"MANAGING STRESS TO IMPROVE EFFICIENCY AND MOTIVATION: A CASE STUDY ON ACADEMIC PERFORMANCE OF COACHING FACULTIES IN KOTA CITY"

A

Thesis

Submitted for the Award of Ph.D. degree

In Business Administration
(Faculty of Commerce and Management)

To the

University of Kota

By

Ms. Shruti Sharma

Under the Supervision of

Dr. Gopal Dhaker

Department of Business Administration,

Government Girls Commerce College, Kota

UNIVERSITY OF KOTA, KOTA (RAJASTHAN)

2019

CERTIFICATE

I feel great pleasure in certifying that the thesis entitled **"MANAGING STRESS TO IMPROVE EFFICIENCY AND MOTIVATION: A CASE STUDY ON ACADEMIC PERFORMANCE OF COACHING FACULTIES IN KOTA CITY"** by **Ms. Shruti Sharma** under my guidance. She has completed the following requirements as per **Ph.D.** regulations of the University.

a) Course work as per the university rules.
b) Residential requirements of the university (200 days)
c) Regularly submitted annual progress report.
d) Presented her work in departmental committee.
e) Published /accepted minimum of one research paper in a referred research journal.

I recommend the submission of thesis.

Date:

Dr. Gopal Dhaker
(Research Supervisor)

ANTI-PLAGIARISM CERTIFICATE

It is certified that Ph.D. Thesis Titled "**MANAGING STRESS TO IMPROVE EFFICIENCY AND MOTIVATION: A CASE STUDY ON ACADEMIC PERFORMANCE OF COACHING FACULTIES IN KOTA CITY**" by **Ms. Shruti Sharma** has been examined by us with the following anti-plagiarism tools. We undertake the follows:

a. Thesis has significant new work/knowledge as compared already published or are under copied verbatim from previous work unless it is placed under quotation marks and duly referenced.
b. The work presented is original and own work of the author (i.e. there is no plagiarism). No ideas, processes, results or words of others have been presented an author's own work.
c. There is no fabrication of data or results which have been complied and analyzed.
d. There is no fabrication by manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
e. The thesis has been checked using (i) SMALL SAE TOOLS- Plagiarism checker website (ii) Academic Help Software and found within limits as per HEC plagiarism policy and instructions issued from time to time.

Ms. Shruti Sharma	Dr. Gopal Dhaker
(Research Scholar)	(Research Supervisor)
Place: Kota	Place: Kota
Date:	Date:

ABSTRACT

The evolution of coaching institutes in KOTA is a modern advancement due to the impact of globalization, urbanization and speedy technological changes. The coaching teaching professionals are the promoters for knowledge and skill through correlative learning methods and have to perform varied duties. The role, responsibilities and teaching activities of a teaching faculty member at coaching institutes have sustained a change with the new change in the education method. Hence they may face stress through common work and non-work stressors. Also, now the young teaching professionals are encountered with the issue of twin role dispute i.e. the work role and the family role. In an effort to match both these roles, the faculty experiences stress.

As teaching is a stressful occupation, seeks need to be made to examine "stress" in coaching faculty members. There is eminent absence of search on stressors relevant to specific teacher groups in Indian framework. Therefore, the current researcher was projected with three main premises viz., the effects of stress are affected by gender and length of service, different personal, family and situational factors are responsible for stress and the stress-effects are affiliated with role stressors and job satisfaction in coaching teaching faculty members.

Descriptive research design was called for the research. A theoretical framework was made to examine the effects of stress caused by different antecedent factors in coaching faculty members. Based on the framework independent and dependent variables were selected. The independent variables included were individual and job relevant factors. The dependent variables were the effects of stress.

The aim of the study formulated were to identify stress-effects in coaching faculty members by gender, to find out the antecedent factors of stress, to scope the amount of job satisfaction relevant to role stressors, to know the relationship between stress-effects and job satisfaction and between stress-effects and role stressors. Five hypotheses were supposed to test the relationship between the elected independent and dependent variables. The search was limited to teaching faculty members working at coaching institutes in Kota city. Relevant revision of

literature was gathered from books, journals, research papers and articles and also from different internet websites.

Certain terms were operationally defined for the measurement of variables. Questionnaire was used as an instrument for collection data. Three suitable standardized scales were used for measuring the variables viz., Organisational role stress (ORS) scale, Stress test and Job satisfaction scale. The total sample consisted of 255 coaching teaching professionals.

The data analysis was carried out by categorization, coding, scoring, tabulating and preparing graphs (Graphs represented the various categories as well as the gender differences based on the data). Data were then analysed employing descriptive as well as relational statistics.

Descriptive statistics was used to current data in frequencies, percentages, mean and standard deviation on personal, job and family profile along with role stressors, stress-effects and job satisfaction. Relational statistics was carried out to study the relationship between elected variables and to test the null hypotheses stated.

The major findings of this search ignited upon the findings relevant to the personal, job and family profile of respondents along with role stressors, stress-effects and job satisfaction, containing the outcomes of hypotheses tested.

The findings and conclusions accompany a number of implications from this search. Suggestions were given for researchers, academicians, heads of the coaching institutions and educational policy makers. Developed from the current search, certain suggestions were also given which would be useful in planning future researches. Finally, some interventions were outlined as coping strategies to combat and curtail stress in coaching teaching professionals at three levels viz., personal level, family level and professional level. At the personal level the recommendations inserted specific techniques to be used by faculty members for coping with role stressors such as effective self control, cognitive therapy, time management, innovative teaching methods, and social support, exercise and leisure time activities.

At the family level, the suggestions inserted sharing of household duties, family support, and approach coping. At the professional level, the stress coping

strategies suggested, can be devised and implemented by coaching management authorities to control role stressors and lower job stress in faculty members. The advised strategies are family supportive work culture, selection and recruitment, “pre service” and “in service training programmes, collective coping, affective coping, effective coping, man power planning, stress management training programs, career-counselling, transparent policies and methods, formation of faculty members organization, employment benefits and special provisions for study leave and cultural exchange, resource centre and incentives. The recommendations at all the three levels are assuring as measures of capacity raising in coaching teaching proficient’s thereby relieving stress in them.

******

CANDIDATE'S DECLARATION

I, hereby, certify that the work, which is being presented in the thesis, entitled "**Managing Stress To Improve Efficiency And Motivation: A Case Study On Academic Performance Of Coaching Faculties In Kota City"** in partial fulfillment of the requirement for the award of the Degree of Doctor of Philosophy, carried under the supervision of Dr. Gopal Dhaker and submitted to the University of Kota, Kota represents my ideas in my own words and where others ideas or words have been included. I have adequately cited and referenced the original sources.

The work presented in this thesis has not been submitted elsewhere for the award of any other degree or diploma from any Institutions. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/source in my submission. I understand that any violation of the above will cause for disciplinary action by the University and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.

Date: _____ **SHRUTI SHARMA**

(Research Scholar)

This is to certify that the above statement made by **SHRUTI SHARMA** (Reg. No.: RS-263/13) is correct to the best of my knowledge.

Date: _____ **Dr. Gopal Dhaker**

(Research Supervisor)

ACKNOWLEDGEMENT

First and foremost, I would like to thank God for keeping me self-confident and self-motivated to pursue my research goal with utmost passion, perseverance, and patience during the most difficult times of my life.

There have been many people who have walked alongside me during my research work. They have guided me, placed opportunities in front of me and showed me the doors that might be useful to open. I would like to thank each and every one of them.

I would like to thank our honourable vice chancellor Prof. Neelima Singh for giving me the opportunity to work on the research topic, Former Dean Prof. Rajeev Jain, Director Research Dr. O.P Rishi for allowing me to be a part of University of Kota, Kota. Warm and sincere thanks are also expressed to the entire staff at the university office.

I owe my deepest gratitude to my supervisor Dr. Gopal Dhaker, This research would not have been possible but for his encouragement, valuable guidance, stimulation and constructive suggestions provided from the initial to the final level which enabled me to develop an understanding of the subject.

Deepest gratitude is owed to Dr. Kapil Dev Sharma for his interest and advice to start the study and also for his insight, direction and sharing of expertise from time to time, his unwavering support and inspiration during my years of study.

Heartfelt gratitude is extended to the Directors and Heads of coaching institutes at Kota for granting permission and help in coordinating the data collection process.

Sincere thanks are offered to the respondents especially Dr. Pravesh Soni and Saurabh Soni for extending their cooperation and willingness to participate in data collection.

I would like to thank all library media specialists for their participation who supported my work and helped me to get results of better quality.

I owe my sincere gratitude to my parents, Mr. Om Prakash Sharma and Mrs. Madhu Sharma without whose best wishes, prayers, and encouragement this

research work would not have been accomplished successfully.

I would like to express my heartiest gratitude to my husband Mr. Harsh Bhardwaj and In-law's for their inspiration, moral support, patience and guidance provided at every stage of this venture.

I wish to express my heart-felt gratitude to my daughter Mishka, for not letting me get 'emotionally hijacked' during the entire course of my research work.

I would like to thank my closest ones, friends, colleagues and Dr. Chetna Mangal for helping me in SPSS and their continuous support and always being there when I needed them the most.

Lastly, I wish to offer regards and blessings to all those who supported in any respect during the completion of this project.

SHRUTI SHARMA

CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

LIST OF ABBREVIATIONS

S. No.	ABBEVIATION	FULL FORM
1	AIEEE	All India Engineering Entrance Examination
2	ANOVA	Analysis of Variance
3	CBSE	Central Board of Secondary Education
4	JSS	Job Satisfaction Scale
5	IRD	Inter Role Distance
6	IIT-JEE	Indian Institute of Technology-Joint Entrance Examination
7	NEET UG	National Eligibility cum Entrance Test
8	NIT	National Institute of Technology
9	ORS	organisational role stress
10	Ph.D.	Doctor of Philosophy
11	PI	Personal Inadequacy
12	RI	Role Isolation
13	RA	Role Ambiguity
14	REC	Role Expectation Conflict
15	RIN	Resource Inadequacy
16	RS	Role Stagnation
17	RE	Role Erosion
18	RO	Role Overload
19	SRD	Self Role Distance
20	STS	Stress Test Scale
21	SPSS	Statistical Package for Social Sciences
22	Viz.	Namely

CHAPTER - 1

INTRODUCTION

CHAPTER-1
INTRODUCTION

Flourishing economy and the growing education sector is fast stipulating India on the universal map. With a speedy progress in all space of business, India is on its way to fame and contributes to the great void of the well managed education coaching business.

In recent years, Organized coaching industries has achieved thrust Class-room contact programs have become a fixture in the urban countryside across the country. Modern education business can truly be the enzyme in facilitating consumer spending with utmost value and profit. Thus progress in education industry has huge potential of creating new jobs within the next few years.

Compassionate these adjustments and challenges, since the past few years, the demand for IIT-JEE/AIEEE/AIPMT/NEET/AIIMS graduates and postgraduates with career in education business have developed considerably. Likewise, other programs such as Teaching methodology, Time management, Course for ambitious world, Best and Reliable faculty, pre-eminence on education with integrity, State-Of-The-Art-Technologies, Indiscriminate teaching, Student orientated system, Platform to anticipation oneself and Positive environment are highly inserted in addressing the needs of all aurora Education sectors.

1.1 BACKGROUND TO THE STUDY

Coaching/ Classroom contact program education has become the most prevalent episode in modern times. Different types of organizations such as industries, financial institutions and banks, health care centers, hospitals and clinics, public sector undertakings, service centers, social welfare agencies, and educational institutions are all secure and enforce the information and trained from education to augment their attainment.

Coaching education in the country has made remarkable progress during the last two decades. The liberalization of the internet service led Globalization during the next part of the last decade has stiffed a large number of protest that appeal leading skills. The boom of coaching institutions presents Pre-Nurture and Career

Foundation, Graduate and Post graduate-level programs are the reaction of the huge demand and supply rift that was created due to the swift extension of the economy.

The numbers of coaching institutions that offer IIT-JEE/AIEEE/NEET/AIIMS courses have elevated greatly. About Twenty-eight years ago, there were only a few institutes that provide coaching education programs. These were renowned institutes that fascinate the brilliant students and skilled them for high-level positions in private sectors. This progress implies a high appeal for the coaching education industry.

In India, the role of a faculty has been changing at fast speed. The prediction of the education sector put strain on the institutes to build a capable workforce with proficiency of blueprint application. It is expected that faculty members frequently refine themselves in their learning experiences.

Kota is considered to be **"The Hub of Education".**

The coaching capital of India", the small town of in Rajasthan is home to more than 150 coaching institutes that qualify aspirants for engineering entrance exams like JEE Main, JEE Advanced and medical entrance exams like NEET-UG, AIIMS. There is shortage of coaching centers in this sleepy little town whose economy is now backed purely by the coaching industries. There are more than 1.5 lakh students at any given point of time in Kota, busy preparing for different entrance exams, some from as young an age as 13 years. Determining a coaching institute is a great decision that should be taken after giving ample thought to each alternative and analysing the pros & cons of every coaching center in Kota that you shortlist.

The coaching industry has developed speedily here. Many educationists have invested in and picked Kota as the next education hub. Hence a large number of students and working proficient's have ended in Kota. The enormous progress in these sectors has arisen in the requirement of skilled faculties in the industry. The coaching institutes in Kota have initiate quality education in the aurora sectors in India. These Institutes work with a motto of a dream, "To Lead" and "To Success" professionally sound, sophisticated and vigorous leaders with a vision and endeavor to match the challenges of the new paradise.

The brunt of industrialization, urbanization, globalization and brisk

technological changes has to lead to the evolution of coaching institutes in Kota. The evolution of these institutes is not very old. About thirty-four years back in (1984), **BANSAL CLASSES PRIVATE LIMITED** was the first coaching institute to start in Kota. BCPL was established in 1984 as an 'Adopting methods that best suit our students to crack the JEE'. Mr.V.K. Bansal, the best educator, in 1984, felt the need to provide the right direction to JEE aspirants for JEE preparations. With his dedication and positive attitude, Bansal Classes produced wonderful results each year which challenged themselves to produce even better results.

ALLEN CAREER INSTITUTE: is a pioneer institute in the field of coaching for Competitive Exams. Founded on April 18, 1988, and named in the loving memory of Late Shri Laxmi Narayan Maheshwari, father of four brothers Shri Govind, Shri Rajesh, Shri Naveen & Shri Brajesh Maheshwari, and ALLEN has today become a synonym of SUCCESS. In 1988, Shri Rajesh Maheshwari started with just eight students and after a few months Dr. K.G.Vaishnava, the eminent professor of Biology also joined him. It was the only institute of its time which provided coaching for all Science subjects i.e. Physics, Chemistry, Biology and Mathematics under one roof. This strong association became the foundation stone of the revolutionary Pre-Medical coaching institute of that time. New heights of success were scaled year after year. The Institute achieved remarkable Landmark of 12 selections in Rajasthan PMT in the year 1991.

CAREER POINT LTD: Providing Quality Education since 1993. In May 1993, Career Point was incorporated to impart quality education to students preparing for various competitive examinations. With the sky-high ideals and commitment to excellence, now Career Point has taken a shape of vibrant, dynamic, responsible and one of the most successful coaching institutes of the country. Career Point is unique for the quality of education that it imparts to students and its dedication towards their success. Today, Career Point stands apart and well above the rest on a distinguished platform, as an epitome of success. This could be achieved simply by virtue of the excellent teaching methodology that Career Point has evolved, developed and implemented over the years.

RESONANCE: was founded on 11th April, 2001 by Mr. R.K. Verma,

B.Tech, Electrical and Electronics from IIT Madras. Coming from an obscure town to becoming the top educationist in the field of education, enabling students from all parts of the country to realize their dreams of IIT, Mr. R.K. Verma has indeed come a long way. The institute is having its own Study Centres which are offering Classroom Programmes for IIT-JEE at Kota. The institute has also entered into associations with some of the reputed schools across the country for the Integrated In-School Classroom Contact Programmes for the preparation of IIT-JEE. Resonance formally launched its Distance Learning Programmes through its DLP Division during the Academic Session 2005-06 looking at the need of students who cannot leave their native places for education. Resonance launched its Pre-Foundation Career Care Programmes (PCCP) Division in 2006.

MOTION-IIT-JEE: The foundation of MOTION was laid with the establishment of MOTION IIT-JEE in Dec 2007. MOTION IIT-JEE was the culmination of a desire to start an entrepreneurial venture in Pre-engineering examinations coaching in Kota. Motion is one of the top Institutes of Kota for JEE-MAIN & ADVANCED, NEET, AIIMS, NTSE, KVPY & Olympiads and a well-known name in the education industry to provide valuable Edu-services to students. Motion intends to fill the supply side gap in the education sector by providing a platform to budding edupreneurs to unleash their potential & innovative skills while remaining committed to the cause of development of human potential.

VIBRANT ACADEMY: is widely known as the experienced institute for IIT Coaching in India. Vibrant provides training to the students who want to enroll themselves in the most competitive and challenging course Engineering. For admission, students have to appear for the IIT Entrance exam and get a better rank to get selected. Academy would like to introduce us, **"VIBRANT ACADEMY"**, as the most proficient and Best IIT JEE Coaching in India for the students who are looking for their bright future. Academy provides extensive and exhaustive study material for IIT Entrance to make students eligible for admission in IIT.

AAKASH INSTITUTE: Aakash Institute is one of the well-known institutions in the country that provides comprehensive test preparatory services to students for the preparation of medical entrance examinations. The Institute initially commenced operations in Delhi with a few students but with a vision of

Mr. J.C. Chaudhry, a prominent teacher, and an educationist. Some of these students cracked the medical entrance exam securing top ranks making Aakash one of the sought after coaching institutes for the preparation of medical entrance exams. Aakash Institute for Medical offers test preparatory courses for medical entrance exams such as NEET, AIIMS, and JIPMER. This year, 53 Aakashians made it to the Top 100 selections in NEET- UG 2018. Ever since its inception Aakash is known for delivering quality coaching and producing good ranks in various Medical Entrance Exams across India. Aakash vision is to be the most admired brand in the education sector, helping the young aspirants to make their dreams come true through high-quality teaching, technology-enabled systems, and commitment.

SARVOTTAM CAREER INSTITUTE: The institutes name 'Sarvottam Career Institute', itself is synonymous with excellence. As a team, Faculty members of the Sarvottam Career Institute have pledged to revolutionize the education framework which has existed for years, by simplifying the process of learning. With a strong faculty team and committed management staff, Sarvottam Career Institute is undoubtedly the best place to embark on your journey of the medical entrance exam. Above all, the institute would request every student to talk to us whenever they feel like especially in moments of self-doubt or anxiety. At Sarvottam Career Institute, every child gets a fair chance of exploring his/her abilities. This is achieved by providing the opportunity to study under the flagship of their 'Favourite Teachers' who have already proved their mettle in the field of education in their respective subjects.

Institute will foster a positive learning and progressive environment with a lot of support and aids to ensure student success irrespective of their current academic merit accomplished so far. The expert teaching and the training techniques employed by confident and able faculties will not only help them bridge the knowledge gradient but also equip them with the tricks to crack these medical entrance exams successfully, thereby making their targets realistic. Institute wants to reinforce their confidence, boost their morale and leave no stone unturned in their struggle for their career goals.

NUCLEUS EDUCATION: is one of the peerless educational institutions, acclaimed for its quality education. It is avowed to every student, teacher and city-related to academics and results. Nucleus education is an extolled, result from an oriented coaching institute in Kota, Rajasthan. It renders preparation classes for IIT-JEE examinations. Institute proffers a meritorious learning platform for IIT aspirants by top-notch intellect, proficient and highly experienced faculties to provide autonomous education. The highly conducive & competitive atmosphere of the institute accredits that each little doubt gets resolved.

BTRIX CAREER INSTITUTE is a premier coaching institute for the preparation of Pre-medical (AIPMT (NEET-UG)/ AIIMS). At Btrix Kota, the institute focus on building a strong foundation of knowledge and concepts in students for their success and provides an excellent platform for the preparation of competitive exams and board level education. The best academic support and personal care that the institute provides to the students help them meet their career goals and objectives. The core values of Determination, Honesty, Authenticity, Integrity, Devotion, Humanism, Holistic Learning, Social Ethics, and concern for society & environment are all closely interwoven into the fibre of academic programs. Our highly qualified and most experienced faculties at Kota centre are dedicated and committed to student complete success and provide assistive surroundings to contribute to their social, cultural, academic and all-round development.

These top ten coaching institutes namely BCPL, ACI, CPL, RESONANCE, MOTION IIT-JEE, VIBRANT ACADEMY, AAKASH INSTITUTE, SARVOTTAM CAREER INSTITUTE, NUCLEUS EDUCATION, and BTRIX CAREER INSTITUTE form the landmarks in the documented evolution of coaching institutes in Kota. Since 1984, many more coaching Institutes budded in and around Kota city. Today, there are more than 50 Advanced Coaching Institutes in Kota, mostly private, offering competitive exam courses to students from different parts of the nation and other countries. Although most of these institutes have immense neighbouring, big architecture with corporate culture and stylish luxuries, yet the education or academic quality of some of these institutes are far from gratifying. Utmost of these institutes do have good foundation, library and

laboratory facilities, but they are seriously handicapped in faculty resources. The teaching faculties are the facilitators for insight and skill through bilateral learning methods in education.

The swiftly changing educational process in the twenty-first century has afflicted educational syllabus at all levels and the teachers who have to respond to both the appeals of insight as well as the needs of society meaningfully, sense and cope with the trends of societal exclusion of the educational system. Today there is too much knowledge. The boost in the body of knowledge in each discipline poses a vital challenge for a faculty member on how to envelop such raise knowledge in a meaningful manner so that it can be shared and transmitted to students at various age groups and at distant educational levels. A faculty member thus has to find the right type of knowledge mix to furnish to the needs of students of the twenty-first century. Therefore, the role of a teaching proficient's is in the dispose of reform. The rush relevant to human life is cropping up in the day to day living and the social role of a faculty member within the coaching institution is facing a challenge. As a result, the changes and social push that are taking place have a direct presence on the teaching faculty's role, responsibilities and teaching activities. The faculty members face this protest every day in release their duties efficiently.

The coaching institutes require highly proficient faculty members having teaching experience. The faculty members play a number of roles such as blend research with academics; teach to apply theoretical knowledge as well as the latest technology and techniques to real world case studies. A faculty member has to unite skills from a variety of disciplines draft to evolve expertise both in individuals and in groups to bridge the gap between theoretical knowledge and practice. They are also needed to handle consultancy and research projects for corporate houses and thus grow a strong connection with the experts in industry to have few of experience in the given subject matter. The coaching faculty members put in long working hours to serve backing to the students for achieving their career inclination. It is a great protest to the teaching proficient's of coaching institutes to live with energy by coming up to people's expectations to gladly obtain their status quo. They may face tension, anxiety, fear, pressure, strain, and

stress in their day to day life to education. A few other factors such as job insecurity, increasing overload, accountability without adequate authority, inadequate facilities and lack of acceptance may also add to stress in these teachers.

Further, coaching teaching professionals might also be subjected to face common stressors viz.; work overload, time restraints, issues with working conditions, relationship with colleagues, lack of resources and alarming grow in physical appeal of teaching. Insufficient money as salary and lack of respect in society finally reduces the psychological well being of teaching faculty members. It alter the teaching competencies the other.

1.2 INTRODUCTION TO STRESS

Admitting the fact of stress exists since early times, sensible trial to study the concept orderly has begun in the latter half of the twentieth century. Social and biological sciences have found it basic and fruitful to research the holdings of stress and psychological strain on the physical and mental well being of the people.

Originally, stress was calculated in terms of general adaptation syndrome concentrating mainly on physiological depth of stress. Now, attention has also shifted to psychological and behavioral dimensions as stress is more than a simple cause-effect reaction.

Stress is a common experience of people when many appeals are placed on them by their work or personal conditions. This is, of course, a surely part of life. Mild stress proves helpful in overcoming periods of frustration and dull routine. However, too much stress affects the health and well being, everyday accomplishment and behaviour unfavourably. Day to day issues, work-related pressures, battle of interests between home and workplace, unrealistic expectations of others –all lead to stressors which are the causes of stress. Stressors muddled physical stressors, environmental stressors, individual stressors, family stressors, interpersonal stressors, career and job-related stressors. These stressors need to be trained. Stress management is intrinsic to good management practice. Stress has both positive and negative aspects. Both need to be educated for upgraded accomplishment and benefits at work.

Job stress can become a vital topic for the study of understanding

organizational behavior since it may negatively affect the physical and mental health of the employees and their addition to the efficiency and effectiveness of organizations.

In today's world, young teaching professors with a issue of battle between career roles and opting for an evenly pressing role at home. There are stresses combine with both alternatives and with electing to balance between them.

The dilemma of stress in teachers is a vital aspect of the method of social variation in India. The ensuring result is that the modern men and women teachers live in two scheme and need to execute both familial as well as professional roles. This, in turn, leads to a number of stresses amidst men and women teaching proficients.

Over the past 25 years, significant resolve in male and female patterns and roles have been checked. Although a significant ratio of men and women teachers are still part-time, low-status jobs –opportunities for full time job have raised. Economic burden and social and psychological needs to develop one's self-identity are the motivators to full-time careers in teaching.

As modern life is full of stress, fixed stress experienced at work and at home may edge to different physiological and psychological issues. As an outcome, the whole group around them: may it be the family, occupational or organizational group, it suffers. Organizational roles are demanding in assimilate teaching employees with their organizations. Investigator working on the increasing complexity of organisational roles identifies the potential of disturb and stress in these roles as teaching is a stressful action.

Even so a number of investigator have been borne out covering a wide cross-section of the population on stress but no investigator has yet made an effort to learn coaching teaching proficient's as relevant to stress. The current search is an effort to examine the relationship between stress-effects as related to both work and family roles and job satisfaction in coaching teaching professionals.

1.3 JOB DESCRIPTION OF FACULTY MEMBERS IN COACHING INSTITUTES

Faculty at coaching institutes pass their wisdom and mastery to the next

genesis of youth. They lift their students to think mortally as well as imaginatively; supply practical training lives. As subject experts in their fields, they also set standards for research, and scholarship.

Teachers work at IIT-JEE/AIEEE/AIIMS/NEET Coaching institutes. Some teach part-time in the evening and work for continuing study design. Most of the teaching faculty work in one department and specialize in particular disciplines related to subject courses. They usually teach courses in each academic session, combining lecture and consultation. Utmost of their time is spent in lectures, correcting reading answer papers of student's of examinations, preparing and advising students. Some teachers have administrative duties also such as being dean of students, course coordinators, etc. Some teachers work part-time as consultants to educational organizations, government agencies, and corporations.

Teachers with high aptitude and settled prestige may work as head of the departments. Uttermost of the teaching faculty members spend from twelve to twenty hours in class each day with their rosters changing each session. Work hours, faculty meetings, advising and class preparation, account for thirty to forty additional hours per week. Due to these varied duties and responsibilities, a coaching faculty member is under considerable burden throughout the year.

1.4 RATIONALE FOR THE STUDY

The anomaly of stress is as old as the past of mankind or any other life form. The ruler causes of stress in the first 50 years post-independence in people were insecurity, lack of choice and lack of awareness about recourses amidst other aspects. Today, jovially stress is build by greater awareness and higher choices creating disturbances in work-life balance and related issues. Stress cuts across gender, age, profession, location or any other aspects. Reaction to stress is getting equally inexplicable and unpredictable.

The interest of investigator and scientists in the issue of stress has been rising with the advancement of the current century which has been termed the "Age of Anxiety and Stress."

Stress is exhibited in physiological, psychological, behavioral and organizational forms. All these certainly put a force on the workplace performance

creating organizational effects like absenteeism, job turnover, and poor organizational situation and lower productivity. Domestic stress is seen in nasty results like higher divorce rates and broken families. Today, the collision of stress is felt not only by individuals but by organizations and society at large. Stress management, thus, is a flashing issue in the current scenario of insecurity and instability.

In modern years, teacher stress has become an issue of increasing public and professional concern. Since the teaching profession is rare yet stressful, whether stress is being meet in teaching professionals of coaching institutes in Kota, needed to be tested.

Located on the review of literature, although familiar areas loom in quantitative research as sources of stress for teachers in natural, consideration has yet to be given to the individual teachers within the relation of specific education systems and also to the clout which have an bang on these systems.

A hint appears from different models of stress reviewed, it was planned to study the population sample of teaching professionals and their experience of stress in reaction to their roles in coaching institutes.

Review on researches points out that very few studies have been conducted on male and female differences in stress-effects with special reference to teaching professionals. In this context, this study will be a unique one.

As the evolution of coaching Institutes in **Kota** is a new development, very less investigators have made an effort to study these institutes with regard to psychological behavior of teaching faculty members in terms of "Stress" The research in the field of teacher stress admit that little effort has been made to define its causes in normal. Research has supported the view that "Teaching stressful occupation" (Dworkin, 1990; Jackson, Haney, Schwab and Schuler 1986). "Teachers" stress has between society and education has become an outcome of current social reform, the teaching professionals face raised stress due to corporate and community intentions to implement new curriculum and teaching practices, and in doing so it is spiked out that work role stress is a common stressor in these professionals. Research literature revealed that teacher stress was reflected in lower job satisfaction. As well, the stress was caused not only by the immediate teaching

environments but also by the institutional and organizational aspects. Therefore, the investigator senses that it would be appealing to examine the relationship between stresses - effects in faculty members, their role stressors and job satisfaction.

A teaching professional's personal life and has a vocational or professional life. On both the frontal, a faculty member has to play varied roles as one. While playing these roles, the faculty members may be experiencing jangle in family life due to low time management, fetid relationships at the work-place and poor working conditions at the work place. These outcomes in an inefficiency to cope up with the twin call of work and family and also to beat a balance between their work role and family role.

The investigator felt that it will be alluring to conclude whether work role and family role positions were stressful or not stressful and whether the same position was responded contrarily by male and female faculty members. In order to know stress in teaching faculty of coaching institutes, the investigator needed to find the major causes, the common role stressors, and the stress consequences.

Another logic for researching into teacher stress was that occupational stress in teaching has been found ending in having a harmful effect on teacher's 1989; Fletcher and Payne 1982; French 1988; Galloway et al. 1984; Kyriacou, C. and Pratt 1985). High stress emanated in threatening of intellectual ability of teaching professionals irrespective of one's age,

While recording on more physical stress syndrome, Bradfield and Fones (1985) in their search on special teacher stress said that the psychosomatic condition of a teacher exactly influences his personal, social and intellectual behavior along with the personality attributes. Hence the researcher was excited to know the alteration in the psychological behavior of coaching faculty members due to psychosomatic change.

Further some studies on teacher's "stressful mental conditions of a teacher exactly afflicted his/her personal, social, classroom and intellectual behavior which has a direct port on the institution, the students, the system of education, the community and society at large. Verma" Romesh (1998)

The researcher further argues that the holdings of stress on health and ways of coping with stress may be a matter of change in the clarification of stressful events.

Although geographic variations, coaching teaching urbanites in distinct coaching institutes may experience nearly akin amounts of stress in their daily living. Performing like roles in various coaching institutes may have allied characteristics which need to be identified as contributing to related stress experience.

Yet the popularity and origin of occupational stress amidst teaching proficient's, has been an vital field of search (Borg 1990; Coles and Walker 1989; Dworkin et al.1990; Fimian 1987; Kaiser and Polczynski 1982) and the investigator have classified stressors for groups of teachers in specific teaching relation but there is a notable absence of search about coaching teaching professionals in teaching setting in Indian framework.

The investigator desired to classify the main causes of stress and conceptualized three basic premises:-

- Firstly, the effects of stress on teaching professionals are altered by gender and service period.
- Secondly, numerous personal factors, family factors, and situational factors are responsible for stress.
- Thirdly, the stress-effects are blended with role stressors and job satisfaction in teaching faculty members.

Therefore, in the shine of the above-stated premises, as well as the formerly stated backdrop, a number of questions were derived such as what are the effects of stress in coaching faculty members? What are the causes of such stress experienced by them? Do work and family roles create stressful situations? What are the varied stressors at work leading to stress? In what way job satisfaction is related to stress? Is there a relationship between family role stressors and work role stressors and various effects of stress experienced?

In order to get reactions to these queries, the implication of the issue under search was the need of the hour. It was critical to find out the forces which were liable for depressing the psychological behavior of a faculty member on one side and the corollary of stress on the other side to avert unwanted stress, for the proceed of the teaching learning process. As, there are no studies on stress, its causes and, its relationship to role stressors and job satisfaction in teaching professionals; it legitimize the direct of the current search with the inclusion of the above said

variables.

There is a tearful need for search into the social, behavioral and psychological forms of teaching Professionals. In this text, the current search very timely could prove to be helpful in the Indian framework.

The concept of stress though new in origin has reached with amazing velocity to the apex in acceptance. This new less explored area created enthusiasm in the mind of the researcher to undertake the search study of the frightful issue.

1.5 CONCEPTUAL FRAMEWORK

Stress is inescapable in human life. Working professionals do face stress at their workplace. The coaching faculty member experiences various effects of stress and the extent of stress varies due to many an imaginative factors.

The conceptual framework to search the effects of stress in teaching professionals induced by various antecedent factors is shown in figure 1.

In order to solicit a deeper and meaningful discerning of the effects of stress in coaching teaching professionals, an effort was made to identify various possible variables which have their subscription towards it. The applicable literature and relevant researches on stress directed the researcher to organize the elected variables into imaginative relationship. These connections have been illustrated in the conceptualized framework (figure 1).

The components of the framework are:-

Antecedent factors

1. Individual factors

a) Gender differences
b) Personal factors
c) Family factors.

2. Job related factors

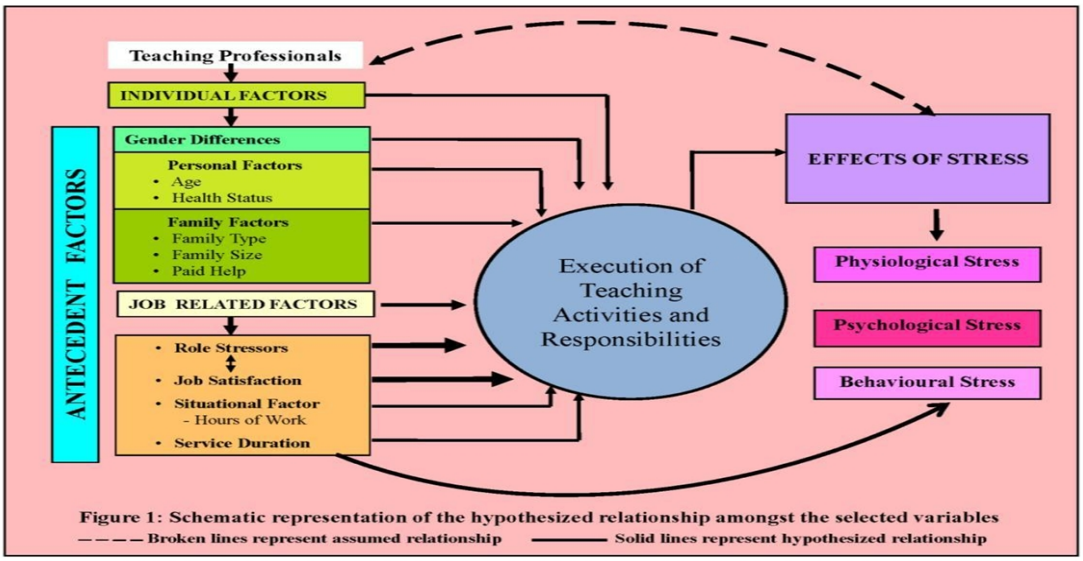
a) Role stressors
b) Job satisfaction
c) Situational factors
d) Service duration.

Outcomes

1. Stress-effects.

It is projected that the stress in teaching professionals is provoked by certain antecedent factors such as personal, family and situational factors. These factors relevant to the teaching profession will induce various effects of stress in faculty members which will drive to three outcomes of stress, i.e. physiological effects, psychological effects, and behavioral effects. It is further planned that the teaching proficient's at coaching institutes experience stress raising out of their attainments of different roles in executing teaching activities and responsibilities which consequence their level of job satisfaction. It is also hypothesized that coaching teaching faculty members vary in the amount of stress-effects experienced with relation to gender and period of service.

Conceptual framework (Figure: 1)



1.6 STATEMENT OF THE PROBLEM

To comprehend the mutual relationship between stress-effects and role stressors; stress-effects and job satisfaction, this search was designed. The search should classify gender differences if any, in the stress-effects experienced by faculty members. Further, the antecedents or original factors of stress should be searched. Family role stressors and work role stressors should be planned to know

the relationship between the stress-effects qualified by coaching teaching faculty members and the role stressors. Finally, the amount of job satisfaction as relevant to role stressors should be examined.

Hence it was designed to make **"Managing Stress to improve efficiency and motivation: A case study on academic performance of coaching faculties in Kota city".**

1.7 SIGNIFICANCE OF THE STUDY

The teaching faculty members may practice role stress because of the various roles they play in society. The conflict between the crucial demands of work and strain at home activate issues which attend to stress. The dilemma of match between an organization and family demands may all put a pressure on the teaching faculty members at work; similarly, the stress at work may flow over and have a negative strike on their family and personal life.

Most of the search into this field has fixated on managerial and professional groups and tends to reject occupations relevant to teaching professionals. Stress-linked studies related to industrial settings are many and strewed, but very few pursuits have been made to examine stresses practiced by the job category of a particular organization; for e.g. teaching professionals or coaching teachers. Efforts have been made to evidence the particular stresses which are dominant amidst working/nonworking employees, but no effort has yet been made to exercise stress amid teaching professionals of coaching institutes.

In this text, the projected work would prove to be helpful. As relevant to coaching faculty members, no search could be drawn which has checked the relationship between role stress and job satisfaction in the Indian relation. This search would also be socially related to the current-day disputes of home and work role balance and the stresses rising from therein.

The search can accompany forth the significance of stress management in teaching professionals to abolish the stress-effects practiced by them in regard to their roles at work and in the family. Gender wise practical data can be attained on stress-effects viz. physiological, psychological and behavioural and their relationship to job satisfaction in coaching faculty members through this search.

Educational institutions, educational authorities and administrators can be highly assisted by the findings of the ongoing study. Attempts may be made by them to avoid stress-effects, role stress and lack of job satisfaction in their employees in shine of the findings of this research.

The data accessed and interpretations drawn from the current search can be used by another investigator to elicit guidelines and formulate principles for strengthening the harmony between work and family roles to some amount. The search can convey different scales to overcome stress. Such studies are fundamental to understand the twin role demands of teaching professionals as they are the knowledge givers to society.

Planted on the findings of this search, the occupational health status of teaching professionals can be greater forwarded by utilizing different "coping strategies for stress management" both in government and private sector teaching institutes.

Keeping in mind, the scientific advancement of knowledge and skills, it is fundamental that coaching teaching professionals possess static physical, mental and psychological health with least stress, only then the system of education can prove to be helpful for the progresses of our society and mankind at large.

******

CHAPTER - 2

REVIEW OF LITERATURE

CHAPTER-2

REVIEW OF LITERATURE

The main aim of the ongoing search was to examine stress in coaching faculty members and its relationship to role stressors and job satisfaction. Relevant implications from literature and research applications were gathered from books, research articles and research papers from scientific journals. Different libraries in Kota city were look up in course of collection of revise and literature. Different internet websites were also used for recovery of literature.

The literature and reports of investigators relevant to the current search are given in this chapter under the following heads:-

2.1 Stress and theoretical background.

2.2 Antecedents as correlates of stress and relevant studies.

2.3 Stress-effects and relevant studies.

2.4 Role stress and Role stressors.

a) Family role stressor and relevant studies.

b) Work role stressors and relevant studies.

2.5 Job Satisfaction and relevant studies.

2.6 Stress Management - coping strategies and relevant studies.

2.7 Stress in teaching Professionals and relevant studies.

2.1 STRESS AND THEORETICAL BACKGROUND

Stress has become a charge to modish world. The current stylish world which is said to be a world of attainments is also a world of stress. Stress is everywhere, whether it is in the family, business organization, enterprise, institute or any other social or economic activity. Right from birth till death, an individual is inferably revealed to different stressful conditions.

Even though terrific promotion in science and technology, and stunning progress of economy and sources of luxury, people all over the world seem to practice stress in different globe of their lives. Usually psychosomatic and psychological disorders are growing; the feelings of frustration and dissatisfaction with life in general flash the stress being practiced by people.

In the prior also, the societies were not totally free from stress. But during the last two decennary the spread of psychosocial stress has highly elevated. The main reason being the exchanged physical and socio-cultural environment of the mod societies and life style of the people. Peoples' life has become more appealing, troublesome, mechanical and reliant running by the clock. Ever raising needs and wants, high competition, strain of meeting deadlines, problems of future and weak social support system have made the life of people stressful in mod societies.

The terms 'Stress' is argued not only in everyday conversations but has also become a point to hook extensive media attention. Different people have different views about it as stress can be acknowledge from a array of causes.

"Dr. Selye Hans said **"Without stress, there would be no life''** Olpin, Micheal and Helson Margie (2010, 2007)".

- **Ancient Indian Concept of Stress**

A number of theories were refined by ancient Indian Scholars relevant to the wonder of stress even though the approach of stress in modern sense is not easily found in traditional texts of Indian culture and tradition. It is appealing to note that the body-mind relationship, a characteristic of mod stress studies, is underline in "Ayurvedic Indian System" of medicine.

"Rao S.K.R.", (1983) has drawn the base of stress in ancient Indian thought". It noticed three types of stresses: personal, situational and environmental. Personal stresses can again be of two types, viz. physiological and psychological.

Physiological stresses are born out of disparity between physiologic constituents. Psychological stresses are induced by different emotional states of mind. Situational Stresses are induced by 'unhealthy interpersonal transactions' which may involve disputes, aggression and competition etc. "Environmental stresses are occasioned by natural calamities.

The stress functions through various modes of stressors. The model projected in **Yoga Sutra** is an inclusive one incorporating cognitive structuring, affective or emotional stages and adjusting reactions. This time the idea of "**Kriya**

Yoga" which goals at lowering number and intensity of the stressors and facilitates governing of mental energy devoid of tension entitled as "Samadhi Bhavana". The system of Yoga is rational and adds the individual in accepting his own stresses by leading him to the core origin of these stresses.

- **Positive role of stress: A new perspective**

Today researchers and practitioners visualize the episode of stress in a new angle. As "Kets de Vries (1979) had traced, each individual needs a moderate extent of stress to be warning and capable of functioning efficiently in an organization". Organizational excellence and individual progress are earned through well managed stresses.

Indian Litterateur ("Pestonjee, 1987 a, Mathew", 1985) in their conceptual papers agreed with these implications. "Pestonjee and Singh (1987) while studying stress and job satisfaction traced that managers and system analysts in private organizations scored higher on both stress and satisfaction as compared to their counterparts in public organizations".

It may be well at this point to revise the idea and approach of stress and inspect the stress potential with citation to the creative and non creative roles of a coaching faculty member through the decapitation of teaching learning activities.

The theory of stress was first made known in life sciences by "Selye Hans" in his pioneering work in 1936. This idea is rented from natural sciences and is imitated from the Latin term "Stringere" which means to tie tight. In psychophysiology, stress hints to some stimulus outcomes in a delicate pressure that cannot be accommodated by the organism and which eventually ended in injured health or behaviour. In ordinary idiom, however, the terms 'Stress' and 'Strain' are used synonymously in a non-scientific way. The popularity of this theory was established in the physiological area where it was first imported but the use of stress continues to quirk in psychology and social sciences.

