CHAPTER 7

7. CONCLUSION AND RECOMMENDATION

7.1. FINDINGS:

The findings of this research are divided into qualitative data analysis findings and quantitative data analysis findings.

7.1.1. QUALITATIVE DATA ANALYSIS FINDINGS:

The first research question was about the existence to the hazard among the employees of the education sector. On the basis of the in-depth interview it is very clear that the employees working in the education sector of West Bengal are not free from the perils of dangers in the occupation. Though the maximum employees speak of the common hazard like occupational stress, still the other hazards are Burnout, Musculo-Skeletal Disorder, and False Accusation. It was also found that the musculo-skeletal disorder was found more in primary and secondary schools of West Bengal which are mostly run by the government of West Bengal. The reason for the musculo-skeletal disorder is due to very poor infrastructure and resources provided for teaching. Since the change of the political power in West Bengal the violence in college/university campus has increased to a considerable number.
(Chattopadhyay, Campus Violence In Educational Institution: An Experience (With Reference To West Bengal), 2013), There are number of occasions when teachers and principals are beaten to the extent that it led them to lose their life.

The second research question was to know what could be the factors of the hazards. The sources of these hazards as perceived by the employees working in the education sector are due to no proper organisational or governmental policies. The management culture or the work culture is also not very amicable and comfortable. These factors also aggravate the hazards. Another main source of the hazard is the job itself. Today the job descriptions of the employees who are working in the education sector are very much different from what it was earlier. The jobs are not just limited to academics like teaching, evaluating, assessing and managing the classes. They have to perform non-teaching jobs also like clerical jobs of recording the data and maintenance of data, they have to participate in the school/college reviews, they have to undergo continuous professional development like participating in seminars, writing articles for publications apart from their current educational qualification they have to go for continuous up gradation in their qualifications. They also have to satisfy their stakeholders like their authorities, management, students, guardians, approving bodies and government agencies. They have to handle administrative duties when they are in the positions of Head of the Institution, Department Heads and manage all resources like library, computer or science laboratories etc. They are even entrusted with the responsibility of maintaining student discipline, train and mentor the students in different skills and sports. They also have to maintain a cordial relation with the guardians of the students and also accompany students in field visits and other trips. All these activities not only eat into their time but also keep them into high pressures both physically as well as mentally. This creates lots of stress in an individual. Moreover in West Bengal campus violence
is quite a common phenomenon. The sources for the campus violence can be attributed to many reasons. Researchers have identified many determinants like student teacher relation, campus culture, policies of the organisation in terms of law enforcement and discipline, etc. The source for false accusations could be attributed to organisational politics, difficult teacher – parent relationships etc. Apart from the above mentioned sources the other sources are stakeholder related concepts and task related concepts. The stakeholder related concepts are stakeholder multiplicity, stakeholder complexity, and stakeholder interface and stakeholder administration. The task related concepts are task complexity, task ambiguity and task description.

To the question how these hazards have impacted the majority of the respondents answered that they had to take the help of medication due to the stress that incurred in their jobs. Many respondents also complained of sleeplessness, boredom and also losing interest in their jobs. Few respondents also complained of the damage that occurred in the relationship with their colleagues. Few respondents also pointed out on not being able to balance between their work life and their home life.

The next research question was to how to cope with these hazards. To this the respondents had a view of adopting multiple coping strategies based on the phases of the hazards. According to the respondents in the initial phase of the hazard they normally adopted emotion focused strategy or avoidance strategies. Some respondents even tried the self-criticism strategies. Few of them tried to adopt humour strategies to decrease the intensity of the hazard. But as the intensity of the hazard starts increasing some respondents tend to lose their patience. This made them adopt the confronting strategies. In spite of adopting these strategies if the hazard gets aggravated respondents complained of lot of health related problems like losing appetite, sleeplessness, nightmares, headaches and fatigues. In this phase of the hazard most respondents spoke of social
support as the common coping mechanism adopted by them. They even tried to adopt problem focused strategy like seeking support of their higher authorities, management, supervisors and colleagues. When the impact of the hazard was extensive and respondents felt totally helpless and unable to cope with the hazard they tried to adopt the withdrawal strategy or attacking strategy. The withdrawal strategy was in the form of taking more of sick leaves, avoiding few tasks, coming late to workplace or intentionally leaving early. When none of the strategies worked then the respondents aimed to end the hazard by quitting like resigning, requesting for transfer to different location, department or branch.

