job stress among the college teachers. The college teachers should be practiced to avoid the problem related to work related stresses like gastronomic manifestation, cardiovascular manifestation, fatigue manifestation and professional distress with the help of frequent department meeting, council meeting, yoga & meditation and counselling programmes.
5.5. SCOPE FOR FUTURE STUDY

The present study will be the base for so many future research works. The scope of the study may be widened in the future research work. A comparative study on job stress and job satisfaction among the rural, semi urban and urban college teachers may be focused in near future. The level of job stress and job satisfaction may be generated according to the nature of work load, salary, method of payment and promotion of the college teachers in the future study. The problems in private management may be studied in the near future. The role of government and higher education authorities like the UGC, the AICTE organization and in the promotion of job satisfaction among the college teachers may be studied in future. Since the private college is the emerging trend after globalization, private management role being diverted from national level to international standard, impact of college teachers' performance on quality of higher education can be carried out for further study.