The term stress is used to imply a variety of meanings both by the average man and the psychologists. Yet, it appears that the important features of stress practice have not received the consideration they deserve. What has restricts the enough use of the idea of stress is the reality that various

researchers have employed various referents and meanings for the term stress and therefore have refined different models for it.

- **Definitions of Stress:**

Scrutinize definitions of Stress, "Cox", (1978) has clarified three classes of definitions". Stress can be thought of as a response i.e. the stress response to an extreme stimulus; as a stimulus i.e. as the stressor itself and as an intervening variable. As usually understood, it is the disparity between personal resources and an environmental request that leads to the position termed as 'Stress'.

One suitable definition of stress is "Stress is a demand made upon the adaptive capacities of the mind and body". "David, F.", (1989)"

The most vital fact about stress is that, like feelings, stress is experienced. The feeling of stress is an action in which there is a remark, not random relations to objects that is intended or intentionally present.

In precise, stress is an active condition in which an individual is challenge with an opportunity, an appeal or resource relevant to what the individual needs and for which the outcome is seen to be both uncertain and important. Clarifying the definition of stress for the aim of this search it may not be taken "as an adjusting reaction to an external situation that ends in physical, psychological, and or behavioural change for organisational participants."

- **Stress Terminology:**

A stressor is any act or situation that is felt by an individual as a threat causing the individual to either comply or initiate the stress reaction. Therefore, a stressor is a stimulus and stress is a response. Stressor is the cause and stress is the effect. The effects of stress upon a person are accruing and can cause serious injury if experienced over a long time.

"Dr. Selye Hans", (1979b) was the first to learn the effects of stress. He submitted that stress had four basic variations

1. Good Stress – Eustress
2. Bad Stress – Distress
3. Overstress – Hyperstress
4. Understress – Hypostress

1) Good Stress – Eustress

It is the positive, desirable stress that keeps life appealing and helps to motivate and inspire people. Eustress contains successfully managing stress even if the individual is dealing with a negative stressor. It means that a certain amount of stress is useful, beneficial and even good for health. There is raised energy, high motivation, shared perceptions and the performance improves quantitatively as well as qualitatively. Moderate doses of Eustress help to boost an individual's performance.

2) Bad Stress Distress

It mentions to the negative effects of stress that reduce an individual out of his energy and goes besides his capacities to cope. This is a status of 'high stress' distress showing a severe negative alteration in performance. The possibility of role overload may push the individual to commit errors, make him uncertain and cause irritation in him at the slightest pretence.

There may be a case of 'no stress' distress also. Role underutilization creating boredom, decreased motivation, absenteeism and apathy are all signs of 'no stress' distress. It is offensive negative stress.

3) Over Stress – Hyperstress

It means too much stress. It can lead to physical and emotional failure. Work overload can be a main source of over stress.

4) Under Stress - Hypostress

Under stress refers to too little stress leading to boredom, lethargy and frustration. Work under load and no work at all may lead to Hypostress in some situations. According to another classification given by "Selye Hans", stress can be acute and chronic in its effects.

- **Acute Stress**

It is the event of short-term stressors. It is usually quite intense at first and then disappears swiftly. It can be interesting and stimulating in small doses, but

too much leads to fatigue. People, who experience this stress, tend to be over aroused, irritable, anxious and tense. Its syndromes inserted tension, headaches, migraines, digestive disorders, hypertension, chest pain and heart disease.

- **Chronic stress**

It is a long term stress usually results from painful issues. In case of chronic stress, a person's physical and mental resources are exhausted. Chronic stress can lead to suicide, heart attack and violence. Long term chronic stress results in stress relevant disease and lowering the quality of life.

- **Taxonomy of Stress:**

The stresses of life may be divided into two categories.

1) **Isolated catastrophic events:** These include natural and manmade troubles and major life events. The alteration in circumstances may test the powers of adaptation of an individual.
2) **Work stress:** It may be caused due to conflicting domestic circumstances, commuting and various other pressures of city life. Work stress may be relevant to stress in the office surroundings and nature of job. Work stress may become pressing to the amount that the individual lacks liberty and feel of purpose in the tasks he performs along with boredom and monotony.

- **Models of Stress:**

Models are validated theories. They present a holistic picture of the rarity under study. Therefore, a model of stress shows the image of stress aspects in totality, the random factors, the syndrome, the process and the end outcomes.

A wide variety of models of stress have been presented over the years by scientists. Depending upon a particular focus on aspect / aspects of stress, the researchers adopt these models for analyzing the aspects of stress attempting to understand the stress circumstances.

A short description of a few relevant models of stress is presented below:-

1) Stimulus-based model of stress, "Beehr and Bhagat", (1985), "Mc Lean", (1979), "Selye", (1975).
2) Response-based model of stress, "Beehr", (1984, 1985), "Caplan", "Cobb", French, Harrison and Pinneau", (1975)
3) Systems model of stress, "Lumsden", (1975).

1. Stimulus – based stress model

Stressful stimuli include highly persistent stimulation, fatigue or boredom. In this perspective stress has been treated as an independent variable. This model of stress is an engineering one in which "external stressor gives rise to stress reaction or strain within the individual" ("Cox", 1978).

The stress as stimulus has triggered active search on relationship between stress and somatic illness. "Holmes (1974) and Rahe", (1968) tested in a series of studies whether variation in the life of person statistically compared with illness". The main characteristics of stressful stimuli are: undesirable, unpleasant, uncomfortable, threatening and demanding. These stimuli causing stressful situations may be more suitably called "stressors" instead of "stress". The actual amount of stress felt is driven by the stressful situations in merger with other personal and situational variables.

2. Response – based model of stress

Theorists, who specify stress from a response perspective, see it as an inequality between the requirements to make an adaptive response and the repertory of the individual. The higher the perceived inconsistency between demand and response capacity, the more stress will be felt by the individual. Stress has been used to quote as the response to stressor by "Beehr (1984, 1985) "Caplan", "Cobb", "French", and "Harrison and Pinneau", (1975). The response based perspective concerns with "response patterns which may be taken as evidence that the person is under pressure, from a disturbing environment". The pattern of response is treated as stress. This approach views stress as the dependent variable i.e. a response to disturbing stimuli.

The stress response is seen in form of manifesto of stress. The response based model of stress defines stress response in form of manifesto of stress viz. psychological, physiological and behavioural.

3. **Systems model of stress**

It was projected by "Lumsden" in (1975). It considers all the arresting features of various models and calls for a systems analysis of stress. Stress as a system is thought of open system that is steadily connecting with the environment. Stressors, appraisal and coping are relevant to each other and occur in cyclical fame. When the stressor interferes upon the person, the method of appraisal begins followed by coping process.

Sources of Stress:

Sources of stress come from a variety of fields such as families' friends and the work environment broad of the person himself/herself. Stress can emanate from a blend of these sources. "Pestonjee", (1992) has finds three valuable sectors of life from which stress may originate i.e. job and organization, social sector and intra psychic sector".

Sources of stress can also be categorized differently. "Brown", (1984) has listed five categories as follows:

1) Customary anticipated life events (any major change in life) for example marriage, divorce, children leaving home, retirement etc.
2) Unexpected life events (any major life event which occurs suddenly) for example, major accident, sudden loss of job, terminal illness etc.
3) Progressive, accumulating situational events: (any continuously recurring problems in life's activities) like daily hassles, job and family stress, school stress etc.
4) Personality glitches: (any personal traits that create social problems) such as poor communication, self-esteem, insecurity, lack of confidence, poor decision making and fear of failure.
5) Value dependent traits: (circumstances generating thought, feeling and conflict) for instance revolutions, broken homes, moral dilemmas, peer pressure etc.

- **Sources of Occupational Stress**

Even though occupational stress originally rises from constituent determinant of job and its psycho-physical environment, these aspects are not inherently stressors. In fact, the personal features of an employee, cognitive appraisal of the job factors and resources determine, the amount of stress experienced from a job factor or situation.

Therefore the potency of the job aspects or situations for causing stress can only be hypothetically asserted but it is difficult to categorize or generalize any work setting variable as a universal stressor.

However, some job factors or work settings are likely to cause stress to majority of the workers which may vary from worker to worker. The pressures caused by the job aspects are interceded by the personal features of the worker. Hence, all the sources of occupational stress can be broadly classified in two categories.

1. Individual variables
2. Work setting variables

1) Individual Variables

An employer's age, sex, health, status, experience and socio cultural back ground have been found to influence the experience of occupational stress. "Employees responses to work demands and pressures are largely influenced by personality characteristics, psychological and behavioural patterns, coping skills, cognitive patterns" "Jagdish and Singh", (1997).

The feelings and demotions of employees associated with anxiety can cause stress, enhancing its severity by influencing their cognitive appraisals. "Srivastava and Krishna", (1992) noted that "employees with external locus of control experience higher degree of occupational stress and lower job satisfaction".

Employee's job attributions also determine the extent of stress they experience in their job life. "Gupta" , (1999) noted that employees attributing their efforts, to the nature of job activities, work conditions and managerial policy for their progress or failure in job life experienced higher role stress as compared to

those who attributed to chance or karma for their achievements and failures at work.

2) Work Setting Variables

(a) Work Stresses

i. Job role: It is a main source of satisfaction as well as stress for the employees. Certain characteristics of job role have been acclaimed as prominent source of occupational stress. Researchers have applied "role theory" to know stress issues at work and tested how role pressures contribute to occupational stress. "Ivancevich and Matteson", (1980) leading that role pressure occurs when the employees" expectations conflict with appeals of the organization. "Pareek", (1981) on the base of theoretical speculation and statistical analysis has identified ten situations of role stress namely : Inter role distance (IRD), Role stagnation (RS), Role expectation conflict (REC), Role erosion (RE), Role overload (RO), Role isolation (RI), Personal inadequacy (PIN), Self role distance (SRD), Role ambiguity (RA) and Resource inadequacy (RIN).

ii. Job characteristics and Attributes: Features of the job is a very basic source of employee's satisfaction and stress. The essence of job itself such as repetitive work can become a source of stress to the worker. The other attributes of job may refer to freedom at work, use of knowledge and abilities, social interaction and power. If the jobs lack opportunities to satisfy these needs, they become stressful to their doers.

iii. Physical work conditions and technology: Qualities of physical work environment and technology as a factor can cause stress in work setting. The physical qualities of work environment such as noise, lighting, temperature, crowded work place can cause direct sensory and physical stress and indirect psychological stress through their potentiality for causing negative health consecution.

iv. Performance feedback and reward system: This factor improves employee's motivation and performance but causes dissatisfaction and stress if it is inadequate or absent. If the workers feel they are not being timely rewarded for their performance, they are likely to encounter stress.

The rewards include monetary benefits, recognition, appreciation, privilege and promotion.

v. **Interpersonal relations at work:** "Kets de Vries", (1984) noted that at least three types of interpersonal relationships have been examined, viz, relationships with: co-workers, within work groups and superiors. Good relations form the social support and buffer the job stress where as poor relations at work is a threat for the employees. Relationship with superiors is equally vital in determining the extent of job stress.

vi. **Organization structure and climate:** It is mainly noticed that a structure of organization which allows more decision making power to employees produces less stress. "Ivancevich and Donnely", (1975) in their study defines that employees in non-hierarchical organization noted less job stress and more job satisfaction.

"Cooper and Marshall", (1976, 1978) have described the following seven categories of sources of managerial stress:

1. Factors intrinsic to the job: work load, working conditions, time pressure, too many decisions to make etc.
2. Career development: promotion, job security, ambition, fear of redundancy etc.
3. Role in the organization: Stresses out of various roles in the organization such as role ambiguity role conflict and responsibility for people.
4. Relationships at work: relations with boss, colleagues and subordinates, trust and support, difficulties in delegating duties and responsibilities.
5. Organizational structure and climate; consultation, communication, behaviour and participation in decision making.
6. Extra organizational sources: family problems, conflict of personal belief with that of organization, conflict of work and family demands, marriage patterns, relocation and mobility.
7. Characteristics of the individual: Type a personality, competitiveness, self esteem, coping ability to stress situation.

"Parasuraman and Alluto", (1981) noted that job demands, constraints and job relevant events were not stressful in them but were capable of producing psychological stress depending on personal attributes and other coexisting factors.

"Srivastava and Singh", (1981) analyzed twelve factors which caused occupational stress such as Role overload, Role ambiguity, Role conflict, group pressures, and low profitability, under participation, low status, and responsibility for people, intrinsic impoverishment, strenuous work, poor peer relations and powerlessness.

(b) Non Work Stresses

Likewise the stressors prevailing in work setting, a number of non-work or off the job factors are the indirect sources of occupational stress. Models of work and non work stress ("Bhagat", et al. 1985) posed that "the total amount of stress and strain experienced by a person is a function of both work and no-work stresses". Non-work domain contains family, leisure or recreational, community, social or religious roles. The non-work stressors are not left behind when we enter the workplace.

There are three main work and non-work stressors:-

- Time based conflicts
- Strain based conflicts
- Role behaviour based conflicts

Time based conflicts: It is the question of balancing the time demanded by work, with family and other non work activities. It contains the number of hours at work (paid employment), amount of travel time, inflexible work calendar and rotating shift schedule if any. Time based conflict is more acute for women than men as women have to spend more number of hours at home on household tasks and child care activities than men.

Strain based conflicts: It happens when stress from one domain spills over to the other. Death of spouse, financial problems and other non work stressors produce tension and fatigue that dominance employee's ability to fulfill work

obligations. Likewise, stress at work spills over to an employee's personal life and often becomes a foundation for stressful relations with family and friends.

Role behaviour conflicts: It happens when people are expected to enact various work and non-work roles. People, who action reasonably and impersonally at work, may have difficulty in playing a more compassionate role in their personal lives.

Several studies have attempted to identify which jobs have more stressors than others. Teaching is a medium stress occupation. Task characteristics and job environments differ considerably for the same job in different organizations and societies. For example, a teacher's job may be little stressful in a coaching institute of a small town than in a large city where hierarchy is more orderly with corporate culture.

Also a major stressor to one person is irrelevant to another. The faculty member in one Coaching institute may experience higher stress than the individual faculty member in another coaching institute. There will be differences in stress levels practiced by faculty members in their jobs both from work and non-work activities.

However, in spite of the inclusion of non-work factors as potential stressors, only a few empirical studies have investigated the relationship of non work stressors with job stressors ("Cooper and Marshall", 1976, 1978; "Ivancevich and Matteson", 1980).

Investigators have noted that "life stresses were ally with decreased satisfaction and raised job stress, job alienation and turn over". ("Bhagat", et al. 1985 and "Sarason and Johnson", 1979)

"Hendrix", et al. (1985), initiated that family relationship had indirect effect on job stress through their clash on life stress. "Cooper and Davidson" (1987) reported work-family interface to be a main source of stress for professionals and females. In a study "Shrivastava and Krishna", (1991) noticed that females in "dual career couples" with part time jobs experienced lesser role stress and retained better health as compared to those who were in full time employment.

Lastly, the sources of stress need to be viewed in shine of the social systems to which all individuals belong ("Pestonjee", 1987) There is two such systems

viz.,: the primary system, such as family and religious, regional and linguistic groups; and the secondary system which contains neighbourhood, schools, Colleges, technical institutes and work organizations. “Pestonjee” stated that “As the functional needs and role expectations from both these systems differ, the demands made on the individual in one system have their effects on his / her conduct in the other. More over resources from one system also should be invested in the other system to take care of the problems arising in it”.

The review relevant stress and theoretical backdrop disclosed that different authors have noticed out the four variants of stress viz., Eustress, Distress, Hyperstress and Hypostress. The three models of stress namely stimulus based response based and systems models of stress seem relevant to the current search. The effects of stress are the manifesto of stress such as physiological, psychological and behavioural. Even though stress-effects have become main concerns of psychological, medical and management researchers, the potential of understanding stress in teaching professionals has yet not been realised.

Dissimilar authors have categorized various sources of stress. The sources of occupational stress consisted of individual variables and work setting variables. The individual variables contained personal profile and the work setting variables covered work and non-work stressors. Work stressors covered job role, job characteristics, work environment, and interpersonal relations at work. The non-work stressors were akin to time, strain and role behaviour based disputes. Since a teacher’s job is linked to that of a manager, it seems that it would be useful to explore these variables in the ongoing study.

2.2 ANTECEDENTS AS CORRELATES OF STRESS AND RELEVANT STUDIES

In this subsection, all such studies have been covered which either effort to establish ally or seek to find out the causal relationship of the aspects of stress with other variables.

Studies which apply on person relevant and family – akin variables as determinants of stress have been contained. The studies which seek to establish job or organization like variables as determinants of stress and also the studies

which deal with the problem of stress from a broader perspective viewed, in regard to both organization as well as person relevant variables have been noted here.

Antecedents are the random factors of stress. Even though some of the factors are revised secretly in the following discussion, the interactive quality cannot be overlooked.

a) Demographic variables as correlates of stress

"Beehr and Newman", (1978) covered demographic, physical condition and life stage characteristics of the individual as moderators of stress reaction. Some were internal factors as age, sex, race, education and some others were external such as diet, social setting and climate.

"Bhandarker and Singh", (1986) tested the entire stress cycle i.e. "the sources of stress, outcomes and moderators to delineate important contributors of stress for evolving stress reduction strategies". They inserted numerous categories of variables in their study. Amid the independent variables individual demographic variables such as age, education, family size, parental back ground, marital status and children were examined. The sample consisted of 300 top, middle and junior level managers from both private and public sector from the southern region of India. Multiple regression analysis disclosed that job pressure from private sector contributes most dominantly to stress followed by belief in chance, drug intake age and family size at junior management level.

The backdrop variables examined by "Sen", (1981) in regard to role stress were age, sex, education, income, family type, marital status, residence, distance from residence to place of work and previous job experience. Some of the conclusions drafted by "Sen" were that role stagnation declined as people advance in age, and age is negatively akin with role stress. Women experience more role stress as compared to men. Role stress is inversely akin to income; the higher the income, the less is the level of noted role stress. "Sen" has inferred that "persons with higher incomes hold correspondingly better assignments with higher status, esteem and satisfaction of self-actualization needs". Urban backdrop persons experience more stress due to fast life of a city dweller as compared to people in rural fields who have a feeling of self contentment. The difficulties of commuting

produce more stress for people who live far away from their workplace as compared to people who live closer to their place of work. No significant differences were found with regard to family backdrop and type.

Family size was found to be positively associated with role stagnation and role isolation and negatively with role erosion. The prior two may be attributed to "advancing age, growing family size and increasing responsibilities and at the same time limited promotion prospects leading to a feeling of exclusion and loss of linkages".

A report by Political and Economic risk consultancy (PERC), Hongkong ("The Times of India", 8 December, 1997) revealed that stress levels in Asia have been on the rise since the year 1997. Even India is not an exception, ranking only after Vietnam, South Korea, Thailand, Hongkong, The Philippines, China, Indonesia, Singapore and Japan. The report further adds that "the single factor most often cited as being the biggest cause of stress was difficulties balancing professional life with social and family life".

In a study by "Cox", et al. (1978) matched 100 teachers with 100 semi-professionals for age, sex and marital status and when they were asked to comment on the major sources of stress in their lives, 79 percent of Teachers assigned to "work" as compared with 38 percent of non teachers.

"Beena and Poduval", (1991) examined gender differences in relation to work stress with age as an independent variable. The sample consisted of 80 first – level executives of a large industrial organization. The decision of the search indicated that stress experience of the executives rose with advancing age. Sex was also found to be a major factor affecting the stress position.

"Pareek Udai", (1993) relevant age to life stresses by commenting that "young people between 20 and 30 years of age noted twice as much stress when compared to older people".

In other search "Ahmad and Khanna", (1992) researched the relationship between job stress, job satisfaction and job involvement amid 50 middle level Hotel managers aged 22-36 years. The analysis of data disclosed a significant negative relationship between job stress and job satisfaction irrespective of the subjects' sex, marital status, education and experience. Occupational stress was

noted to be negatively compared with job involvement. The high job involvement group was more satisfied with their job than the low job involvement group.

"Pandey", (1997) attended a search to found the relationship between personal demographics and organizational role stress. The study was attended on 61 personnel of Indian railways aged between 28-58 years. Role stresses were measured by ORS scale ("Pareek", 1983c). The analysis disclosed a positive but non-significant relationship of age with all dimensions of role stress except role ambiguity. Education showed positive but non-significant correlation with all dimensions of role stress. Experience was noted to be positively and significantly compared all dimensions of role stresses except role overload, resource inadequacy and role isolation.

"Aditya and Sen", (1993) conducted to study nature and amount of stressors faced by male and female executives in their job situation. A group of 160 middle level executives consisting of 80 male (aged 28-50 years) and 80 female (aged 27-50 years) were the sample of the search. The data analysis disclosed that male executives faced greater stress than female executives and the two groups differed maximally in terms of their roles, future prospects, and human relations at work, feminists and masculinity dimensions.

"Surti", (1982) examined the psychological correlates of role stress in 360 working women belonging to different professional groups. An effort was made to determine the amount to which demographic, personality and organizational factors contributed to various role stresses. No significant differences were observed in any type of role stress with age, birth order, educational level, family relevant variables, promotion, length of service, experience in organization, distance of workplace and mode of conveyance.

Similar findings were noted in a search by "Srivastava K. and. Srivastava A.K.", (1985) on a group of 185 couples.

"Kyriacou and Sutcliffe", (1978a) clarified teacher stress in form of feelings of depression which arose from teacher's job. A random sample of 257 teachers from 16 medium size mixed comprehensive schools in England was peaked. Analysis of variance exhibited no significant differences in any of the biographical categories and self noted stress except a few differences which are as follows:-

- Males found administrative and paper work more stressful than females.
- Females noted greater stress akin to lack of facilities and pupil's behaviour.
- Younger and less experienced teachers found certain jobs more stressful.
- Teacher with longer teaching experience noted stress in relation with administrative work, too much paper work and class size too large.
- Teachers found most of the activities stressful as compared to "Heads of departments" except in respect of administrative and paperwork.
- Sex differences were found only in three of stress syndromes viz., Headache, tearfulness and exhaustion which were more usually indicated to by women teachers.

b) Service duration

One of the main corollaries of stress akin to teaching is anxiety. It appears to lessen with raised length of service "Parsons", (1973). The reason seems to contrast with the notion that a teacher becomes more anxious as he becomes more experienced. The teacher stress may not decrease with advancing years but the types of stressors are very likely to change.

"Gupta and Pratap", (1987) attended a search to measure the role of service length on organizational role stress amongst 200 executives of BHEL i.e. "Bharat Heavy electrical LTD", a public sector undertaking. The sample was divided into three categories on the basis of their length of service: those with less than 5 years of service, with 5 to 10 years of service and with more than 10 years of service. The findings were as follows:

- A linear increase was noticed in the extent of organisational role stress as a function of service length.
- Executives with longer service length (5 to 10 years and 10 or more years) obtained higher stress scores than the group with service length upto 5 years.
- A linear increase was also noticed in role overload as a function of service length.

c) Travel time

Several individuals are faced with pressures combined with a long journey at the start and finish of each working day, others engage in travel as a part of their job. Traffic jams, delays in public transport and need to travel in all weather

conditions can be an added strain and challenge to face. If the travel time is long, the pressured individual is forced to spend less time on family and social activities. Travel time was a significant stressor noted by mangers in the construction industry ("Langford", 1988) "The burden of guilt increases if fatigue and exhaustion prevent the individual from satisfactory interaction with family and friends. Therefore, the stress combined with travel akin to the job tends to be additive in that it exacerbates other stressor sources" (i.e. it is part of the stress chain) ("Kelly and Cooper", 1981).

d) Working hours

The effects of long working hours can be copied from backwards during First World War. In Armament factories the longer working shifts were found to yield lower hourly output and in some cases, the magnitude of decrement was sufficiently great to end in an overall reduction in daily output.

The inference to be draft is that "faced with excessive working hours, people pace themselves to last out the work hours and periodically "go sick" to recuperate from cumulative states of fatigue".

e) Health

Currently occupational stress has been seen as a contributory aspect to health cost of individuals in companies. Studies of stress-relevant illnesses show, that stress is imposing a high cost on both productivity and health.

Health is more than the absence of disease. "Ahmed", et al. (1979) submitted that wellness and illness should take account the roles that the individual is expected to play i.e. able to function effectively in both familial and occupational roles. Therefore, health is viewed as a desirable state of well being in order to fulfill role obligations.

It is preferred that "physical health and mental health are intricately interwoven and so health is dependent on how people think feel and act" ("Thoresen and Eagleston", 1985). Enhanced health status is akin to variation in personal lifestyle practices that are known as risk factors for disease. As Knowles (1977) declared; "over 99 percent of people are born healthy and made sick as a

outcome of personal misbehaviour and environmental conditions".

If stress causes illness, psychology therapy should improve the patents physical condition. For example relaxation techniques seem to produce improvements in hypertension, headache, and insomnia though not necessarily a complete cure.

An extensive body of research has found job stress responsible for psychosomatic health outcomes and other health relevant outcomes such as tension, anxiety and job dissatisfaction as indicators of personal functioning ("Quick", et al. 1992; and "Sagar", 1994). However these reviews were mainly confined to western studies and indicate paucity of such empirical studies in real work organization especially among Indian employees. Hence one comprehensive Indian context, "Singh and Srivastava", (1996) found the collision of three role stresses namely role overload, role ambiguity, role conflict along with overall job stress on physical health outcomes and pathogenic health habits of 200 male managers of Diesel, locomotion works, Varanasi. The authors concluded that high levels of job stress can facilitate tendency to drink excessively, smoke heavily and do less physical activity. Theses finding clearly indicate that when individuals perceive their jobs to be physically and psychologically threatening, it is very likely that their health would be adversely affected.

"Theorell and Rahe", (1971) examined employees who worked overtime and spent more time doing work at home. They summarized their search findings by advising that both quantitative and qualitative work overload produces at least nine different syndromes viz., psychological and physical strain, job dissatisfaction, job tension, lower self esteem, threat embarrassment, high cholesterol, raised heart rate, skin resistance and more smoking.

"Bhandarker and Singh" (1986) noted correlation data and highlighted the bang of personal health habits on stress reduction. The analysis disclosed that sports, breathing exercises and belief in external control were negatively and significantly relevant with stress variables.

In a search on executive stress "Malhotra", (1996) noted that unreasonable performance strains and appealing life styles of an executive often causes health issues such as hypertension, migraine, high blood pressure, insomnia, ulcers and

cardiovascular diseases. The author analyzed the brunt of techniques such as meditation, yoga, aerobics etc for a stress free culture.

Search on work and health examines the brunt of three distinct aspects in regard to employee health.

i. Physical factors of the working environment.

ii. Sociological considerations detailed by fair measures (e.g. shift work, working hours), and social factors (e.g. social status, economic security).

iii. Psychological factors (e.g. perceived control, decision attitude), psychosocial factors (e.g. relationship with colleague's managers, integration within the work place).

Most of the search has been carried out within the above categories, but a more interdisciplinary approach would be useful. Even though prior search has directed initially upon physical working conditions, more current search has looked at psychosocial factors and the brunt of such aspects upon health.

In a search, the hit of workplace social support spanned a 24 hour period encompassing work time, leisure time, and sleep ("Unden", et al. 1991). This relationship was apparent amid both men and women across a range of occupational groups and was independent of physical pressure.

Search indicates that work relevant stress apart from being combined with raised alcohol, tobacco and drug use, is also combined with inadequate sleep or exercise, and consumption of a poor diet ("Cohen and Williamson", 1988). The authors concluded that "work appeals may prevent individual's implementation of their intentions to engage in health enhancing behaviour". Some authors have also examined role stresses and their relationship to health outcomes.

Mental health has been examined in relation to the stress generated from role overload. "Jagdish", (1983) noticed an inverse relationship between role overload stress and psychological well being of a sample of technical supervisors.

In a study by "Hendrix", et al. (1985), it was noted that home and family relationships afflicted job stress indirectly through their effects on life stress.

"Singh and Srivastava", (1996) have examined the role of both individual and situational aspects in stress and health relationship and found significant outcomes.

This piece of review of literature presented an emergence of person relevant and family relevant variables which may be combined with stress. These were gender, age, health, family type, family size, paid help, length of service travel time and hours of work at the workplace. Occupational stress, specifically role stress seems to have a exact strong tie with the health aspects of employees.

2.3 STRESS - EFFECTS AND RELEVANT STUDIES SOME CONCERNS

While the texts and sources of stress have been examined by various disciplines at different levels, its analysis remained a main burden of psychologists. As an end, in the last few decagons, the essence and gestures of stress and its holdings on health have received considerable attention by psychologists around the world.

Traditionally, the empirical Study of stress has been undertaken with biological (physical) and psychological frameworks with little attention for integration of the two. New analyses of stress sense are gradually moving towards identification of the mediators and moderators of coping and health relevant outcomes. It has now become clear that stress cannot be viewed as some exogenous stimulus or response of the body; rather it is product of kinetic disparity between the individual and his environment. Many behavioural characteristics define the structure of any environmental encounter and therefore personal conditioning variables become important.

The outcomes or manifesto of stress are the stress-effects. A modern approach to understand the manifesto of stress is the assumption that stress is a subjective experience and that the outcomes or syndromes of distress (bad stress) may be physical, psychological, and or behavioural. The holdings of stress need to be considered in terms of costs to the individual, the work environment and society. It is the dysfunctional belongings of high levels of stress that should be and are a major worry for modern society in general and for effective use of human resource in particular. The issues due to high levels of stress can be exhibited physically, psychologically and behaviourally by an individual.

This study displays a review of stress-effects identified with occupational and role relevant stress. The three effects of stress viz. physiological,

psychological and behavioural may have a clash on the attainments of tasks by an individual at the workplace and in the family.

Searches in organisational stress have dominantly directed on emotional behavioural and health outcomes of stress experienced at work. "Ivancevich and Matteson", in (1980) noted that "prolonged severe stress affects the person at psychological as well as physiological levels. Stress at mid level may arouse the individual for enhanced performance and problem solving but starts restricting performance when its intensity reaches a disruptive level which varies with the characteristics of the person and the task being performed".

In their 1979 article, on the ground of their search "Beehr and Newman", in (1978) stated psychological health outcomes, physical health outcomes and behavioural outcomes under the heading of "Human outcomes facet". Since that time, utmost major reviews have classified outcomes of job relevant stress under three headings viz. psychological, physiological and behavioural. Just as previous researchers surveyed for general or more specific reaction to stress, the effects of work stress have been affects by a stress response that is "being under stress."

- **Stress-Effects:**

Stress is not cardinally bad for individual employees or their organizational performance. Stress has both desirable and undesirable effects. It is functional as it acts as a stimulant, but prolonged stress becomes dysfunctional. Individual responses to stress situations also differ. The stress-effects in the two genders may also be distinct. Males are more accessible at an earlier age to fatal health issues such as cardiovascular disorders, where as women noted more non-fatal but long-term and hurting health issues. The most serious effects of stress relevant to performance. It is said that moderate levels of stress stimulate the body and increase its ability to act thereby enabling the individuals to perform better. But too much stress places unattainable appeals or constraints on the individual which ended in reduced performance.

The effects of stress can be divided into three major areas: physiological, psychological and behavioural. These effects of stress affect an individual and ultimately impinge upon organizational performance.

a. Physiological effects of stress

Most of the early bothers with stress was directed at physiological symptoms. The specialists in health and medical sciences and the researchers have concluded that physiological stress could create changes in metabolism, raised heart and breathing rates, raised blood pressure and bring on headaches and induce heart attacks. The link between stress and a particular physiological symptom is not clear.

The physiological stress-effects may outcome in the following symptoms physical ailments, digestive problems, sleep trouble, erratic breathing, muscular problems, headaches and other aches, frequent urination, cardiovascular troubles, severe symptoms including ulcer, heart attacks, arthritis and even cancer, susceptibility to allergies, fatigue, rapid gain or loss of weight. These illnesses or symptoms cause serious physiological impairments. In fact, they may also affect mental health of a person.

b. Psychological effects of stress

Not much attention has been given to the impact of stress on mental health especially within the medical community. According to "Mishra",(1994) the state of psychological equilibrium or balance is termed as psychological well being, psychological health or mental health. Imbalance in it results into tension and frustration. The simplest and most obvious psychological effect of job relevant stress is job dissatisfaction. But stress shows itself in other psychological states also for instance, tension, anxiety, irritability, boredom and procrastination. These types of psychological problems from stress in turn are especially relevant to poor job performance, lower self-esteem, resentment of supervision, inability to concentrate, make poor decisions and job dissatisfaction. These outcomes of stress can have a direct cost effect on the organization. This indicates that when people are placed in jobs that make multiple and conflicting demands in their duties, authority and responsibilities, both stress and dissatisfaction is raised. These effects of stress can be very dysfunctional for the organization. A common feeling of exhaustion can prosper when a person synchronously practices too much strain to perform and is less satisfied.

The psychological symptoms of stress-effects are as follows:-

Chronic anxiety or restlessness, anger, depression, nervousness, irritability, shouting-high pitch voice, tension, frustration, boredom, no fear of uncertainty, fussiness, dissatisfaction, worry, fatigue, exhaustion, feeling of failure, insecurity, inability to cope, feelings of isolation, withdrawal, alienation, self pity, confusion about roles and duties, inflexibility, moody, impulsiveness, impatience, feeling of unwanted, inability to concentrate, lack of decision making ability, guilt feeling and memory lapse.

c. Behavioural effects of stress

Behaviours combined with effects of stress are those specific actions that are performed in relation to how the individual is feeling. They are extremely useful in accepting specific behaviours as they relate to stress responses rather than dealing with behaviour as a total.

alterations in behaviour that accompany exposure to stress contains "impulsive behaviour, excitability, emotional outburst, excessive eating or loss of appetite, drug taking, drinking and smoking, absence from work and unstable employment history". (Cox 1985 a, b) Some of these behaviours might also have direct and indirect outcome on the health and well being of the individual.

Distinct the psychological issues resulting from stress, the behavioural problems are often not attributed to stress by co-workers or supervisors and generate little sympathy. But also, like the psychological and physical symptoms of stress, the behavioural problems can be controlled, more effectively managed and even prevented by individual and the organization. Stress-effects can outcome in a number of behavioural symptoms which are as follows:-

Forgetfulness, accident proneness, inability to take decision, declined job performance, raised job dissatisfaction, raised absence, work alcoholism, lack of trust, lack of concern for organization, refusal to talk or discuss, social isolation, raised criticism, jealousy, nail biting, hair pulling, lip smacking, teeth grinding, finger tapping, knee joggling, compulsive eating, compulsive chewing, over eating or under eating, intake of alcohol, drugs, anger, unprovoked shouting and gossip.

The effects of stress can be grouped into two categories: **feelings** and **body**

symptoms. Body symptoms indicate the physiological stress-effects. Feelings denote emotions which lead to psychological stress-effects. Both feelings and emotions find expression in an individual's behaviour. Behavioural stress-effects can be noted through an individual's specific behaviour, in relation to his present environment.

An individual under stress may or may not manifest all these stress-effects. The longer the period over which the person remains stressed, the more extended would be negative effects of stress.

Stress may also lead to health impairing habits or behaviours. The stress of illness may cause illness behaviour, which dominance the course of a disease. Therefore, the way, in which a patient perceives and copes with the stress of illness, is the mechanism that dominance the disease.

According to "Srivastava", (1999), the behavioural syndromes of job stress are classified in two categories:-

1) Syndromes which belong to the employees such as avoidance of work, intake of alcohol, drugs, over and under eating, aggression towards co workers or family members and interpersonal problems in general.
2) Syndromes relevant to the organization such as absenteeism, accident proneness, decrease in work efficiency and leaving the job.

- **Models:**

1. The Bounce Model

"Pestonjee D. M.", (1983) refined a model to clarify how individuals cope with stress reactions is called the "bounce model" because behavioural decomposition taking place due to stress i.e. either Eustress or Distress or Hypostress or Hyperstress tends to get reflected in interpersonal and other reactions. "The responses are received and examined in the environment from where bounce back signals are given to the individual to bring about a change either at the organism level or at the response level".

2. The stress-behaviour model

This model was refined by "Farmer, Monahan and Hekeler", in 1987 the stress behaviour model can be seen as a cycle of stress-reaction behaviour. Its

elements are source, effect, behaviour and health. Positive behaviours yield a health perspective that will put impact on the entire process itself. Therefore health behaviours can and will alter both stress sources and effects.

Origins of stress come from a variety of areas including the person, his Families, friends and work environment. Usually stress comes from a combination of these factors. This model can be seen as a cycle of stress- reaction behaviour.

Effects of stress mainly involve feelings or emotions that an individual experiences as a reaction to stress and stressful situations. The feelings are mainly placed under the category of depression or anxiety. These feelings range from feeling keyed up to feeling hopeless and frustrated. Once again, the reactions to stress may be directed towards the individual himself, his family, friends or his occupation. Even though these often appear in combination, it is helpful to think about reactions to stress singularly, rather than as a whole. The model mentions about effects of stress in physical terms, the psychological reactions to them and the behaviours associated with them.

Not all stress and consequent behaviour need to be negative. Some may be positive and useful, just as others may be negative or harmful.

- **Assessment of Stress-Effects:**

Researchers have used several tools and instruments for the measurement and assessment of stress-effects in professionals as well as non professionals from time to time. Stress has been assessed through presence or absence and frequency of stressors. These may lead to physiological changes or illness, psychological health problems and behavioural changes which the individuals express through their feelings.

Stress is often assessed through its psychological effects. Therefore State Trait Anxiety Inventory STAI ("Spielberger", et al., 1983) and Profile of mood states ("Mc Nair, Lorr and Doppelman" 1971) have been often used as part of stress. Stress has also been assessed through personality tests, to measure "type-A" behaviour. ("Friedman and Booth-Kewley", 1987)

Literature shows that there are general specific instruments to measure the physical and psychological aspects of stress separately or in combination. But,

there are hardly any instruments to part all three aspects of stress-effects namely physiological, psychological and behavioural together. Very few tests or scales have been refined or constructed to assess all the three aspects of stress-effects as experienced by an individual through the use of one single test.

One such "stress test" was refined by "Prabhu G.G.", in the year 1991-92. It assesses physiological, behavioural and psychological stresses through various symptoms for all three stress-effects.

- **Relevant Studies**

Stress-effects on individual's health may be of short term or long term nature "Elevation in blood pressure has been observed in cases of anger and anxiety, stressful interviews, loss of job and natural disasters" ("Kasl and Cobb", 1970). The authors further observed that prolonged rise in blood pressure were found in those who face stress for long periods.

"Frankenhaeuser and Odman", (1983) in their search aimed at understanding the causes of stress defining the contributory, work and organizational factors and identifying factors protecting people from harmful effects of stress. Another important aspect of this research was the gender relevant differences in stress levels and stress perception. "Lundberg, Mardberg and Frankenhaeuser", in (1994) said that one of the most striking differences in men and women shown in this research is the ability to relax while coming home from work. "At about five O'clock in the afternoon, stress hormones and blood pressure go down in men while they go up in the women". This is particular true for female professionals.

"Rahe and his associates", (1964); "Rahe", (1968) and "Holmes and Rahe", (1967) stated whether changes in individual life, which require them to make behavioural adjustments, statistically correlate with the onset of illness. The physiological studies indicate that "naturally occurring and experimentally induced stress evokes significant alterations in the functioning of most bodily tissues, organs and systems. These changes in turn lead to lowering of the body's resistance to diseases by suppressing the immune system". "The greater the magnitude of such life events, the greater is the risk of acquiring illness of a

serious nature" which has been noted by a number of investigators ("Rahe", et al., 1964; "Holmes and Rahe", 1967; "Maddi", et al., 1987 and Lai 1995).

Substantial amount of research has been done by psychologists to examine health (Somatic) outcomes of occupational stress. Majority of these investigations have revealed positive relationship between job related stress and a variety of somatic symptoms and disorders. In view of the severity of stress-outcomes, Holt (1982) has classified them in two categories:-

i. Physiological strains, relatively minor side effects of occupational stress.
ii. Illness and mortality impairing effects of occupational stress on health causing illness.

Stress researchers have associated work overload, job dissatisfaction, job insecurity, role conflict, interpersonal strains and a variety of other work stresses with classic symptoms of stress such as headaches, heartburn and generalised fatigue (Quick and Quick, 1984). "Even though genetic, biological and many other factors influence the appearance and course of these conditions, job stress plays a role in hardening the appearance of diseases". "Pestonjee D. M." and "Pareek Udai", (1992) investigated occupational stress in academic and non-academic staff working at the University of New England in Australia. One of the aims of the project was to rewording the relationship between occupational stress and non work stress and physical health, emotional health and job satisfaction. More than 1,000 staff members of the university, responded by completing the questionnaires. Overall, approximately, 25 percent of staff experienced low job stress, 60 percent experienced medium job stress and 15 percent of staff experienced high job stress. Analysis showed that males experienced higher workload stress than females and females noted more stress due to work politics than males. In general, younger staff noted more occupational stress than older staff. Younger staff noted more stress due to job significance, work politics and work conditions than older staff; older staff however noted more stress due to work overload and university reorganization than younger staff. In general lower level staffs were more stressed than those employed at higher levels. Outcomes revealed that both high job stress and high non work stress were associated with job dissatisfaction, high psychological distress, high negative effect, high anxiety,

and more absence from work, more visits to doctors, poor physical health and higher incidence of illness. Mainly, the relationship between stress and emotional health measures was stronger than the relationship between stress and physical health measures. By and Large, the relationship between job stress and health measures was maintained even after controlling for the effect of non-work stress.

"Mohan", (1993) noted out that "maladjustment of a teacher's behaviour involves multi dimensional factors viz.; physiological, psychological and environmental". The study further noted that in all sorts of maladjustment of teachers" behaviour, there is a common element of abnormality in behaviour. This element of abnormality of emotional response may be stimulated by bodily conditions, by current circumstances, by formal events preserved in fantasy that never corresponded to any external event.

Searches linking psycho-physiology and personality indicated that stress in one's life outcomes in the development of psycho-somatic disease viz. hypertension. Hypertension among the individuals directly affects their behaviour. It is imperative that a hypertensive teacher would also be affected as a outcome and may not be able to render effective teaching.

"French and Caplan", (1970), out of their study, noted that role ambiguity was significantly compared with the feeling of job relevant threat, and mental and physical health of the employees. In another study, role conflict was observed to be positively compared with threat and high anxiety. In a study of working women, "Hall and Gorden", (1973) found that role conflict led to the feeling of unhappiness. Stress caused from role conflict was noted to be positively compared with threat, anxiety and tension "Short and Aldag", (1976). In further studies, "Beehr", (1976) found that role ambiguity was compared with low self-esteem. In their study, "Morris and Koch", (1979) noted that role stresses were associated with psychiatric complaints. Out of his study in middle managers, "Orpen Christopher", (1982) noted a significant positive correlation between role conflict and physical and psychological strains leading to deterioration in psychological health.

"Srivastava and Singh", (1988) noted positive relationship between role stress and ill-health. The study also revealed that approach coping strategies

accentuated the adverse effects of role stress on mental health to a noticeable extent. “Jagdish and Srivastava”, (1989) noted that stress arising from role conflict was most intensively compared (negatively) with psychological well being of the supervisory personnel. In her extensive study, “Benerjee”, (1989) noted a negative relationship between role stress and mental health of employees in service organization. The investigation also documented that the stress outcomes from inter-role distance caused maximum variance in psychological health of the non-manufacturing employees whereas; the stress arising from self-role distance predicated maximum variance in psychological well being of the employees belonging to manufacturing organizations.