The final research question was to analyse the factors that influence the employees to adopt a coping strategy. To this all the respondents answered that their personality and their experience helped them to adopt any particular strategy.

Based on the findings from qualitative analysis we can form the following theories:

1. Stakeholder related concepts, task related concepts, organisational policies, organisational culture, management issues, job related variables like job profile, job security etc., relationship with parents, student handling and control process all contribute to escalate the occupational hazards among the employees of the education sector of West Bengal.

2. The hazards impact the employees both physically and mentally. Physically by causing damage to their health and body and mentally by making them to loose interest in their jobs, causing boredom and fatigue impacting their performance and quality of work life.
3. To cope with these hazards the employees adopt various strategies like emotion focused, problem focused, self criticism, social withdrawal, seeking support and if they can’t cope then they exit either by resigning or re-locating themselves from the place of hazard.

4. To adopt any coping mechanism the employee’s personality trait and their experience in their jobs influences a lot.

7.1.2. Quantitative data analysis Findings:

The theories formed from the findings of the qualitative phase are tested through the help of a questionnaire and collecting primary data with his questionnaire. Initially the impact of occupational hazard was analysed with the demographic variables like gender, age group, marital status, educational level and earning status. On analysis with these variables the following findings were obtained:

1. The impact of occupational hazard is not significantly different for male or female employees. It means that the impact is same as to making them exhausted sleepless, losing appetite and sometimes even have to take the help of medicines.

2. When it comes to the various age groups it has been confirmed that the impact has a significant difference when the employees belong to different age groups. The employees belonging to higher age groups are impacted by the hazards more than those belonging to lower age groups. This could be because of high commitments to the job as well as family that employees get stressed or exhausted soon.
3. The marital status has no influence when it comes to the impact of the hazards on the respondents. It means that whether an employee is married or not married makes no difference in the impact of the hazard.

4. In the case of the educational level of the respondents it was found from the data that the higher the education level the higher is the impact. This could be because that education has the potential to change the expectations, beliefs and behaviours. Few literatures also support this concept. (Feinstein, 2005). Hence higher expectations lead to higher impacts of hazards.

5. When the earning status of the employees with respect to whether they were the sole earners or shared earners was analysed in context to impact of occupational hazard it was found from the data that there was a significant difference in the impact of the hazard on the individual with respect to their earning status. It was found that the impact was quite higher for respondents who were sole earners. Whereas in case of shared earners the impact was less. This could be because of the financial security of the respondents who were shared earners. Because of the existence of a partner who is also contributing to the financial needs of the family the respondents can have to some extent a carefree attitude enabling them to avoid all critical situations or exit for such unpleasant environment.

The impact of the occupational hazard after being analysed with the demographic variable were analysed with organisational variables like academic experience, mode of working, type or category of the organisation in which the respondents are working, the type of funding mode of the organisation, and also the position held by the respondents in their organisation. The findings obtained by this analysis are as follows:-

1. The analysis showed that the impact of the hazard has significant difference among the respondents with different groups of employee with different academic experiences. The
higher the academic experience the higher is the impact. This could be because more responsibilities are entrusted to employees with higher academic experience. The greater the responsibilities the greater is the potential for the hazards and hence the impact.

2. The analysis of the impact of occupational hazard with respect to the working mode of the employees revealed a significant difference in case of employees who are permanently employed and who are temporarily employed. It has been found from the data that the employees who are permanently employed are having high potential of impact compared to temporary employees. As the temporary employees are quite free to avoid the unpleasant situations in their jobs either by changing the organisation or by remaining away from the situation.