Employee’s mental health has also been examined in relation to the stress generated from role overload. Out of their investigation “French”, “Tuper’, and Mueller”, (1965) concluded that qualitative work overload experienced by the university professors was significantly compared with low self-esteem. “Terryberry”, S.”, in (1968) noted that “overload in most systems leads to breakdown, whether we deal with single biological cell or individuals in an organization”. “Martin”, (1984) in his investigation concluded that role overload predicated acute and chronic mental problems.

Besides the role stress, the effect of stress arising from several other organizational and occupational variables on employee’s mental health has also been examined by the stress researchers.

The revision of literature relating stress-effects in teachers and other professional groups dwelled into main fields of stress-effects viz. physiological, psychological and behavioural.

Two models contained in the review viz. “the bounce model” and “the stress behaviour model.” may be helpful in planning the current study. The reports of research studies directed on work stress, role stress with varied symptoms of physical and mental health of employees.

Hence it was decided to study all three stress-effects in the current sample of coaching teaching professionals.

2.4 ROLE STRESS AND ROLE STRESSORS

As teaching organizations become more complex, the potential for stress in teaching faculty member increases. The stressors which are responsible for inducing stress in terms of physiological, behavioural and psychological stress in teaching faculty members need to be analyzed and measured.

Role can be defined "as a set of functions which an individual performs in response to the expectations of the significant members of social system and his own expectations about the position that he occupies in it". "Pareek", (2010)

Poor working relationship among co-workers in an organization is also a source of stress. "The interpersonal demands and social pressures which arise from social system relationship at work may be potential sources of stress." ("Quick and Quick", 1984)

"Ivancevich and Matteson", (1980) stated that "career stress category of potential stressors include job insecurity, over promotion, under promotion and thwarted ambition". Individuals suffering from career stress often show job dissatisfaction burnout, poor work performance and unsatisfactory interpersonal relationship at work.

Occupational stress leads to role stress. There are two role systems namely role space and role set. The concept of role and the two role systems have a built in potential for stress.

As defined by "Pareek Udai and Purohit, S.", in (1997, 2002, and 2010) role space is the dynamic relationship against the various roles occupied by an individual and his self. Any conflicts amongst the three variables viz. the self, the role under question and the other roles occupied lead to role space conflicts or stress. A short description of role space stress which may take the following forms as given by "Pareek" in (2010) is given below:-

1. **Self Role Distance (SRD)**

When expectations from one's role go against his concept, he feels this kind of stress. This is basically a conflict arising out of incongruence between personal attributes of an employee and the requirement of his job role.

2. **Intra - Role Conflict (IRC)**

When certain incompatibility is seen between the expectations of a role it outcomes into intra role conflict. For example a coaching faculty may see

incompatibility between expectations of teaching students and of doing research. Even though the two expectations are not inherently conflicting, but the individual may perceive these as incompatible.

3. Role Stagnation (RS)

This kind of stress is the outcome of gap between demands outgrow of previous role to occupy new roles effectively. With the advance of an individual, his role also grows and changes. With this change in role, the need for taking his new role becomes crucial. This is the problem of role growth. This becomes an acute problem especially when an individual enters new role after occupying a role for a long period.

4. Inter Role Distance (IRD)

Individual occupies more than one role at a time. His occupational role may come into conflict with family or social roles. These conflicts among different roles represent Inter-role distance. IRD which is also called as Family Role Factor. It has the dominant theme of conflict between organizational role and family role. It can be of two types: IRD (F) and IRD (S) one concerned with conflict with family roles, and the other with social roles.

Further "Pareek Udai and Purohit, S.", in (1997, 2002, and 2010) also defines and clarify various forms of role set stress as follows: The conflicts which arise as an outcome of incompatibility amidst expectation by self and by the "significant" others are referred to as role set conflicts or stress. Role sets are the sub systems is an organization which include seven different role set conflicts as follows:-

1. Role Ambiguity (RA)

It arises when the individual is not clear about various expectations people have from his role. Role ambiguity may also be due to lack of information regarding role and its enactment to the role occupant.

2. Role Expectation Conflict (REC)

This type of stress arises when two or more members of one's role set impose opposing expectations on the role occupant and he is ambivalent as to whom to please. Stress is also created if the same member holds opposing expectations toward the focal person.

3. Role Overload (RO)

When the role occupant feels that there are too many expectations from the significant members in his role set, he experiences role overload. There are two aspects of this stress: quantitative and qualitative. The former refers to having "too much to do" while the latter refers to "to difficult to do".

4. Role Erosion (RE)

This type of role stress is the function of the role occupant's feeling that some functions which would properly be the part of his role are transferred to or being performed by some other person. This can also happen when the functions are performed by the role occupant but the credit goes to someone else.

5. Resource Inadequacy (RIN)

This type of role stress is evident when the role occupant feels that he is not provided with adequate resources for smoothly performing the functions expected from this role.

6. Personal Inadequacy (PIN)

Role stress also arises when role occupant feels that he does not have the necessary skills and training for effectively performing the function expected from his role. This is bound to happen when proper placements are not made and the organizations do not impart periodic training to enable the employees to cope up with the fast changes both within and outside the organization.

7. Role Isolation (RI)

This situation of role stress arises from psychological distance between the occupant's role and other roles in the same role set. The main criteria of role isolation are frequency of interaction with other roles in the role set. In the absence of strong linkage, the stress of role isolation may be high. The gap between the desired and the existing linkage would indicate the degree of role isolation.

According to "Pareek", in regard to the organisational roles, the following ten role stresses are worth considering:-

i. Inter Role Distance (IRD)
ii. Role Stagnation (RS)
iii. Role Expectation Conflict (REC)

iv. Role Erosion (RE)
v. Role Overload (RO)
vi. Role Isolation (RI)
vii. Personal Inadequacy (PIN)
viii. Self Role Distance (SRD)
ix. Role Ambiguity (RA)
x. Resource Inadequacy (RIN)

Both groups of role stress namely role space and role set can cause conflicts and stress as they are the causal factors of stress or the stressors. Therefore it is more suitable to call them as stressors for the present research.

Hence all the above ten role stressors broadly fall into two categories namely work role stressors and family role stressor. Only one role stressor Inter role distance (IRD) is considered as family role stressor and all the other nine role stressors are considered as work role stressors. Therefore two types of stressors can be measured in each of the two major life roles, family and work roles.

The organizational Role Stress Scale (ORS Scale) by "Pareek Udai", (1983c) and revised in (1993) can be used to measure these role stressors. The ORS Scale has high reliability and validity and detailed norms have been worked out for different types of organizations.

According to "Pareek Udai", (1983b), the ORS Scale can be used for several purposes. It can be used to investigate the nature and dynamics of role stress in various organizations and to develop interventions for the use of individuals, groups and organizations. This instrument gives data about the number of different role stresses experienced by a respondent. A detailed analysis of stresses on which a respondent has high scores can be done and some plans can be worked out to manage and reduce these stresses.

The ORS Scale by "Pareek Udai", (1993) is certainly one of the best instruments available today for measuring a wide variety of role stresses.

a. Family role stressor and relevant studies

This unit brings forward the focus on the nature and management of stress that crosses work and family roles. For some time researchers and practitioners

have recognized the fluid boundaries between work and family life, an idea more recently expressed in the concept of spill-over. The spill-over concept therefore contains stress and coping processes flowing across individuals and social roles. It contains family stressors in daily life and the social contexts in which individuals find themselves.

Stress occurs within roles, forming natural boundaries. The occurrence of stress in one role has implications on stress in other roles. At the same time, stressors may accumulate within a role. Stress in work and family roles derives from a number of separate and only sometimes overlapping causes.

- **A model of stress between work and family:**

This working model was proposed by "Eckenrode, J. and Gore, S.", in the year (1990). "Stress in the workplace affects the family and vice versa, the extent of which varies as a function of multiple factors relevant to the structure of the family and workplace, the nature of stressors, and those situational factors that moderate the stress transmission process".

Work family boundaries are important because concrete activities are important to maintain them, for example day care facilities at the work site or use of phones for family relevant calls.

This model incorporates four sets of variables: (1) Stressors, both ongoing and eventful; (2) coping resources and strategies; (3) health relevant outcomes; and (4) Characteristics of the participants that may modify the stress and coping process e.g. gender.

Three sets of relevant but conceptually distinct processes also are considered:-

1. Transmission process that involves carryover of stressors from one role to the other or one person to the other.
2. Stress mediating process within the family and the work place where stress collisions on a family members or worker's well-being.
3. Stress moderating process reflects the presence of conditions that may prevent stress from crossing over from one role to the next, from one person to the next. Stress may flow across work family boundary in both directions and have positive as well as negative influence in terms of well being of the

employee and his/her family. Stress in one role area may increase stress in the other. On the other hand, low levels of conflict with corresponding high levels of social support from the spouse may act to buffer the mental health effects of work stress.

At the level of coping with stress, effective coping behaviour and processes in one role setting may be dysfunctional in the other and that effects of coping in one domain may display positive or negative spill-over into another. Work family stress may vary for men and women but are equally pertinent to both the sexes. Stressful job conditions, including work overload, job conflict and ambiguity clearly influence the transmission of stress from work to family, for women as well as men. Likewise, juggling work and family responsibilities is becoming an issue for an increasing number of men, even if the role of men assuming instrumental roles in the family has not kept pace with the increasing rate of employment among women.

There is evidence that work-job interference is experienced as a greater problem for women than men ("Voydanoff and Donnelly", 1985).

- **Relevant Studies**

More efforts are required on part of the researchers to understand the process that connects work and family settings. More concentration on psychological concepts such as stress has become a thrust area for research in the recent times.

"Bidyadhar Shwetaleena and Sahoo Fakir M.", (1997) examined the "psychosocial factors of work-family linkage," 200 professionals inclusive of male and female participated in the study. Participants were married and working and were categorized into four quasi-experimental groups. As one group had to be dropped finally only three groups were examined. Outcomes revealed that clarity of division of duties were differently utilized. The criteria of harmony were strongly inter-co relevant and negatively associated with conflict factors. Certain socio-demographic variables such as person relevant measures, family relevant measures and organizational relevant measures emerged as significant. Person-relevant measures contained income, age and educational level of participants.

The family-relevant measures considered were family type, age, education and income of spouse, number of children and total number of earning members in the family. Organizational variables contained type and size of organization, and work experience. Significant positive correlations were found between work and family involvement and child relevant support, emotional support from spouse.

Outcomes indicated that the crossover effect of a spouse's work-family conflict was positively relevant to withdrawal behaviours to some extent. About 40 percent of the crossover effects were detected at the correlation level for the withdrawal outcomes.

"Vodydanoff Patricia", (2004) examined "the effects of work demands and resources on work-to-family conflict and facilitation." The analysis was based on data from 1938 employed adults living with a family member who were interviewed for the 1997 national study of the changing workforce. The outcomes supported that time and strain based work demands show relatively strong positive relationships to work-to-family conflict, whereas enabling resources and psychological rewards show relatively strong positive relationships to work-to-family facilitation. The availability of time based family support policies and work-family organizational support was negatively relevant to conflict and positively relevant to facilitation.

"Sekaran", (1985) in his study on husbands and wives in dual career families had commented that "the spill-over between work role and family role has distinct gender commutations. Husbands are more likely to bring work home as compared to their wives and vice versa".

"Shahnawaz M. G. and Ali Nasir", (2007) explored "work family conflict and its relationship with organizational commitment among dual career women" in two different organizations. "Time based conflict" was found more in dual career women of multi-national company than their counter-parts in Government organizations even though the difference was not significant. "Strain based conflict" and work family conflict were significantly higher in dual career women of Government organization than multinational company. The outcome was surprising because workload and pressure has been found more in multinational companies.

"Shrimali V. and Sen Ruchira", (2009) investigated the "relative factors of stress among IT professionals and gender differences of wellness among them." Findings indicated that personal and professional stressors exerted cumulative effect on the individuals.

b. Work role stressors and relevant studies

For the past few decades' studies on organizational role stress have directed attention on the causal factors, stress manifestations and coping strategies among managerial personnel. The other groups of professionals such as teaching professionals who also play managerial roles at work have not been researched upon.

"Ahmed, S, Bharadwaj, A and Narula S.", (1985), conducted a study of stress among executives from public sector and private sector. The variable measured was role stress using ORS scale, "Pareek", (1994). The main findings revealed that out of 10 dimensions of role stress, significant differences were obtained in three dimensions namely Role isolation, Role ambiguity and Self-role distance. Public sector executives experienced slightly higher stress than their counterparts in the private sector, age; education, income, marital status and experience of executives were found to be irrelevant with role stress in both the groups.

It was observed by "Pestonjee", (1987b) that the Inter-role distance and Role erosion had contributed significantly to managerial stress. Further, Role ambiguity and Personal inadequacy were the least contributors to managerial stress.

"Gupta, N. K. and Pratap S.", (1987) examined organizational role stress, trait anxiety and coping strategies in Public Sector executives. Executives were subdivided into three categories based on their length of service namely: those with 5 or less than 5 years, with 5 to10 yrs. of service and with more than 10 yrs. of service. Findings showed a linear increase in role stress as a function of service length. Role stress and trait anxiety were irrelevant to each other. Role stagnation and Role overload negatively related to role stress. Doctors experienced more stress than lecturers. Female doctors and lecturers experienced more stress than

male doctors and lecturers. “Self role distance” and “Role stagnation” and “Role overload” seemed to affect doctor’s needs but not of lecturer’s needs. Role ambiguity and Resource inadequacy appeared to equally affect the doctor and lecturer’s needs. Role erosion affected lecturer’s needs more than the doctors. Both doctors and lecturers experienced least role stress and achieved full gratification of their needs.

"Rajagopalan M. and Khandelwal P.”, (1988) examined role stress and coping styles of Public sector managers. The sample consisted of 120 executives and the variables measured were role stress and coping styles. The main findings indicated that the total role stress was positively compared with avoidance and negatively compared with approach coping styles. Role expectation conflict, Role erosion and Self role distance were not found to be compared with coping styles.

“Kumar Satish”, in (1997) found out the relationship between organizational role stress and length of service. Data were collected from 252 public sector executives. The outcomes indicated that role stress is not significantly relevant with length of service. However, Role stagnation and Role overload and Role isolation rose with service length. Several other studies have also examined the relationship between role stress and length of service (“Sen”, 1981; “Surti”, 1982 and “Gupta”, 1988). “Sen” and “Surti” found no significant relationship between role stress and length of service.

In (1997), “Zafar M Syed and. Rao S. B Nageshwara” examined the impact of organizational role stress on job involvement of managers in public sector organizations. The sample consisted of 130 managers from junior, middle and senior level in the age group of 26 years to 56 years with 5 to 30 years of experience. Outcomes indicated that all three levels of managers were negatively influenced by Role stagnation, Role overload and Role isolation. Role stagnation was found to be maximum amid executives with 5 to 10 years of experience. Middle level manager experienced high level of Role stagnation and Role isolation stresses. For senior managers none of the role stresses showed impact on their job involvement. Overall analysis indicated that Personal inadequacy, Role stagnation, Role overload and Role isolation were the sources of disturbance to junior and middle level managers. “Pestonjee”, (1999) defined role of service

length effect on organizational role stress and coping strategies. Outcomes revealed significant and negative relationship between service length and stress experienced.

"Gupta and Kulkarni", (2001) tested two concepts: first more dissatisfied employees experience greater role stress and second lesser job involved employees experience greater role stress. Analysis confirmed that more dissatisfied employees and less job involved employees experienced greater role stress.

"Koteswari", (2004) examined the influence of gender and length of service on stress and coping of employees of different organizations and revealed that stress levels go down as experience on the job increases. No gender difference was found for the same.

"Khetrapal and Kochar", (2006) examined role stress in women and found that 40 percent of the women were under moderately low level of stress followed by 36 percent, who noted moderately high level of stress. "Bhattacharya Sunetra and Basu Jayanti", (2007) examined distress, wellness and organizational role stress in IT companies. The effect of age and sex as well as the predictability of various variables from stressful life events and coping resources was also examined. About 101 professionals inclusive of both men and women were examined as sample. Outcomes revealed that women experienced greater wellness and older personnel experienced more distress. Distress could not be predicted from the life events and coping resources taken together. Wellness and organizational role stress could be predicated from these two variables. Organizational role stress and distress were positively relevant and distress and wellness were negatively relevant.

On the basis of above review, it can be said that role stressors were the potential sources of stress in various occupational groups especially managers. The various research studies highlighted on the relationship of work role stress to personal variables, length of service, coping strategies and styles, health outcomes and job satisfaction or dissatisfaction. In addition, the family role stress was examined in relation to work family spill over, work family conflict and facilitation.

2.5 JOB SATISFACTION AND RELEVANT STUDIES

The term job satisfaction describes a positive feeling about a job, outcompeting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while a dissatisfied person holds negative feelings. Organizational behaviour researchers have given high importance to job satisfaction. Through their research in organizational behaviour "Robbins, Judge and Sanghi", (2009) revealed that satisfaction levels vary a lot, depending on which facet of job satisfaction is being talked about. People are, on an average satisfied with their overall job, with work itself and with their supervisors and co-workers. However they tend to be less satisfied with their pay, with promotion opportunities, and job in general.

As job satisfaction is a global concept, similar factors cause and outcome from job satisfaction across cultures. For example pay is positively but relatively weakly relevant to job satisfaction. Satisfied employees are more likely to be satisfied citizens and hold a more positive attitude towards life in general and therefore create a society of more psychologically healthy people.

However, job satisfaction as relevant to performance does not hold consistency in various segments of the work force. People differ in terms of importance that they place on work in their lives. For some, the job is their central life interest but for others, their primary interest is off their job. Non job oriented people such as average workers tend not to be emotionally involved with their work. This indifference allows them to accept even frustrating conditions at work more willingly. On the other hand job satisfaction might be important to professionals such as lawyers, surgeons, college lecturers and teachers since their progress and performance enhancement depends on it.

- **Sources of Job Satisfaction:**

A comprehensive approach requires that many additional factors be contained before a complete understanding of job satisfaction can be obtained. Such factors as employee's age, sex, health, temperament, desires and levels of aspiration should be considered. Further, the family relationships, social status, recreational outlets, activity in organizations – labour, political or purely social,

contribute ultimately to job satisfaction. In fact, out of the major job satisfaction facets, enjoying the work are almost always the one most strongly compared with high levels of overall job satisfaction. "Interesting jobs that provide training, variety, independence and control, satisfy most employees" ("Barling J., Kelloway E. K and Iverson R. D.", 2003). In other terms, most people prefer work that is challenging and stimulating, over the work that is repetitive and routine.

"Ghanekar Anjali", (1995), in her book "Organisational behaviour" concepts and cases, has stated that job satisfaction is derived from and is caused by many inter-relevant factors which form three basic categories as follows:-

1. Personal factors such as sex, number of dependents, age, time on the job, intelligence, education and personality.
2. Factors inherent of the job such as type of work, skills required location and size of organisation.
3. Factors controllable by management: These factors include job security, adequate pay, fringe benefits, and opportunity for advancement, working conditions, co-workers, responsibility, supervision, communication and information. Of these, Job security and timely communication are the most important factors. In recent years employees have desired much more information about the job and the company and want permanent steady work.

- **Measurement of Job Satisfaction:**

There are several techniques for measuring Job satisfaction for instance, inference prediction from behavioural data, interviews, questionnaires and scales. Of these techniques, interviews have been usually used to measure job attitudes and satisfaction. However, since interviews do not have high reliability, questionnaires and scales have been used either in combination with interviews or independently to get raised reliability and objectivity. Job satisfaction scales are the more recent tools to be used in the measurement of job satisfaction, for instance occupational stress indicator OSI: "Cooper and Williams", (1987, 1988). They all tend to involve scales which explore pay, work activities, working

conditions, career prospects, relationships with superiors and relationships with colleagues. These various scales fall into two categories:-

1) Tailor made scales which are constructed for a particular project or setting.
2) Standardised scales which are refined to establish group norms on the scales and to ensure reliability and validity of the measuring instrument.

One such standardised measure is "Job Satisfaction Scale". This scale was constructed and refined by "Dr. Murali D. and Kulkarni M.S.", in 1997. This scale was refined with an aim to measure the Job Satisfaction of employees. It was refined by Professor "Murali" and her co-worker at Marathwada Agricultural University, Parbhani.

As satisfaction is subjective and cannot be easily measured, Prof. Dr. Murali felt the need to develop a measuring tool for it. The satisfaction scale was constructed by applying the Likert's technique of summated rating method (Edwards1969). Initially sixty statements were collected based on literature and after discussion with subject matter specialists. The statements were divided equally under the categories of work autonomy, occupational status, work schedule, and work environment as per the classification given by Burgo and Culver (1989). These statements were approximately half positive and half negative and were randomly listed. These sets of statements were put on a five point psychological continuum to indicate level of agreement. It was administered to a group of 70 randomly selected working women. The subjects were arranged in ascending order based on the mean score. Top 25 percent of subjects with highest score (high group) and 25 percent of the subjects with lowest score (low group) were used as criteria for group formation.

Individual statement't' values were calculated using Edward's formula (1969). Statements were then ranked and the ones with largest't' values were selected for the final scale. The final scale consists of forty statements arranged under the categories of work autonomy, occupational status, work schedule and work environment. The statements are not equally distributed under the four categories as only those statements which have high't' values are contained in the scale. The statements are approximately half favourable and other half unfavourable. As the scale items were selected in consultation with experts in the

field, the scale is supposed to have content validity. Criterion validity was not calculated for the scale.

This scale was first used in one of the M.Sc. Thesis in 1998 at "Parbhani". The study was on Job Satisfaction of working women. Since then, this scale has been used several times for M.Sc. and doctoral research work. This scale has been tested on a large sample of different professions.

- **Relevant Studies:**

The relationship between stress and job satisfaction has been examined in a variety of professions. In most studies it is described as how people feel about their jobs and its different aspects. "It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" "Spector", (1997). Studies conducted in Asia-Pacific region have found compensation and benefits to be a major source of complaint among employees. In "Watson Wyatt's", (2006), first Work India Survey covering 515 companies across eleven Asian countries, only 30 percent responded favourably to their compensation and benefits. The workplace criteria were compensation and benefits, supervision, teamwork, communication, work environment and job satisfaction.

"Caplan", et al. (1975) submitted that "stress is any characteristic of job environment". One study indicated that job stress and job satisfaction are inversely relevant ("Sullivan and Bhagat", 1992). "Stress is believed to cause depression, irritation, anxiety; fatigue and therefore lower self-esteem and lower job satisfaction" ("Manivannan", et al. 2007). Job satisfaction or job dissatisfaction is often contained in stress research as a outcome of stress and a negative relationship between stress and job satisfaction is usually noted.

There have been studies on different professionals on their experience of job satisfaction and role stress. "Chandraiah", et al. (2003) examined the effect of occupational stress on job satisfaction among 105 managers of different age groups and found a positive relationship between role stress and job satisfaction among older managers.

"Pestonjec and Mishra", (1999), examined role stress and job satisfaction amongst junior and senior doctors and found that job satisfaction variables

compared negatively with all dimensions of role stress in case of both the groups.

As far as teaching profession in concerned, "Singh", (2007) examined the effects of stress on job satisfaction and work values among female teachers of secondary schools and found that stressed and dissatisfied teachers had less attachment with their institution and less dedication to their profession. In the US context, "Langford", (1987) examined the relationship between stress and job satisfaction amongst boarding academy teachers and found that stress was a significant of teacher job satisfaction. Similar findings on primary head teachers were noted by "Chaplain", (2001).

"Sen Kakoli", (2008), in her study examined the relationship between job stress and job satisfaction amongst teachers and managers. Data were collected from 31 teachers teaching in primary and secondary schools and 34 managers working in service sector. The respondents were asked to indicate their gender, age, years of education, years of experience, marital status and number of children. The outcomes of 't'score showed that there was no significant difference in the job satisfaction score of teachers and managers. The outcomes suggest that there were more females in teaching profession as compared to managerial positions. The average age of teachers was slightly higher as compared to managers. Likewise, average years of education were also higher for teachers than for managers. However, no significant difference existed with marital status and number of years of experience of teachers and managers. Outcomes showed that teachers experience low job satisfaction as they face more job stress while in case of managers the two did not seem to associate. There were some similarities in the managers and teachers job in the sense that both managers and teachers need to plan, direct, supervise and guide their subordinates and students respectively. It also seems that women take up teaching job more than they take up managerial jobs.

As far as teachers are concerned the outcomes suggest that the greater the job satisfaction, lower the stress. Perhaps the variables leading to stress at job for teachers could be poor outcomes of students, student indiscipline, management relevant issues which have an adverse relationship with the job satisfaction experienced. Variables leading to job satisfaction could be ease of job,

comfortable working environment, peer relationship and lack of internal competition. As teachers are responsible for shaping the careers of their students, it gives them long term satisfaction.

"Kumar", (1989) examined the relationship between role stress, role satisfaction role efficacy using a sample of 292 lower and middle level executives from different functional areas of an oil company. The ORS scale and Role efficacy scale were administered to respondents. The major findings revealed that Role stagnation, Personal inadequacy and Self role distance were significantly higher among lower level executives. Unmarried executives experienced higher role stress as compared to married executives. Executives married to working women experienced higher role stress as compared to executives married to housewives. They also scored higher on Role expectation conflict and Role overload.

In another study, "Luhadia", (1991) investigated the relationship between role stress and job satisfaction. The sample consisted of 100 geological officers from higher, middle and junior level. The ORS scale and S-D employee's inventory were administered as tools to respondents. The findings noted that Role inadequacy caused maximum role stress in higher level officers whereas Role erosion caused maximum stress for middle and junior level officers. Job satisfaction was found to be negatively compared with role stress. Higher, the stress, lower the job satisfaction among different levels of officers. Role stagnation caused minimum stress in higher level officers and also influenced job satisfaction on the whole. Job satisfaction and role stress were compared negatively and significantly in higher level officers.

A large number of studies have dealt, with the effects of different Personal as well as Organizational variables on role stress and job satisfaction. During the 1980s much research in the field of organizational stress and job satisfaction indentified various organizational, extra organizational and individual sources of stress at work and their relationship to job satisfaction. Every organization has a different set of stressors. It is clear that there are not many studies, which explore and establish the relationship of role stress with job satisfaction and other variables in a particular type of organization.

A number of studies were carried out on job satisfaction of women. One such study by "Lakshmi S.M. Rama and Devi M. Sarada", on "Relative magnitude of role satisfaction and role stress of women in different occupations" was carried out in 2005 at Hyderabad. The author stated that due to dual role performance working women experience satisfaction and stress at every stage of family life cycle. "The role stress and role satisfaction of working women both at home and at workplace are multidimensional and differ from individual to in individual". The total sample comprised of 120 working women in which 60 professionals (30 lawyers and 30 engineers) and 60 clerks were contained. The outcomes of the study revealed that among all the three categories, the relative magnitude of role stress was higher than role satisfaction. The relativity of satisfaction and stress was equal in marital life of lawyers. In case of engineers, the relativity of stress was more than satisfaction. Likewise the relativity of stress was higher than satisfaction in case of clerks. The relativity of stress was more than satisfaction in family life of lawyers, engineers and clerks.

The relativity of satisfaction and stress was equal in recreational life of lawyers as they were able to allot time for recreational activities leading to satisfaction. In case of engineers and clerks, the relativity of stress was more than satisfaction as they had less time available for recreational activities. The relativity of stress and satisfaction in social life of lawyers was equal as they maintained social contact with friends, relatives and neighbours leading to social life satisfaction. But the relativity of stress was more in case of engineers and clerks. Due to role overload, job strain and job responsibilities they could not allot any time for social activities. The relativity of stress was higher than job satisfaction with regard to job life of lawyers, engineers and clerks. This was due to perceived role stress at work or due to their low satisfaction levels in marital, family and recreational life. These research findings also revealed that satisfaction with family and social life had positive influence on overall job satisfaction. With regard to satisfaction, it may be stated that people who experience stress, find job dissatisfying. Even though low to moderate stress can lead to better performance, excessively high stress can lower the performance. Stress always has negative impact on satisfaction.

Studies regarding satisfaction of those in jobs and the factors affecting their satisfaction could be of value in improving the job conditions and hence the job productivity. ("Saraswati", 1974)

Job satisfaction is an interesting but complex phenomenon which has received much attention in the past and deserves to receive more in the future. By measuring job satisfaction periodically in organizations and institutes, it is possible to understand better, the extent to which organizations and institutes are meeting employee's needs and expectations.

The literature reviewed gave an insight into the meaning, sources, causal factors, and measurement of job satisfaction in teachers and various other professions. Most of the studies, reviewed showed a relationship between role stress and job satisfaction.

2.6 STRESS MANAGEMENT COPING STRATEGIES AND RELEVANT STUDIES

"Outer Circumstances and events don't create stress. It is our response to them which creates stress." "Nuernberger Phil", (1990)

Stress is a fact of life and individuals react to stress in different ways. Some individuals deal with stressors in a positive way with a proper understanding of the phenomenon and its effect. Taking appropriate action to optimise, reduce or prevent stress may be beneficial both for the individual and organization.

Stress is a fact of life and individuals react to stress in different ways. Some individuals deal with stressors in a positive way with a proper understanding of the phenomenon and its effect. Taking appropriate action to optimise, reduce or prevent stress may be beneficial both for the individual and organization.

Stress management is a means to enhance coping with external stressors and their internal outcomes. Stress management has three broad options – prevent or control, escape from it, or learn to adapt to it (handle its symptoms). As prevention is better than cure, steps should be taken to prevent the occurrence of stress rather than treat its harmful effects or bear a heavy cost when the damage is already done. Effective stress management can be done at the individual level and at the organizational level in many different ways. Stress management can be divided

into two phases: the first is coping with stress and the second is counteracting the stress with the help of relaxation response.

"Preventive programmes which emphasize individual training in stress management are among the most usually offered health promotion services at work site" ("Donaldson", 1993 and "Invancavich", et al. 1990). Such interventions have been directed towards the development of individual coping strategies leading to stress management.

Preventive Stress Management has three stages: primary, secondary and tertiary

1. **Primary Prevention** is intended to reduce, modify or eliminate the stressors. It is largely an organizational matter as it can change and shape the demands it places on people at work.
2. **Secondary Prevention** is intended to modify or alter the individual's or organization's response to stressor. People must learn to manage the inevitable, unalterable work stressors so as to avert distress and strain while promoting health and well being.
3. **Tertiary Prevention** is intended to heal the individual or organizational symptoms of distress and strain. These Symptoms may range from early warning symptoms such as headaches or absenteeism to more severe forms of distress such as hypertension, work stoppages and strikes. Tertiary prevention is therapeutic aimed at arresting distress and healing the individual, the organization or both.

A review by "Murphy", (1984) looked at worksite stress management programmes utilizing muscle relaxation, biofeedback, meditation, cognitive restructuring, behavioural skills training and combination of these methods. He concluded that these techniques offer promise in helping workers cope with stress.

Coping is a core concept in stress literature and a variety of coping measures have been used. Surprisingly research on stress and coping has ignored gender relevant differences in the appraisal of stressful events. An analysis of particular "coping strategies used by men and women across occupations with similar stressors and context is important because the degree to which stressful events outcome in distress or negative outcomes is relevant to the coping strategies one uses" "Sharma and Acharya", (1989) and "Srivastava and Singh", (1988).

Moreover "an understanding of the personal and work environmental contexts of coping is required before an attempt is made to modify coping responses" (Long, 1990).

- **Coping Strategies:**

Individuals and Organizations cannot remain in a continuous state of tension. "The term "Coping" is used to denote the way of dealing with Stress, or the effort to master the conditions of harm, threat, challenges when a routine or automatic response is not readily available" ("Lazarus", 1974a)

These are two approaches by which people cope with stress:-

1) **Passive approach:** When people either suffer or deny the experienced stress or put the blame on others it is called passive approach. It is the reactive strategy or dysfunctional style of coping.
2) **Active approach:** It occurs when people face the experienced realities of stress and clarify the problems through negotiations and discussions with other members. This is proactive strategy or functional style of coping. The active approaches are more approved by Social Scientists as they are supposed to be more effective and healthy when compared to passive approaches or dysfunctional styles ("Pareek", 1983b)

There are basically two ways to manage stress:-

a) At individual level
b) At Organizational level

At individual level, again there are two ways of dealing with stress

(1) By drug therapy

(2) By non drug treatment

In Drug therapy, individuals use drugs continuously to cope with stress relevant ailments such as headaches, backaches etc. In non-drug treatment the coping is more advantageous and much safer, for example exercise, yoga relaxation response, such as acupuncture, or meditation, hobby, practice relaxation techniques, rearranges schedules etc.

Beyond all these measures an individual is required to develop a stress management philosophy for his / her own self through a mental approach which contains positive attitude and optimistic outlook. Developing a sense of humour is

an excellent means of effective stress management. “Aggarwal Rita”, (2001) said “it is important to listen to your body. Chronic fatigue, tense muscles, depression and lethargy are some of the symptoms that give the message: It is time to take off the pressure.”

Various investigators have pursued two different approaches to the study of coping. Researcher like (“Cohen and Lazarus”, 1973) have preferred to study the active ongoing strategies in a particular stress situation.

“Maddi and Kobasa”, (1984) talked about two forms of coping- Transformational and Regressive. Transformational coping involves altering the events so that they are less stressful. This can be done through interaction with events, optimistic thinking and acting towards them decisively and change them in a less stressful direction. Regressive approach contains a strategy where one thinks about the events pessimistically and acts evasively to avoid contact with them.

The most functional style of coping with stress is one in which the individual shares stress with another person and jointly finds ways of managing it. Researchers “Sharma S. and Acharya, T.”, (1989) commented on the paucity of meaningful research on coping strategies to deal with stress in different occupational groups.

a. Individual stress coping strategies:-

Some specific techniques that individuals can use for coping with stress include the following:-

- **Physical Exercise:** Physical exercise is necessary to keep the body healthy both physically and mentally and is the best antidote for stress. Emotional strength is a by-product of regular exercise, and self confidence is a natural outcome. Regular and regulated physical exercise contains walking, jogging, swimming, aerobics, riding bicycle, playing outdoor games etc. Physical fitness helps the body to cope better with stress, whereas relaxation techniques are useful for the mind.

Physical exercise is said to offer the best cure to work relevant stress. In Japan, provisions for physical exercises at the workplace are made compulsory with every break, in tune with biological rhythms, whereas in India, natural cycles of activity that is work and rest are completely ignored.

▪ **Relaxation Practices:**

- ✓ **Yoga:** Yoga is a holistic science concerned with all aspects of human functioning. It involves various body postures and breathing exercises.
- ✓ **Relaxation:** Relaxation removes fatigue and drives attention away from work or a stressful situation. It is useful in managing a prolonged stressful situation more effectively. Different people respond differently to relaxation activities.
- ✓ **Meditation:** "Meditation is of far greater importance than medication for whatever afflicts mankind today." ("Bhamgara", 1997). It is a mental relaxation technique which has proved to be of immense value to relieve stress and re-energize the body, reduce psychological problems such as anxiety and depression and lead to better emotional and physical health. Practicing meditation outcomes in tranquillity and peace of mind. It helps in lowering the pulse and heart rate, induces a more objective thinking process with an unbroken and maintained concentration. The usually practiced techniques of meditation are yoga and relaxation response.
- ✓ **Biofeedback:** Biofeedback is a specific relaxation technique which is now being used for treating psychosomatic disorders like hypertension, tension, headaches, migraine headaches, backache, depression etc. Sophisticated biofeedback instruments have been refined that constantly inform the user about the changes which are characteristic of stress within his/her body for example, the intensity of muscle tension, skin temperature, heart rate, blood pressure etc.
- ✓ **Recreation and Leisure time activities:** Recreation provides an opportunity to let oneself go, become inhibited therefore reducing tension and stress. There are various forms of recreation like music, entertainment, painting, movies, parties, gardening, dancing etc. "Recreational pursuits are important to the prevention of the damaging effects of stress" ("Husain",1998) . Leisure time can be used for doing some activities which give pleasure and help in building connections with others. Hobbies can easily be pursued in leisure time.

- ✓ **Diet:** These days' dietary practices are being used to improve a person's overall health making him/her less vulnerable to stress. A proper diet can prevent stress caused by unhealthy dietary habits.
- ✓ **Sleep:** Human errors caused by drowsiness and sleepiness may lead to accidents and tragedies. A good night sleep helps to restore physical resources and increases the stress tolerance level. A person with large sleep debt is more vulnerable to infections and other illnesses. A raised need for sleep is the body's mechanism for producing the desired recovery. Adults require at least 7 to 8 hours of sleep daily even though individual differences in sleep patterns and sleep needs vary.
- ✓ **Time management:** Time management is important for people who maintain a busy schedule. They need to prioritise their activities to avoid stress from time pressure and overtime work. Time management helps to balance work and leisure time activities. Working late may also alleviate stress. Working professionals who are dedicated to work are often "overworked"""" which has an adverse impact on their mental and physical wellbeing. Premature ageing is also seen as a outcome of overwork.
- ✓ **Behavioural Self Control:** Individuals can manage their own behaviour to reduce stress and can avoid people and situations that they know will put them under stress. It is a type of self-cure technique. Even "Cognitive therapy" may be used to alter an individual's self-defeating thoughts that unnecessarily cause a strain by making him conscious of the effects of his thoughts on his physiological and emotional response.
- ✓ **Networking or Social Support:** Social psychology research has indicated that people benefit from social support. Networking requires forming associations with trusted, empathetic people who may be family members, neighbours or co workers and colleagues who are good listeners and confidence builders. These people provide support whenever needed and help individual overcome stressful situations.

This kind of socio-emotional support received from personal relationships is necessary not only outside the work place but also within the workplace.

b) Organizational stress coping strategies

Some organizations are low-stress causing whereas other organizations are high-stress ones that may place their employee's health at risk. Organizational stress-coping strategies focus on people's demands and ways to reduce distress at work. These strategies are to be designed by management to eliminate or control organizational level stressors in order to prevent or reduce job stress for individual employees. The organizational stressors may be in form of overall policies, structures, physical conditions and processes or functions. In developing organizational stress coping strategies each of these areas should receive attention and each of the specific stressor is to be worked on to eliminate or reduce job stress.

Most organizational stress prevention is primary intervention "Sharma. R.A.", (2000) has submitted some preventive strategies such as personnel selection and placement, skills training, job redesign, role negotiation, raised participation and personal control, team building and cohesive workgroups, improved communication and career counselling.

"Pareek", (1994) has submitted organizational intervention as the "OCTAPACE" culture. It contains

O - Openness	T - Trust
C - Collaboration	A - Autonomy
P – Pro-action	C - Confrontation
A - Authenticity.	E- Efficiency

All these aspects promote the fulfilment of individual needs, improve problem solving and facilitate change. "Pestonjee D.M.", (1987a) has submitted some organizational interventions for counteracting stress such as undertaking stress audit, use scientific inputs, check with company doctors and spread the message.

"Murphy", (1988) has submitted three different forms of stress management techniques namely stress management training programmes, employee assistance programme, stress reduction / intervention programmes.

"Srivastava A. K.", (1997) has also submitted some organizational interventions which can be helpful in preventing the undesirable outcomes of stress as follows:-

a) Prevention of stress through organizational interventions at management level such as selection of suitable personnel, job designing and training, adequate work conditions, effective supervision and incentive system, effective communication system, participative management etc.

b) Minimizing the frequency and intensity of stressful situation is integral to the job at the organizational level.

c) Moderating the intensity of integral job stressors and their consequent strains through the effect of other variables of positive values such as extra wages, social support, non-financial incentives, generating team feeling, participative decision making etc.

There might be many other coping strategies which employees may be using to deal with their job stress in accordance with nature of stress situation, available physical resources, and their own personal resources and characteristics. But generalization cannot be made about the extent of effectiveness of various coping strategies. The effectiveness of the coping strategy depends upon the nature of the stress situation and several other co-existing situational variables. Nevertheless, "the absence of a coping strategy may lead to ineffectiveness" (Hall, 1972).

- **Relevant Studies:**

The empirical study of coping with stress has drawn the attention of Indian researchers only recently. Some of these studies are shortly presented here,

"Srivastava and Singh", (1988) explored the moderating effect of coping strategies on the relationship of organizational role stress and mental health. They noted the positive relationship between role stress and ill health and found that approach coping strategies accentuates the adverse effects of role stress on mental health to a noticeable extent.

"Singh and Pandey", (1985) admitted coping with problems in economic, family, personal and social aspects of life in a sample of university students. Using an open ended measure, they identified five dimensions of coping namely appraisal directed coping, emotion directed coping, problem directed coping,

secondary coping and collective coping. The use of coping dimensions varied with nature of problems faced by the individual.

Another important study of coping has been noted by "Singh", (1990) in relation to stressors of executives. This study employed a measure of coping strategies involving four factors, namely, active problem solving, non - directional work approach, constructive deferred problem solving, and information seeking. He found that high level executives experienced lesser stress and strain, utilized better coping strategies and enjoyed more positive outcomes. Also, a combination of coping strategies forming a condition of passive coping was relevant to high stress condition.

"Ganguly", (1988) explored the stressful experiences in family and work domains and the ways in which people coped with them. A sample of 120 adult males was drawn from a large organization located in Bhopal. Forty participants were selected from each of the three cadres namely manager, supervisor and artisan. Age and tenure of service were found to be greater in case of supervisors followed by managers and artisans. Size of the family was negatively compared to the hierarchal position.

The contribution of different variables in predicting the three coping strategies namely active behavioural coping, active cognitive coping and avoidance coping is as follows:-

a) In case of active behavioural coping, tenure emerged as the most important predictor followed by age, family work spill and family size for artisans.

b) In case of active cognitive coping for the supervisors, tenure emerged as the most important variable, followed by job stress, work involvement, family stress, family to work spill, family size and work to family spill.

In case of avoidance coping, perceived control was the most prominent variable which was negatively relevant to avoidance strategy followed by family involvement, job stress and tenure in case of managers. For the other two coping strategies namely active behavioural and active cognitive coping perceived, control and work involvement were prominent followed by support, control, appraisal, age, tenure and family to work spill in case of managers.

"Gupta and Murthy", (1984) examined role conflict and coping strategies among Indian woman. The coping strategy which was most popular amongst the respondents was "personal role redefinition". This strategy was significantly associated with low role conflict and high satisfaction with coping. Reactive role behaviour methods were associated with high role conflict and low satisfaction with coping. The findings indicated that "Adjustment" and "Compromise" were the most usually used and successful methods of coping.

"Kaur and Murthy", (1986) examined two coping strategies of managerial personnel at organization levels in public sector. The outcomes indicated a significant difference in the coping strategies adopted by individuals working at different organizational levels. Approach strategies at senior level and avoidance strategies at junior level were predominant. The defensive style was used maximum by Junior Level management personnel, impunities by middle management personnel and intro-persistive by top management personnel. There was a positive and significant relationship between role stress and avoidance strategies, between role stress and externality, between externality and avoidance strategies. Organizational role stress was negatively and significantly associated with approach strategies.

"Pareek", (1993) distinguished between effective and ineffective coping strategies. Studies on the subject revealed that approach style had strong relationship with internality, optimism, role efficacy, job satisfaction and effective role behaviour in organizations. Two contrasting approaches "avoidance and "approach" were considered for some of the role stresses. Findings of the study summarized stated that, effective management of stress involves directing stress for productive purposes, preparing role occupants to understand the nature of stress, helping them to understand their strengths and use styles and equipping them to develop approach strategies for coping with stress.

A number of researches have been conducted on coping strategies as moderators between organisational role stress and mental health of employees by "Srivastava A.K. and Singh H. S.", (1988) and "Srivastava A.K.", (1991a). Findings in general revealed that role stresses compared positively and significantly with mental health dimensions. The approach coping strategies had a

buffering effect whereas the avoidance coping strategies extended the intensified effect on the positive relationship between the variables. According to the authors, "the different effects of coping strategies may be due to the distinct features associated with these strategies and the personal characteristics of the individual adopting these strategies".

Several studies have been conducted by researchers on relaxation practices from time to time. Yoga seems to have potentiality to influence health practices. Yoga practices were examined by "Sachdeva (1994) and Rao P.V.K.", (1995). Findings from these studies on Yoga revealed that "long term practitioners of Yoga had acquired remarkable voluntary control over their autonomic processes which helped them in coping with psychological stress".

The review regarding stress management through coping strategies brought to the realisation that various authors have categorized and discussed coping strategies from their own view point both at individual level as well as organisational level. The effectiveness of various coping strategies cannot be generalised. They need to be adopted as per the nature of stress situation, type of profession and several other situational variables. Various relaxation practices seem to have potential to influence the health practices of professionals.

Formulating the base of this review, some of the coping strategies may be used as interventions to counteract stress in professionals both at individual and organizational levels in the current search.

2.7 STRESS IN TEACHING PROFESSIONALS AND RELEVANT STUDIES

The profession of teaching in modern age is not as simple as it was in old days. The old values to respect the teacher have been replaced by commercial attitudes, as a outcome of which a teacher has to face varied unexpected behavioural situations. The priority agenda today is to prepare teachers for tomorrow enabling them to meet the changes ahead.

In India, even though teachers work with commitment, they do not get the status they deserve and facilities they require. They work with low salaries, poor working conditions, heavy class loads, difficult students or clients, repetitive tasks

and little opportunity for career advancement. Teachers are required to take periodic "refresher" courses, seek additional professional qualification for higher pay or advanced certification. Expert or experienced teachers do the same work that is performed by a faculty member who is newly appointed or a teaching faculty member with one or two years or experience. Very rarely do highly experienced or expert teaching professionals receive special recognition or honorific titles. Not surprisingly then, "a substantial number of teachers eventually leave the profession and those who remain are subject to boredom, stress and burnout" ("Kyriacou and Sutcliffe", 1977).

Teacher stress is defined by "Kyriacou", (1987) as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression outcompeting from aspects of work as a teacher".

The phenomenon of work stress of teachers has been receiving raised global attention and concern in recent years. Teacher stress has become a major problem not only in India but also overseas which revealed that the phenomenon of stress (problem of teachers) was widespread and was not restricted to a particular country.

Role incompatibility is the fundamental source of stress in teaching professionals. The teacher assumes various roles in exercising this profession. One set of role conflicts with another set of roles ("Edgerton", 1977), and these conflicts are highly responsible for high levels of absenteeism among teachers. Faced with conflict, the teaching faculty members can either adapt or cope in order to minimize stress. Unfortunately, many of them adapt a maladaptive role and experience lack of satisfaction with the job and display symptoms of anxiety, depression and psychosomatic disorders.

Likewise, stress in teachers can be relevant to the amount of teaching experience they have had, though it never decreases overtime (Fuller, 1969). It was noted that stress was a function of teaching experience. Fuller claimed that the teachers‟ concerns follow a three-stage developmental sequence: younger teachers are concerned about self, more experienced teachers become concerned with the problems of the job, while the concerns of the older teachers are with the students‟ needs.

The moderating effects of cognitive failure on the relationship between work stress and personal strain was examined among nurses and college lecturers by "Orpen Christopher", in 1996. The study contained 136 registered nurses and 121 college lecturers, representing persons in "high stress" and "low stress" jobs respectively "French", et al. (1982) and "Schuler and Von Sell", (1981) in their study measured job stress by 10 items from Role ambiguity and conflict scales by "House, Rizzo and Lirtzman", (1970). Two aspects of personal strain furnished the dependent variable in the study namely work relevant emotional stress and somatic symptoms of stress. Findings from the earlier above study indicated that, nurses experienced much more work stress than lecturers without being more liable to cognitive failure.

Another study on work stress of teachers from primary and secondary schools in Hong Kong was conducted in 2009 by "Chan Alan H. S.", "Chen K.", and "Chong Elaine Y.L." The study was refined to investigate the occupational health problems among teachers of primary and secondary schools in Hong Kong. A random sample of 6000 teachers was generated from the database of Hong Kong professional teaching union members. The outcomes indicated that on comparison between one year and five years ago, 91.6 percent and 97.3 percent of the responding teachers noted an increase of perceived stress level respectively. Heavy workload, time pressure, education reforms, external school review, pursuing further education, managing student's behaviour and learning were the most usually noted sources of work stress. The four most usually noted stress management activities were sleeping, talking to neighbours and friends, self-relaxing and watching television while the least usually noted activity was doing more exercises or sports. Both male and female teachers in Hong Kong secured to experience the same level of perceived stress. The independent variables contained were gender, age, marital status, number of children, educational level, teaching training and experience, and working mode. The life style and choice of stress management activities of male teachers seemed healthier or better than those of female teachers.

"Vadra P. and Akhtar Sultan" (1989) conducted a study on university teachers (N = 120) to reterming the stress emanating from home and family

situations. “Social family role stress” scale refined by them was used. Male teachers experienced more social family role stress as compared to female teachers and married experienced more stress than unmarried teachers. This study showed that extra organizational stressors were as potent as factors relating to work situation.

A comparative study of extra organizational stress among women teachers and nursing staff was also carried out by “Akhtar Sultan” and “Vadra”, “Preeti”, in (1990). Researchers have pointed out that role stress emanating from social and family situations dominance the degree of stress experienced at the work place (“Bhagat”, 1983; “Vadra” and “Akhtar”, 1989). A sample of 60 women teachers and 50 nursing staff was taken. The outcomes indicated that for women teachers, job tenure emerged as the significant predictor of social and family stress while for nurses the number of dependents contributed significantly to the prediction of social and family role stress.

“Biswas and De”, (1993) examined role of organizational climate on professional stress experienced by 34 male teachers working in an open climate and 34 male teachers working in a paternal climate. The data analysis revealed that teachers working in an open climate experienced less composite professional stress, powerlessness and social isolation than the teachers working in a paternal climate. It was also found that the teachers in an open climate had less negative orientation and affection towards different aspects of their job and professional lives.

In another study, “Sultana”, (1995) investigated the level of organizational role stress among male and female teachers of professional and non professional courses. A group of 50 male and female teachers each from professional and non professional courses were compared on role stress. The ORS scale (“Pareek”, 1983 c) was used to assess the individual role stress variables as well as the total stress. The main findings of the study were as follows:-

a) Significant differences were found between professional male and female teachers on the dimensions of inter Role distance, Role stagnation, Role expectation conflict, Role erosion, Role overload and Role ambiguity.

b) Significant differences were found between non professional male and female teachers on the dimensions of Role expectation conflict, Role isolation, Personal adequacy, Self role distance and Role ambiguity.

c) There was significant difference between professional and non professional male teachers on the role stress dimensions of Role stagnation, Role expectation conflict and Role isolation.

d) There were also significant differences between professional and non professional female teachers on the role stress dimensions of Inter role distance, Role stagnation and Role over load.

Another study relevant to teachers was conducted by "Mishra R.", in (1996). The study compared the levels of occupational stress and job satisfaction among male and female teachers of higher educational institutions. The sample comprised of 80 (40 males and 40 females) degree college teachers. Two psychometric instruments namely the stress scale and job satisfaction scale were administered to the sample population.

The conclusions obtained were:-

a) Significant differences were observed gender wise in the areas of private life, work overload, under load, role conflict and interpersonal stress. Female teachers experienced more stress in these areas as compared to male teachers.

b) No significant differences were found between the two groups in the environmental structure of institution and personal areas.

c) Gender wise significant differences were observed on overall stress and overall job satisfaction.

d) Stress was found to be compared negatively and significantly with job satisfaction in both the groups.

e) Male teachers obtained maximum scores on under load stress whereas female teachers obtained maximum scores on overload stress.

"Mathur S.", (1997) examined the psychological and organizational correlates of role stress in 400 working women from different professional groups such as doctors, school teachers, college teachers and bank employees. ORS scale ("Pareek", 1983c) was one of the five psychometric instruments used in the study.

The salient findings showed that college teachers experienced minimum role stress in comparison to other three groups. Role efficacy was found to be inversely associated with most of the dimensions of role stress. Job satisfaction was noted to be negatively and significantly associated with all dimensions of role stress except Role expectation conflict, Role overload and Role ambiguity.

In another study "Pareek and Mehta", (1997) compared three groups of working women namely gazette officers, bank employees and school teachers on all types of role stresses experienced by them. A total of 150 working women (50 from each group) from Jaipur city constituted the sample. The ORS scale ("Pareek", 1983c) was used to measure all types of role stresses. The main findings pointed out that school teacher's were found to be lower on all kinds of role stresses in comparison to both gazette officers and bank employees.

"Surti", (1982) examined the psychological correlates of role stress in different professions of working women such as researchers, doctors, nurses, social workers, school teachers, university and college teachers, gazette officers, bank employees and women entrepreneurs. The sample comprised of 360 working women. An attempt was made to rewording the extent to which demographic, personality and organizational factors contributed to role stresses. The analysis revealed the typical stress experienced by a particular professional group and a rationale for this was sought.

Self role distance was experienced mostly by bankers and least by university and college teachers. Role overload was experienced to a higher extent in more or less the same intensity by all professional groups except university and college teachers. University and college teachers experienced least role stress. The researcher expressed that these jobs are considered socially prestigious, working hours are short, vacations are frequent and pay scales are reasonable. Due to these reasons, women in these professions are able to fulfill the demands of various roles and may not experience conflict because of the multiple roles they play in society.

From the literature reviewed on stress in teaching professionals, it is clear that teaching professionals do face role stress at their work place. The literature reviewed gave an insight into the various correlates of role stress in teachers and

other professionals and their association with job satisfaction and psychosomatic disorders. Job relevant role stress emerged as the potent source of stress followed by social family role stress. Demographic variables and teaching experience were some of the other correlates of role stress examined. There is a need to recognise the multiple roles played by a teaching faculty member at the workplace. No study could be traced which investigated the stress causes and practices in these professionals. Also no study was found which directed its attention entirely on the knowledge of stress-effects and the coping strategies adopted by teachers.

The extensive revision of relevant literature made it bright that the teaching profession is merely stressful because the working environment in which teachers work leads to facing tension, stress and strain. It was cognised that extended occupational stress in teaching professionals outcomes in ill health. There is a need to protect sound physical and mental health of teaching faculty members. The sources of occupational stress amid teachers have been a vital field of search. Exertions are being made to study role stressors and job satisfaction and the variables impressing it. The assessment and impact of stress-effects in teaching faculty members is an arising field of research. A very few studies have been operated in this field in India and in foreign countries.

Since Kota Coaching Institutes are a recent development in the field of education, stress in teaching faculty members working in coaching institutes remains a not explored area. Therefore a need was felt to find out stress-effects in teaching faculty members and the current investigation was carried out.

******

CHAPTER - 3

RESEARCH METHODOLOGY

CHAPTER-3
RESEARCH METHODOLOGY

The Present analysis was attempted with the ambition to study effects of stress in teaching professionals working with coaching institutes in Kota City. The review of literature was started from January 2015 which backed to conclude on the direct of the research, questions associated with the stress concepts to be reviewed and different variables to be inserted in pursuit this research study. The study's main attention was on effects of stress as related to family role stressor and work role stressors and job satisfaction. The study also put upon determines the antecedent factors of stress in coaching faculty members. Research questions were chiefly bothered with the relationship between the preferred independent and dependent variables.

This chapter cope with the methodology steps accept for the present research. It shows the definite sequential method support for carrying out the present research under various subsets as given below:

3.1 Research design.
3.2 Objectives.
3.3 Assumptions.
3.4 Hypotheses.
3.5 Variables under study.
3.6 Delimitations.
3.7 Justification for selection of variables.
3.8 Operational Definitions of variables.
3.9 Data collection procedure.
3.10 Tools used for measurement of the variables.
3.11 Pilot study.
3.12 Selection of the sample

3.1 RESEARCH DESIGN

According to Kothari (2004), descriptive research studies are anxious with describing the characteristics of a particular individual or a group with specific

predictions, comparisons and story of facts. Since the present study correlated the effects of stress as experienced by male and female coaching teaching professionals define their characteristics in details in line with the objectives of the study, it can be accordingly introduce to as descriptive research design. It draws into account various aspects of stress as a fact to be studied.

As the present study direct on a check out into stress arising due to various personal, family and job related factors amid teaching professionals of coaching institutes in Kota; the descriptive research design was chosen as the most relevant one for this study.

3.2 OBJECTIVES OF THE STUDY

The present study was developing with the following objectives:-

1. To identify the effects of stress experienced by male and female coaching faculty members.
2. To know the causes or antecedent factors of stress among coaching faculty members.
3. To measure the extent of job satisfaction related to family role stressor and work role stressors.
4. To understand the relationship between stress-effects and job satisfaction.
5. To study the relationship between stress-effects and role stressors in male and female faculty members.

3.3 ASSUMPTIONS OF THE STUDY

1. Coaching teaching faculty members experience stress at the workplace.
2. Gender wise difference in the stress experienced by faculty members can be identified.
3. Service wise variation in the stress experienced by faculty members can be identified.

3.4 HYPOTHESES

H01: The extent of stress-effects felt by faculty members does not differ by personal factors.

H11: The extent of stress-effects felt by faculty members differs by personal factors.

There will be difference in the felt stress-effects of faculty members by personal factors.

i. Age
ii. Duration of illness

H02: The extent of stress-effects felt by faculty members does not differ by family factors.

H12: The extent of stress-effects felt by faculty members differs by family factors.

There will be difference in the felt stress-effects of faculty members by family factors.

i. Family type
ii. Marital status
iii. Number of dependents

H03: The extent of stress-effects felt by faculty members does not differ by situational factors.

H13: The extent of stress-effects felt by faculty members differs by situational factors.

There will be difference in the felt stress-effects of faculty members by situational factor.

i. Hours of work.
ii. Income
iii. Frequency of Health Check-up
iv. Health Status
v. Having Meal on Time
vi. Type of Treatment
vii. Job Timings

H04: There is no significant association between the extent of stress-effects felt by faculty members and their academic performance.

H14: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

H05: There is no significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

H15: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

3.5 VARIABLES UNDER STUDY

The stress rising out of execution of teaching activities and responsibilities in coaching teaching professionals' bank on a number of factors which directly or indirectly influence the extent of stress-effects experienced by faculty members.

Based on the plan, the following two sets of variables were preferred for this study.

I. **Independent Variables:** Independent variables were classified into two categories, namely

A. Individual factors

B. Job related factors

A. Individual factors

1. Gender

2. Personal factors

i. Age

ii. Health status

3. Family factors

i. Family type

ii. Marital Status

iii. Number of dependents

B. Job related factors

1. Situational Factor

i. Hours of Work

ii. Designation

iii. Income

iv. Health Status

v. Severity of Illness

vi. Frequency of Health Check-up

vii. Having Meal on Time

viii. Job Timings

ix. Type of Treatment

2. Service Duration

3. Role Stressors

4. Job Satisfaction

II Dependent Variables

A. Effects of Stress

1. Physiological stress-effects
2. Psychological stress-effects
3. Behavioural stress-effects

The extent of stress-effects experienced by male and female coaching teaching faculty members was studied as dependent variable separately as it was induced by certain other variables.

Using the basis of "stimulus based stress model" by (Beehr, 1984, 1985; Beehr and Bhagat 1985; Mclean 1979; Selye, 1975), the various role stresses endure by teaching professionals at coaching institutes i.e. at their work place, were treated as independent variables or causal factors of stress and call as "role stressors" instead of role stresses. These stressors act as stimuli in the work place situation for teaching faculty.

Keeping in sense, the guidelines of "response based model of stress" by Beehr (1984, 1985) and Caplan, Cobb, French, Harrison and Pinneau (1975) and the results from its findings, the present study chose to recognize stress as a dependent variable which stand for its consequences or demonstration in form of physiological, psychological and behavioural stresses call as "stress-effects".

3.6 DELIMITATIONS OF THE STUDY

The research was limited to

1. Teaching professionals working at various Coaching Institutes in Kota city.

2. Teaching faculty members who are in service at present broad of part time visiting faculty.

3.7 JUSTIFICATION FOR SELECTION OF VARIABLES

After carrying out a detailed review of literature on occupational stress and its sources, it was thought relevant to include the most develop work setting variables namely work role, family role, job characteristics, organizational conditions, and interpersonal relations at work and job satisfaction. These may have a symbolic impact on employee performance and health. Literature review confess that job satisfaction variable correlated negatively with all role stresses hence it was determined that the relationship between role stress and job satisfaction of coaching teaching faculty members also needed to be analyzed.

In the dash of classify sources of stress many studies in review of literature have reviewed the contact of certain demographic variables on recognized stress of teachers. Thus the causes of stress or the "stressors" which may influence coaching faculty members are sum up as below.

1. Individual factors: (a) Personal factors such as gender, age and health status (b) Family factors inclusive of family type, size and paid help employed. (c) Situational factors namely working hours and service duration.
2. Job related factors: (a) Role Stressors (b) Job Satisfaction.

1. **Gender:** It was studied to be an important variable as it may affect the family role, the work role and the stresses proceeding from these roles. It may also impact the height of job satisfaction in teaching faculty members gender-wise.

   A few studies have shown that women experience more role stress as related to men (Sen 1981). It proposed that there may be disparity in the stress-effects felt by male and female teachers in their role performance at work and at home. Therefore gender was included as an independent variable in the present research.

2. **Age**: Since stress issues and problems are being realist and indicate recently amidst coaching teaching professionals, it was simulated that young faculty members may be more face down to stress and may display more concern

for the teaching activities and responsibilities in their behavior, than the older faculty members. Bhandarker and Singh (1986) investigated the stressor-stress causation with overall forecast of stress as well as agnate contribution of each independent variable such as age to it. Age was negatively related to role stress (Sen 1981). Young people between 20 and 30 years of age have been found to report twice as much stress when correlated to older people. (Pareek Udai 1987). The data on the relationship of age of coaching teaching faculty members to extent of stress-effects experienced by them was lacking. Thus, it was thought applicable to study age as one of the independent variables.

3. **Health Status**: The relationship between health and stress is one of the most disputed topics. Stress often attends illness and it is widely admit that stress may play a part in illness related conditions. There are a variety of instruments through which stress might influence health (Cohen and Williamson 1991). Psychological functioning has some direct effect on physiology, alternatively effects may be indirect, and in that stress may influence health behaviors (Steptoe and Wardle 1996) which raises or reduced the chances of illness. Stress may also get decreased due to health promoting behaviors such as deciding a healthy diet and exercising. Stress may also get altered by behaviours directly related to medicine and compliance with treatment regimes. For these assorted reasons, study on stress and health is difficult, yet determining whether stress is actually a element of illness in coaching teaching faculty members was required to be inspected. The researcher wondered whether an offhand link can be settled between the health status of the faculty members and stress. Hence health condition was treated as a vital independent variable for this research.
4. **Family Type**: The type of family might have a definite impact on the amount of stress experienced by faculty members from the family role affecting teaching activities and responsibilities at work. Sen (1981) studied the backdrop variables such as family type in liaison to role stress in employees.

As family type could be a source of cause stress in coaching faculty members too, it was inserted as an independent variable for this study.

5. **Family Size**: It was anticipate that the family size may alter the activities of a teaching professional at home and at work. Larger families may appeal more time to be spent on carrying out household responsibilities which might change their work role and performance at the work place leading to stress. Bhandarker and Singh (1986) tested family size as an independent variable and its relative addition to overall stress in management employees of public and private sectors. Family size was constructing to be positively associated with certain role stressors and negatively with the other stressors. Sen (1981) stated that "Growing family size and increasing responsibilities with limited promotion explore might lead to a feeling of refusal and loss of connection". Hence family size was inserted as an independent variable.
6. **Hours of Work**: The only situational factor which was studied decisive as an independent variable for this research was 'Hours of Work' at the workplace. Some teaching professionals may put in long working hours to cope up with hard circumstances at work which might bring opportunities for material success or for personal hike and learning. However, it may be leading to stress which have adverse importance to a greater or lesser degree. Mughal, Walsh and Wilding (1996) present that "anxious sales executives worked longer hours and closed more sales". In order to build a relationship between hours of work and stress in coaching teaching professionals, this factor was treated important for this research.
7. **Service Duration**: It was simulated that the span of service duration might impact the stress-effects experienced by teaching faculty members. Also, there efficacy be gender differences in the stress-effects felt by faculty members with regard to their service duration. Gupta and Pratap (1987) resolute the role of service length on organizational role stress amidst executives of BHEL, a public sector undertaking. "A definite upturn was noticed in the intensity of organizational role stress as an action of service length". Thus it was reflection useful to inquiry, this independent variable for this survey.

8. **Role Stressors**: Ten role stresses by Pareek Udai (1983c) are described as role stressors in the present search. They have been considered from time to time by different researchers on different samples of people. Bhatnagar and Bose (1985) plotted role stressors among branch managers of a banking organization. Rajgopalan and Khandelwal (1988) calculated role stressors with approach coping styles among engineer executives. Srivastava (1991 a) coordinated various depth of role stress with mental health. As teaching professionals in coaching institutes also play distinct roles, there may be stress rising from these roles. In order to find out if the coaching teaching faculty members contact stress rising from these role stressors both family role stressor and work role stressors, it was fundamental to add it as one of the utmost great independent variable.
9. **Job Satisfaction**: Gladness within the workplace has always been linked with enhanced health (Karasek and Theorell 1990; Stokols, 1992; Warr, 1994). There is much study to advice that convinced and healthful employees are likely to be higher dynamic and less stressed than their less convinced and less healthful correlative. It is therefore in the concern of coaching institutes as employers to ensure that their job setting is the one in which employee satisfaction is enhanced. The barricade to job satisfaction and vigorous surroundings may relate to the role and the individual reception to them is seen in form of stress.

   In order to know the fellowship if any, between job satisfaction and stress-effects in teaching faculty members, it was taken up as a vital variable.
10. **Stress-effects**: The platform of stress is studied as the stress-effects. The three stress-effects i.e. physiological, psychological and behavioural are the dependent variables in this research.

The comment based on assorted syndrome of stress empowers to discern between these three stress-effects. These are treated as the corollary of stress. Bhandarker and Singh (1986) inspected the unified stress cycle counting the corollary of stress as dependent variables in management personnel from both public and private sectors from southern regions of India.

The result of stress in form of the raised stated three stress-effects have been calculated from time to time by various researchers especially in the ground of psychology. Coaching teaching professionals may also wisdom these stress-effects in distinct modes. In this context, it was essence to research stress and its holdings as a dependent variable.

3.8 OPERATIONAL DEFINITIONS OF VARIABLES

Certain points which were operationally defined for measurement of variables of this research are stated below

- **Stress**

Stress refers to an individual's opinion to an alarming factor in the domain. It results in physiological, psychological and behavioural diversion for individuals in an organization. It may show itself in both a positive and a negative way. Eustress is positive stress and Distress is negative stress. In the present research stress assign to three effects of stress viz. physiological, psychological and behavioural stress.

- **Physiological stress**

It cite to the impact that stress has on physical state of a person. The dilemma due to huge trappings of stress is displayed physically by the individual such as fatigue, headache, back-ache, stomach-ache, neck-ache and shoulder stiffness, and increased blood pressure.

- **Psychological stress**

It is the impact of stress on mental state of a person. Psychological complications rise from stress are in day to day job performance. Stress which shows psychological syndrome such as worrying, depression, impatience, frustration, loneliness, powerfulness and inflexibility are covered in the present research.

- **Behavioural stress**

The stress-effects which may impact the behaviour of a person directly are examined here. Behaviour akin stress syndrome in faculty members involved crying, forgetfulness, bossiness, unprovoked shouting, blaming others, compulsive eating and chewing, agitation, anger, gossip and teeth grinding.

All the three effects of stress will be deliberate on a five point nominal scale to display the density of stress experienced.

Stressors

A stressor is the catalyst that urges stress. Stressors develop from different sources of stress. In the present research, stressors cite to 'Individual Stressors' and 'Job related Stressors'. Individual stressors abide of personal, family and situational factors causing stress. Job related stressors indicate role stressors and job satisfaction.

Role Stressors

Role is a stand that an individual employ in a social system. The notion of role is chief to that of a teaching organization. Role has created in potential for conflict and stress.

Role stressors are the element of role based stress. Role stressors as hint to in the research are the ten role stresses given by Pareek Udai (1983c) viz. Inter Role Distance (IRD), Self Role Distance (SRD), Role Isolation (RI), Role ambiguity (RA), Role expectation conflict (REC), Resource inadequacy (RIN), Personal inadequacy (PIN), Role stagnation (RS), Role erosion (RE) and Role overload (RO).

Family Role Stressor

It occurs due to clash between organizational role and other roles. The individual is not able to break the time between work demands and family demands. For the present research, Inter Role Distance (IRD) is treated to be the family role stressor, "This factor has a best line of battle between the organizational role and the family role". This factor may be thus termed as family factor. Inter Role Distance (IRD) can be of two types. Family IRD (F) and Social IRD(S), One is exercised with clash with family roles and the other with social roles, Pareek Udai (2010). The present research matter itself only with battle rising out of family roles and hence family IRD (F) alone is taken into discussion.

All the role stressors will be calculated by a standardized scale i.e. organisational role stress (ORS) scale by Pareek Udai (1983c).

Work Role Stressors

These are the origin of role related stress experienced by teaching faculty members at their work place. All role stressors quoted upon except Inter Role Distance (IRD) are studied to be the work role stressors for the present research.

Personal factors

These hints to the personal aspect of an individual viz. gender, age, health status, educational qualification, hobbies, and health practices, sleep hours and exercise regime. Age, Gender, Qualification, Experience, Area of Specialization and Duration of illness are the essential personal factors which will be treated in the present research.

Family factors

These encompass type of family and household, size of family, total family income, paid help, marital status, spouse's education and occupation and number of dependents. The family factors studied necessary and hence included in the research are family type, marital status, and number of dependents.

Situational factors

The factors which have been studied amidst situational aspect cover Designation, Hours spent at workplace, Income, Frequency of Health Check-up, Health Status, Severity of Illness, Having Meal on Time, Job Timings, and Type of Treatment.

Job Satisfaction

Job satisfaction is illustrated as how people feel about their job and its different form. It portrays the state of mind of an employee at a particular point of time i.e. even in the employee is satisfied with his job or not. A person with a huge aligned of job satisfaction holds positive feelings about his or her job while a disappointed person holds negative feelings. It is a subjective phrase and cannot be easily calculated. Hence a mechanism is required to calculate the level of job satisfaction. For this research job satisfaction is studied from four aspects of job viz. work autonomy, occupational status, work schedule and work environment. The job satisfaction will be deliberate on a five point scale ranging from strongly agree to strongly disagree.

Work autonomy

It focal point on type of work, relationships at work and art and proficiency linked to work in teaching professionals.

Occupational status

It combines positive and negative factors based on personal status, facilities received, financial security and standard of living fulfilling the economic requirements.

Work Schedule

It specify to time utilization for family and household authorities. It quote to the satisfaction as afflicted in the ability or disability to carry out the family and household authorities.

Work Environment

It subsists of the positive and negative factors as relevant to the type of work, physical state of the workplace and facilities produce at the workplace. For the present research, the job satisfactions on all the four forms of job will be deliberate on a five point scale feeding from strongly agree to strongly disagree.

Service duration

It stands for the number of years of experience of job at the workplace.

Age

It invoke to the age group of respondents for both male and female. Three age groups namely young, middle and old age are defined for the present research.

Health status

It brings notice on the present health condition of the respondents i.e. whether the health condition is good, average or poor and the precautions taken to sustain good health.

Family type

It comprises joint, nuclear, extended and single parent type of families.

Family size

It subsists of respondents along with their spouses (if married), and the number of dependents. Dependents carry children, parents, in laws, brother, sisters, grandparents and other relatives.

Hours of work

These glance to the number of hours spent at the workplace, specifically it specify to the number of hours spent by teaching faculty members at the coaching institutes where they work.

Coaching teaching faculty/ Professionals

Teacher's who teach coaching courses at the school level (CBSE) Class VI TO X, I.I.T-JEE, NITs, AIEEE, PRE-MEDICAL NEET UG (AIPMT)/ AIIMS, PRE-NURTURE & CAREER FOUNDATION in a coaching institute, are called coaching teaching faculty members or proficient's for the present research.

Coaching institutes

Private institutes which run courses type of I.I.T-JEE, NITs, AIEEE, PRE-MEDICAL NEET UG (AIPMT)/ AIIMS, PRE-NURTURE & CAREER FOUNDATION AND NTSE & OLYMPIADS, are introduce to as institutes in the coaching study.

3.9 DATA COLLECTION PROCEDURE

A questionnaire study method was taken up to build up data for the present research. Questionnaire was used as a tool for gathering data so that a large number of respondents could be contacted within a short period of time and the respondents could be given enough time to fill it up. Since the present survey tried to find out effects of stress in faculty members, there were outlook that the respondents would not give true information in presence of the researcher. Hence the questionnaire was reflection to be the most convenient instrument for the present survey. The questionnaire was composing keeping in mind the objectives of the research. The general set up of the questionnaire was form. The questions were obvious, specific and predetermined. The questions were in typed plan with replies in hand written form. Except a few, most of the questions were closed end type. For some questions especially personal information and family backdrop questions, fixed alternative questions were given which made the questionnaire clear to understand and less time exhausting. A comprehensive review of literature aid and permit the researcher to flourish this questionnaire. The entire

questionnaire was soulfully designed so that the teaching professionals had no doubt in acknowledged on the necessary information. It had four distinct sections.

Section I

It span of questions to evoke backdrop information of the respondents, and included the personal profile, family profile and the job profile of the faculty members (appendix A).

The personal profile of the respondents inserted gender and age, educational qualification, marital status, occupation, sleep time, hobbies, exercise regime, overall health status, illnesses – their duration and treatment, health checkups and medical expenses.

The family profile of faculty members encircle type of family and household, family size, family income, contributors to family income, spouse's education and occupation, number of dependents and health practices.

The job profile of the respondents inserted designation at work, service duration, subjects taught with area of specialization, type of institute, work hours and travel time.

Section II

It contained of Organisational role stress i.e. (ORS) scale to survey the ten role stressors as main donor of stress in respondents. The scale contained 50 statements aiming to measure levels of stress rising out of each of the role stressor.

Section III

It consists of the stress tests which have of a total of 24 statements for identifying the stress-effects namely physiological, psychological and behavioural. Each stress effect was finding separately through syndrome recorded in the statements belonging to each category of stress effect.

Section IV

It abides of Job Satisfaction scale to survey the extent of Job Satisfaction level in teaching faculty members with regard to their role at work and in family. It contained 56 statements referring to four aspects of job especially work liberty occupational status, work schedule and work environment.

A systematic method was pursuing to collect data from the faculty members. Teaching faculty members with teaching experience feeding from less than 1 year to 15 years or more were chosen for the study. Participants were teaching in coaching institutes located in Kota limits. The teaching faculty members were hooked in teaching various courses in these institutes at the school level (CBSE), I.I.T-JEE, AIEEE, PRE-MEDICAL NEET UG (AIPMT)/ AIIMS, PRE-NURTURE & CAREER FOUNDATION AND NTSE & OLYMPIADS,. Four hundred (400) questionnaires were distributed in all Coaching Institutes. A total of 255 teaching faculty members completed the questionnaires representing a 63.75 percent response rate. Finally in all 10 coaching institutes participated in data collection. A simplified plan for the step to collect data from the faculty members was refined in advance. The investigator obtained prior approval from the Director/Head of each Institute to collect the data. The investigator visit affix meetings gave her preface to the teachers and inquire them if they would be prone to spend about 30 minutes in completing a survey questionnaire regarding their experiences of stress in the organization. The faculty members were request to read a short description of the survey and give their blessings if they urge to participate in the survey. The researcher gave a further description of the purpose of the research and wished them to be a part of this research. It was further told that they were needed to answer all the questions and the value of their aid for the successful completion of the survey. They were explained that their participation was fully free and the info collected from them will be confidential and will be used only as data for study. Each set of questionnaire was stapled and each section in the set was given the same casual identification number in case a participant's data set was distant.

Participants were asked to outright a short demographic questionnaire as well as questionnaires respecting their role stress, stress-effects and job satisfaction within a week. The respondents were again convincing that the information serve by them will be kept private and they were also inspired to be open and truthful in subject to information.

As per the time record given by the Institute head and respondents, the investigator made the pursue calls and checks before the return of the

questionnaires. At the given time and day of the week, the investigator import back the comprise questionnaires after verify them for completeness and correctness of the data collected. An erratic review was finalized by the investigator with the respondents in addition to serve push to those who had a problem in sign up the questionnaire by simplifying recitation and defining of the question. Once faculty members completed the questionnaires they were praised for their support and were demand to give a assessment if they will to do so. The 255 valid questionnaires were then ripe for data processing. The data collection period fell between January, 2016 to May, 2016.

3.10 TOOLS USED FOR MEASUREMENT OF THE VARIABLES

Out of the different uniform methods available for search, three most suitable scales were treated and used in the present research based on their logical and voluminous use in search and training.

They are as follows:-

1) Organisational Role Stress (ORS) Scale (appendix A)
2) Stress test (appendix A)
3) Job satisfaction scale (appendix A)

I. Organisational Role Stress (ORS) Scale:-

Pareek Udai (1981) on the basis of theoretical belief and statistical analysis has identified ten positions of role stress. This scale was developed by Pareek in 1983. Pareek Udai, (1983 c) gives a basis of individual's anticipated role stress on the following ten dimensions:

1) Inter Role Distance (IRD)
2) Role Stagnation (RS)
3) Role Expectation Conflict (REC)
4) Role Erosion (RE)
5) Role Overload (RO)
6) Role Isolation (RI)
7) Personal Inadequacy (PIN)
8) Self Role Distance (SRD)

9) Role Ambiguity (RA)

10) Resource Inadequacy (RIN)

The "ORS" Scale quota the raised ten types of role stresses. It is a psychometric mechanism. ORS is a five point scale (0 to 4) holds five elements for each of the ten role stresses and a total of 50 statements. Thus the total count on each role stress ranges from 0 to 20. Responses are to be given on an answer sheet. The ORS Scale is appended to (appendix A). The "ORS" scale was obtained from a book. The reference is as follows Pareek Udai and Purohit Surabhi, (1997, 2002, and 2010) "Training Instruments in HRD and OD, third edition, Tata McGraw Hill publishing company Limited, New Delhi, and P-544-551.

Scoring Procedure:

The count sheet was used for scoring. To get the total counts for each role stress the ratings given by each respondent were totalled horizontally (for 5 items). These scores were then categorised into three levels of role stresses viz. low, median and high. Based on median and quartile deviations, the standard norms were proposed for low, median and high levels of the ten role stresses by Pareek Udai (1982a) and Khanna (1986) for managers and the same were used for this research. These patterns were recycled for analysing the data on each respondent's score on all the ten role stresses. Scoring was done gender-wise to set up the investigator to observe gender differences if any.

2. Stress test

This test was composed and builds up by Dr. Prabhu G. G. of NIMHANS, Bangalore. This test was used for the present research to compute the level of stress-effects in teaching faculty members (appendix A). The test abides of 24 statements on a five point rating scale (1 to 5) as follows.

Frequency of experience	**Points**
Never experience	1
Rarely Experience	2
Sometimes experience	3
Often Experience	4
Always Experience	5

This test appraises the physiological, psychological and behavioural extent of stress. The physiological syndromes also are a pointer of proneness to stress. A combined measure of physiological, psychological and behavioural note expresses severity of stress. Scoring operation the accesses responses were deliberate on a five point rating scale in charge of never experience, rarely experience, sometimes experience, often experience and always experience. Answers were given scores as follows:

I Scores on items 1 to 6 were counted and totalled indicating the total score for physiological stress-effects.

II Scores for items 7 to 17 were counted and totalled announced the total score for behavioural stress-effects.

III Scores on items 18 to 24 were counted and totalled imply the total score for psychological stress-effects. Total scores of all the respondents on each of the statements under each stress effect, were determined. Then Mean (M) and Standard deviation (SD) were measured for each stress effect class to form a basis for level of stress effect as follows:

i) Low level: Scores below Mean - 1 SD

ii) Medium level: Scores between Mean - 1 SD and Mean + 1 SD.

iii) High level: Scores above Mean + 1 SD

Low level was marked by ratings of never and rarely experience.

Medium level was marked by ratings of sometimes experience. High level was marked by ratings of often and always experience, on the five point psychological continuum.

3. Job Satisfaction Scale

This scale was used in the search to quote the level of job satisfaction in coaching teaching professionals (Appendix A). This scale was formed by Dr. Murali D. and Kulkarni M.S., M.A.U. Parbhani. Job satisfaction scale was attaining from Indian journal of applied psychology, 1997, volume 34, No.2, P 17-21.

The scale dwells of 56 statements. The statements in the scale are rated on five point psychological continuum feeding as strongly agree, agree, uncertain, disagree and strongly disagree which were scored from 5 to 1 respectively.

Reverse Scoring of 1 to 5 was done for negative statements. The 56 statements are covered under four heads viz. work liberty, occupational status, work calendar and work environment as Classified by Burgo and Culver (1989). The scores of all the subjects on all the statements under each class were added and Mean (M) and Standard deviation (SD) were measured for each of the four job form. Mean and standard deviation were worn as the basis to devise levels of job satisfaction as follows:

i) Low level: Scores below Mean - 1 SD

ii) Moderate level: Scores between Mean - 1 SD and Mean + 1 SD

iii) High level: Scores above Mean + 1 SD

Low level of job satisfaction was marked by ratings of strongly disagree and disagree. Moderate level of job satisfaction was recorded by ratings of uncertain. High level of job satisfaction was marked by ratings of strongly agree and agree on the five point continuum scale.

3.11 PILOT STUDY

Despite all the three scales used for the present research were standardized ones and have been worn in research before, yet they were vital to be tested in the plot on the sample group of teaching professionals before their final practice in the main data assortment. These instruments were pretested along with demographic questionnaire with an aim to:

- Get primary experience with the respondents.
- Bring a form about the near time taken to enrol the questionnaire.
- Find the most correct action to conduct the questionnaires swiftly with minimal risk of ruined them. Pinpoint which were the chance of misinterpretation on part of the investigator and the respondents.
- Make mandatory alteration in the demographic questionnaire and settle the same.

The questionnaire was tested on a sample of 10 coaching teaching professionals from the coaching institutes namely, Bansal Classes, Motion IIT-JEE, Allen Institute, Resonance, Vibrant Academy, Career Point Ltd., Aakash Institute, Sarvottam Career Institute**,** Nucleus Education and Btrix Career Institute

in Rajeev Gandhi Nagar, Kota. The faculty members broad of both male and female were elect from each of these institutes based on the following norm:

1. Any Coaching institute teaching IIT/AIPMT courses linked to coaching teaching.
2. The service period of the faculty members should fall into any of the three following service grade:

i. Less than one year to 7 years. (Short service duration)
ii. 8 years to 14 years. (Medium service duration)
iii. 15 years and above years. (Long service duration)

3. Faculty members who were prone to engage in the survey.

The sample selected for pilot study was not a part of the final sample but had nature similar to the prime sample of the research. Originally a few questions were inserted in the questionnaire on the victuals made by the coaching institutes for "stress management programs" for students and the organizational coping strategies grant by the institutes. Since no information was obtained from the respondents on this matter and on oral query, the institute heads said that they did not have any such victuals for teachers at present and would like to have proposal for the same. Hence the questions akin to this matter were omitted before finalising the questionnaire.

A few questions of the questionnaire which were not openly accepted by respondents were eliminated and regained with smooth altered questions. The data gathered were scored, coded and subjected to simple statistics in direct to classify and foretell the factual hardship in the final data processing and analysis. On the ground of findings earned through pilot study, the questionnaire means was updated and finalised with petty variation.

3.12 SELECTION OF THE SAMPLE

Locale of the Study

The present research was operating in Kota city. After receiving data from internet sources, a list of coaching institutes in Kota and around Kota was planned.

These coaching institutes which are based within the edge of Kota limits only were studied for the present research. Kota comes up as one of cities in India having the top number of coaching institutes. The attract part of Kota is majorly fixed with the Coaching institutes such as Kota city, Rajeev Gandhi Nagar, Indra Vihar, Road no. 1, IPIA, Talwandi, Vigyan Nagar, Jhalawar Road, Baran Road, and Kunhadi (Landmark City), etc. as related to the periphery of Kota, where these institutes are profusion out. Thus, in order to get utmost depiction of the sampling, at fewest one coaching institute from outstanding well known space was contacted and capped.

An entire of eleven (11) localities in Kota build the locale of the study. In all, ten (10) coaching institutes located in 11 localities were lastly composed for data collection. The eleven localities inserted in the present research were Rajeev Gandhi Nagar, Indra Vihar, Road no. 1, IPIA, Talwandi, Vigyan Nagar, Jhalawar Road, Baran Road, and Kunhadi (Landmark City), etc. (Figure -2).