3. The analysis or the impact of the hazard with respect to the organisation type revealed that there is significant difference in the impact of the hazard of different organisation categories. In West Bengal the hazard is near to negligible in case of primary schools and secondary schools. This could be because the employees of these categories of organisations do not perceive of any hazards as they are more comfortable working here because of leave policies and financial security. The responsibilities are also not much as the whole system is controlled by the government policies. Where as though the same facilities are present in colleges and universities, employees of these types of organisations are loaded with lots of responsibilities. Today Professors, Associate Professors and Assistant professors are entrusted with clerical duties like maintenance of attendance records, Defaulter’s list, evaluation data, assessment data etc, administrative work, social work, counseling, mentoring, participation in conferences and workshops, paper publications, paper corrections, handling examinations, working with students in
their projects and also in private colleges additional responsibility is given to the professors to get students a type of marketing job also. Targets are there for all these activities and pressure is also given on them for these activities.

4. The data analysis has also revealed a significant difference in the impact of the hazard based on the funding agency of the organisations. In West Bengal there are both private and public players in the organisations belonging to the educational sector. The school is run by both state government and private organisations. Even in case of universities in West Bengal there are universities run by state government, private universities, deemed universities and also one university run by the central government. Hence the impacts of the hazards are different for organisations run by state government or private organisations.

5. There is significant difference in the means of the Impact of Occupational Hazards among the respondents working in different Positions in the Organisations. The data analysis in this perspective revealed that higher the positions occupied are more prone to the hazard and hence the impact is also high. It is quite evident that employees who occupy higher positions in the organisations have more responsibilities and commitments to their jobs. Hence more the responsibility more prone to hazards likes stress and burnouts.

One more important finding that was observed from this study is that the personality trait that emerged as maximum number among the respondents is ESTJ. As per the definition of the personality traits from Annexure- IV ESTJ means Extraverted Thinking Sensing and Judging. Robert Heyward suggests in his personality page that ESTJ’s primary mode of living is focused externally where they deal with issues rationally and logically. Their secondary mode is internal
where they take things via five senses in literal and concrete fashion. These people live in a world of facts and concrete needs. They have a clear set of standard beliefs. They are extremely talented at devising systems and plans for actions. They are self confident and aggressive. They are usually considered as model citizen and pillars of the community. The weaknesses of this trait are:-

1. Tendency to believe that they are always right.
2. Tendency to need to always be in charge.
3. Tendency to be materialistic and status conscious
4. Generally uncomfortable with change and moving into new territories.
5. Not naturally in tune with what others are feeling.

The next emerging personality trait is ISTJ. ISTJ as per Annexure - IV means Introverted Sensing Thinking Judging. ISTJ’s are quiet and reserved individuals who are interested in security and peaceful living. They are very loyal, faithful and dependent. They believe in laws and traditions and insist on doing things “by the book”. The weaknesses of this trait are:-

1. Tendency to believe they are always right.
2. Tendency to get involved in win-lose conversation.
3. Not naturally in tune with what others are feeling.
4. Their value for structure may seem rigid for others.

Various researchers have suggested that the careers chosen by people belonging to ESTJ personality types are law, human resources, and training, nursing, management, project management and administration. Careers chosen by most of people with personality traits of
ISTJ are medical, science, engineering, analysis, accountancy, academia, law, computing, and project management.

On analysis of the demographic variables and organisation variable the analysis focuses on the sources of the hazards. Three groups of sources were identified. They are individual and organisational sources, stakeholder related sources and task related sources.

The research started with 13 variables of individual and organisational sources, 24 variables of stakeholder related sources and 7 variables of task related sources. On applying correlation among these variables it was found that there was multi-co linearity problem among the variables. So to reduce the variables factor analysis was done. The factor analysis reduced individual and organisational variables into 4 factors, stakeholder related variables into 6 factors and task related variables into 3 factors. So the research identified $7 + 4 + 3 = 14$ factors as sources of the hazards in the education sector of West Bengal. These 14 factors are entity interface, work structure, work environment, policies, and transparency in organisation, stakeholder administrative issues, stakeholder interface, stakeholder policies, student control, parent control, task control, task density and task conflict.