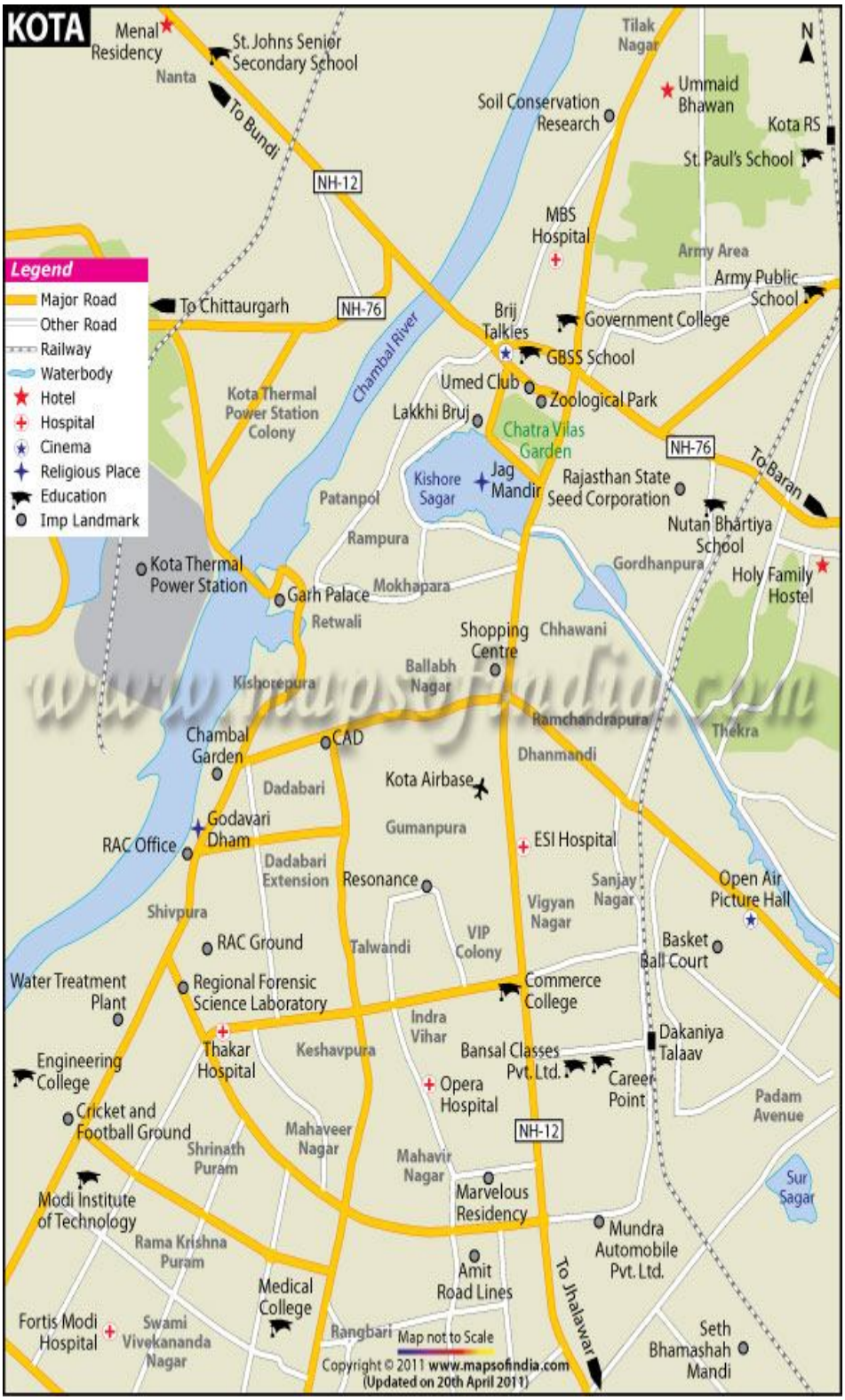


Figure2

Outline map of Kota showing the locale of the study

Sample Selection

The present survey was borne out in Kota city majorly due to the essence of the dilemma under survey. Since a top number of coaching institutes are placed in and about Kota city, many students and teaching proficient's have enter and ended down in Kota from all over India and alien India to be unite with coaching courses dash by these institutes. Thus it knew convenient to plan this present research in Kota city.

Teaching proficient's employed at coaching institutes in Kota creates the sample of the survey. The respondents were picked by purposive sampling technique.

Selection criteria

The sample was preferred on the basis of:

1) Any coaching institute that teaches at the school level Class V-X, I.I.T-JEE, AIEEE, Pre-Medical NEET UG (AIPMT)/ AIIMS, Pre-Nurture & Career Foundation and NTSE & Olympiads, courses similar to different types of proficient coaching.
2) The faculty members were combined from both the genders i.e. male and female.
3) The service period fell into any of the three service grade as follows:
   i. Less than one year to 7 years. (Short service duration)
   ii. 8 years to 14 years. (Medium service duration)
   iii. 15 years and above years. (Long service duration)
4) The faculty members who were prone to associate and would give factual remark were picked for the research.

3.13 ANALYSIS OF DATA

Grouping of the data:

For the objective of reasoning, the variables of the survey were classified in a represent frame. The grade drafted for the various variables are given below:

1. **Age group : (in years)**
   i. Young : 21 to 40
   ii. Middle : 41 to 60
   iii. Old : above 60

2. **Educational qualification:**

i. Bachelor degree with or without Diploma / Certificate. (B.sc/ B-tech)

ii. Master degree with or without Diploma / Certificate. (M.sc/ M-tech)

iii. Ph.D. Degree (Dr.)

3. **Designation:**

i. Faculty

ii. Trainee Faculty

iii. Assistant Faculty

iv. Director/Dean/HOD

4. **Marital status** :

i. Unmarried

ii. Married

iii. Divorced

iv. Widower / Widow

5. **Occupation :**

i. Teaching ii. Administrative iii. Counselling

6. **Sleep time :**

i. Less than 7 hours ii. **7** to 8 hours iii. More than 8 hours

7. **Hobbies:**

i. Fine arts

ii. Reading / Writing

iii. Listening, / Practicing Music

iv. Sports, Games

v. Miscellaneous or combination of 2-3 hobbies.

vi. Travelling

vii. Watching television

viii. Reading with other hobbies.

ix. Entertainment

8. **Exercise regime:**

i. Walking, running, jogging

ii. Gymnasium cycling

iii.Swimming, hydro-therapy

iv. Walking, running, jogging, relaxation.

v. Floor exercise and dance

vi.Yoga and swimming Gymnasium and meditation

vii. Others - Aerobics, music therapy and laughter club.

viii. Yoga, Pranayam

ix. Relaxation activities

x. Swimming, cycling

xi. Yoga and gymnasium.

xii. Yoga, walking and relaxation.

9. **Overall health status**:

i. Good ii. Average iii. Poor

10. **Illness Suffered:**
   i. Chronic
   ii. Mild
   iii. No illness

11. **Duration of illness (Years) :**
   i. No illness
   ii. Less than 1 year
   iii. 1 to 10 years
   iv. 11 to 20 years

12. **Type of treatment of illness :**
   i. Regular : < 1 year
   : 1 to 10 years
   :11to 20years
   ii. Periodical : < 1 year
   iii. Special : 1 to 5 years
   : > 10 years
   iv. Other : 1 to 5 years
   v. No treatment

13. **Health check-up visits:**
   i. Quarterly
   ii. Half yearly
   iii. Yearly

14.. **Total Family Income : (Monthly in Rs.)**
   i. 10,000 to 30,000
   ii. upto 50,000
   iii. upto 70,000
   iv. > 70,000

15. **Number of dependents** :
   i. No dependents
   ii. 1-2
   iii. 3-4
   iv. > 4

16. **Number of years of teaching experience or service duration:**

i. Less than 1 year to 7 years. (Short)
ii. 8 years to 14 years (Medium)
iii. 15 years and above years (Long)

17. **Type of experience:**

i. Teaching

ii. Administration

iii. Other such as Industry, Research.

18. **Hours spent at work per day:**

i. 5 to 6 hours

ii. 7 to 8 hours

iii. More than 8 hours.

19. **Norms for Role stressors**: placed on median and quartile deviation as implied by (Pareek Udai 1982a, Khanna 1986) for managers were used in the present research. The coming three grades viz. low, median and high backed in mapping the level of stress on each of the role stressors in teaching proficients.

20. **Stress-effects**: On the ground of review of literature stress was restricted into three stress-effects viz. physiological, psychological and behavioural stress-effects based on their syndrome. Mean (M) and standard deviation (SD) were computed for all three stress-effects which were used as a base to define the grouping for level of stress-effects namely Low, Medium and High.

21. **Job satisfaction**: Job satisfaction scale by Murali D. and Kulkarni M. S. (1997) inserted four facets of job satisfaction viz. work liberty, occupational status, and work calendar and work ambiance. As advised in the scale three levels were codify specially high, moderate and low to assess the amount of job satisfaction in respondents Mean (M) and Standard deviation (S.D.) were figured.

Later the data were classified, coding was done and counts were given. The data were then formulated and charts were framed to serve the different grades.

Statistical Analysis

The data were fully analysed using SPSS i.e. the statistical package for social sciences, 22.0 packages. Data were analysed exercise descriptive as well as relational statistics.

Descriptive Statistics

The data were conferred in frequencies, percentages, mean and standard deviation for analysing the below knowledge:

i. **Personal profile** of respondents broad of gender, age, educational qualification, occupational status, sleep time, hobbies, exercise, regime, overall health status, and illness suffered duration and treatment of illness, health check up visits and medical expenses.

ii. **Job profile** of respondents comprehensive of designation at work, number of years of experience at the present workplace, area of specialization, subjects educated at the School/IIT/AIPMT level, type of institute, work time and travel time spent to workplace and back.

iii. **Family profile** inserted type of family and household, size of family, total family income, contributors to family income, occupation and number of dependents and their relationship to respondents and health practices of respondents.

iv. Data related to amount of stress (level) experienced by respondents on ten role stressors by gender.

v. Data on three stress-effects experienced by respondents.

vi. Data on job satisfaction of faculty members.

Relational Statistics

Statistical analysis was toted out to test the relationship between chosen variables and the hypotheses posit for the research. All the independent variables that were pretended to have any demeanor on the dependent variable i.e. stress-effects experienced by faculty members, were plotted.

1 (i) ANOVA was figure out to find out the change in male and female faculty members in kin to the amount of stress-effects i.e. physiological, psychological and behavioural experienced by them.

(ii) ANOVA was also gauge to know the change in the amount of stress-effects of teaching faculty members by family factor viz. “number of dependents”.

(iii) ANOVA was further measure to show the change in the bias of family role stressor and work role stressors on the faculty members by gender.

2. Pearson Product Moment Correlations were figure out to find out the relationship between

(i) Length of service duration and stress-effects in teaching faculty members.

(ii) Amount of stress-effects and job satisfaction of teaching faculty members on all the four form of job viz. work liberty, occupational status, work calendar and work ambience.

(iii) Ten role stressors and three stress-effects in teaching faculty members. Ten role stressors were Family role stressor i.e. Inter role distance (IRD), Work role stressors were namely Role stagnation (RS), Role expectation conflict (REC), Role erosion (RE) Role Overload (RO), Role isolation (RI), Personal inadequacy (Pin) Self role distance (SRD), Role ambiguity (RS) and Resource inadequacy (RIN). The three stress-effects were physiological stress-effects, psychological stress-effects and behavioural stress-effects.

3. Analysis of variance were measure to research the changes amidst

(i) The amount of stress-effects felt by teaching faculty members by preferred antecedent factors viz. personal factors, family factors and situational factors.

The preferred personal factors covered Age and qualification of respondents. The family factors covered family type, marital status and number of dependents. The situational factor inserted was hours of work, Income, Frequency of Health Check-up, Health Status, Severity of Illness, Having Meal on Time, Job Timings, and Type of Treatment. Three identified groups were prepare for each of the factors cited raised to aid the calculation of 'F' values.

(ii) The amount of job satisfaction of teaching faculty members by role stressors.

(iii) The bias of family role stressor and work role stressors on teaching faculty members by service period.

Wherever 'F' values were form to be significant, Bonferroni, action of post-Hoc comparisons was enforced.

Thus the pace and practice stipulate in this chapter were pursue in carrying out the present study.

******

CHAPTER - 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In the previous chapter, research methodology applied for the present study was described. This chapter presents the details of demographic profile of employees and the outcomes of the study that helped to assess the relationship between the variables under study. The prime objective of the present research has been to explore how to manage stress to improve performance with special reference to coaching faculties in Kota city. This research analyzes the causes of stress and its effects on physiological as well as psychological health of the respondents. During the research it is observed that perception of the faculties differ on various aspects pertaining to stress based on their demographic characteristics. The interpretation of respondents' profile was done by using charts and graphs. The association between variables was interpreted using One-way Anova and Correlation to interpret the rankings of preferences of respondent on various aspects of the study.

The analysis was done to reveal the following:

- To compile the profile of respondents and examine its association with perception towards Stress and Job Satisfaction.
- To identify the differences between faculties responses if any on the idea about various variables under study.
- To examine the effects of stress on faculties' performance and how it is influential in improving their efficiency and motivation.

4.2 GRAPHICAL PRESENTATION OF DEMOGRAPHICAL PROFILE

In this section the researcher presented the collected demographic data in tabular manner with respective percentages and displayed them through suitable graphs.

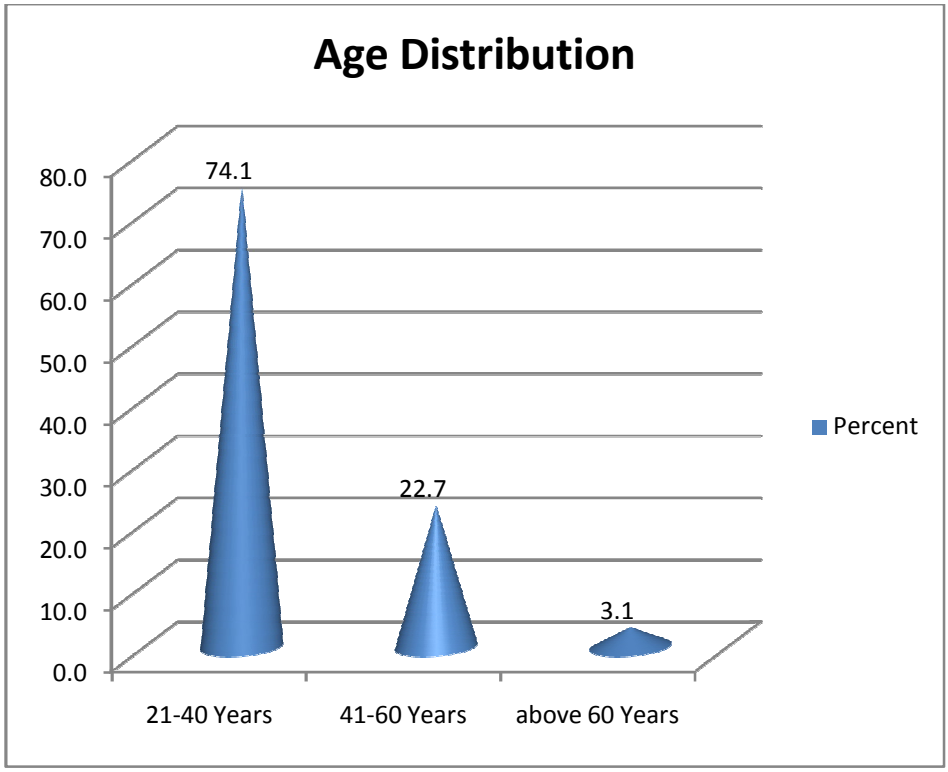
4.2.1 Age

The total data of 255 respondents was distributed on the basis of Age as per the table shown below. The table and graph show the distribution of respondents according to their Age Group. Maximum number of faculties i.e. nearly 74 per cent falls under age group 21-40 years. About 23 per cent belonged to 41-60 years age group whilst only 3.1 per cent was of more than 60 years of age.

Table 4.1

Age	Frequency	Percent
21-40 Years	189	74.1
41-60 Years	58	22.7
above 60 Years	8	3.1
Total	255	100.0

Chart 4.1



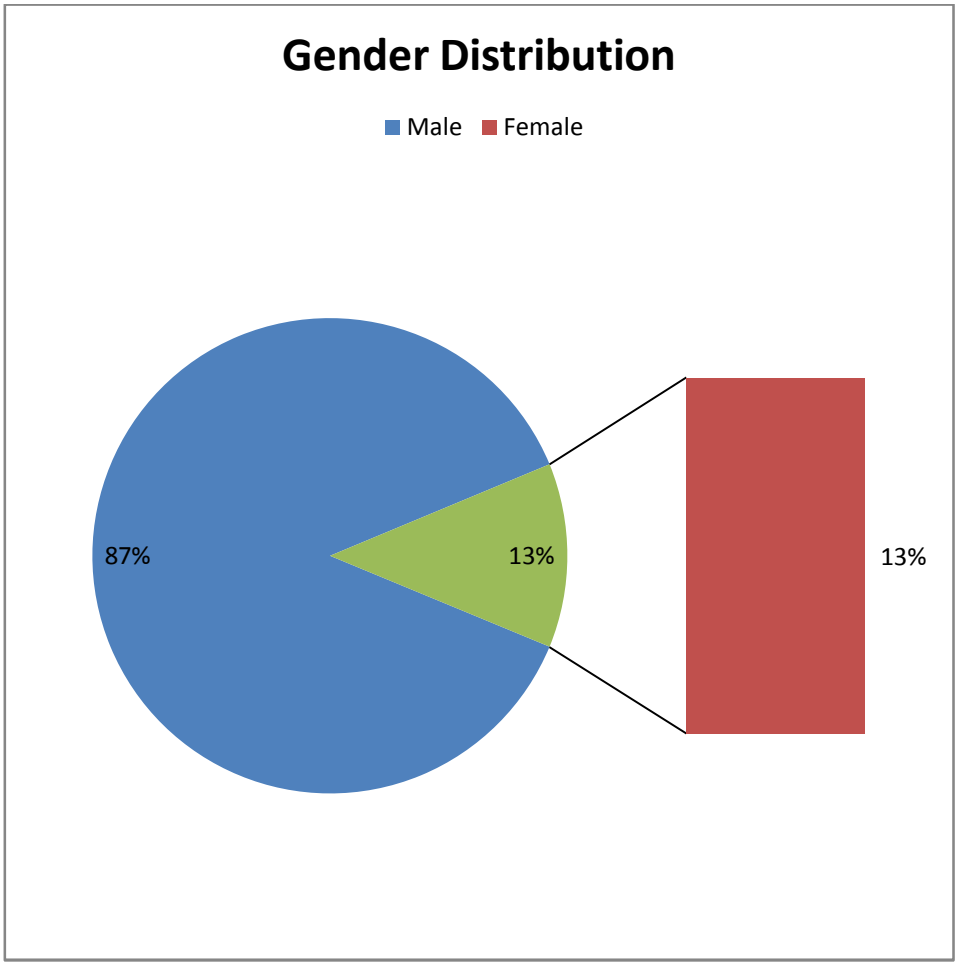
4.2.2 Gender

The table and graph shown below indicate the distribution of respondents according to their gender. Majority of respondents i.e. 87.5 per cent were male while only 12.5 per cent were female.

Table 4.2

Gender	Frequency	Percent
Male	223	87.5
Female	32	12.5
Total	255	100.0

Chart 4.2



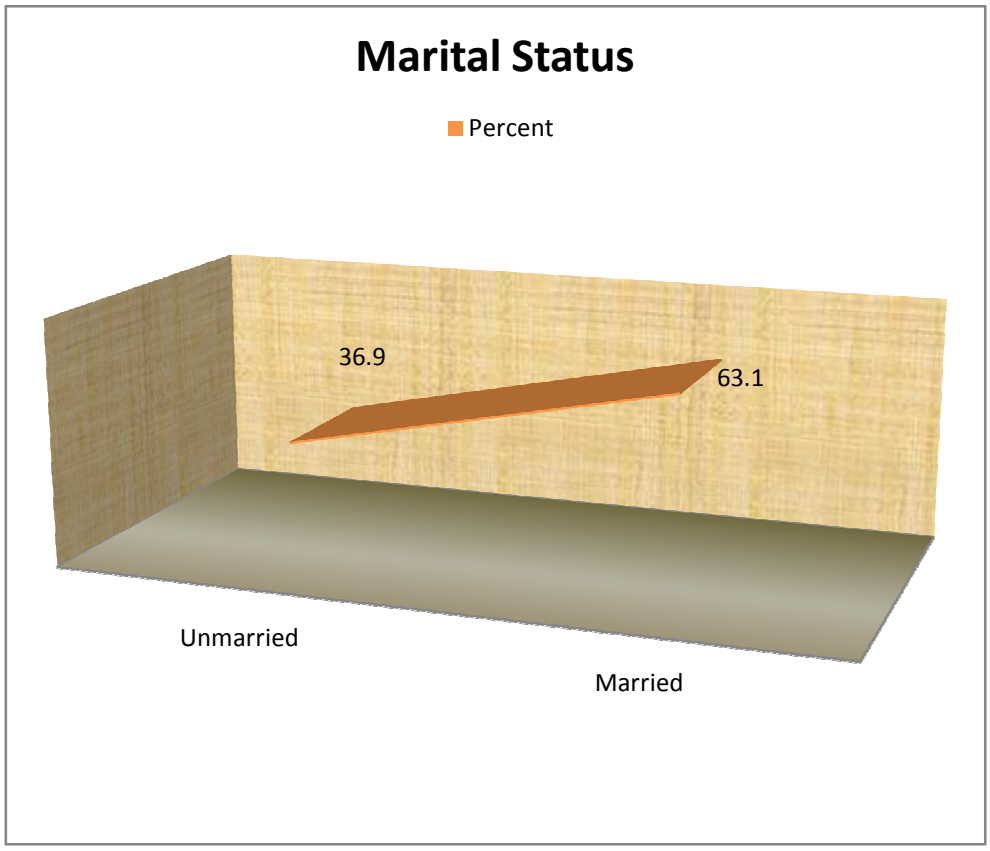
4.2.3 Marital Status

The respondents were asked to specify their marital status according to the distribution criteria displayed in the questionnaire. The table and graph mentioned below show that majority of respondents i.e. 63.1 per cent were married while 36.9 per cent were unmarried.

Table 4.3

Marital Status	Frequency	Percent
Unmarried	94	36.9
Married	161	63.1
Total	255	100.0

Chart 4.3



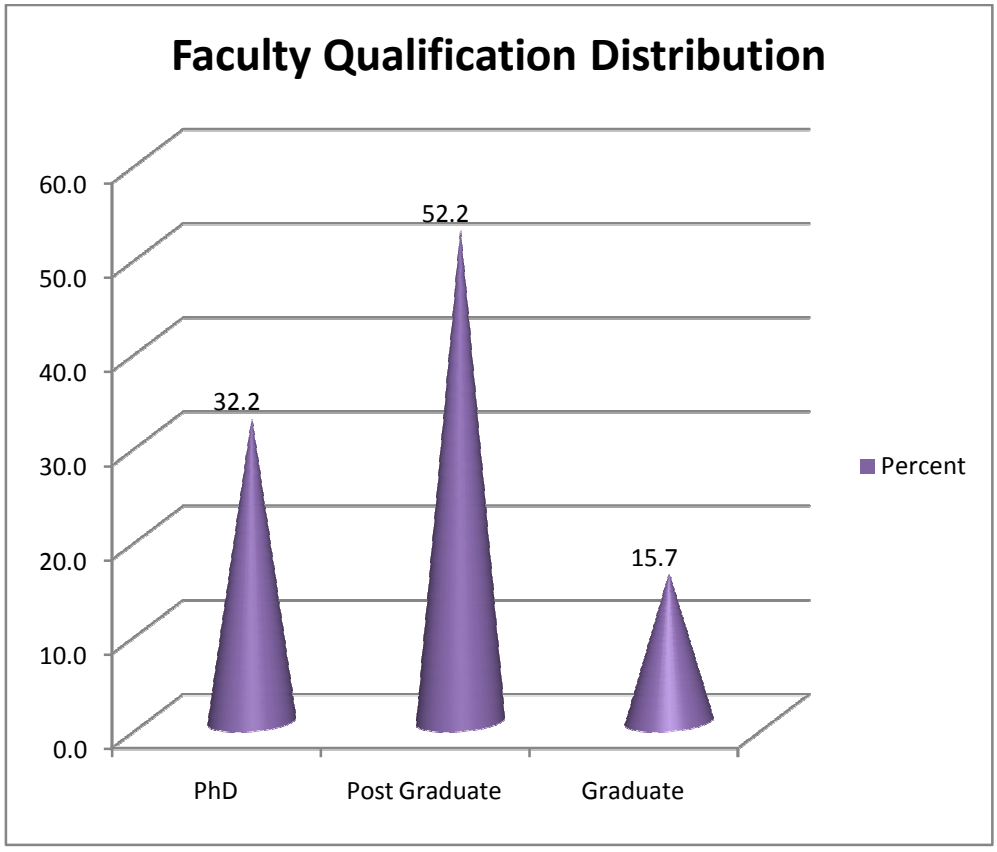
4.2.4 Qualification

Respondents indicated their educational qualification as mentioned in the table and graph shown below. Maximum number of faculties i.e. 52.2 per cent holds master degree. About 16 per cent completed their degree whilst nearly 32 per cent were having doctorate degree.

Table 4.4

Qualification	Frequency	Percent
PhD	82	32.2
Post Graduate	133	52.2
Graduate	40	15.7
Total	255	100.0

Chart 4.4



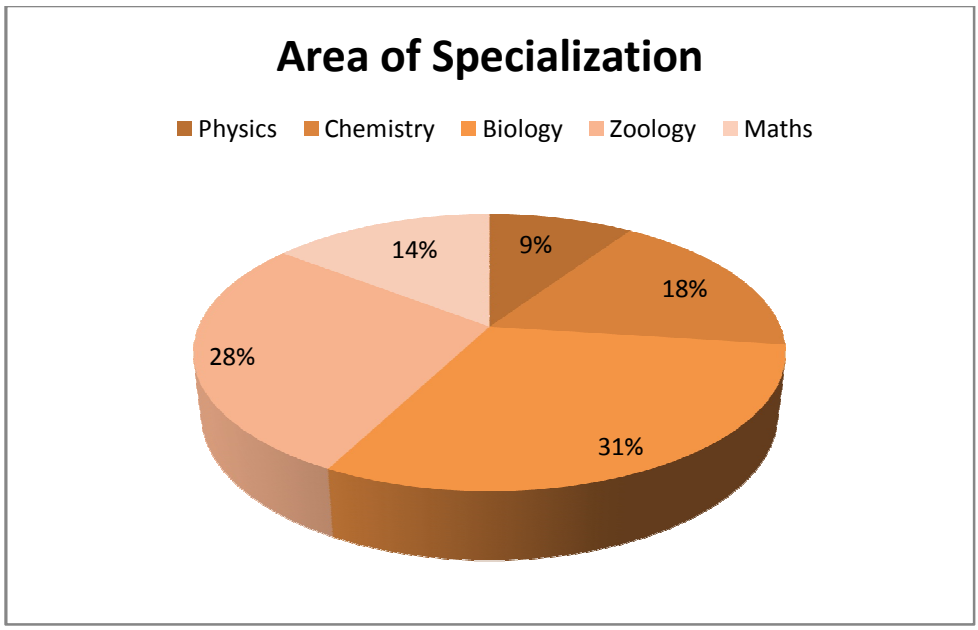
4.2.5 Area of Specialization

The respondents were asked to indicate their Area of Specialization which has been displayed in the following table and graph. Maximum number of faculties i.e. 30.6 per cent was having Biology as their specialization. About 28 per cent belonged to Zoology, 17.6 per cent belonged to Chemistry whilst 14.5 per cent belonged to Maths and only 9.4 per cent was of Physics specialization.

Table 4.5

Area	Frequency	Percent
Physics	24	9.4
Chemistry	45	17.6
Biology	78	30.6
Zoology	71	27.8
Maths	37	14.5
Total	255	100.0

Chart 4.5



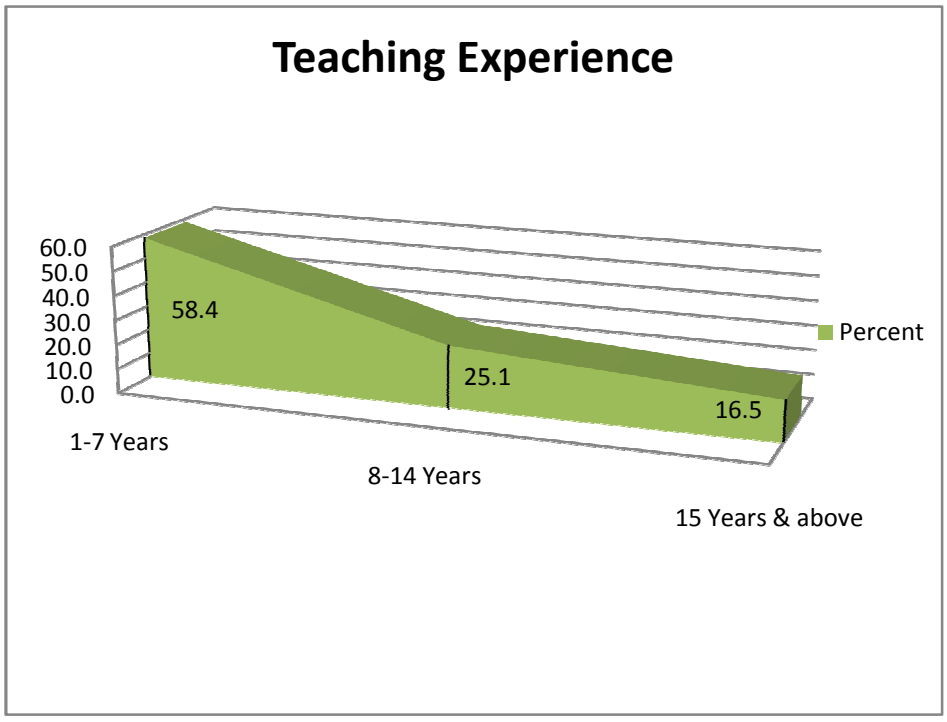
4.2.6 Experience

The respondents reported their experience as mentioned in the table and graph shown below. Maximum number of faculties i.e. 58.4 per cent was having experience of 1-7 years. About 25 per cent respondents were having 8-14 years experience whilst only 16.5 per cent continued their service in this field for more than 15 years.

Table 4.6

Experience	Frequency	Percent
1-7 Years	149	58.4
8-14 Years	64	25.1
15 Years & above	42	16.5
Total	255	100.0

Chart 4.6



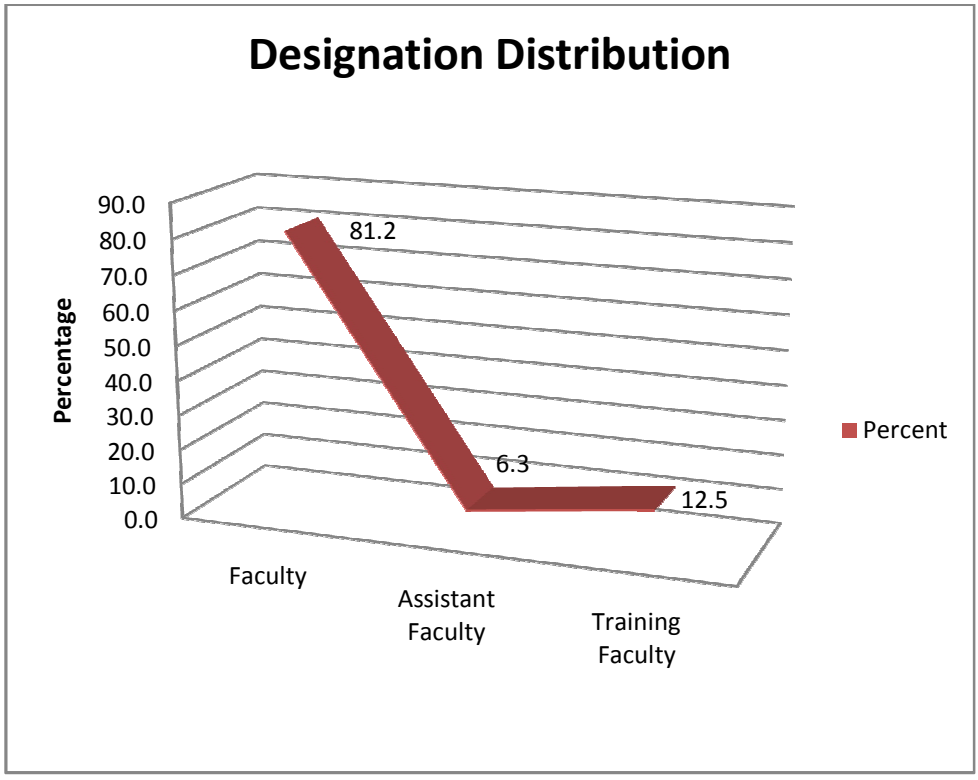
4.2.7 Designation

The respondents were asked to indicate their position in their organization. The table and graph show the distribution of respondents according to their designation. Maximum number of faculties i.e. 81.2 per cent was having Faculty position. About 12 per cent belonged to Training Faculty level whilst only 6.3 per cent was of Assistant Faculty level.

Table 4.7

Designation	Frequency	Percent
Faculty	207	81.2
Assistant Faculty	16	6.3
Training Faculty	32	12.5
Total	255	100.0

Chart 4.7



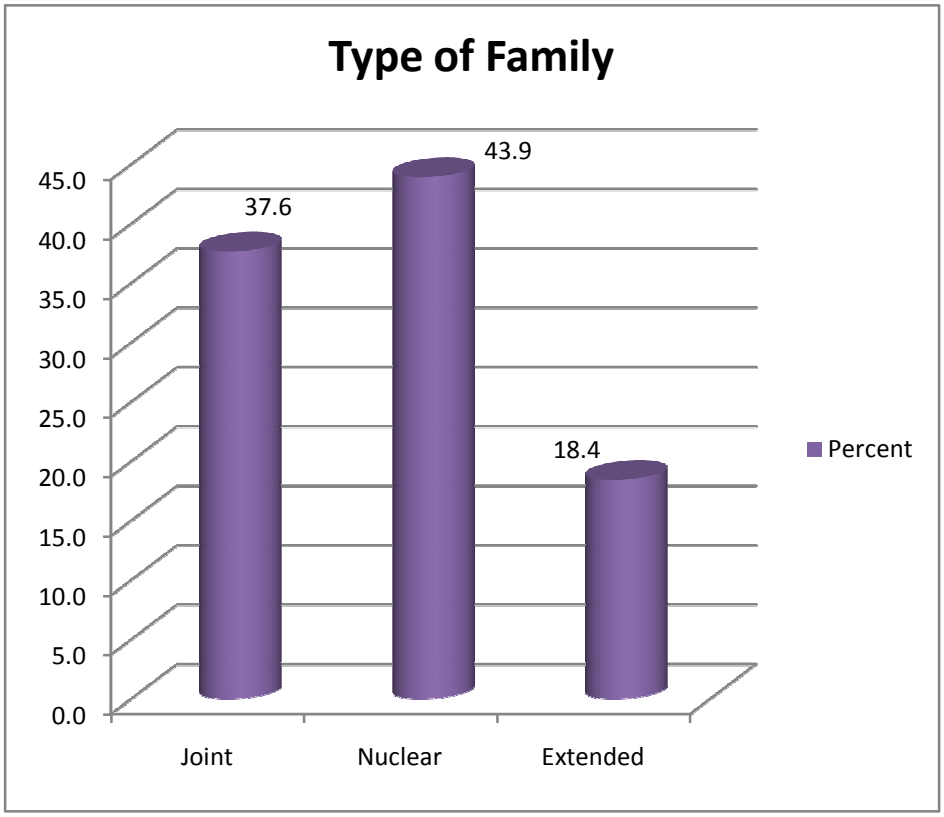
4.2.8 Type of Family

The respondents reported the type of family they belonged to, which has been displayed in the table and graph shown below. Maximum number of faculties i.e. 43.9 per cent was having Nuclear family. About 37.6 per cent belonged to joint family whilst only 18.4 per cent was having Extended family.

Table 4.8

Type of family	Frequency	Percent
Joint	96	37.6
Nuclear	112	43.9
Extended	47	18.4
Total	255	100.0

Chart 4.8



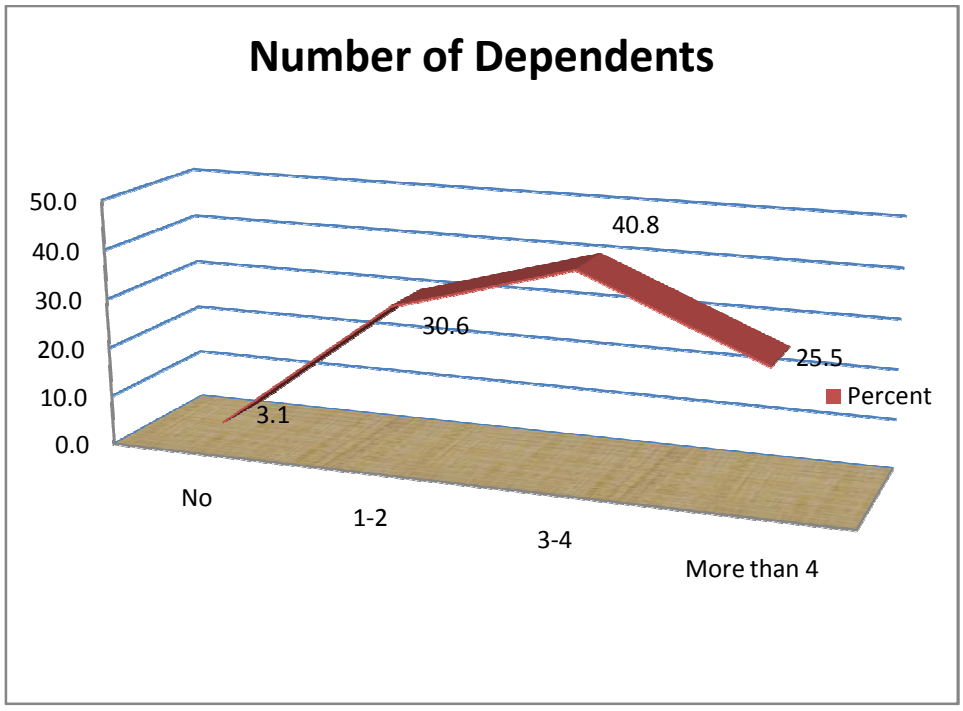
4.2.9 Number of Dependents

The respondents reported number of dependents as mentioned in the table and graph shown below. Maximum number of faculties i.e. 40.8 per cent was having 3-4 dependents. About 31 per cent respondents were having 1-2 dependents, 25.5 per cent having more than 4, whilst only 3.1 were not having any dependent.

Table 4.9

Number of Dependents	Frequency	Percent
No	8	3.1
1-2	78	30.6
3-4	104	40.8
More than 4	65	25.5
Total	255	100.0

Chart 4.9



4.3 FACTORS AFFECTING STRESS AND JOB SATISFACTION

An extensive review of literature suggests that there are many factors which directly or indirectly affect the extent of stress and job satisfaction of an employee. In this study, the researcher has identified some factors that have been segregated in three heads, namely, Personal factors, Family factors and Situational factors. Further, extent of stress effects has also been bifurcated into- effects on psychological health (measured by ORS scale) and effects on physiological health (measured by Stress test). Both measurement tools have been mentioned the Questionnaire, a copy of which is enclosed as annexure.

4.3.1 Personal Factors

The factors which have been considered among personal factors cover Age, Gender, Qualification, Experience, Area of Specialization and Duration of illness.

4.3.1.1 Association of Stress and Job Satisfaction with Age

Table 4.10

Comparison of Mean Stress (ORS) on Basis of Age Group

Age Group	N	Mean	Std. Deviation	F	Sig.
21-40	151	3.0130	0.4774	22.7310	0.0000
41-60	83	2.7855	0.4282		
Above 60	21	2.3064	0.6321		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Age groups.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean ORS score changes with age group. The

mean stress score is higher for age group 21-40 Years and it reduces with increase in age and shows the lowest value for Above 60 Years age group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.10 (a)

Post-hoc Tukey test

Pair-wise Comparison		Mean Difference (I-J)	Std. Error	P Value	Result
21-40	41-60	0.2275	0.0651	0.0016	Significant
21-40	Above 60	0.7066	0.1110	0.0000	Significant
41-60	Above 60	0.4791	0.1164	0.0002	Significant

Based on the test, a statistically significant difference was seen between all the pairs 21-40 Years & 41-60 Years, 21-40 Years & Above 60 Years and 41-60 Years & Above 60 Years age groups. (P>0.05), showing that mean Stress score (measured by ORS scale) differs with age of faculty members.

Table 4.11

Comparison of Mean Stress on Basis of Age Group

Age Group	N	Mean	Std. Deviation	F	Sig.
21-40	151	3.2729	0.3594	11.1100	0.0000
41-60	83	3.1978	0.3562		
Above 60	21	2.8631	0.5353		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Age groups.

The difference among the three groups was found to be statistically significant (P>0.05), showing that mean Stress score varies with age group. The mean stress score is almost equal for age group 21-40 and 41-60 years but it reduces with increase in age and shows the lowest value for Above 60 Years age group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.11 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P value	Result
21-40	41-60	0.0751	0.0513	0.3098	Non Sig
21-40	Above 60	0.4098	0.0874	0.0000	Significant
41-60	Above 60	0.3347	0.0917	0.0009	Significant

There was statistically non- significant difference between the pairs 21-40 Years & 41-60 Years, but significant difference between 21-40 Years & Above 60 Years and 41-60 Years & Above 60 Years age groups. (P>0.05).

Table 4.12

Comparison of Mean Job Satisfaction on Basis of Age Group

Age Group	N	Mean	Std. Deviation	F	Sig.
21-40	151	2.2685	0.5223	32.4460	0.0000
41-60	83	2.5377	0.5723		
Above 60	21	3.2583	0.5977		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Age groups.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with age group. The mean job satisfaction score is lower for age group 21-40 years but it increases with increase in age and shows the highest value for Above 60 Years age group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.12 (a)

Post-hoc Tukey test

Pairwise Comparison		Mean Difference	Std. Error	P value	Result
21-40	41-60	-0.2691	0.0745	0.0011	Significant
21-40	Above 60	-0.9898	0.1270	0.0000	Significant
41-60	Above 60	-0.7207	0.1332	0.0000	Significant

There was statistically significant difference seen between all the pairs 21-40 Years & 41-60 Years, 21-40 Years & Above 60 Years and 41-60 Years & Above 60 Years age groups (P>0.05), showing that mean Job Satisfaction score varies with the age of faculty members.

4.3.1.2 Association of Stress and Job Satisfaction with Gender

Table 4.13

Comparison of Mean Stress (ORS) on Basis of Gender

Gender	N	Mean	Std. Deviation	T Test	P value
Male	223	2.8687	0.5393	0.9700	0.3260
Female	32	2.9647	0.2950		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Non-Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Gender.

The difference between the groups was found to be statistically non-significant (P>0.05), showing that mean ORS score does not change with gender of faculty members.

Table 4.14

Comparison of Mean Stress on Basis of Gender

Gender	N	Mean	Std. Deviation	T Test	P value
Male	223	3.1900	0.3915	7.2640	0.0070
Female	32	3.3867	0.3370		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Gender.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Stress score of Male faculty members is significantly lower than that of Female faculty members.

Table 4.15

Comparison of Mean Job Satisfaction on Basis of Gender

Gender	N	Mean	Std. Deviation	T Test	P value
Male	223	2.4689	0.6339	4.7640	0.0300
Female	32	2.2195	0.3242		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Gender.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score for Male faculty members is significantly more than that of female faculty members.

4.3.1.3 Association of Stress and Job Satisfaction with Qualification

Table 4.16

Comparison of Mean Stress (ORS) on Basis of Qualification

Qualification	N	Mean	Std. Deviation	F	Sig.
PhD	82	2.6291	0.3519	34.0570	0.0000
Post Graduate	133	2.8920	0.4818		
Graduate	40	3.3593	0.5657		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Qualification.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with their qualification. The mean stress score is higher for graduate respondents and it reduces with increase in qualification and shows the lowest value for PhD holders.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.16 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
PhD	Post Graduate	-0.2629	0.0645	0.0002	Significant
PhD	Graduate	-0.7301	0.0886	0.0000	Significant
Post Graduate	Graduate	-0.4673	0.0828	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Stress score (measured by ORS scale) differs with qualification of faculty members.

Table 4.17

Comparison of Mean Stress on Basis of Qualification

Qualification	N	Mean	Std. Deviation	F	Sig.
PhD	82	3.0899	0.2431	6.4840	0.0020
Post Graduate	133	3.2779	0.4313		
Graduate	40	3.2604	0.4358		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their qualification.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with qualification of

faculty members. The mean stress scores of graduate and post graduate respondents are almost equal but show the lowest value for PhD holders.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.17 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
PhD	Post Graduate	-0.1879	0.0536	0.0016	Significant
PhD	Graduate	-0.1705	0.0736	0.0556	Not Significant
Post Graduate	Graduate	0.0175	0.0689	0.9652	Not Significant

Based on the test, a statistically significant difference was seen between the pair PhD & Post Graduate. (P>0.05), in case of pairs PhD & Graduate and Post Graduate & Graduate, showing that Stress scores differ in these pairs.

Table 4.18

Comparison of Mean Job Satisfaction Score on Basis of Qualification

Qualification	N	Mean	Std. Deviation	F	Sig.
PhD	82	2.7390	0.5901	21.9660	0.0000
Post Graduate	133	2.3671	0.5624		
Graduate	40	2.0544	0.5133		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their qualifications.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with qualification of faculty members.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.18 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
PhD	Post Graduate	0.3719	0.0792	0.0000	Significant
PhD	Graduate	0.6846	0.1088	0.0000	Significant
Post Graduate	Graduate	0.3127	0.1017	0.0066	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Job Satisfaction score differs with faculty members' qualifications.

4.3.1.4 Association of Stress and Job Satisfaction with Duration of Experience

Table 4.19

Comparison of Mean Stress (ORS) on Basis of Experience

Experience	N	Mean	Std. Deviation	F	Sig.
1-7 yrs	149	3.0943	0.4085	44.9650	0.0000
8-14 yrs	64	2.6743	0.5543		
15 Yrs & above	42	2.4379	0.3733		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Experience.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean ORS score changes with experience of faculty members. The mean stress score is higher for faculties having 1-7 Yrs. experience and it reduces with increase in experience and shows the lowest value for 15 Yrs & above experience.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.19 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
1-7 yrs	8-14 yrs	0.4200	0.0664	0.0000	Significant
1-7 yrs	15 Yrs & above	0.6564	0.0776	0.0000	Significant
8-14 yrs	15 Yrs & above	0.2364	0.0882	0.0214	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Stress score (measured by ORS scale) differs with experience of faculty members.

Table 4.20

Comparison of Mean Stress on Basis of Experience

Experience	N	Mean	Std. Deviation	F	Sig.
1-7 yrs	149	3.3571	0.2892	38.6630	0.0000
8-14 yrs	64	2.9089	0.4357		
15 Yrs & above	42	3.1756	0.3571		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Experience.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with Experience. The

mean stress score is higher for faculties having 1-7 Yrs. Of experience and shows the lowest value for 8-14 Yrs. of experience.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.20 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
1-7 yrs	8-14 yrs	0.4482	0.0512	0.0000	Significant
1-7 yrs	15 Yrs & above	0.1815	0.0598	0.0075	Significant
8-14 yrs	15 Yrs & above	-0.2668	0.0680	0.0003	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Stress score differs with experience of faculty members.

Table 4.21

Comparison of Mean Job Satisfaction on Basis of Experience

Experience	N	Mean	Std. Deviation	F	Sig.
1-7 yrs	149	2.1186	0.3678	97.7290	0.0000
8-14 yrs	64	2.7160	0.5755		
15 Yrs & above	42	3.1452	0.5448		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Experience.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with experience of faculty members. The mean job satisfaction score is higher for respondents having experience of 15 Yrs. & above and shows the lowest value for respondents having 1-7 Yrs. of experience.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.21 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
1-7 yrs	8-14 yrs	-0.5974	0.0686	0.0000	Significant
1-7 yrs	15 Yrs & above	-1.0266	0.0802	0.0000	Significant
8-14 yrs	15 Yrs & above	-0.4292	0.0911	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean job satisfaction score differs with experience of faculty members.

4.3.1.5 Association of Stress and Job Satisfaction with Area of Specialization

Table 4.22

Comparison of Mean Stress (ORS) on Basis of Area of Specialization

Area	N	Mean	Std. Deviation	F	Sig.
Physics	24	2.6667	0.4543	2.2870	0.0610
Chemistry	45	2.8304	0.6758		
Biology	78	2.9872	0.4844		
Zoology	71	2.9091	0.4945		
Maths	37	2.8020	0.3769		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Non- Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Area of Specialization.

The difference among the five groups was found to be statistically non-significant (P>0.05), showing that mean ORS score does not change with Area of Specialization. The mean stress score is higher for Biology faculties and shows lowest value for Physics faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.22 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Physics	Chemistry	-0.1637	0.1290	0.7104	Non Sig
Physics	Biology	-0.3205	0.1192	0.0583	Non Sig
Physics	Zoology	-0.2424	0.1205	0.2637	Non Sig
Physics	Maths	-0.1353	0.1338	0.8500	Non Sig
Chemistry	Biology	-0.1568	0.0956	0.4730	Non Sig
Chemistry	Zoology	-0.0786	0.0973	0.9278	Non Sig
Chemistry	Maths	0.0284	0.1133	0.9991	Non Sig
Biology	Zoology	0.0781	0.0837	0.8839	Non Sig
Biology	Maths	0.1852	0.1019	0.3658	Non Sig
Zoology	Maths	0.1071	0.1035	0.8391	Non Sig

Based on the test, statistically non-significant difference was seen between all the pairs of areas of specialization. (P>0.05), showing that mean Stress score (measured by ORS scale) does not differ with faculty's area of specialization.

Table 4.23

Comparison of Mean Stress on Basis of Area of Specialization

Area	N	Mean	Std. Deviation	F	Sig.
Physics	24	2.9861	0.4113	38.3240	0.0000 Significant
Chemistry	45	3.3472	0.3392		
Biology	78	3.5160	0.2817		
Zoology	71	3.0264	0.2632		
Maths	37	2.9279	0.3349		
Total	255	3.2147	0.3900		

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Area of Specialization.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with Area of Specialization. The mean stress score is higher for Biology faculties and shows the lowest value for Maths faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.23 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Physics	Chemistry	-0.3611	0.0782	0.0001	Significant
Physics	Biology	-0.5299	0.0723	0.0000	Significant
Physics	Zoology	-0.0403	0.0731	0.9817	Non Sig
Physics	Maths	0.0582	0.0811	0.9524	Non Sig
Chemistry	Biology	-0.1688	0.0579	0.0317	Significant
Chemistry	Zoology	0.3208	0.0590	0.0000	Significant
Chemistry	Maths	0.4193	0.0687	0.0000	Significant
Biology	Zoology	0.4896	0.0508	0.0000	Significant
Biology	Maths	0.5881	0.0618	0.0000	Significant
Zoology	Maths	0.0985	0.0628	0.5186	Non Sig

Based on the test, statistically non-significant difference was seen (P>0.05) between the pairs Physics –Zoology, Physics- Maths & Zoology-Maths. In case of remaining pairs, a statistical significant difference was found (P<0.05), showing that mean Stress score (measured by Stress test) differs between these areas of specialization.

Table 4.24

Comparison of Mean Job Satisfaction on Basis of Area of Specialization

Area	N	Mean	Std. Deviation	F	Sig.
Physics	24	2.7000	0.5679	6.1130	0.0000 Significant
Chemistry	45	2.6922	0.8287		
Biology	78	2.2436	0.5695		
Zoology	71	2.3504	0.4730		
Maths	37	2.5345	0.4578		
Total	255	2.4376	0.6090		

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Areas of Specialization.

The difference among these groups was found to be statistically significant ($P<0.05$), showing that mean Job satisfaction score changes with areas of specialization. The mean job satisfaction score is higher for Physics faculties and shows lowest value for Biology faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.24 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Physics	Chemistry	0.0078	0.1481	1.0000	Non Sig
Physics	Biology	0.4564	0.1368	0.0086	Significant
Physics	Zoology	0.3496	0.1383	0.0878	Non Sig
Physics	Maths	0.1655	0.1536	0.8177	Non Sig
Chemistry	Biology	0.4486	0.1097	0.0006	Significant
Chemistry	Zoology	0.3419	0.1116	0.0204	Significant
Chemistry	Maths	0.1578	0.1300	0.7436	Non Sig
Biology	Zoology	-0.1068	0.0961	0.8007	Non Sig
Biology	Maths	-0.2909	0.1170	0.0968	Non Sig
Zoology	Maths	-0.1841	0.1188	0.5311	Non Sig

Based on the test, a statistically significant difference was seen ($P<0.05$) between the pairs Physics-Biology, Chemistry-Biology & Chemistry- Zoology. In case of remaining pairs, statistical non-significant difference ($P>0.05$) was found, showing that mean Job Satisfaction score does not differ between these specialization.

4.3.1.6 Association of Stress and Job Satisfaction with Duration of Illness

Table 4.25

Comparison of Mean Stress (ORS) on Basis of Duration of Illness

Duration	N	Mean	Std. Deviation	F	Sig.
Less than 1yr	127	2.5149	0.3044	223.2470	0.0000
1-10 yrs	86	3.0554	0.3427		
11-20 yrs	42	3.6294	0.2565		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Duration of Illness.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean ORS score changes with their extent of illness. The mean stress score is higher for respondents having illness for 11-20 Yrs and shows the lowest value for less than 1 year.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.25 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Less than 1yr	1-10 yrs	-0.2221	0.0499	0.0000	Significant
Less than 1yr	11-20 yrs	-0.4265	0.0636	0.0000	Significant
1-10 yrs	11-20 yrs	-0.2044	0.0672	0.0073	Significant

Based on the test, a statistically significant difference was seen between all the pairs, showing that mean Stress score (measured by ORS scale) differs with duration of illness of faculty members.

Table 4.26

Comparison of Mean Stress on Basis of Duration of Illness

Duration	N	Mean	Std. Deviation	F	Sig.
Less than 1yr	127	3.0696	0.4271	25.5260	0.0000
1-10 yrs	86	3.2917	0.2941		
11-20 yrs	42	3.4960	0.2088		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their illness duration.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with their extent of illness. The mean stress score is higher for respondents having illness for 11-20 Yrs. and shows the lowest value for less than 1 year.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.26 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Less than 1yr	1-10 yrs	-0.5405	0.0434	0.0000	Significant
Less than 1yr	11-20 yrs	-1.1145	0.0553	0.0000	Significant
1-10 yrs	11-20 yrs	-0.5740	0.0585	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Stress score (measured by Stress test) differs with duration of illness of faculty members.

Table 4.27

Comparison of Mean Job Satisfaction on Basis of Duration of Illness

Duration	N	Mean	Std. Deviation	F	Sig.
Less than 1yr	127	2.8724	0.5171	160.1950	0.0000
1-10 yrs	86	2.1430	0.2886		
11-20 yrs	42	1.7262	0.1318		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their illness duration.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Job satisfaction score changes with extent of illness of faculty members. The mean job satisfaction score is higher for

respondents having illness for less than 1 year and shows the lowest value for 11-20 years.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.27 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Less than 1yr	1-10 yrs	0.7294	0.0567	0.0000	Significant
Less than 1yr	11-20 yrs	1.1463	0.0722	0.0000	Significant
1-10 yrs	11-20 yrs	0.4168	0.0764	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Job Satisfaction score differs with duration of illness of faculty members.

Validation of Hypothesis:

H01: The extent of stress-effects felt by faculty members does not differ by personal factors.

H11: The extent of stress-effects felt by faculty members differs by personal factors.

The extent of stress-effects (measured by ORS) felt by faculty members was found to be significantly different due to personal factors including their age, gender, qualification, experience, duration of illness etc. However, in case of one factor i.e. Area of Specialization; no significant difference was observed among the faculty members belonging to different areas of specialization about the impact of stress on their psychological health.

Hence, null hypothesis got rejected and alternate hypothesis stood accepted that the extent of stress-effects felt by faculty members differs by personal factors.

4.3.2 Family Factors

The factors which have been considered among family factors include Marital Status, Type of Family and Number of Dependents.

4.3.2.1 Association of Stress and Job Satisfaction with Marital Status

Table 4.28

Comparison of Mean Stress (ORS) on Basis of Marital Status

Marital Status	N	Mean	Std. Deviation	T Test	P value
Unmarried	94	2.5634	0.4227	72.2280	0.0000
Married	161	3.0660	0.4738		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Marital Status.

The difference between the groups was found to be statistically significant ($P<0.05$), showing that mean ORS score varies with marital status of faculty members. The mean stress score is higher for married respondents as compared to unmarried respondents.

Table 4.29

Comparison of Mean Stress on Basis of Marital Status

Marital Status	N	Mean	Std. Deviation	T Test	P value
Unmarried	94	3.0971	0.4431	14.2500	0.0000
Married	161	3.2834	0.3384		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Marital Status.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with marital status of faculty members. The mean stress score is higher for married respondents as compared to unmarried respondents.

Table 4.30

Comparison of Mean Job satisfaction score on Basis of Marital Status

Marital Status	N	Mean	Std. Deviation	T Test	P value
Unmarried	94	2.8282	0.6160	80.3500	0.0000
Married	161	2.2096	0.4757		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Marital Status.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with marital status of faculty members. The mean job satisfaction score is higher for unmarried respondents as compared to married respondents.

4.3.2.2 Association of Stress and Job Satisfaction with Type of Family

Table 4.31

Comparison of Mean Stress (ORS) on Basis of Type of Family

Family Type	N	Mean	Std. Deviation	F	Sig.
Joint	96	2.4572	0.3255	91.5410	0.0000
Nuclear	112	3.0907	0.3798		
Extended	47	3.2456	0.5323		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Family type.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean ORS score changes with their family type. The mean stress score is higher for respondents having extended family and shows the lowest value for nuclear family.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.31 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Joint	Nuclear	-0.6335	0.0548	0.0000	Significant
Joint	Extended	-0.7884	0.0701	0.0000	Significant
Nuclear	Extended	-0.1550	0.0685	0.0629	Non Significant

Based on the test, a statistically significant difference was seen between the pairs Joint & Nuclear and Joint & Extended. (P>0.05), in case of the pair Nuclear & Extended, showing that mean Stress score (measured by ORS scale) differs within it.

Table 4.32

Comparison of Mean Stress on Basis of Type of Family

Family Type	N	Mean	Std. Deviation	F	Sig.
Joint	96	3.0898	0.4664	9.5320	0.0000
Nuclear	112	3.2612	0.2914		
Extended	47	3.3591	0.3560		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their family type.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with family type of faculty members. The mean stress score is higher for respondents having extended family and shows the lowest value for nuclear family.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.32 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Joint	Nuclear	-0.1713	0.0525	0.0036	Significant
Joint	Extended	-0.2692	0.0672	0.0002	Significant
Nuclear	Extended	-0.0979	0.0656	0.2965	Non Significant

Based on the test, a statistically significant difference was seen between the pairs Joint & Nuclear and Joint & Extended. (P>0.05), in case of the pair Nuclear & Extended, showing that mean Stress score (measured by Stress test) differs within it.

Table 4.33

Comparison of Mean Job satisfaction on Basis of Type of Family

Family Type	N	Mean	Std. Deviation	F	Sig.
Joint	96	3.0180	0.4874	154.8110	0.0000
Nuclear	112	2.1025	0.3422		
Extended	47	2.0511	0.3819		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their family type.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with family type of faculty members. The mean job satisfaction score is higher for respondents having joint family and shows the lowest value for extended family.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.33 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Joint	Nuclear	0.9155	0.0570	0.0000	Significant
Joint	Extended	0.9669	0.0729	0.0000	Significant
Nuclear	Extended	0.0514	0.0712	0.7507	Non Significant

Based on the test, a statistically significant difference was seen between the pairs Joint & Nuclear and Joint & Extended. (P>0.05), in case of the pair Nuclear & Extended, showing that mean Job Satisfaction score differs within it.

4.3.2.3 Association of Stress and Job Satisfaction with Number of Dependents

Table 4.34

Comparison of Mean Stress (ORS) on Basis of Number of Dependents

Number Of Dependents	N	Mean	Std. Deviation	F	Sig.
No	8	2.0544	0.2426	85.1730	0.0000
1-2	78	2.4983	0.3334		
3-4	104	2.9106	0.3537		
more than 4	65	3.3937	0.4258		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of number of dependents they have.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with number of their dependents. The mean stress score is higher for respondents having more than 4 dependents and shows the lowest value for respondents having no dependent.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.34 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
No	1-2	-0.4440	0.1355	0.0066	Significant
No	3-4	-0.8562	0.1340	0.0000	Significant
No	more than 4	-1.3393	0.1368	0.0000	Significant
1-2	3-4	-0.4122	0.0547	0.0000	Significant
1-2	more than 4	-0.8953	0.0613	0.0000	Significant
3-4	more than 4	-0.4831	0.0577	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by ORS scale) differs with number of dependents faculty members have.

Table 4.35

Comparison of Mean Stress on Basis of Number of Dependents

Number Of Dependents	N	Mean	Std. Deviation	F	Sig.
No	24	2.6198	0.4344	27.2660	0.0000
1-2	45	3.0897	0.3911		
3-4	78	3.1759	0.3143		
more than 4	71	3.5000	0.3028		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of number of their dependents.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with number of dependents faculty members have. The mean stress score is higher for respondents having more than 4 dependents and shows the lowest value for respondents having no dependent.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.35 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
No	1-2	-0.4700	0.1265	0.0014	Significant
No	3-4	-0.5561	0.1250	0.0001	Significant
No	more than 4	-0.8802	0.1277	0.0000	Significant
1-2	3-4	-0.0861	0.0510	0.3324	Non Sig
1-2	more than 4	-0.4103	0.0572	0.0000	Significant
3-4	more than 4	-0.3241	0.0539	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs except the pair 1-2 & 3-4, showing that Stress score differs in case of all the pairs except the pair 1-2 & 3-4 where the score does not differ.

Table 4.36

Comparison of Mean Job Satisfaction Score on Basis of Number of Dependents

Number Of Dependents	N	Mean	Std. Deviation	F	Sig.
No	24	3.6063	0.0372	103.9250	0.0000
1-2	45	2.9442	0.5246		
3-4	78	2.3108	0.3897		
more than 4	71	1.8888	0.2845		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of number of dependents they have.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with number of dependents they have. The mean job satisfaction score is higher for respondents having no dependent and shows the lowest value for respondents having more than 4 dependents.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.36 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
No	1-2	0.6620	0.1519	0.0001	Significant
No	3-4	1.2954	0.1501	0.0000	Significant
No	more than 4	1.7174	0.1533	0.0000	Significant
1-2	3-4	0.6334	0.0613	0.0000	Significant
1-2	more than 4	1.0554	0.0687	0.0000	Significant
3-4	more than 4	0.4220	0.0647	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Job Satisfaction score differs with faculty members' number of dependents.

Validation of Hypothesis:

H02: The extent of stress-effects felt by faculty members does not differ by family factors.

H12: The extent of stress-effects felt by faculty members differs by family factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to family factors including their marital status, type of family, no. of dependents etc.

Hence, null hypothesis got rejected and alternate hypothesis got accepted that extent of stress-effects felt by faculty members differs by family factors.

4.3.3 Situational Factors

The factors which have been considered among situational factors cover Designation, Hours spent at workplace, Income, Frequency of Health Check-up, Health Status, Severity of Illness, Having Meal on Time, Job Timings, and Type of Treatment.

4.3.3.1 Association of Stress and Job Satisfaction with Faculty Designation

Table 4.37

Comparison of Mean Stress (ORS) on Basis of Faculty Designation

Designation	N	Mean	Std. Deviation	F	Sig.
Faculty	207	2.8632	0.5394	14.2780	0.0000
Assistant Faculty	16	3.4783	0.1260		
Training faculty	32	2.6956	0.1233		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Designation.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with Faculty Designation. The mean stress score is higher for Assistant faculties and shows the lowest value for Training faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.37 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Faculty	Assistant Faculty	-0.6151	0.1273	0.0000	Significant
Faculty	Training Faculty	0.1675	0.0932	0.1724	Non Sig
Assistant faculty	Training Faculty	0.7826	0.1502	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs Faculty & Assistant Faculty and Assistant Faculty & Training Faculty. In case of pair Faculty & Training Faculty, statistically non-significant difference was found (P>0.05), showing that mean Stress score (measured by ORS scale) does not differ only within this pair.

Table 4.38

Comparison of Mean Stress on Basis of Faculty Designation

Designation	N	Mean	Std. Deviation	F	Sig.
Faculty	207	3.2371	0.3849	27.4510	0.0000
Assistant Faculty	16	3.6328	0.0313		
Training faculty	32	2.8607	0.1965		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Designation.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with their designation. The mean stress score is higher for Assistant faculties and shows the lowest value for training faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.38 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Faculty	Ass. Faculty	-0.3957	0.0921	0.0001	Significant
Faculty	Training Faculty	0.3764	0.0674	0.0000	Significant
Assistant faculty	Training Faculty	0.7721	0.1086	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by Stress test) differs with designation of faculty members.

Table 4.39

Comparison of Mean Job Satisfaction on Basis of Faculty Designation

Designation	N	Mean	Std. Deviation	F	Sig.
Faculty	207	2.4614	0.6374	12.6280	0.0000
Assistant Faculty	16	1.7594	0.1129		
Training faculty	32	2.6234	0.2370		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Designation.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with their designation. The mean job satisfaction score is higher for training faculties and shows the lowest value for Assistant faculties.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.39 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Faculty	Assistant Faculty	0.7020	0.1513	0.0000	Significant
Faculty	Training Faculty	-0.1621	0.1107	0.3101	Non Sig
Assistant faculty	Training Faculty	-0.8641	0.1785	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs Faculty & Assistant Faculty and Assistant Faculty & Training Faculty. In case of pair Faculty & Training Faculty, statistically non-significant difference was found (P>0.05), showing that mean Job Satisfaction score does not differ only within this pair.

4.3.3.2 Association of Stress and Job Satisfaction with Working Hours

Table 4.40

Comparison of Mean Stress (ORS) on Basis of Working Hours

Hours Spent	N	Mean	Std. Deviation	F	Sig.
5-6 Hrs	65	2.4562	0.4036	131.8080	0.0000
7-8 Hrs	128	2.8071	0.3241		
More than 8 Hrs	62	3.4779	0.3892		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their working hours.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with working hours of faculty members. The mean stress score is lower for faculties spending 5-6 Hrs but it increases with increase in number of hours and shows the highest value for More than 8 Hrs group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.40 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
5-6 Hrs	7-8 Hrs	-0.3509	0.0551	0.0000	Significant
5-6 Hrs	More than 8 Hrs	-1.0217	0.0642	0.0000	Significant
7-8 Hrs	More than 8 Hrs	-0.6709	0.0560	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by ORS scale) differs with working hours of faculty members.

Table 4.41

Comparison of Mean Stress on Basis of Working Hours

Hours Spent	N	Mean	Std. Deviation	F	Sig.
5-6 Hrs	65	3.1789	0.4582	15.2240	0.0000
7-8 Hrs	128	3.1253	0.3354		
More than 8 Hrs	62	3.4368	0.3327		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their working hours.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with number of working hours by faculty members. The mean stress score is lower for faculties

spending 7-8 Hrs but it increases but shows the highest value for More than 8 Hrs group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.41 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
5-6 Hrs	7-8 Hrs	0.0535	0.0563	0.6091	Non Significant
5-6 Hrs	More than 8 Hrs	-0.2580	0.0657	0.0003	Significant
7-8 Hrs	More than 8 Hrs	-0.3115	0.0572	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs 5-6 Hrs & More than 8 Hrs and 7-8 Hrs & More than 8 Hrs. (P>0.05), in case of the pair 5-6 Hrs & 7-8 Hrs, showing that mean Stress score differs only within it.

Table 4.42

Comparison of Mean Job Satisfaction Score on Basis of Working Hours

Hours Spent	N	Mean	Std. Deviation	F	Sig.
5-6 Hrs	65	3.0150	0.5948	107.9270	0.0000
7-8 Hrs	128	2.4316	0.4053		
More than 8 Hrs	62	1.8448	0.3445		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their working hours.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with working hours of faculty members. The mean job satisfaction score is lower for faculties spending More than 8 Hrs but it decreases with increase in number of hours and shows the highest value for 5-6 Hrs group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.42 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
5-6 Hrs	7-8 Hrs	0.5834	0.0683	0.0000	Significant
5-6 Hrs	More than 8 Hrs	1.1702	0.0797	0.0000	Significant
7-8 Hrs	More than 8 Hrs	0.5869	0.0694	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P>0.05), showing that mean Job Satisfaction score differs with number of working hours spent by faculty members.

4.3.3.3 Association of Stress and Job Satisfaction with Income

Table 4.43

Comparison of Mean Stress (ORS) on Basis of Income

Income	N	Mean	Std. Deviation	F	Sig.
30000-50000	14	3.8603	0.2757	66.1620	0.0000
50000-70000	60	3.1602	0.4440		
Above 70000	181	2.7124	0.4194		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Income.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean ORS score changes with income of faculty members. The mean stress score is lower for faculties having income Above Rs.70000 but it increases with decrease in income and shows the highest value for Rs. 30000-50000 groups.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.43 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
30000-50000	50000-70000	0.7001	0.1244	0.0000	Significant
30000-50000	Above 70000	1.1479	0.1163	0.0000	Significant
50000-70000	Above 70000	0.4478	0.0624	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by ORS scale) differs with income of faculty members.

Table 4.44

Comparison of Mean Stress on Basis of Income

Income	N	Mean	Std. Deviation	F	Sig.
30000-50000	14	3.5119	0.3311	14.9160	0.0000
50000-70000	60	3.3840	0.3872		
Above 70000	181	3.1356	0.3673		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Income.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with income of faculty members. The mean stress score is lower for faculties having income Above Rs.70000 but it increases with decrease in income and shows the highest value for Rs. 30000-50000 groups.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.44 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
30000-50000	50000-70000	0.1279	0.1099	0.4760	Non Significant
30000-50000	Above 70000	0.3763	0.1027	0.0009	Significant
50000-70000	Above 70000	0.2484	0.0552	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs 30000-50000 & Above 70000, 50000-70000 & Above 70000. (P>0.05), in case of the pair 30000-50000 & 50000-70000 showing that mean Stress score differs only within it.

Table 4.45

Comparison of Mean Job Satisfaction Score on Basis of Income

Income	N	Mean	Std. Deviation	F	Sig.
30000-50000	14	1.7714	0.1417	35.1790	0.0000
50000-70000	60	2.0579	0.4293		
Above 70000	181	2.6151	0.5893		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Income.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with income of faculty members. The mean job satisfaction score is the highest for faculties having income Above Rs.70000 but it decreases with decrease in income and shows the lowest value for Rs. 30000-50000 group.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.45 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
30000-50000	50000-70000	-0.2865	0.1605	0.1765	Non Significant
30000-50000	Above 70000	-0.8436	0.1500	0.0000	Significant
50000-70000	Above 70000	-0.5571	0.0805	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs 30000-50000 & Above 70000 and 50000-70000 & Above 70000. (P>0.05), for the pair 30000-50000 & 50000-70000, showing Job Satisfaction score differs only within it.

4.3.3.4 Association of Stress and Job Satisfaction with Frequency of Health Check-up

Table 4.46

Comparison of Mean Stress (ORS) on Basis of Frequency of Health Check-up

Health Check-up	N	Mean	Std. Deviation	F	Sig.
Quarterly	95	2.4384	0.2766	216.7250	0.0000
Half Yearly	81	2.8610	0.2321		
Yearly	79	3.4329	0.4133		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their frequency of health check-ups.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with frequency of health check-ups. The mean stress score is lower for faculties having quarterly check-up but it increases with increase in frequency and shows the highest value for faculties having Yearly check-up.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.46 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Quarterly	Half Yearly	-0.4225	0.0475	0.0000	Significant
Quarterly	Yearly	-0.9944	0.0478	0.0000	Significant
Half Yearly	Yearly	-0.5719	0.0496	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by ORS scale) differs with frequency of health check-ups by faculty members.

Table 4.47

Comparison of Mean Stress on Basis of Frequency of Health Check-up

Health Check-up	N	Mean	Std. Deviation	F	Sig.
Quarterly	95	3.0298	0.4285	24.6670	0.0000
Half Yearly	81	3.2407	0.2994		
Yearly	79	3.4103	0.3180		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their frequency of health check-ups.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Stress score varies with frequency of health check-ups by faculty members. The mean stress score is lower for faculties having quarterly check-up but it increases with increase in frequency and shows the highest value for faculties having Yearly check-up.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.47 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Quarterly	Half Yearly	-0.2109	0.0542	0.0004	Significant
Quarterly	Yearly	-0.3805	0.0545	0.0000	Significant
Half Yearly	Yearly	-0.1696	0.0566	0.0084	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Stress score (measured by Stress test) differs with frequency of health check-ups by faculty members.

Table 4.48

Comparison of Mean Job Satisfaction on Basis of Frequency of Health Check-up

Health Check-up	N	Mean	Std. Deviation	F	Sig.
Quarterly	95	3.0208	0.4660	203.3460	0.0000
Half Yearly	81	2.2932	0.2902		
Yearly	79	1.8845	0.3377		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their frequency of health check-ups.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Job satisfaction score changes with frequency of health check-ups. The mean job satisfaction score is the highest for faculties having quarterly check-up but it decreases with decrease in frequency and shows the lowest value for faculties having Yearly check-up.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.48 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Quarterly	Half Yearly	0.7276	0.0572	0.0000	Significant
Quarterly	Yearly	1.1363	0.0576	0.0000	Significant
Half Yearly	Yearly	0.4087	0.0598	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. (P<0.05), showing that mean Job Satisfaction score differs with frequency of health check-ups by faculty members.

4.3.3.5 Association of Stress and Job Satisfaction with Health Status

Table 4.49

Comparison of Mean Stress (ORS) on Basis of Health Status

Health Status	N	Mean	Std. Deviation	T Test	P value
Good	81	2.4885	0.4797	93.8260	0.0000
Average	174	3.0634	0.4223		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Health Status.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean stress score for faculty members having Average health is significantly more than that of faculty members having Good health.

Table 4.50

Comparison of Mean Stress on Basis of Health Status

Health Status	N	Mean	Std. Deviation	T Test	P value
Good	81	3.1512	0.4736	3.1700	0.0760
Average	174	3.2443	0.3418		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Non- Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Health Status.

The difference between the groups was found to be statistically non-significant (P>0.05), showing that mean stress score for faculty members having Average health is almost equal to that of faculty members having Good health.

Table 4.51

Comparison of Mean Job Satisfaction Score on Basis of Health Status

Health Status	N	Mean	Std. Deviation	T Test	P value
Good	81	3.0191	0.6153	187.8060	0.0000
Average	174	2.1670	0.3708		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Health Status.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score for faculty members having Good health is significantly more than that of faculty members having Average health..

4.3.3.6 Association of Stress and Job Satisfaction with Severity of Illness

Table 4.52

Comparison of Mean Stress (ORS) on Basis of Severity of Illness

Illness	N	Mean	Std. Deviation	T Test	P value
Mild	221	2.7760	0.4416	93.1820	0.0000
Chronic	34	3.5614	0.4421		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their Severity of Illness.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean stress score for faculty members having Chronic illness is significantly more than that of faculty members having Mild illness.

Table 4.53

Comparison of Mean Stress on Basis of Severity of Illness

Illness	N	Mean	Std. Deviation	T Test	P value
Mild	221	3.1708	0.3779	22.7920	0.0000
Chronic	34	3.5000	0.3494		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their Severity of Illness.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean stress score for faculty members having Chronic illness is significantly more than that of faculty members having Mild illness..

Table 4.54

Comparison of Job Satisfaction Score on Basis of Severity of Illness

Illness	N	Mean	Std. Deviation	T Test	P value
Mild	221	2.5293	0.5874	43.8740	0.0000
Chronic	34	1.8419	0.3646		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their Severity of Illness.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean job satisfaction score for faculty members having Mild illness is significantly more than that of faculty members having Chronic illness.

4.3.3.7 Association of Stress and Job Satisfaction with Having Meal on Time

Table 4.55

Comparison of Mean Stress (ORS) on Basis of Having Meal on Time

Meal On Time	N	Mean	Std. Deviation	F	Sig.
Yes	80	2.4307	0.3227	315.6380	0.0000
No	122	2.8391	0.2746		
Sometimes	53	3.6559	0.1919		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their practice of having meal on time.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with their practice of having meals timely. The mean stress score is lower for faculties having meals on time and shows the highest value for faculties having meals irregularly.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.55 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Yes	No	-0.4084	0.0398	0.0000	Significant
Yes	Sometimes	-1.2252	0.0490	0.0000	Significant
No	Sometimes	-0.8168	0.0455	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs, showing that mean Stress score (measured by ORS scale) differs with practice of having meal on time of faculty members.

Table 4.56

Comparison of Mean Stress on Basis of Having Meal on Time

Meal On Time	N	Mean	Std. Deviation	F	Sig.
Yes	80	3.0875	0.4789	26.7000	0.0000
No	122	3.1629	0.3029		
Sometimes	53	3.5259	0.2264		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their practice of having meal on time.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with practice of having meal on time of faculty members. The mean stress score is lower for faculties having meals on time and shows the highest value for faculties having meals irregularly.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.56 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Yes	No	-0.0754	0.0512	0.3053	Not Significant
Yes	Sometimes	-0.4384	0.0630	0.0000	Significant
No	Sometimes	-0.3630	0.0585	0.0000	Significant

Based on the test, a statistically significant difference was seen between the pairs Yes & Sometimes and No & Sometimes. (P>0.05), in case of the pair Yes & No, showing that Stress score differs only within it.

Table 4.57

Comparison of Mean Job Satisfaction Score on Basis of Having Meal on Time

Meal On Time	N	Mean	Std. Deviation	F	Sig.
Yes	80	3.0388	0.5266	199.5780	0.0000
No	122	2.3598	0.3411		
Sometimes	53	1.7094	0.0955		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their practice of having meal on time.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score changes with practice of having meal on time of faculty members. The mean job satisfaction

score is the highest for faculties having meals on time and shows the lowest value for faculties having meals irregularly.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.57 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Yes	No	0.6789	0.0547	0.0000	Significant
Yes	Sometimes	1.3293	0.0674	0.0000	Significant
No	Sometimes	0.6504	0.0626	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Job Satisfaction score differs with faculty members' practice of having meal on time.

4.3.3.8 Association of Stress and Job Satisfaction with Job Timings

Table 4.58

Comparison of Mean Stress (ORS) on Basis of Job Timings

Timings	N	Mean	Std. Deviation	T Test	P value
Rigid	113	3.2218	0.5039	136.0120	0.0000
Flexible	142	2.6093	0.3313		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their job timings.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean stress score for faculty members having Rigid timing is significantly more than that of faculty members having Flexible timing.

Table 4.59

Comparison of Mean Stress on Basis of Job Timings

Timings	N	Mean	Std. Deviation	T Test	P value
Rigid	113	3.3466	0.3496	25.4420	0.0000
Flexible	142	3.1097	0.3898		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of their job timings.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean stress score for faculty members having Rigid timing is significantly more than that of faculty members having Flexible timing..

Table 4.60

Comparison of Mean Job Satisfaction Score on Basis of Job Timings

Timings	N	Mean	Std. Deviation	T Test	P value
Rigid	113	2.0710	0.4853	103.1010	0.0000
Flexible	142	2.7294	0.5363		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of their job timings.

The difference between the groups was found to be statistically significant (P<0.05), showing that mean Job satisfaction score for faculty members having Flexible timing is significantly more than that of faculty members having Rigid timing.

4.3.3.9 Association of Stress and Job Satisfaction with Type of Treatment

Table 4.61

Comparison of Mean Stress (ORS) on Basis of Type of Treatment

Type of Treatment	N	Mean	Std. Deviation	F	Sig.
Regular	86	2.3898	0.2591	237.8100	0.0000
Periodical	101	2.9042	0.2866		
Special	68	3.4668	0.3758		
Total	255	2.8807	0.5156		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by ORS scale) of faculty members on the basis of their treatment type.

The difference among the three groups was found to be statistically significant (P<0.05), showing that mean ORS score changes with their practice of having treatment. The mean stress score is lower for faculties having treatment of their illness regularly and shows the highest value for faculties having special treatment only.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.61 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Regular	Periodical	-0.5144	0.0447	0.0000	Significant
Regular	Special	-1.0770	0.0494	0.0000	Significant
Periodical	Special	-0.5625	0.0478	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Stress score (measured by ORS scale) differs with type of treatment preferred by faculty members.

Table 4.62

Comparison of Mean Stress on Basis of Type of Treatment

Type of Treatment	N	Mean	Std. Deviation	F	Sig.
Regular	86	3.0296	0.4422	23.3330	0.0000
Periodical	101	3.2294	0.3229		
Special	68	3.4271	0.2880		
Total	255	3.2147	0.3900		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Stress score (measured by Stress test) of faculty members on the basis of type of treatment they have.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Stress score varies with type of treatment preferred by faculty members. The mean stress score is lower for faculties having treatment of their illness regularly and shows the highest value for faculties having special treatment only.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.62 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Regular	Periodical	-0.1998	0.0528	0.0006	Significant
Regular	Special	-0.3975	0.0584	0.0000	Significant
Periodical	Special	-0.1977	0.0564	0.0016	Significant

Based on the test, a statistically significant difference was seen between all the pairs showing mean stress scores differ within all the pairs.

Table 4.63

Comparison of Mean Job Satisfaction Score on Basis of Type of Treatment

Type of Treatment	N	Mean	Std. Deviation	F	Sig.
Regular	86	3.0930	0.4523	252.8080	0.0000
Periodical	101	2.2728	0.3168		
Special	68	1.8537	0.2414		
Total	255	2.4376	0.6090		

One-way ANOVA applied, Significant

The above table shows the comparison of mean Job Satisfaction Score of faculty members on the basis of type of treatment they have.

The difference among the three groups was found to be statistically significant ($P<0.05$), showing that mean Job satisfaction score changes with type of treatment they prefer. The mean job satisfaction score is higher for faculties having treatment of their illness regularly and shows the lowest value for faculties having special treatment only.

To find out the pair wise comparison the Post hoc Tukey was applied.

Table 4.63 (a)

Post-hoc Tukey test

Pair wise Comparison		Mean Difference	Std. Error	P Value	Result
Regular	Periodical	0.8203	0.0517	0.0000	Significant
Regular	Special	1.2393	0.0572	0.0000	Significant
Periodical	Special	0.4191	0.0553	0.0000	Significant

Based on the test, a statistically significant difference was seen between all the pairs. ($P<0.05$), showing that mean Job Satisfaction score differs with faculty members' preferred type of treatment.

Validation of Hypothesis:

H03: The extent of stress-effects felt by faculty members does not differ by situational factors.

H13: The extent of stress-effects felt by faculty members differs by situational factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to family situational factors including designation, hours spent at workplace, income, Frequency of Health Check-up, Health Status, Severity of Illness, Having Meal on Time, Job Timings, and Type of Treatment.

Hence, null hypothesis got rejected and alternate hypothesis got accepted that the extent of stress-effects felt by faculty members differs by situational factors.

4.4 Correlation of Respondents' Performance with Stress and Job Satisfaction

In order to fulfil one of the objectives of the study, the researcher has attempted to find out the relationship between stress-effects and job performance of coaching faculty members. Pearson's Correlation was used to establish the relationship between Average Stress measured by ORS and Average performance,

Average Stress measured by Stress test and Average performance, and Average Job Satisfaction and Average performance.

As per the table 4.64, Negative and Significant Correlation was found between Average Stress (both scale) and Average performance which signifies that more the Stress, lower would be the Performance.

On the other hand, Positive and Significant Correlation exists between Average Job Satisfaction and Average performance which indicates that higher the job satisfaction better would be the performance.

Table 4.64

Correlation of Performance with Stress and JSS

Parameter	Correlation Coefficient (r)	P Value	Result
Average Performance Vs Average Stress (ORS)	-0.422	0.000	Negative and Significant Correlation
Average Performance Vs Average Stress (Stress test)	-0.492	0.000	Negative and Significant Correlation
Average Performance Vs Average JSS	0.451	0.000	Positive and Significant Correlation

Chart 4.10

Correlation between Average Performance & Average Stress (ORS)

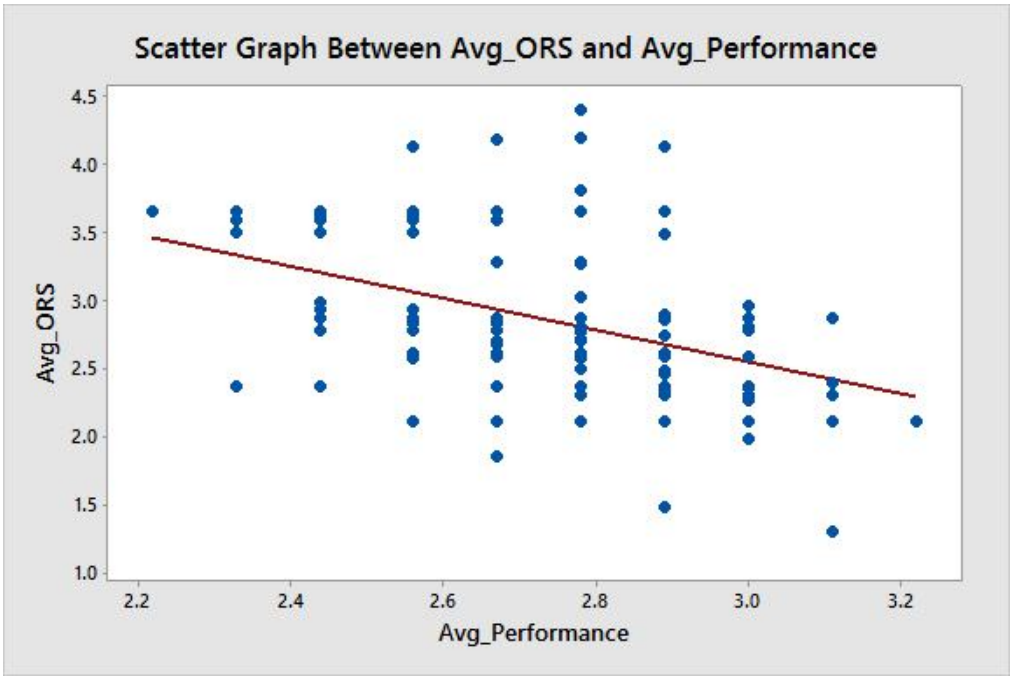


Chart 4.11

Correlation between Average Performance & Average Stress (Stress test)

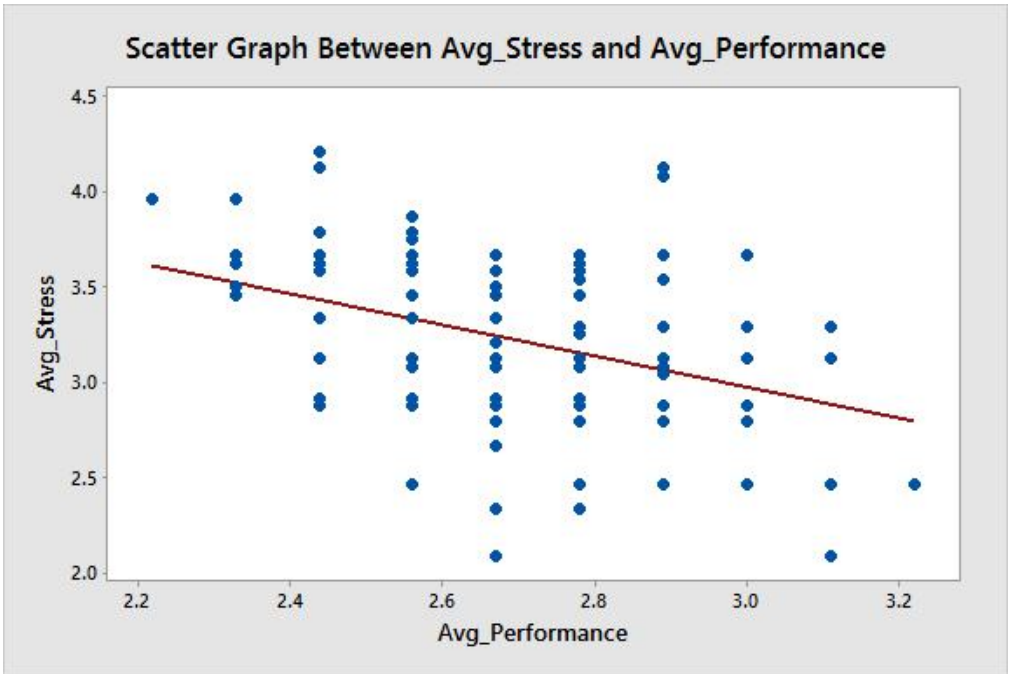
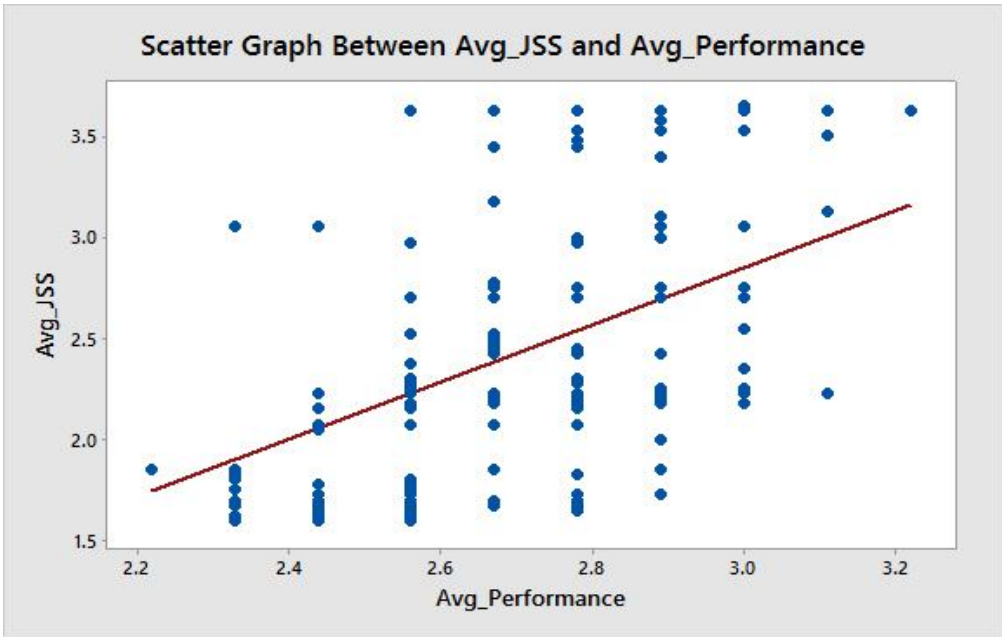


Chart 4.12

Correlation between Average Performance & Average Job Satisfaction score



Validation of Hypothesis:

H04: There is no significant association between the extent of stress-effects felt by faculty members and their academic performance.