These 14 factors were then analysed using a linear regression model. The model derived the significant sources for the hazards as Task Conflict, Task Control, Student Control, Stakeholder Interface, Transparency in Organisation and Work Environment. Hence these sources have a great role to play in either escalation or de-escalation of the hazards.

Let us examine the factors individually to enhance the understanding of how the sources are very significant in their influence in creating the potential to the occupational hazards.
The first factor that was highly significant in escalating the occupational hazard is task conflict. It is quite evident from the study that the employees of the education sector of West Bengal are involved in multiple and yet diverse tasks. There is always a probability as to the expectations and demands of each task. Many times it is seen the objective of one task is conflicting with the other task. For example today in most private organisations in the education sector apart from teaching which being the core task of any teachers they are entrusted with tasks like marketing or placement. Where the performance is monitored based on their numbers of achievements. To increase the number of admissions they are compelled to compromise on quality of the students. This conflicts with their objective of training students for good academic results and also in various skills. This conflict issues in their task creates hazards like student aggression, stress, false accusation etc.

The second factor that emerged from the study as significant in predicting occupational hazard is task control. It is quite clear from the definition of task control that an employee can achieve the best performance when he or she possesses all the necessary competencies and tools to do the job. In most of the cases it is not so when it comes to the recruitments in West Bengal education sector. Most of the recruitments happen to those candidates who have political affiliations with the ruling party (Primary Teachers Recruitment Scam in West Bengal, 2016). Their ability and competencies are not tested. Hence the task control becomes a major factor in creating occupational hazards in the education sector of West Bengal.

The third predictor that emerged as a significant source for the occupational hazard is the student control. It is a very common scenario in West Bengal where we find students becoming aggressive to the extent that they even manhandle the school headmaster and ransack his office
(Banerjee, 2015). These incidents lead to campus violence and also become serious hazards to the employees of those organisations.

The fourth significant predictor of the occupational hazard in West Bengal is the stakeholder interface. The organisations belonging to the education sector has a number of stakeholders. These are people or organisations with a stake or interest in education. A category of stakeholders are those who have immediate and direct interest in education. This group consists of students, parents, educators, and governing bodies, potential employees etc. Each of these stakeholders has different interests and expectations. To meet these expectation and do the job smoothly becomes quite challenging to the employees and hence is exposed to various types of hazards.

The fifth significant predictor for occupational hazard is transparency in the organisation. It is known to all and also supported by many researchers that transparency is a key to performance both of the organisation and also its employees nicely coined by David Gebler in his blog business ethics, culture and performance in 2011. Transparency in organisation implies visibility into the functions of the organisation to its stakeholders. Today organisations can use the new information technologies to increase the transparency in the organisation. In spite of this to increase transparency the management and the employees require to change their existing behavior and practices which threatens people of their security. Absence of transparency can lead to duplicate work, bad decision making and inability to innovate. Hence absence of transparency has a high probability to increase the occupational hazards of the employees of the organisations.

The sixth significant predictor of the occupational hazards in an organisation is its work environment. Many researchers have supported the fact that an unhealthy work environment
creates more stress and lowers employees well being. If the work environment is not supportive it can lead to increased absenteeism, withdrawal behavior, conflict, strain and greater risk of accidents, incidents and injuries. The most adequate work environment is having trust, honesty and fairness.

After the analysis of occupational hazard and the sources of the occupational hazard we now focus on the coping strategies adopted by the personnel to cope with the hazards. A very interesting finding in this case is that the coping strategies that are adopted by the individual to cope with the occupational hazard are a combination of multiple coping strategies. As per the theory of Niedl (1996), Zapf and Gross (2001) the individuals adopt avoidance strategies in the beginning of the hazards. But the finding of this study says that most of the individuals adopt to the problem focused strategies. As per the descriptive statistics the coping strategies with the highest to the lowest means are in the order of Problem solving, Cognitive restructuring, Social support, Express emotion, Wishful thinking, Social withdrawal, Problem avoidance, Political and Self Criticism respectively. Coping strategies are basically a conscious effort to solve problems of both personal and inter-personal nature to overcome, minimize or tolerate any hazards like stress or conflict. As per various researches the two main types of coping strategies are emotion focused and problem focused coping.

The emotion focused coping changes a person’s emotional response to stressor’s. Emotion focused coping techniques are focused on reducing the negative emotional responses, an individual might experience because of stressors. Normally the type of behavior visible in the case of emotion focused coping strategies is letting off steam by venting to friends and family, Keeping busy to keep the mind away from the stressors, Seeking encouragement, moral support, sympathy and understanding from others, turning to rigorous activities like sports to distract
attention from stressors etc. People are more likely to adopt emotion focused coping when they don’t think their actions can affect the stressor itself, so they alter their response to the stressor. Coping strategies belonging to the group of emotion focused strategies include Express emotion, Social Support, Self Criticism and Social Withdrawal.

The problem focused coping strategy is about trying to deal with the stressor itself so as to avoid the stress response it is causing. Problem focused coping involves finding practical ways to deal with stressful situations. Some behaviours administered by individuals who adopt this coping strategy include put other activities on hold in order to concentrate and cope with the stressor, Actively try to remove or work around the stressor, Wait to act until the appropriate time, Seek concrete advice, assistance and information etc. This coping method is more common when individuals believe that the action can affect the stressor. Coping strategies belonging to the group of problem focused strategies include Problem solving, Cognitive Restructuring, Problem avoidance, Wishful thinking and Political.

After understanding the coping strategies adopted by the individuals the next analysis was to find the demographic and organisational factors which are influencing the employee to adopt the particular coping strategy.

On analysis of the demographic variables with the coping strategies it was found that the variables like gender, age group and educational level of the employees are significantly associated with the coping strategies. To analyse individually gender is significantly associated with the coping strategy of self criticism only. Age group of the employees is significantly associated with coping strategies like problem solving, cognitive restructuring, express emotion, problem avoidance and self criticism. Educational level is significantly associated with all the
nine coping strategies. Hence we can say that the factors which enable an individual to adopt a particular coping strategy are employee’s age and their educational level. Many relations between personality and coping were stronger in older samples.

On analysis of Organisational variable with coping strategies it was found that the variables like organisation type, the funding agency of the organisation and the position held by the employees are significantly associated with the coping strategy adopted by them. Out of these three variables the organisation type is significantly associated with only one coping strategy that is wishful thinking. The other two variables like funding agency of the organisation and the position held by the individual is significantly associated with all the nine coping strategies.

Many researchers have supported the theory that individuals who were post graduates, individuals who were in the position of head of the department or organisation and individuals with greater work experience adopted the problem focused coping strategies to a greater extent. Another research also stressed on the fact that the female employees adopted emotion focused strategies to a greater extent.

The study also revealed that the personality trait of an individual has a greater influence in the adoption of the coping strategy by the individual. Personality influences coping in many ways. Even prior to coping, personality influences the frequency of exposure to hazards and also the type of hazards experiences. We have from theories that neuroticism predicts exposure to interpersonal stress and tendencies to appraise events as highly threatening.
7.2. Conclusions

The research can be concluded by revisiting the objectives of the research and finding out whether the research has fulfilled these objectives.

The first objective of the research was to provide the discussion on occupational hazards faced by the employees working in white collar jobs in the educational sector in West Bengal. To this there was in-depth interview taken with ten different employees working in different positions in different organisations. The discussion resulted in highlighting few of the hazards like burnouts, campus violence, stress and false accusations. Among them majority spoke of burnout. According to the respondents the cause for the burnouts was due to job overload, meeting expectations of management and peers, students and their guardian’s etc. The respondents working in schools spoke of musculoskeletal disorders (MSD) due to the board work and furniture’s used in the schools.