H14: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

A significant association was found between the extent of stress-effects felt by faculty members and their academic performance. Therefore, null hypothesis got rejected and alternative hypothesis stood accepted.

4.5 Correlation between Stress and Job Satisfaction

In this section an attempt has been made to find out the relationship between stress-effects and job satisfaction of coaching faculty members. Pearson's Correlation was further used to establish the relationship between Average Stress measured by ORS and Average Stress measured by Stress test, Average Stress

measured by ORS and Average Job Satisfaction, and Average Stress measured by Stress test and Average Job Satisfaction.

As per the table 4.65, Negative and Significant Correlation was found between Average Stress (both scale) and Average Job Satisfaction which signifies that more the Stress, lower would be the Job Satisfaction.

On the other hand, Positive and Significant Correlation exists between Average Stress measured by ORS and Average Stress measured by Stress test which indicates that stress effects (psychological and physiological) move in same direction.

Table 4.65

Correlation between ORS, Stress and JSS

Parameter	Correlation Coefficient (r)	P Value	Result
Average ORS Vs Average Stress	0.483	0.000	Positive and Significant correlation
Average ORS Vs Average JSS	-0.898	0.000	Negative and Significant correlation
Average Stress Vs Average JSS	-0.488	0.000	Negative and Significant correlation

Chart 4.13

Correlation between Average Stress (Stress test) & Average Stress (ORS)

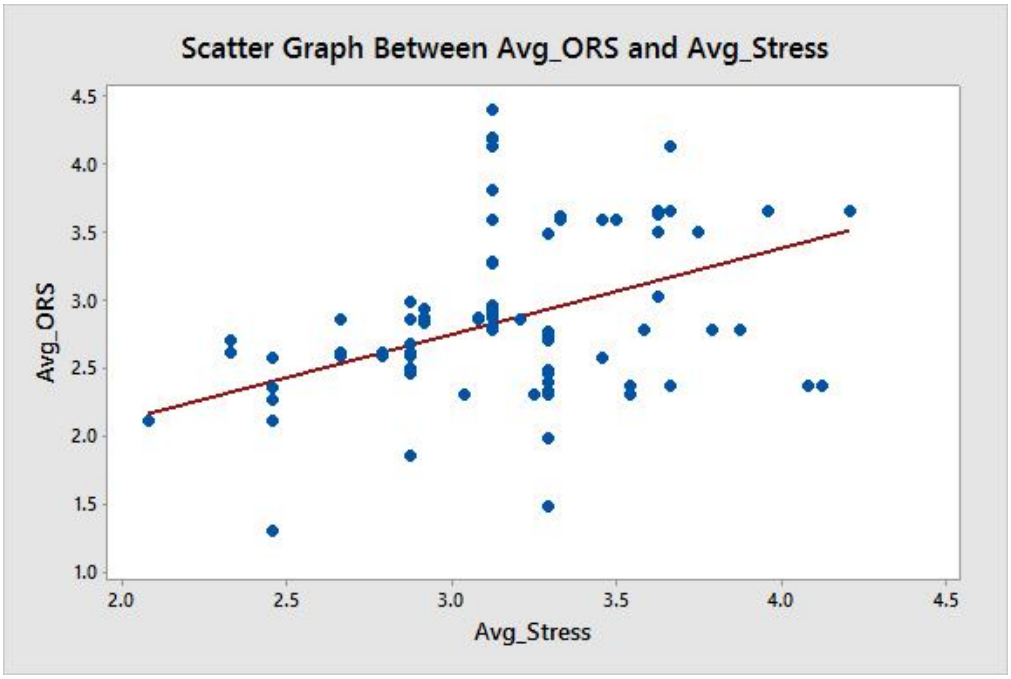


Chart 4.14

Correlation between Average Job Satisfaction Score & Average Stress (ORS)

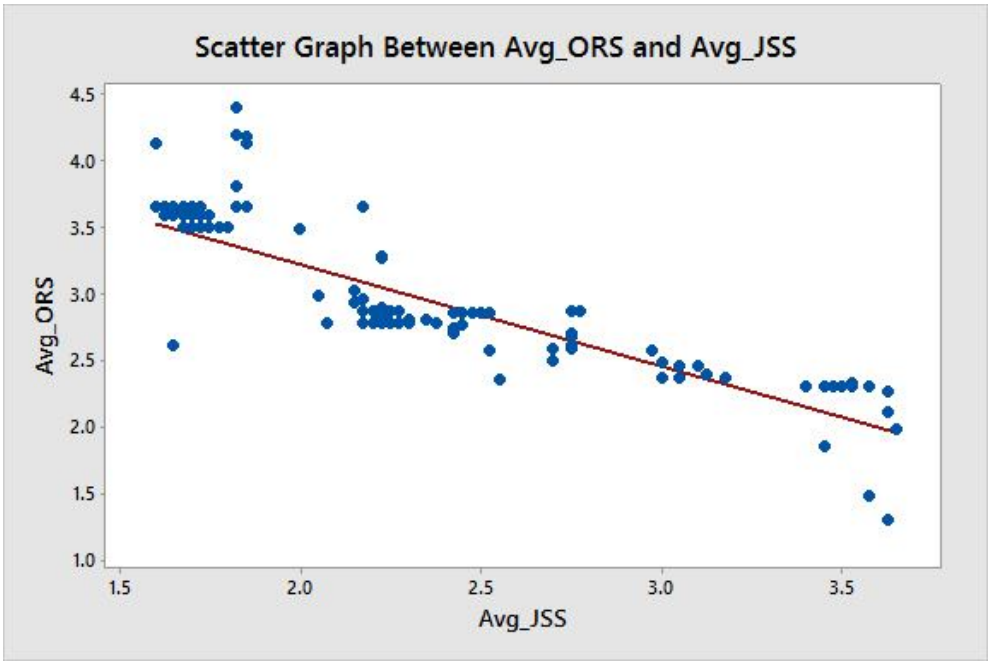
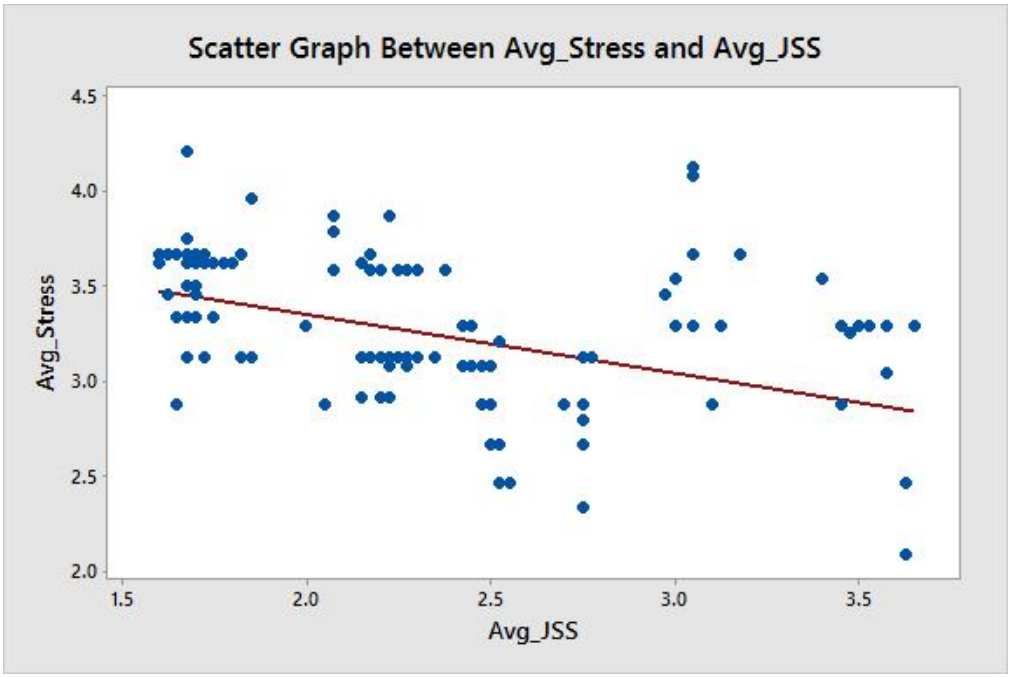


Chart 4.15

Correlation between Average Stress (Stress test) & Average Job Satisfaction Score



<u>Validation of Hypothesis</u>:

H05: There is no significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

H15: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

A significant association was found between the extent of stress-effects felt by faculty members and their job satisfaction. Therefore, null hypothesis got rejected and alternative hypothesis stood accepted.

******

CHAPTER - 5

FINDINGS, CONCLUSION AND RECOMMENDATIONS

CHAPTER-5

MAJOR FINDINGS, CONCLUSION & RECOMMENDATIONS

INTRODUCTION

This chapter provides the major findings of this study. Furthermore, this chapter also discusses the results of the study, conclusions drawn followed by the recommendations and propositions for future researches.

5.1 MAJOR FINDINGS

In this section the researcher presents major findings derived from statistical data analysis. It depicts respondents' opinions on variables pertaining to the study. Major findings of the study are as hereunder:

5.1.1 Personal Factors Affecting Stress and Job Satisfaction

- **Association of Stress and Job Satisfaction with Age**

Effect of stress (measured by stress test) experienced by faculties falling under 21-40 years age group was found more (3.27) followed by faculties falling under the age group 41-60 years (3.20). Faculties falling above 60 years age group reported least effects of stress (2.86) comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members belonging to different age groups.

The extent of job satisfaction experienced by faculty members falling under above 60 years age group was found more (3.26) followed by faculties falling under 41-60 years age group (2.54). Faculties falling under the age group 21-40 years reported having least job satisfaction (2.27) comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members belonging to different age groups.

The results found that the extent of job satisfaction experienced by faculty members belonging to different age groups was about neutral; however, faculties

falling under the age group 21-40 years were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculty members falling under 21-40 years age group was found more (3.01) followed by faculty members falling under 41-60 years age group (2.76). Faculties falling under the age group above 60 years reported least (2.31) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties falling under 21-40 years age group it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members belonging to different age groups. It can be concluded that there was a significant impact of stress on psychological health of faculties falling under 21-40 years age group.

- **Association of Stress and Job Satisfaction with Gender**

Extent of Stress (measured by stress test) experienced by female faculty members (3.39) was found more as compared to male faculty members (3.19). However, the results found that the effect of stress on their physiological health was between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found between the extent of stress-effects experienced by male and female faculty members.

Extent of job satisfaction experienced by males (2.47) was found more as compared to females (2.22). There was a significant difference among their level of job satisfaction. However, the results found that the extent of job satisfaction experienced by faculty members was about neutral.

Effect of stress (measured by ORS scale) experienced by females (2.96) was found more as compared to males (2.87). However, the results found that the effect of stress on psychological health was between the ranges sometimes to frequently.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, no significant difference was found between the extent of stress-effects experienced by male and female faculty members.

- **Association of Stress and Job Satisfaction with Educational Qualification**

Effect of stress (measured by stress test) experienced by faculties securing PG (3.28) was found more followed by faculties securing Graduation (3.26). Faculties securing PhD reported least (3.09) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members having varied qualification.

The extent of job satisfaction experienced by faculty members securing PhD (2.74) was found more followed by faculties securing PG (2.37). Faculties securing Graduation reported having least (2.05) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied qualification.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculty members securing graduation were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculty members securing Graduation (3.36) was found more followed by faculties securing PG (2.89). Faculties securing PhD reported least (2.63) effects of stress comparatively. The results found that the effect of stress was between the ranges sometimes to frequently. However, In case of faculties securing only Graduation it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied qualification. It can be

concluded that there was a significant impact of stress on psychological health of coaching faculty members securing Graduation.

- **Association of Stress and Job Satisfaction with Work Experience**

The extent of stress-effects (measured by stress test) experienced by faculty members was found more in case of faculties having 1-7 years experience (3.36) followed by faculties having more than 15 years of experience (3.18). Faculties having 8-14 years of experience reported least effects of stress (2.91) comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members having varied span of experience.

The extent of job satisfaction experienced by faculty members was found more in case of faculties having more than 15 years of experience (3.14) followed by faculties having 8-14 years of experience (2.72). Faculties having 1-7 years of experience reported having least (2.12) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied span of experience.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculty members having 1-7 years of experience were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculty members was found more in case of faculties having 1-7 years of experience (3.09) followed by faculties having 8-14 years of experience (2.67). Faculties having more than 15 years experience reported least effects of stress comparatively (2.43). The results found that the effect of stress was between the ranges sometimes to frequently. However, in case of faculties having 1-7 years of experience, it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members suffering varied span of experience. It can

be concluded that there was a significant impact of stress on psychological health of faculties having 1-7 years of experience.

- **Association of Stress and Job Satisfaction with Duration of Illness**

Effect of stress (measured by stress test) experienced by faculties suffering illness from 11-20 years (3.49) was found more followed by faculties suffering illness from 1-11 years (3.29). Faculties suffering illness from less than 1 year reported least effects of stress (3.07) comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members suffering illness from varied duration.

The extent of job satisfaction experienced by faculty members suffering illness for less than 1 year (2.87) was found more followed by faculties suffering illness from 1-11 years (2.14). Faculties suffering illness from 11-20 years reported having least job satisfaction (1.72) comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members suffering illness from varied duration.

The results found that the extent of job satisfaction experienced by faculty members suffering illness from varied duration was about neutral; however, faculties suffering illness from 11-20 years were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculty members suffering illness from 11-20 years (3.62) was found more followed by faculty members suffering illness from 1-11 years (3.06). Faculties suffering illness for less than 1 year reported least (2.5) effects of stress comparatively. The results found that the effect of stress was between the ranges sometimes to frequently. However, in case of faculties suffering illness from 11-20 years it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members suffering illness from varied duration. It

can be concluded that there was a significant impact of stress on psychological health of faculties suffering illness from 11-20 years.

5.1.2 Family Factors Affecting Stress and Job Satisfaction

- **Association of Stress and Job Satisfaction with Marital Status**

Effect of stress (measured by stress test) experienced by married faculties (3.28) was found more as compared to unmarried (3.10). However, the results found that the effect of stress on physiological health was between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found between the extents of stress-effects experienced by faculties having varied marital status.

Extent of job satisfaction experienced by unmarried faculties (2.83) was found more as compared to married faculties (2.21). There was a significant difference among their level of job satisfaction. However, the results found that the extent of job satisfaction experienced by faculty members was neutral.

Effect of stress (measured by ORS scale) experienced by married faculties (3.07) was found more as compared to unmarried faculties (2.56). The results found that the effect of stress on psychological health was between the ranges sometimes to frequently. However, in case of married faculties it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied marital status. It can be concluded that there was a significant impact of stress on psychological health of married faculty members.

- **Association of Stress and Job Satisfaction with Number of Dependents**

Effect of stress (measured by stress test) experienced by faculties having more than 4 dependents (3.50) was found more followed by faculties having dependents 3-4 (3.18). Faculties having 1-2 dependents and faculties having no dependents reported (3.09) and (2.64) effects of stress respectively. However, the

results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, a significant difference was found among the extent of stress-effects experienced by faculty members having different number of dependents.

The extent of job satisfaction experienced by faculty members having no dependents (3.61) was found more followed by faculties having 1-2 dependents (2.94) and faculties having 3-4 (2.31) respectively. Faculties having more than 4 dependents reported least (1.89) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having different number of dependents.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having more than 4 dependents were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members having more than 4 dependents (3.39) was found more followed by faculties having 3-4 dependents (2.91) and faculties having 1-2 dependents (2.50) respectively. Faculties having no dependents reported least (2.05) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having more than 4 dependents it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having different number of dependents. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having more than 4 dependents.

- **Association of Stress and Job Satisfaction with Type of Family**

Effect of stress (measured by stress test) experienced by faculties having extended family (3.36) was found more followed by faculties having joint family (3.26). Faculties having nuclear family reported least (3.09) effects of stress

comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, a significant difference was found among the extent of stress-effects experienced by faculty members having different type of family.

The extent of job satisfaction experienced by faculty members having nuclear family (3.21) was found more followed by faculties having joint family (3.02). Faculties having extended family reported least (2.10) effects of stress comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having different number of dependents.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having extended family were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members having extended family (3.25) was found more followed by faculties having joint family (3.09). Faculties having nuclear family reported least (2.46) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having extended family it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having different type of family. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having extended family.

5.1.3 Situational Factors Affecting Stress and Job Satisfaction

- **Association of Stress and Job Satisfaction with Faculty Designation**

Effect of stress (measured by stress test) experienced by Assistant faculties (3.63) was found more followed by Faculties (3.23). Training faculties reported least (2.86) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members having varied designation.

The extent of job satisfaction experienced by Training Faculties (2.62) was found more followed by Faculties (2.46). Assistant Faculties reported having least (1.76) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied designation.

The results found that the extent of job satisfaction experienced by faculty members having varied designation was about neutral; however, Assistant faculty members were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by Assistant faculty members was found more (3.47) followed by Faculties (2.86). Training Faculties reported least (2.70) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of Assistant faculties it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied designation. It can be concluded that there was a significant impact of stress on psychological health of Assistant Faculty members.

- **Association of Stress and Job Satisfaction with Number of Working Hours**

Effect of stress (measured by stress test) experienced by faculties spending more than 8 hrs at workplace (3.44) was found more followed by faculties spending 5-6 hrs (3.18). Faculties spending 7-8 hrs at workplace reported least (3.12) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant

difference was found among the extent of stress-effects experienced by faculty members spending varied number of hrs at workplace.

The extent of job satisfaction experienced by faculty members spending 5-6 hrs at workplace (3.01) was found more followed by faculties spending 7-8 hrs (2.43). Faculties spending more than 8 hrs at workplace reported least (1.84) effects of stress comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members spending varied number of hrs at workplace.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties spending more than 8 hrs were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members spending more than 8 hrs (3.48) was found more followed by faculties spending 7-8 hrs (2.81). Faculties spending 5-6 hrs at workplace reported least 2.46) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties spending more than 8 hrs it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members spending varied number of hrs at workplace. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members spending more than 8 hrs.

- **Association of Stress and Job Satisfaction with Income**

Effect of stress (measured by stress test) experienced by faculties having income between Rs. 30000-50000 (3.51) was found more followed by faculties having income between Rs. 50000-70000 (3.38). Faculties reported least (3.14) effects of stress comparatively who were earning more than Rs. 70000 a month. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant

difference was found among the extent of stress-effects experienced by faculty members having varied income.

The extent of job satisfaction experienced by Faculties earning more than Rs. 70000 (2.62) was found more followed by Faculties having income between Rs. 50000-70000 (2.06). Faculties earning Rs. 30000-50000 reported least (1.77) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied designation.

The results found that the extent of job satisfaction experienced by faculty members having varied designation was about neutral; however, Assistant faculty members were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculties having income between Rs. 30000-50000 (3.86) was found more followed by faculties having income between Rs. 50000-70000 (3.16). Faculties reported least (2.71) effects of stress comparatively who were earning more than Rs. 70000 a month. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties earning between Rs. 30000-50000, it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied income. It can be concluded that there was a significant impact of stress on psychological health of Faculties having income between Rs. 30000-50000.

- **Association of Stress and Job Satisfaction with Health Status**

Effect of stress (measured by stress test) experienced by faculties having average health (3.24) was found more as compared to faculties having good health (3.15). However, the results found that the effect of stress on physiological health was between the sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, no significant difference was found among the extent of stress-effects experienced by faculty members having different health status.

Extent of job satisfaction experienced by faculties having good health (3.02) was found more as compared to faculties having average health (2.17). There was a significant difference among their level of job satisfaction. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied job timings.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having average health were dissatisfied with their jobs.

Effect of stress (measured by ORS scale) experienced by faculties having average health (3.06) was found more as compared to faculties having good health (2.49). The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having average health it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied health status. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having average health.

- **Association of Stress and Job Satisfaction with Type of Job Timings**

Effect of stress (measured by stress test) experienced by faculties having rigid timings (3.35) was found more as compared to faculties having flexible timings (3.11). However, the results found that the effect of stress on physiological health was between the sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members having varied job timings.

Extent of job satisfaction experienced by faculties having flexible timings (2.73) was found more as compared to faculties having rigid timings (2.07). There was a significant difference among their level of job satisfaction. A significant difference was found among the extent of job satisfaction experienced by faculty members having varied job timings.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having rigid timings were dissatisfied with their jobs.

Effect of stress (measured by ORS scale) experienced by faculties having rigid timings (3.22) was found more as compared to faculties having flexible timings (2.61). The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having rigid timings it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied job timings. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having rigid timings.

- **Association of Stress and Job Satisfaction with Severity of Illness**

Effect of stress (measured by stress test) experienced by faculties suffering chronic illness (3.50) was found more as compared to faculties suffering mild illness (3.17). However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members suffering from varied severity of illness.

The extent of job satisfaction experienced by faculty members suffering mild illness (2.53) was found more as compared to faculties suffering from chronic illness (1.84). A significant difference was found among the extent of job satisfaction experienced by faculty members suffering from varied severity of illness.

The results found that the extent of job satisfaction experienced by faculty members suffering illness from varied duration was about neutral; however, faculties suffering from chronic illness were disagreed with the job satisfaction in their current job.

The extent of stress-effects (measured by ORS scale) experienced by faculty members suffering from chronic illness (3.56) was found more as compared to faculty members suffering from mild illness (2.78). The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties suffering from chronic illness it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members suffering from varied severity of illness. It can be concluded that there was a significant impact of stress on psychological health of faculties suffering from chronic illness.

- **Association of Stress and Job Satisfaction with Frequency of Health Checkup**

Effect of stress (measured by stress test) experienced by faculties having yearly check-up (3.41) was found more followed by faculties having half yearly check-up (3.24). Faculties having quarterly checkup reported least (3.03) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members having health check-up at varied intervals.

The extent of job satisfaction experienced by faculty members having quarterly check-up (3.02) was found more followed by faculties having half yearly check-up (2.29). Faculties having yearly checkup reported least (2.29) effects of stress comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having health check-up at varied intervals.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having yearly checkup were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members having yearly check-up (3.43) was found more followed by faculties having half yearly check-up (2.86). Faculties having quarterly checkup reported least (2.44) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having yearly check-up it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having health check-up at varied intervals. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having yearly check-up.

- **Association of Stress and Job Satisfaction with Having Meal on Time**

Effect of stress (measured by stress test) experienced by faculties having meal on time sometimes (3.52) was found more as compared to faculties don not have meal on time (3.16). Faculties having timely meals reported least (3.09) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members follow varied pattern of having meals.

The extent of job satisfaction experienced by faculty members having meal on time (3.04) was found more followed by faculties do not have meal on time (2.36). Faculties having meal on time sometimes reported least (1.71) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having meals at varied pattern.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having meal on time sometimes were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members having meal on time sometimes (3.66) was found more as compared to

faculties do not have meal on time (2.84). Faculties having timely meals reported least (2.43) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having meal on time sometimes it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having meals at varied pattern. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having meal on time sometimes.

- **Association of Stress and Job Satisfaction with Type of Treatment**

Effect of stress (measured by stress test) experienced by faculties having special treatment (3.43) was found more as compared to faculties having periodical treatment of their illness (3.23). Faculties having regular treatment reported least (3.03) effects of stress comparatively. However, the results found that the effects of stress were between the ranges sometimes to often.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. However, a significant difference was found among the extent of stress-effects experienced by faculty members follow varied pattern of treatment of their illness.

The extent of job satisfaction experienced by faculty members having regular treatment (3.09) was found more followed by faculties having periodical treatment (2.27). Faculties having special treatment reported least (1.85) job satisfaction comparatively. A significant difference was found among the extent of job satisfaction experienced by faculty members having different type of treatment.

The results found that the extent of job satisfaction experienced by faculty members was about neutral; however, faculties having special treatment were dissatisfied with their jobs.

The extent of stress-effects (measured by ORS scale) experienced by faculty members having special treatment (3.47) was found more as compared to faculties

having periodical treatment of their illness (2.90). Faculties having regular treatment reported least (2.39) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having special treatment it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having different type of treatment. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members having special treatment.

5.1.4 Correlation of Respondents' Performance with Stress and Job Satisfaction

Negative and Significant Correlation was found between Average Stress (both scale) and Average performance which signifies that more the Stress, lower would be the Performance.

On the other hand, Positive and Significant Correlation exists between Average Job Satisfaction and Average performance which indicates that higher the job satisfaction better would be the performance.

5.1.5 Correlation between Stress and Job Satisfaction

Negative and Significant Correlation was found between Average Stress (both scale) and Average Job Satisfaction which signifies that more the Stress, lower would be the Job Satisfaction.

On the other hand, Positive and Significant Correlation exists between Average Stress measured by ORS and Average Stress measured by Stress test which indicates that stress effects (psychological and physiological) move in same direction.

5.2 CONCLUSION

As per the analysis it is clear that the extent of stress is not high among coaching faculty members in Kota. It has been observed that the average level of stress is moderate and having no significant impact on both psychological and

physiological health of the respondents. However, there are some factors which are responsible for causing stress among faculty members that in turn affects their performance and job satisfaction. The reason may be due to personal factors, family factors and/ or situational factors that all have been analyzed in this study. The extent of stress, whether it is measured by ORS or Stress test, varies with the difference in groups of almost all the factors considered for the study, such as, due to difference in experience, qualification, marital status, job timings, health status etc., the level of stress varies and it has impact on job satisfaction and performance of faculty members working in coaching centers of Kota.

The results of stated hypotheses also support the above mentioned discussion.

Table 5.1

Hypothesis Testing Results

Hypothesis			**Result**
H1	Null	The extent of stress-effects felt by faculty members does not differ by personal factors.	Reject
	Alternate	The extent of stress-effects felt by faculty members differs by personal factors.	Accept
H2	Null	The extent of stress-effects felt by faculty members does not differ by family factors.	Reject
	Alternate	The extent of stress-effects felt by faculty members differs by family factors.	Accept
H3	Null	The extent of stress-effects felt by faculty members does not differ by situational factors.	Reject
	Alternate	The extent of stress-effects felt by faculty members differs by situational factors.	Accept
H4	Null	There is no significant association between the extent of stress-effects felt by faculty members and their academic performance.	Reject
	Alternate	There is a significant association between the	

		extent of stress-effects felt by faculty members and their academic performance.	Accept
H5	Null	There is no significant association between the extent of stress-effects felt by faculty members and their job satisfaction.	Reject
	Alternate	There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.	Accept

Hence, it could be concluded that there is a need to put more emphasis on monetary and non-monetary incentives in order to build motivation among coaching faculty members. To the least extent, this research finds that the institution should pay more attention towards how to decrease working hour, relieve excessive workload, increase income, and promote participation in organization development and allow faculty members to be heard which will bring about job satisfaction among them. If they feel insecure in their career and develop job stress, it will not only adversely affect them but also on the students to the extent that they may start to view that the institute is not effective anymore. These are critical for new generation of faculty members to come into the system that may result in indefinite shortage of professional workforce.

5.3 IMPLICATION OF THE STUDY

As educators, it is crucial to find position that vigor undoes uncertainty and stress among coaching faculty members. Coaching institutes do need to bring hold to the teaching faculty members to relax stress at the work place.

The findings of the research carry out a number of implications which are self manifest. The research can justify being handy for researchers and academicians, heads of the institutions and educational policy makers as follows:

1. **Head of institutions**:

- The findings of the present research permit perceptive of the main target i.e. recognition of stress in coaching teaching proficient's and its relationship to

their work role and job satisfaction. In addition, the class backed to analyze the health status of faculty members (as reported by them) and the health practices pursue by them. Facet such as minutiae of spouse and children, dependents, type of household and family, time schedule added to more understanding of the target group and their family group. Placed on this knowledge the working situation may be enhanced.

- Knowledge generated from this additional survey of stress has the potential to raise job satisfaction and to lower the turnover rate for experienced as well as the new teaching proficient's.
- An accepting of stress in coaching teaching proficient may not only form the base of stress analysis but may also be fruitful in rationalizing stress behaviour and defining coping strategies for the unified teaching population. Gender contrast on stress-effects will grant employers to understand the change in approach, beliefs and common ethics of faculty members at the work place. Modules for stress management can be composed on the ground of lifestyles, beliefs, ethics, and attitudes of coaching faculty members for various profile groups. It may also aid in establish static overall workplace blueprint for coaching faculty members.
- The top management should assure a study and participatory ambience for the faculty members for institutional growth.
- The findings can also aid to hatch for coaching faculty members permissive them to strike an improved harmony between work role and family role.
- This study bid to hatch an insight about the clue of stress. It advise using assets of the organization to pacify stress and evolve their own practical stress coping strategies for their teaching professionals relevant to physiological, psychological and behavioral stress-effects.

2. Researchers and Academicians

- The outcome of this research can add to the education related to stress-effects in teaching professionals and coping strategies to handle them. Other than this, the findings and outcomes on role stressors and job satisfaction as relevant to stress can serve in setting up a theoretical ground for forthcoming studies.

- The research reveals relationship between the three variables under study: Stress-effects, role stressors and job satisfaction. Their relationship urges that no more of them may be missed for a better quality of coaching education.
- Further this, the findings of this research can aid in commit to the recommendations for forthcoming studies and add on to the present note. It will be fruitful for the researchers and academicians to use the conceptual framework to composed theories. The database of the current research can form a base for operate further researches in the akin lines. The research can mold a worthy addition to the education root of stress behaviour of coaching faculty members in the Indian situation.
- As a lead study, it brings many opportunities to learn gender disparity in stress similar professions for investigators.

3. Educational policy makers

- Using the admission from this study that stress-effects and job satisfaction are contra linked, the government can form the job of teaching profession full of allure and spirit. This may be set by developing upon the pay packets and perks so that faculty members may sense dignity in their job and act to the best of their reach, thereby enhancing job satisfaction and lowering stress.
- Further, the inquiry has activity adequacy. The discovery of the research can defend its efficacy since knowing the coaching faculty members accurately and meeting out to them in the efficient way, is the vital to reduce stress. The data limelight on the dilemma confronts as linked to their health in general and forms of illness hurt. The wisdom can be suitable to clinical psychologists, doctors and health Insurance agents to bring about useful alterations in, Health awareness programmes, insurance policies and stress release examined thereby reducing stress and growing job satisfaction. The researches can also candid employers of coaching institutes to derive malleable work blueprint and brings finer working status which will boost in conquer stress in faculty members to some amount.

- The read will be suitable for stress counselors in instruct patients to analyze themselves.
- Educational planners and administrators may be highly benefited by the findings of the current search. They can draft programs to conquer the trouble situation; advancement of sphere of coaching proficient's and lifts up of coaching education standards.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions were derive from the current research for forthcoming researches:

1. Further study is required with larger samples. This search was limited to Kota city. Same research can be attend taking a larger geographical area; at regional or state level.
2. The three variables under inquiry viz. stress-effects, role stressors and job satisfaction may be test for their cause and effect relationship with other variables such as personality characteristics, job commitment, leadership styles, and coping strategies.
3. A same research can also be supervised on other professionals.
4. Role stress can be calculated in coaching faculty members teaching the IIT and Medical courses.
5. In the current inquiry, the core was on the sample of teaching proficient working in coaching institutes. In the same light, the teachers working in other colleges and teaching management courses may also be studied.
6. In depth search may be attempted to indents "at the job" and "off the job" issue of coaching teaching proficient's.
7. This inquiry was bothered with inter group gender changes. Likewise, an inquiry may be designed with intra group correlation.
8. Further study could regulate the effects of application of programs and practices to pare stress-effects and stress levels of faculty members.
9. The working circumstances and workplace policy may be studied in regard to stress.
10. Future study may conduct to lean work family conflict in various types of organizational context.

5.5 RECOMMENDATIONS

Stationed on the findings of the current search, and hints backed by review of literature, some interventions were create by the investigator as coping program to action and lower stress in coaching teaching proficient to some amount.

These blueprints are basically mainly defending scope and hence cannot erase stress perfectly. Yet, the investigator wish to form a new beginning by making the authorities awake about the existence of stress in their faculty members and the vital of lowering stress at the workplace for coaching teaching proficient's.

The recommended coping strategies for stress management are outline at three levels namely personal level, family level and professional level.

Despite while designing and recommending coping strategies, the leading core was on professional coping strategies, but some coping strategies were also recommended at personal and family level. The existence of stress either at personal or at family level will also dominance the work and conduct of faculty members at the coaching institutions, which in turn will have an collision on the field of education and thus society at large. Therefore the coping strategies were recommended at all the three levels.

The recommendations made by the researcher at the professional level can be given a due hope by the institutional heads. Then, as per the rightness of the needs and availability of resources, each coaching institution can compute and enable these recommendations for reducing stress in their faculty members.

The coping strategies in form of recommendations are given below:

1. **Personal Level:**

   Definite techniques which the coaching faculty members can use for coping with role stress insert the following:

- **Effective self control**

  It is a self cure technique for managing one's own behavior to lessen stress. Faculty members can avert people and position that they know will put them under stress.

- **Cognitive Therapy**

  It is another self cure method by which a faculty member can easily modify the self defeating knowing which may needlessly cause stress and lead to physiological and psychological stress-effects. A personal diary can be managed by the faculty members to let out the pent up feelings through writing. 'Stress talk' and 'stress analysis' can go a long way in guiding an individual's behavior and the stress.

- **Time Management**

  For balancing work and family roles, cope up better with work overload (RO), time pressures and Role expectation conflict (REC), the faculty members can compute and reschedule their work and family activities accordingly.

- **Social Support**

  Social support can be valuable for vitiate stress. The faculty members can form federation with trusted and sensitive people either at the work place or in the family or at both the places. These people can admit to the trouble, and add hold whenever needed by building courage and help the faculty members overcome stressful locale.

- **Innovative Teaching Methods**

  The faculty members can probe and use addition methods of teaching. These mechanisms can be used to amend knowledge and skills. This will give a lot of morale and job satisfaction to the faculty members thereby lowering the stress-effects experienced by them especially the psychological stress.

- **Exercise**

  Stationed on the findings, it is recommended that male faculty members should employ themselves in Yoga, Gymnasium, and Meditation along with their other exercise related activities. Alike, women faculty members also can employ themselves in aerobics, cycling, music therapy and laugher club activities. Both genders can pursue these activities handy to their age. These activities can produce outlet to their feelings and emotions and aid in lowering physiological and psychological stress.

- **Leisure Time**

  Leisure time can be used by faculty members for doing some activities which gives them bliss and aid in building network with others. Hobbies can easily be attempt in leisure time. Recreational activities, hobbies and connecting with friends can all aid to hamper the damaging effects of stress.

2. Family Level

The techniques suggested here require the involvement of family members to help individual faculty members cope with stress.

- **Sharing of Household Duties**

  Timely sharing of household work and delegation of household duties to the family members and dependents can help to solve the problem of overwork at home, fatigue and physiological stress to a large extent in the management faculty members.

- **Family Support**

  Support from family members especially from spouse and other dependents can help in completion of various running errand jobs, problem solving through discussions and participative decision making. The collaborative effort of family members together in dealing with family matters can create a compromising situation and thus reduce stress levels. It is a collective coping strategy at family level.

- **Approach Coping**

  Through efficient open communication, a faculty member can share and discuss issues relevant to work, workplace ambience, working situation and relationships at work either with spouse or any other elder member of the family if any. Sharing feelings and experiences freely will permit the faculty members to hold genuine suggestion for dealing with stressful positions.

  A good affinity and free communication amidst family members will boost an easy contact to each other in times of need. Sharing of ideas and feelings relevant to a stressful position with a family member can surely aid in creating ways to combat stress in faculty members.

3. Professional Level

The following stress coping strategies may be planned and enforced by management authorities to control work stressors and to lower job stress in faculty employees.

1) Family Supportive Work Culture

Evolution of family supportive work culture is firmly recommended placed on the findings of the current search through

a) "Flexible timings" and provision of flexible personal days would be helpful on occasions when dependents in the family require personal consideration on medical grounds, aid during exams or any other instant activity that crops up.

b) Assistance can possibly be allow by financing and setting up a day care for faculty members with young children. Pay-off can be taken from the faculty members on a monthly basis.

c) If possible, facilities for exercise to the faculty members may be serve at the institutes. Yoga being the most popular and efficient relaxation method acceptable for all age groups may be practiced during the free periods, and before or after workplace timings.

2) Selection and Recruitment

At the time of hearing and placement a clear insight of job description and role clarity can go a long way in lowering battle arising from role doubt and role expectation later on. At this level, more comprehensive introduction programs may be carried out for efficient release of duties, roles and functions relevant to teaching learning activities in coaching education.

3) Even though teaching is a solitary activity, "collective coping" is a preventive scheme which may be boost through "team work", setting up of united work groups, expanded assistance and enhanced communication at the workplace. Multiple activities such as joint and inter-department research projects, workshops, seminars and other academic meets may be planned, whenever possible to strengthen collective coping.

4) Effective Coping: It is a leading interference method. Directional and constructive issue solving should be used by all coaching institutes. Faculty

members should be given a chance to come up with original guess, and form new skills in their field of specialization. Participative and alive outcome making is the need of the hour.

5) **Manpower Planning:** Input output ratio matching should be insure by institution heads. In some institutes, skilled young persons may have to wait for years composed for assignment whereas in other institutes, skilled faculty members may not be accessible at all. So, it should be assure that training programs are planned containing all specializations and covering utmost geographical region. This would aid in timely appointment of new applicable faculty members.

6) **Transparency in Policies and Procedures:** The institutions are necessary to retain transparency in their rules, policies and procedures, aids, grants and funds for different activities. This will not only permit the faculty members to be more clear about the vision and mission of the institutes but also boost more pledge towards the institute main to more work-rate, raised job satisfaction and lower stress levels.

7) **Employment Benefits and Retirement Plans:** Coaching institutes especially private ones should modify their pay packets and perks such as medical compensation, leave travel allowances, education allowance for faculty members and their children and travel allowance from time to time to keep pace with high cost of living. Retirement perk plans should also be modify in the elite concern of the faculty members for a harmonious stress free retired life.

8) **Resource Center:** Resource center can be entrenched at the institutes for teaching faculty members under formation and for the counseling of educators. The institute heads can retain close cooperation and avail working partnership with the neighboring institutes for transfer of study resources, sophisticated apparatus and personnel. Retired faculty members and Alumni can be invited to work as educators to give inputs on teaching study activities and plan training for practicing faculty members. The stress relevant to anxiety of teaching in trainees can thus be lower to some extent.

5.6 LIMITATIONS

While specify and administer the research survey, the researcher confronts sure limitations which are as follows:

1. Coaching institutes living recent in root employed only a small number of faculty members who were well experienced with long service period as correlated to a large number of faculty members with short service period. May be, due to less experience, the faculty members were not able to clearly relate stress-effects with their job.
2. Some coaching institutes were placed on the outer edge of Kota. The study could not sample from these institutes due to the high cost of resources and factual difficulties in data collection.
3. Most of the small private coaching institutes conduct their education with the visiting faculty members and employ less number of permanent faculty members. Visiting faculty members being cult of the other institutes where they work full / part time might announce the affect of a different work culture on their pledge towards teaching duties which might affect their stress relationships.
4. Since the spotlight of this search was on the role of line elemental the stress-effects in faculty members and not on the use of advanced statistical operation, the statistical method of multifarious analysis could not be used to survey these determinants together.

Thus the present study opened up some other facet of stress experiences in coaching teaching faculty members which need further research in order to know more about them.

Even though stress from the footstep of variation in teaching and study activities are inevitable, the faculty members can avert becoming a victim. By taking the time essential for stress preventive activities, they can save on time and resources and expand their performance. Enlighten is half the battle won. They can hamper or at least underrate the syndrome of stress by acknowledge to stress in their own exclusive way and get back in command. The coaching institutes supply them a freedom to shoulder responsibilities, hit new roles, connect with new people and confront new positions.

The efficient performance of these roles can edge them to a higher status, better income, strengthen their area and achieve a more impartial role distribution between the two genders at work and in the family. With stress at a slightest level, off the working hours, they can also engage in socially meaningful and influential programs and thereby extend their resource base and statue base.