The second objective was to review and summarize the impacts of these occupational hazards on the employees. The research results showed that the highest impact was on health and they had to take medicines for hypertensions etc. Most of the people complained of sleeplessness, exhaustion, and boredom and losing interest in the job. Few of them also complained that such unpleasant situations have damaged their relationships with their colleagues. According to self reporting the employees spoke of difficulties in maintaining work – home balance.

The third objective was to identify the factors causing occupational hazards to the employees working in education sector. According to the in-depth interview of the respondents and their perception of the factors causing the hazards are grouped into three categories. They are general
factors, stakeholder related concepts and task related concepts. The factors belonging to the group of general categories are organisational policies, management issues, job profile, job security, organisational politics, student handling, parents and outsiders interactions. The outsiders are political parties, community etc. The factors belonging to the stakeholder concepts are stakeholder multiplicity, interface, complexity, administration and operating paradigm. The task related concepts involve factors like task ambiguity, task complexity, task description and task control.

The fourth objective is to identify and prioritise the sources of these hazards. According to the study result it was found that the most significant sources of the hazards are task conflict, task control, and student control, stakeholder interface and campus culture. Among these the highest in priority is in the order is stakeholder interface, task conflict, student control, task control and campus culture.

The fifth objective was to analyse the coping strategies adopted by the employees of education sector. The study showed that the major and common coping strategies that are adopted by the employees of education sector were problem solving, cognitive restructuring, social support and express emotion. Though it was found from the study that an individual uses a combination of coping strategies to cope with unpleasant situations in their work, but few strategies that were mentioned above were commonly used by most of the employees to cope with their problems.

The sixth objective was to analyse the factors influencing the coping strategy. The qualitative analysis revealed that personality trait and experience in this sector has a major influence on the coping strategies. The quantitative analysis revealed that personality trait if the employee, funding agency of the organisation, position held by the employee in the current organisation and
education level of the employee are the important and major factors influencing the employees selection of coping strategies to cope with any unpleasant situation.

These findings may have some important implications regarding the interventions in the hazards at work. Accordingly, the organisation as a whole needs to be aware of the consequences of occupational hazards and confronting these hazards within a problem-focused framework. Therefore training managers, supervisors and employees should identify the pattern of the hazards and help to stop the destructive behavior of the respondents being the stakeholders of these hazards.

Furthermore, by developing preventive programmes at the organisational level and by establishing effective and safe grievance procedure organisations can intervene to prevent or mitigate the impact of occupational hazards.

The results point to the need of Government policies targeting specifically to towards the employees working in the education sector if there has to be tangible improvements in the quality of education in West Bengal.

7.3. **Recommendations:**

On the basis of my research results the following recommendations can be made:-

1. The research report highlights the major personality type the employee’s posses in the education sector. This information can be used to recruit the employees in this sector.
2. The report also investigates the different occupational hazards and its impacts on the employees facing them. This information can be used in induction training programmes to make the new recruits aware of the problems and consecutive solutions.

3. The research report also prioritises the different sources which could predict the occupational hazards. This information can be used to de-escalate the impacts of the occupational hazard.

4. The knowledge of health hazards mentioned in this report could help the policy makers to focus on the health and safety issues of the employees working in this sector.

5. The report also brings out the information of various coping strategies adopted by the employees in education sector. This could be further analysed and used for training the employees to overcome the unpleasant situations experienced in their job making them more successful in the tasks they are to perform.

7.4. Contributions:

To sum up the present research contributes to the occupational hazard in education sector researches by describing the process of occupational hazards in which the employees coping strategies to these hazards are analysed. This research reports the existence of different hazards in the education sector and also its impacts on different employees are different. The research also identifies that the variable which influence the adoptions of coping strategies. Employees can be trained in adopting specific coping strategies for specific hazards to become successful in their career. This research report also contributes the knowledge of important sources of the identified hazards. This knowledge will help the policy makers to make policies for the well being of the academic employees. Education sector being one of the service sectors, this research
can give direction to analyse the other hazards of the service industry and what could be the possible coping strategies to make the employees successful in their jobs.

7.5. LIMITATIONS:

The limitations of this research are:

1. Self-reporting on survey questions was dependent on the participation and honesty of the respondents.

2. The willingness of interviewees to share truthful information may have been limited by current employment status within the institution.

3. Maslach et al. (1996) recommend that subjects should not be sensitized to the topic of occupational hazard since it may influence their responses. However, to ensure transparency, participants were made aware of the nature of this study.

4. Although the sample size is comparable to most of the studies, where the population is above fifty thousand, still it is relatively small to give a clear picture of all the categories of educational institutions.

5. Nearly 50% of the sample is represented by the employees working in universities. Hence it would not be appropriate to generalize the study across all other educational institution categories.

6. The potential risk of response bias could be another limitation. Since the exploration of interaction between coping strategies and occupational hazard process mainly depends on respondent’s perception, feelings and reactions.
7. Focusing on the education sector only one personality trait that is ESTJ has emerged as a major personality trait occupying more than 50% of the sample. Hence any analysis or co-relation with personality traits cannot be generalized.

8. Using the MBTI instrument to study the personality type of the respondent belonging to West Bengal poses several difficulties like:
   a. The MBTI was developed keeping the western culture in mind which might not align with the West Bengal culture, hence creating difficulty to the respondent to respond.
   b. The questions being presented in English language most of the respondents belonging to primary and upper primary schools of West Bengal have problems in understanding and comprehending the actual meaning of the questions.

9. The instrument for securing data being English large portion of the population of this research could not be approached as the majority of the population in West Bengal finds it difficult to apprehend and understand the questions to respond to the instrument.

10. Transforming qualitative research to quantitative form made the questionnaire very detailed and lengthy making the respondents fatigued and losing interest while responding. This resulted in more number of non-response and partially filled questionnaire.

11. Awareness of the idea of hazards and its remedies are so less as too many respondents perceive of no hazards in this profession. As a result there was a loss of rich data.

12. Personality does not constitute one trait at a time. Similarly hazard exposure and responses to hazards are influence not by one trait at a time but by all of personality at once.
13. Cumulative character of the hazard develops the impact of the hazard very slowly and after a period of time. Hence many respondents’ responses were not the exact impacts.

7.6. **Scope for future Research:**

The quest for knowledge, solutions to problems and research questions leading to improved quality of life is synonymous with progress of human civilization. Whereas the current research provided answers to the research questions, it also highlighted its limitations in the previous section. This section provides brief directions for future researchers to pursue, in the domain of occupational hazards and coping strategies of the employees working in the service sector.

I. Future studies can be done by increasing the sample size of all the other categories of organisations belonging to the education sector to have an extensive understanding of the coping strategies and the occupational hazards.

II. Future research should explore joint and interactive impacts of multiple coping responses.

III. Future research can improve generalisability of the findings of this research by extending this study to include the following:

   a. comparing rural and urban areas for occupational hazards
   b. other geographies like different states

IV. Further research can be done on identifying the relation of personality types with the adoption of coping strategies including other instruments for measuring personality and coping strategies like:

   a. The 'Big Five' Factors i.e. the BFQ instrument
   b. Katherine Benziger's personality and brain-type theory
V. Future researchers are invited to enrich the research work by finding the relation of adoption of coping strategy to consequences faced directly linked to performance attributes.

VI. Time period of research being limited only for two years, future research can be done on seeing the escalation or de-escalation of the impact of occupational hazard over the period of the service tenure.

VII. Future research of similar type can be extended to other service sectors like: Hospitals, Hotels, Banks, IT services etc.

VIII. Recommendations are presented for future research can expand on the growing understanding of how personality and coping shape adjustments to hazards.

IX. Despite hundreds of studies the influence of personality and coping is only partly understood. Impediments include problems in the measurement of personality and coping.

X. Research should consider joint influence of traits on coping whether by examining personality profiles, controlling for one trait when studying others, or looking at interactions among the trait.