With further information of the exact method inserted in the stress-work relationship, certain processes (coping strategies) to lowers occupational stress in coaching teaching faculty members may be used and occupational health advantages may be perfect. Coping strategies can be used at the workplaces to excel meet the needs of both employers and the faculty members. The coaching employers can no longer allow to ignore their role in stimulate healthier stress free employees with growing levels of job satisfaction, organizational commitment and motivation. A stress free work culture can promote decreased staff turnover, absenteeism and higher quality of coaching education.

*****

CHAPTER - 6

SUMMARY

CHAPTER-6
SUMMARY

6.1 OVERVIEW OF THE STUDY

The impact of globalization, urbanization and rapid technological changes have led to the emergence of many coaching institutes in Kota recently. Growth in the corporate sector has resulted in the requirement of trained and educated workforce in the industry. The teaching faculty members are the facilitators for knowledge and skill through interactive learning methods in coaching education.

Fast changing educational process in the present century has influenced the role of teaching professionals, their responsibilities and teaching activities at coaching institutes. As a result, through common work and non work stressors, ultimately lowering down their psychological well being. Along with teaching, a faculty member has to perform varied other duties such as doing administrative jobs, attending faculty meetings, advising students, guiding project work, internship, summer placement of students, conducting exams, doing assessment and undergoing faculty advancement schemes. In present times, young teaching professionals are increasingly confronted with a problem of conflict between work role and an equally demanding role at home. As a result, a teaching faculty member lives in two systems and needs to perform both professional as well as familial roles. This in turn leads to stress amongst them.

Therefore a coaching faculty member is under considerable pressure and stress throughout the year.

6.2 RATIONALE FOR THE STUDY

As the flourishing of coaching institutes in Kota is a new development, very few efforts have been made to examine stress in faculty members. Search supports that teach “Dworkin”, “Haney”, “Dworkin” and “Telschow”, (1990), “Jackson”, “Schwab” and “Schuler”, (1986), and work role stress is a common stressor in these professionals. “Occupational stress in teaching has physical ill health, ultimately having injurious effect on the efficiency” “Camp”, (1985), “Claxton”, (1989), have identified stressors for teacher groups in specific teaching texts but there is unusual absence of search in Indian circumstances. The

researcher was excited to understand effect of stress on health and ways of coping with stress amid these teachers.

The investigator desired to classify the main causes of stress and conceptualized three basic premises:-

- Firstly, the effects of stress on teaching professionals are altered by gender and service period.
- Secondly, numerous personal factors, family factors, and situational factors are responsible for stress.
- Thirdly, the stress-effects are blended with role stressors and job satisfaction in teaching faculty members.

In the shine of the above premises and the previous backdrop it was decided to carry out the current study.

6.3 CONCEPTUAL FRAMEWORK

The conceptual framework was made to examine the reaction of stress caused by various antecedent factors in coaching teaching professionals.

It was projected that antecedent factors such as personal, family and situational factors caused stress-effects in faculty members leading to physiological, psychological and behavioural effects. Also, the stress-effects in faculty members varied with gender and period of service. Further, teaching professionals practiced stress rising out of different roles performed in execution of teaching activities and responsibilities which dominances their job satisfaction level.

6.4 STATEMENT OF PROBLEM

In order to know the mutual relationship between the three variables viz. stress-effects, roles stressors and job satisfaction, this research was designed.

The problem was stated as **"Managing Stress to Improve Efficiency and Motivation: A Case Study on Academic Performance of Coaching Faculties in Kota City".**

6.5 SIGNIFICANCE OF THE STUDY

Teaching faculty members may practice role stress because of multiple roles they play in society. The dispute between work and family appeals may all put a pressure on the teaching faculty members. Much of the prior researches on stress have centralized on managerial and professional groups but tend to ignore occupations relevant to teaching. The placed study would be helpful and socially relevant to the current issues of work and family role offset and the stresses rising therein.

6.6 REVIEW OF LITERATURE

Related references from literature and research studies were gathered from books, journals, research papers and research articles. Some related literature was also retrieved from different internet websites.

The review of literature was bestowed as under:-

1. Stress, theoretical background and related studies.
2. Antecedents of stress and related studies.
3. Stress-effects and related studies.
4. Role stress and Role stressors

a.) Family role stressor and related studies.

b.) Work role stressors and related studies.

5. Job satisfaction and related studies.
6. Stress management - coping strategies and related studies.
7. Stress in teaching professionals and related studies.

6.7 METHODOLOGY

The study's main pre-eminence was on reflex stressor and work role stressors along with job satisfaction. The search also desired to classify the antecedent factors of stress in coaching faculty members.

6.7.1 Research design

The descriptive research design was preferred as the most appropriate one for this research. It took into account different features of stress as a sensation to be studied.

6.7.2 Objectives

The current study was formulated with the following objectives:-

1. To determine the effects of stress experienced by male and female coaching faculty members.
2. To understand the causes or antecedent factors of stress amidst coaching faculty members.
3. To calculate the amount of job satisfaction relevant to family role stressor and work role stressors.
4. To know the relationship between stress-effects and job satisfaction.
5. To examine the relationship between stress-effects and role stressors in male and female faculty members.

6.7.3 Assumptions of the study

1. Coaching teaching faculty members experience stress at the workplace.
2. Gender wise difference in the stress experienced by faculty members can be identified
3. Service wise variation in the stress experienced by faculty members can be identified.

6.7.4 Hypotheses

H1: The extent of stress-effects felt by faculty members differs by personal factors.

H2: The extent of stress-effects felt by faculty members differs by family factors.

H3: The extent of stress-effects felt by faculty members differs by situational factors.

H4: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

H5: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

6.7.5 Variables

Planted on the framework and with elaborate justification two sets of variables were elected for this search viz. independent and dependent variables. The independent variables were then again classified into two grades viz. individual and job related variables. All the variables under search were as follows:

I. Independent variables

A. Individual factors

1. Gender
2. Personal factor
3. Family factors

B. Job related factors

1. Situational Factor
2. Service Duration
3. Role Stressors
4. Job Satisfaction

II. Dependent variables

1. Effects of Stress

6.7.6 Delimitations of the study

The search was limited to

1) Teaching proficient's working at various coaching institutes in Kota city.
2) Teaching faculty members who are in service at present inclusive of part time visiting faculty members.

6.7.7 Data collection procedure

A survey study plan was adopted for the current search. Questionnaire was used as an instrument for collection of data. It was composed keeping in mind the objectives of the study. A total of 400 questionnaires were distributed in all coaching institutes firstly. But only 255 completed questionnaires were returned from 10 coaching institutes representing a 63.75 percent response rate. The 255 questionnaires were then prepared for data processing. The data collection period fell between April and August, 2017.

6.7.8 Tools used for measurement of the variables

The three most applicable standardized scales used in the current search were as follows:-

1. **Organisational Role Stress (ORS) Scale** by "Pareek Udai", (1983c) revised in (1997, 2002, 2010) measured the ten types of role stressors.
2. **Stress Test** It was refined by "Dr. Prabhu G.G.", "NIMHANS", Banglore, in (1991-92). It was used to calculate the level of stress-effects viz. physiological, psychological and behavioural in teaching faculty members.
3. **Job Satisfaction Scale** This scale was used to calculate the level of job satisfaction in coaching teaching professionals. It was refined by "Murali D." and "Kulkarni M.S.", in 1997.

6.7.9 Selection of the sample

A total of localities with 10 coaching institutes located in Kota develop the locale of the Study. The respondents were picked by purposive sampling technique on the footing of certain benchmark.

6.7.10 Analysis of data

The data relevant to numerous variables were graded into groups in a structured fame for the view of analysis. Standardized rules for role stressors based on median and quartile deviation were submitted for **low**, **median** and **high levels** by **"Pareek Udai", (1982a) and "Khanna", (1986)** for managers and the same were used. For all the three stress-effects Mean (M) and Standard deviation (SD) were used as a base to formulate the grades of level i.e. low, medium and high.

Likewise, for job satisfaction also, as implied in the scale, three levels of job satisfaction viz. low, moderate and high were formulated by using the base of Mean (M) and standard deviation (SD).

After grading, data were codified and counts were given. The data were then tabulated and charts were formed to represent the different grades as well as the male female differences based on the data.

6.7.11 Statistical analysis

The data were fully analysed using SPSS package 22.0. Data were analysed applying descriptive as well as relational statistics.

- **Descriptive statistics**: The data were showed in frequencies, percentages, mean and standard deviation for the analysis of personal profile, job profile and family profile of respondents along with data related to ten role stressors of faculty members by gender, data on three stress-effects experienced and data on job satisfaction of faculty members.

- **Relational statistics**: Statistical analysis was drifted out to search the relationship between elected variables and to test the null hypotheses stated.

6.8 HYPOTHESES VIEWED AS PER THE ANALYSIS

H01: The extent of stress-effects felt by faculty members does not differ by personal factors.

H11: The extent of stress-effects felt by faculty members differs by personal factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to personal factors including their age, gender, qualification, experience, severity of illness, duration of illness etc. Hence, null hypothesis got rejected and alternate hypothesis stood accepted.

H02: The extent of stress-effects felt by faculty members does not differ by family factors.

H12: The extent of stress-effects felt by faculty members differs by family factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to family factors including their marital status, type of family, no. of dependents etc. Hence, null hypothesis got rejected and alternate hypothesis got accepted.

H03: The extent of stress-effects felt by faculty members does not differ by situational factors.

H13: The extent of stress-effects felt by faculty members differs by situational factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to family situational factors including designation, timings at workplace, hrs spent at workplace etc. Hence, null hypothesis got rejected and alternate hypothesis got accepted.

H04: There is no significant association between the extent of stress-effects felt by faculty members and their academic performance.

H14: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

A significant association was found between the extent of stress-effects felt by faculty members and their academic performance. Therefore, null hypothesis got rejected and alternative hypothesis stood accepted.

H05: There is no significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

H15: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

A significant association was found between the extent of stress-effects felt by faculty members and their job satisfaction. Therefore, null hypothesis got rejected and alternative hypothesis stood accepted.

6.9 CONCLUSION

As per the analysis it could be concluded that there is a need to put more emphasis on monetary and non-monetary incentives in order to build motivation among coaching faculty members. To the least extent, this research finds that the institution should pay more attention towards how to decrease working hour, relieve excessive workload, increase income, and promote participation in organization development and allow faculty members to be heard which will

bring about job satisfaction among them. If they feel insecure in their career and develop job stress, it will not only adversely affect them but also on the students to the extent that they may start to view that the institute is not effective anymore. These are critical for new generation of faculty members to come into the system that may result in indefinite shortage of professional workforce.

******

BIBLIOGRAPHY

BIBLIOGRAPHY

- Aditya, S.M. and Sen, A.K. (1993). "Executive under stress: A comparison between men and women." Journal of the Indian Academy of Applied Psycology.19 (1-2). pp. 1-6.
- Agarwal, Rita (2001). Stress in life and at work. New Delhi, Sage Publications India Pvt. Ltd.
- Agervold, M. (1985). "Office work and psychological stress." Journal of Occupational Behavior. 10. pp.1-29.
- Ahmad, S, Bharadwaj, A and Narula, S (1985). "A study of stress among executives." Journal of Personality and Clinical studies. 1(2). pp. 47-50.
- Ahmad, S. and Khanna, P. (1992). "Job stress and satisfaction of middle level hotel employees." Journal of Personality and Clinical Studies. 8(1-2). pp. 51-56.
- Akhtar, Sultan and Vadra, Priti (1990). "A comparative study of extra organisational stress among women teachers and nursing staff". Paper presented at the 27th Annual Conference of IAAP, Aligarh, and Aligarh Muslim University.
- Baneerjee (1989). "Negative relationship between role stress and mental health of employees in service organisation." Cited in Pestonjee, D.M., (1992), Stress and Coping: The Indian Experience, 2nd Edition, New Delhi, Sage Publications India Pvt. Ltd
- Barling, J., Kellowy, E.K. and Iverson, R.D. (2003). "High Quality work, job satisfaction and occupational injuries." Journal of Applied Psychology. 88(2). pp. 276-283.
- Beehr, T. and Newman, D. (1978). "Job stress, Employee Health and organisational effectiveness: A facet analysis, model and literature review". Personal Psychology. pp. 665 - 700.
- Beehr, Terry A. and Bhagat, Rabi S. (eds.) (1985). Human Stress and Cognition in Organisations: An Integrated Perspective. New York: Wiley.
- Beena, C. and Poduval, P.R. (1991). "Gender differences in work stress of executives". Psychological Studies. 37(2-3). pp. 109-113.

- Bhagat, R.S., Mc Quaid, S.J., Lindholm, H., and Segovis, J. (1985). "Total life stress: A multi method validation of the construct and its effects on organisationally valued outcomes and withdrawal behaviors". Journal of Applied Psychology.70. pp. 202-214.
- Bhandarker, A. and Singh, P. (1986). "Managerial stress: A study in cyclical perspective". ASCI, Journal of Management. pp. 25-59
- Bhatnagar, D. and Bose, K. (1985). "Organisational role stress and branch managers". Prajnan. 14(4). pp. 349-360.
- Bhattacharya, Sunetra and Basu, Jayanti (2007). "Distress, wellness and organizational role stress among IT professionals: Role of life events and coping resources." Journal of the Indian Academy of Applied Psychology. 33(2). pp. 169-178.
- Bidyadhar, Shwetaleena and Sahoo, Fakir, M. (1997). "Psychological factors of work- family linkage." Psychological Studies. 42(2, 3). pp. 49-59.
- Biswas, P.C. and De, T. (1993). "Effects of organisational climate of school secondary teacher's professional stress: An exploratory study". Indian Journal of Psychometry and Education. 24(1). pp. 45-52.
- Camp, M.D. (1985, 1986). "Selected stress factors concerning the teacher faculty as they relate to students and parents, colleagues, administration, financial security, the job and profession in a selected school district". Dissertation Abstracts International.
- Caplan, R.D. and Jones, K. W. (1975). "Effects of workload, role ambiguity, and Type A personality on anxiety, depression, and heart rate". Journal of Applied Psychology. 60. pp. 713-719.
- Caplan, R.D. (1985). "Subjective past, present and future fit: Effects of anxiety, depression and other indicators on well being". Journal of Personality and Social Psychology. 48(1). pp. 180-197.
- Chan, Alan H.S., Chen, K. and Chong, Elaine Y.L. (2009). "Work stress of teachers from primary and secondary schools in Hong Kong". International Multi Conference of Engineers and Computer Scientists (ICMECS), March. Pp.17-19.

- Chandraiah, K., Agarwal, S.C., Marimuthu, P. and Manoharan, N. (2003). "Occupational stress and job satisfaction among managers." Indian Journal of Occupational and Environmental Medicine.7 (2). pp. 6-11.
- Chaplain, R.P. (2001). "Stress and job satisfaction among primary head teachers: A question of balance?" Educational Management Administration and Leadership. 29(2). pp. 197-215.
- Cohen, E. and Lazarus, R.S. (1973). "Active coping processes, coping dispositions and recovery from surgery". Psychosomatic Medicine. 35. pp. 375-389.
- Coles, M. and Walker, S. (eds.) (1989). Teaching and Stress. Milton Keynes: Open University Press.
- Cooper, C. L., and Davidson, M. (1987). "Sources of stress at work and their relation to stressors in non-working environments". Cited in Kalimo, R., El-Batawi, M. A. E. and Cooper, C. L. (eds.) (1987), Psychological factors at work and their relation to health. Geneva, Switzerland: World Health Organisation. pp. 99-123.
- Cooper, C. L., Sloan, S. J., and Williams, S. (1987, 1988). Occupational Stress Indicator (OSI). Windsor, England: NFER-Nelson.
- Cooper, C. L., Watts, J., Baglioni, A. J., and Kelly, M. (1988). "Occupational stress amongst general practice dentists." Journal of Occupational Psychology. 61(2). pp. 163-174.
- Cox, J. (1985a, b). Cited in Travers, Cheryl. J. and Cooper, Cary, L. "Background to the study of teacher stress." Teachers under pressure: Stress in the teaching.1996, Routledge 270 Madison Ave, New York. pp. 26
- David, Fontana (1989). Managing Stress. Excel Books. 1st edition, New Delhi. pp. 1-115.
- Devi, Indira, M. (1987). Women education, employment and family living: A study of emerging Hindu wives in Urban India. Delhi: Gyan Publishing House.
- Donaldson, S.I. (1993). "Effects of lifestyle and stress on the employee and organisation: Implications for promoting health at work." Anxiety, stress and coping. 6. pp.155-177.

- Dworkin, A. G., Haney, C. A., Dworkin, R. J. and Telschow, R. L. (1990). "Stress and illness behaviour among urban public school teachers". Educational Administration Quarterly. 26 (1). pp. 60-72.
- Eckenrode, John and Gore, Susan (1990). "Stress and coping at the boundary of work and family", "Where work and family met: Stress across social roles", "Role related stress in married couples", "Stress between work and family: Summary and conclusion." Stress between work and family. New York and London, Plenum Press. PP. 1-13, 100-113, 153-173, 205-215.
- Edgerton, Susan, K. (1977). "Teachers in role conflict." Phi Delta Kappan. LIX. pp. 120-122.
- French, J. R. P., Jr., and Caplan, R. D. (1970). "Psychological factors in coronary heart disease". Industrial Medicine. 39. pp. 31-45.
- Frankenhaeuser, M and Odman, M. (1983). Stress – part of life. Stockholm, Bromberg's, Sweden.
- Ganguly, K. (1988). "Role of perceived control in coping with stress". Ph. D. Thesis, Bhopal University, Bhopal.
- Ghanekar, Anjali (1995). Organisational behaviour: Concepts and cases, Pune, Everest Publishing House. Pp.315-335.
- Gupta, N.K. and Pratap, S. (1987). Cited in Gupta, N.K., (1988), "Organisational role stress and coping strategies of public sector executives". Ph. D. Thesis. Department of Humanities and Social Sciences, University of Roorkee, Roorkee.
- Hall, D.T. and Gordon, F. (1973). "Career choices of married women: Effects on conflict, role behaviour, and satisfaction". Journal of Applied Psychology. 58. pp. 42-48.
- Hendrix, W., Ovalle, N.K. and Troxler, R.G. (1985). "Behavioral and psychological consequences of stress and its antecedents' factors." Journal of Applied Psychology. 70. pp. 188-201.
- Husain, A. (1998). "Management of stress disorders through individual control techniques." Cited in Pestonjee, D.M., Pareek, U. and Agarwal, R. (eds.), (1999) Studies in stress and its management. Delhi, Oxford and IBH.

- Ivancevich, J.M. and Matteson, M.T. (1980). Stress and work: A managerial perspective. Glenview, Ill, Scott, Foresman.
- Ivancevich, J.M., Matteson, M.T., Feedman, S.M. and Phillips, J.S. (1990). "Worksite stress management interventions." American Psychologist. 45. pp. 252-261.
- Jagdish, (1983). "An investigation into the relationship of Perceived Occupational Stress with Job Satisfaction and Mental Health of First Level Supervisors". Ph.D. Thesis. Banaras Hindu University, Varanasi.
- Jagdish and Srivastava, A. K. (1989). "Perceived Occupational Stress and mental health: A case study."Indian Journal of Industrial Relations. 24(4). pp. 444-452.
- Kahn, R.L., Wolfe, D.M., Quinn, R.P., Snoek, J.D. and Rosenthal, R.A. (1964). Organisational stress: Studies in role conflict and ambiguity. New York, Wiley.
- Kanner, A.D., Coyne, J.C., Schaefer, C. and Lazarus, R.S. (1981). "Comparison of two modes of stress measurement: Daily hassles and uplifts v/s major life event". Journal of Behavioural Medicine. 4. pp. 1-39.
- Kasl, S. V., and Cobb, S. (1970). "Blood pressure changes in men undergoing job loss: A preliminary report". Psychosomatic Medicine. 32. pp. 19-37.
- Kaur, G. and Murthy, V.N. (1986). Organisational role stress, coping strategies and locus of control in major public sector industrial organization. Unpublished manuscript.
- Kelly, M and Cooper, C.L. (1981). "Stress among Blue Collar Workers". Employee Relations, 3. pp. 6-9.
- Kets de Vries, M.F.R. (1979). "Organisational stress: A call for management action". Sloan Management Review. 21(1): pp. 3-14.
- Khanna, S. (1986). "Life stress, anxiety and depression in working woman of India: A study of moderators". Unpublished Ph. D. Thesis. Shimla, Himachal Pradesh University.
- Khetarpal A. and Kochar G. K. (2006). "Role Stress and Preventive". The Internet Journal of World Health and Societal Politics. 3(1).

- Koteswari B. V. (2004). "Influence of gender and length of service on stress and coping behavior in organisation." Ph. D. Thesis. Tirupati, Sri Venkateshwara University.
- Kothari, C.R. (2004). "Testing of Hypothesis". Research Methodology: Methods and Techniques. 2nd edition. Mumbai, New Age International. Pp.184- 313.
- Kumar, S. (1989). "A study of role stress, role satisfaction, role efficacy among public sector executives." Unpublished Ph. D. Thesis. Rohtak, Maharshi Dayanand University.
- Kumar, Satish (1997). "Relationship between organisational role stress and length of service". Journal of Psychological Researches. 41(172). pp. 39-43.
- Kyriacou, C. (1987). "Teacher stress and burnout: An international review". Educational Research. 29. pp. 89-96.
- Kyriacou, C. and Sutcliffe, J. (1979a). "Teacher stress and satisfaction". Educational Research. 21(2). pp. 89-96.
- Kyriacou, C. and Sutcliffe, J. (1979b). "A note on teacher stress and locus of control". Journal of Occupational Psychology. 52. pp. 227-228.
- Lakshmi, Siva M. Rama and Devi M. Sarada (2005). "Relative magnitude of role satisfaction and role stress of women in different occupations". Praachi Journal of Psycho-Cultural Dimensions. 21(1). pp. 38-41.
- Langford, V. (1988). "Stress, Satisfaction and Managers in the Construction Industry". Occupational Psychologist. 6. pp. 30-32
- Luhadia, V. (1991). "A study of the relationship between role stress and job satisfaction of geological officer at three different levels." Unpublished M.A. Thesis. Jaipur, University of Rajasthan.
- Lundberg, U., Mardberg, B. and Frankenhauser, M. (1994). "The total workload of male and female white collar workers as related to age, occupational level, and number of children". Scandinavian Journal of Psychology. 35. pp. 315-327.
- Maddi, S.R. and Kobasa, S.C. (1984). "The hardy executive: Health under stress. Homewood, Illinois, Dow Jones-Irwin.

- Major, Virginia Smith (2002). "Work time, work interference and psychological distress". Journal of Applied Psychology, 87(2).
- Malhotra, Y. (1996). Organisational learning and learning organizations: An overview.
- Mannivannan, L., Saravanaraj, M.G. and Sumathi, S. (2007). "Managing stress among the employees." The ICFAI Journal of Organisational Behaviour. 6(2). pp.53-9.
- Martin, T. N. (1984). "Role stress and inability to leave as predictors of mental health." Human Relations. 37(11). pp. 969-983.
- Mathur, S. (1997). "Correlated of role stress in working women." Cited in Cited in Pestonjee, D.M. and Pareek, U. (eds.), (1997), Studies in organizational role stress and coping. Jaipur or New Delhi, Rawat Publications.
- Mc Nair, D., Lorr, M, and Droppleman, L. (1971). Profile of mood states manual. San Diego, Educational and Industrial Testing Service.
- Mishra, R. (1996). Gender differences in stress and job satisfaction among teachers of higher educational institutions. Unpublished M.A. Dissertation. Department of Psychology, Lucknow University, Lucknow.
- Mohan, V. (1993). "Effect of training in human resource development on leadership styles and effectiveness." Journal of the Indian Academy of Applied Psychology. 19(2). pp. 81-84.
- Murali, D. and Kulkarni, M.S. (1997). "Scale to measure the level of job satisfaction of working women". Indian Journal of Applied Psychology. 34(2). pp. 17-21.
- Murphy, L.R. (1984). "Occupational stress management: A review and appraisal." Journal of Occupational Psychology. 57. pp. 1-15.
- Nomaguchi, Kel M. and Bianchi, Suzanne, M. (2004). "Exercise time: Gender differences in the effects of marriage, parenthood and employment". Journal of marriage and family.66. pp. 413-430.
- Nuernberger, Phil (1990). Freedom from stress. Pennsylvania, Himalayan International Institute of Yoga Science and Philosophy.

- Orpen, Christopher (1982). "Type A personality as a moderator for the effects of role conflict, role ambiguity and role overload on individual strain". Journal of Human Stress. 8(2). pp. 8-14.
- Orpen, Christopher (1996). "Cognitive failure as a moderator of the effect of work stress on personal strain: An Empirical study". Psychological Studies. 41 (1, 2). pp. 50-52.
- Pandey, A. (1997). "Role stress and role efficacy." Cited in Pestonjee, D.M. and Pareek, U. (eds.), (1997), Studies in organisational role stress and coping. Jaipur or New Delhi, Rawat Publications.
- Pareek, A., and Mehta, M. (1997). "Role stress among working women". Cited in Pestonjee D.M., and Pareek U. (eds.), (1997), Studies in Organisational Role Stress and coping. New Delhi: Rawat Publications. pp. 173-181.
- Pareek, U. (1983, 1983c). Role stress scale: ORS scale booklet, answer sheet and manual. Ahmadabad, Navin Publications.
- Pareek, Udai and Purohit, Surbhi (1997, 2002, 2010). "Organisational role stress scale (ORS)", Training instruments in Human Resource Development and Organisational Development, 3rd edition. New Delhi, Tata McGraw Hill Publishing Company Ltd. pp. 489- 553.
- Parsons, J.J. (1973). "Assessment of anxiety about teaching using the Teaching Anxiety Scale: Manual and research report". The Research and Development Center for Teacher Education, University of Texas.
- Pestonjee, D.M. (1987a). Executive stress: Should it always be avoided? Vikalpa. 12 (1). pp. 23-30.
- Pestonjee, D.M. (1987b). "A study of role stress in relation to Type-A and Anger". Working paper no. 670. Indian Institute of Management, Ahmadabad.
- Pestonjee, D.M. and Mishra, P.K. (1999). "Role stress and job satisfaction amongst doctors." Journal of Health Management. 1(1). pp. 117-131.
- Pestonjee, D.M. and Singh, G.P. (1987). "Organisational behavior issues for managers and systems analysis". Working Paper no. 660. Ahmadabad, Indian Institute of Management.

- Prabhu, G.G. (1991, 1992). Stress test. Bangalore, NIMHANS. (This test was obtained personally from Dr. Deshpande, S.W., Head, Department of Psychology, Pune University in 2009)
- Quick, J.C. and Quick, J.D. 1984). Organisational stress and preventive management. New York, McGraw Hill.
- Quick, J.C., Murphy, L.R. and Hurrell, J.J. Jr. (eds.) (1992). Stress and well being at work: Assessment and interventions for occupational mental health. Washington DC, American Psychological Association.
- Rajagopalan, M. and Khandelwal, P. (1988). "A study of role stress and coping styles of public sector managers." Psychological Studies. 33(3): pp. 200-204.
- Ramanamma, A. and Bambawale, D. (1987). Women in Indian Industry. New Delhi. Mittal Publishers.
- Ramu, G.N. (1989). "Women and Paid Work", Women Work and Marriage in Urban India: A study of dual- and Single-Earner couples. New Delhi, Sage Publications India Pvt. Ltd. pp. 52-97.
- Rao, S.K.R. (1983). "The conception of stress in Indian thought: The theoretical aspects of stress in *samkhya* and yoga systems". NIMHANS Journal. 2. pp. 115-121.
- Robbins, Stephen P., Judge, Timothy A. and Sanghi, Seema (2009). "Attitudes and Job satisfaction". Organisational behaviour. New Delhi, Prentice Hall of India Pvt. Ltd. pp.76-106.
- Sachdeva, U. (1994). "The effect of yogic lifestyle in hypertension." Homeostasis in health and disease. 35(4-5). pp. 264.
- Sagar, J.K. (1994). "A structural model depicting salespeople's job stress". Journal of the Academy of Marketing Science. 22. pp. 74-84.
- Sarason, I. G., and Johnson, J. H. (1979). "Life stress, organisational stress and job satisfaction". Psychological Reports. 44. pp. 75-79.
- Saraswati, L.S. (1974). "Job satisfaction of home scientists employed as teachers". Indian Journal of Home Science. 8(2). pp. 84-89.
- Savara, Mira (1986). Changing trends in women's employment: A case study of textile industry in Bombay. Bombay: Himalaya Publishing House.

- Sekaran, U. (1985). "The paths to mental health: An exploratory study of husbands and wives in dual carrier families." Journal of Occupational Psychology. 58. pp. 129-137.
- Selye, H. (1975). "Confusion and controversy in the stress field." Journal of Human Stress. pp. 37-44.
- Selye, H. (1979b). The stress of my life: a scientist's memories. New York, Van Nostrand Reinhold.
- Sen, Kakoli (2008). "Relationship between job satisfaction and job stress amongst teachers and managers". Indian Journal of Industrial Relations. pp. 1-5.
- Sen, P.C. (1981). "A study of personal and organisational correlates of role stress and coping strategies in some public- sector banks". Unpublished Ph. D. Thesis. Gujarat University, Ahmadabad.
- Shahnawaz, M.G. and Ali, Nasir (2007). "Work- family conflict and organisational commitment among dual career women." Journal of National Academy of Psychology, India. 52(3). pp. 248-252.
- Sharma, R.A. (2000, 1982). Organisational Theory and Behaviour, 2nd Edition. New Delhi, Tata McGraw-Hill Publishing Company Ltd.: pp. 484-485, 487-502.
- Sharma, S. and Acharya, T. (1989). "Coping strategies and anger expression." Journal of Personality and Clinical Studies. 5. pp. 15-18.
- Shrimali, Vijay and Sen Ruchira (2009). "Relative factors of stress among IT professional and gender differences of wellness among them." Pacific Business Review- A Quarterly Journal. pp. 22-31.
- Singh, A.P. and Srivastava, U. R. (1996). "Social Support as a Moderator of Stress-Health Relationship among Indian Managerial Personnel," Unpublished manuscript, as cited in Pestonjee, D.M., Stress and Coping.1999, New Delhi, Sage Publications.
- Singh, P. (2007). Effect of stress on job satisfaction and work values amongst teachers. Allahabad, Adhyayan Publishers and Distributors.

- Srivastava, A. K. and Krishna, A. (1992). "Employees' Job Involvement and Mental Health in Public and Private Sector Organisations: A Comparative Study." Indian Journal of Industrial Relations. 28(1). pp. 62-70.
- Srivastava, A.K (1997). "Dynamics of role stress in an organisation". Cited in Pestonjee, D.M. and Pareek, U. (Eds.). (1997), Studies in organisational role stress and coping. Jaipur or New Delhi, Rawat Publications.
- Srivastava, A.K. (1991a). "A study of role of stress mental health relationship as moderated by adopted coping strategies." Psychological Studies. 36 (3). pp. 192-197.
- Srivastava, A.K. (1999). "Conceptual perspective", "Sources of occupational stress", "Consequences of occupational stress", "Coping with Occupational stress". Management of Occupational stress: Theories and Practice. New Delhi, Gyan Publishing House. pp. 9-29, 33-49, 51-84,141-150.
- Sultana (1995). "Gender differences in organisational role stress of professionals and non professional teachers of high educational institutions". M.A. Thesis. Lucknow, Lucknow University.
- Surti, K. (1982). "Some Psychological Correlates of Role Stress and Coping Styles in Working Women". Unpublished Ph. D. Thesis. Gujarat University, Ahmadabad
- Terryberry, S. (1968). "The Organisation of Environments". Ph. D. Thesis, Michigan, University Ann Arbor.
- The Times of India (1997). Stress levels rising Asia. 8 December, New Delhi.
- Theorell T. and Rahe R.H. (1971). "Psychosocial factors and myocardial infarction: An inpatient study in Sweden". Journal of Psychosomatic Research. 15. pp. 25-31.
- Thoresen, C.E. and Eagleston, J.R. (1985). "Counselling for health". Counsel. Psychology. 13. pp. 15-87.
- Travers, C., and Cooper, C. (1993). "Mental health, job satisfaction and occupational stress among UK employees". Work and Stress. 7. pp. 203-219.

- Unden, A.L., Orth-Gomer, K., and Elofsson, S. (1991). "Cardiovascular effects of social support in the workplace: twenty four hour ECG monitoring of men and women". Psychosomatic medicine. 53. pp. 50-60
- Vadra, P and Akhtar, S. (1989). "A study of extra- organisational stress". Paper presented at the national Seminar on Anxiety, stress and depression in modern life, Patiala.
- Verma, Romesh (1998). "Dynamics of teacher's behaviour", Psychology of teachers: Model Approach for twenty first century, New Delhi, Anmol Publications Pvt. Ltd. pp. 1-30, 74-77.
- Voydanoff, Patrica (2004). "The effect of work demands and resources on work-to-family conflict and facilitation". Journal of marriage and family.66. pp.398-412.
- Warr, P. (1994). "A conceptual framework for the study of work and mental health." Work and Stress. 8(2). pp.84-97.
- Watson Wyatt (2006). Work India Survey. Cited in Sonawane Pragya.(2008) Non-monetary rewards: employee choices and organizational practices. Indian Journal of Industrial relations.
- Zafer, M. Syed, and Rao, S.B. Nageswara (1997). "Impact of organisational role stress on job involvement of managers in public sector organisations." Indian Journal of Applied Psychology. 34(2). pp. 22-27.

LINKS AND WEBSITES

- http://angeronmymind.wordpress.com/2008/10/04/the-connections-to-long-hours-stress-and-anger-and-irritability
- http://www.apa.org/monitor/jun02/employees.aspx
- http://www.articlesbase.com/college-and-university-articles/management-teachers-role-in-building-successful-managers-of-tomorrow-2989807.html
- http://careers.stateuniversity.com/pages/737/Teacher-College.html.
- http://faculty.weber.edu/molpin/healthclasses/1110/Bookchapters/introductionchapter/html
- http://www.imdr.edu/
- http://www.jstor.org/stable/4020300
- http://www.jstor.org/stable/20387037
- http://www.jstor.org/stable/2509239
- http://www.jstor.org/stable/3000368
- http://www.managingstressnow.com/2010/06/stress-management-for teachers/.
- http://mentalhealth.about.com/cs/stressmanagement/a/workstress803.htm
- http://www.mitcom.edu.in
- http://moneyandvalues.blogspot.com/2008/06/work-stress-longhours-and-your-health.html
- http://www.prel.org/products/Products/Coping-teacherStress.PDF
- http://www.stress.org/hans.htm
- http://www.brint.com/papers/orglrng.htm
- http://www.crcnetbase.com/doi/abs/10.1201/9780203301654.bmatt
- http://www.relojournal.com/ current%20Issue/toc.htm
- www.authorsdesk.com
- www.google.com
- www.projectparadise.com

*****

RESEARCH PAPER PUBLISHED

ISSN 2348-1218 (print)
International Journal of Interdisciplinary Research and Innovations ISSN 2348-1226 (online)
Vol. 6, Issue 3, pp: (199-205), Month: July - September 2018, Available at: www.researchpublish.com

"HUMAN VALUES, WORKPLACE BEHAVIOUR AND THEIR IMPACT ON PRODUCTIVITY"

SHRUTI SHARMA

(Assistant Professor), Institute of Professional Excellence & Management,

A-13/1, S.S.G.T. Road Industrial Area, Ghaziabad, India.

Email: shrutisharma.kota@gmail.com

Abstract: **The proposed study intend to measure the impact of human resource system and sub-systems' on workplace productivity. Organizational environment have an influence over employee morale, productivity and engagement – both positive and negative. People working in such environment are prone to occupational diseases and accidents which adversely affect employee productivity. Therefore to make workplace environment healthy the behavioural and human value system related issues should be taken care into. It is the quality of the employee's workplace environment that usually matters to enhance their work motivation and productivity. How well they engage within the workplace, especially with their immediate environment influences reduced error rate, innovativeness, creativity and collaboration with other employees. Likewise, absenteeism, attrition rate and industrial accidents may be reduced to a considerable level. Creating a work environment in which employees are productive is essential for achieving efficiency, effectiveness and higher profitability within an organization. The relationship between values, workplace behaviour and productivity becomes an integral part of work itself.**

The proposed research paper will be focussing to determine the extent to which effective HRM practices can enhance productivity in order to check and curb poor performance at workplace. This also aims to identify HRM related operative functions, workplace productivity and human values which affect attitudinal aspect of employees which ultimately have an impact on workplace productivity. To arrive into the conclusions and findings of the study undertaken the data had been collected from secondary source.

Keywords: **HRM, workplace productivity, employee performance, HR systems and sub-systems, performance Appraisal and motivation.**

1. INTRODUCTION AND BACKGROUND

HRM practice is the management of people controlled by the inner upbringing of organizations, covering the activities, policies and practices that are involved in planning, obtaining, developing, utilizing, evaluating, maintaining and retaining the appropriate numbers, and skill mix of employees to achieve the organization's objectives. HRM is considered important for business, so as to attain organizational goal to improve its performance and development.

Every organization, whether, manufacturing or service, public or private, large or small, for profit or not-for-profit, must operate with and through other people. For the past 15 years, a growing consensus has been witnessed that organizational human resources, if effectively and efficiently managed, can create a source of sustained competitive advantage through human resource capabilities that are valuable, rare and imperfectly imitable; thus adding value to an organization's performance (Wernerfelt, 1984; Barney, 1991; Grant, 1991; Mahoney and Pandian, 1992; Huselid, 1995). Therefore, human resource has become the most important of all resources across every type of organization all over the world.

This is because organizations are responsible for the development of the intellectual acumen of a nation's human resource. Furthermore,quality of organization is considered as one of the major factors that accelerate the development of a country and is the most important instrument in achieving the desired stage of economic development. To achieve this level, the employee performance is the key feature of human resource factor. According to Delaney and Huselid (1996), empirically, recognition and information sharing affect organizational commitment. Although several studies have been conducted about organizational commitment, ambiguity still exists about the factors affecting the development and promotion of it (Back & Wilson, 2001).

The leaders of the corporate are of the view that the central function of organization, i.e., manufacturing, production, delivery of products and providing community services must be well-maintained, reinforced and expanded. In this regards, organizations are those places where knowledge and skills are not only transferred to a person [also helps them into productive and responsible citizens (Gordon and Whitchurch, 2007)] but also created. According to Khan (2010), in energetic business impression, there is a need of an approach to achieve better performance, to originate and implement HRM practices. In substantial and slight extent, the organizations need to invest in such practices to get a competitive advantage. Job satisfaction is a crucial indicator of how employees feel about their job and describes how much they are contented with his or her job. The satisfaction level of employees is also associated with increase output of organization. Job satisfaction of an employee is essential to the success of an organization. In an organization a high rate of employee contentedness is directly related to a lower turnover rate. Thus, keeping employees' satisfaction in their jobs with their careers should be a foremost priority for every organization.

According to Bogdanova et al (2008), HRM practices try to develop and allocate human capital in the best possible ways in order to achieve long-term goals; they provide them with many benefits and good environments that would boost employee's motivation, job satisfaction, and increase their performance. Although as a developing country, organization system of India is still facing many problems, yet a tremendous growth is seen in industries over last decade. Realistically, it is accepted that the organizations with good employees and turn them into more committed personnel of the organization (Slattery &Selvarajan, 2005).

HRM plays vital role and are critical to the realization of the goal that organizations must attract, develop and maintain an energetic workforce to secure their strategic position (Olufemi, 2009). This can be done by identifying those specific HR practices that can prove a hallmark in improving the performance of the employees (Darling-Hammond &Youngs, 2002). Therefore, there is a strong need to conduct research & development on the kinds of HR practices suitable for industries of developing countries, particularly India.

In an attempt to explore this linking process, many researchers propose that HR practices are not necessarily directed towards a firm's performance but they also influence employees' competence and behaviour which eventually lead to performance (Delery, 1998; Ferris et al., 1998; Wright et al., 1994). Researchers have presented different models that encompass different levels and types of mediating effects in HR practices. Different HR practices are observed by researchers to get optimal performance outcomes from employees in organizations as well. However research on HRM in organization is confined to developed countries only. Very few studies in this context of developing countries are found that explore the impact of HRM on the overall performance and development of organizations (Olufemi, 2009; Ahmad et al, 2010; Joarder& Sharif, 2011) while none of them have explored the impact of selected set of HR Practices directly on employees' performance.

On the basis of the above discussion, this study aims to research and highlight the kinds of human resource practices that are feasible for developing countries such as India, with special reference to the organization, in order to make their rank amongst the top organizations of the world. Inconsideration of the issues, this research is meant to explore the relationship between HRMpractices in the context of human values, workplace behaviour and their impact on productivity.

Purpose of the Study:

The purpose of this research is to explore relationship between HRM practices and organizational performance & human values.

Significance of the Study:

This study has made significant theoretical contribution as considerable research work has used resource-based-view and social exchange theory as a theoretical framework to explore the relationship between HRM practices and organizational

productivity & workplace behaviour. This study is very helpful in the development of conceptual model to measure the impact of HRM Practices on organizational productivity and human values and workplace behaviour. The present study has been put in to the literature of HRM and productivity by reviewing various secondary sources likeresearch articles, published and unpublished scholarly papers, books, etc.This study is useful for managers in the corporate sector to come up with policies that help them to attract and retain their employees.

2. OBJECTIVES OF THE STUDY

The function of research is tocreate a theory. Research is the instrument used to test whether a theory is good or not. It is the process employed for obtaining knowledge of whatever is unknown.

The objectives of this study are as under:

1. To determine the effect of HRM Practices on employees performance.
2. To determine the status of HRM Practices in the organization.
3. To determine the relationship between HRM practices and organizational performance & Human Values.
4. To determine the relationship between employee's performance and organizational productivity.
5. To determine the relationship between workplace behaviour and organizational productivity.

3. RESEARCH METHODOLOGY

The paper is basically a conceptual and narrative one. The data used for the analysis, has been gathered from various secondary sources like research articles, published and unpublished scholarly papers, books, various international and national journals, speeches, newspapers, annual reports, World Bank reports, research reports, already conducted survey analysis, database available and websites. The analysis of the data has been done according to its nature. The basic aim of the study is to find out what exactly are the impacts of HRM Practices on organizational productivity and workplace behaviour.

4. LITERATURE REVIEW

Literature Review is the documentation of a complete review of the published and unpublished work from secondary sources of the data in the areas of specific interest to the researcher. The main aim of review of the related literature is to find out the problems that have already been studied and those that need further investigation. It is a general review of all available past studies relevant to the field of exploration. It gives us knowledge about what others have found out in the related fields of study and how they have done so.

A brief reference from literature reviewed has been undertaken in the past. The human resource management field has changed to the aspect that it contributes to the benefits of the organization (Delery and Doty, 1996). Now the organizations have started accepting that their employees are the major source of competitive advantages (Pfeffe, 1994).

According to Pfeffe (1994), HRM Practices need to be implemented to influence the employees for creating the competitive advantages.

According to MuhammedAsif Khan (2010) who has empirically investigated the effects of HRM practices on organizational performance in oil and gas industry, recruitment and selection, training and development, performance appraisal, compensation and employee relations, all were associated with organizational performance and they do impact on organizational performance in oil and gas industry in Pakistan.

5. HRM PRACTICES

HRM practices are a process of attracting, motivating and retaining employees to ensure the survival of the organization (Schuler and Jckson, 1987). HRM Practices are designed and implemented in such a way that human capital plays a significant role in achieving the goals of the organization (Delery and Doty,1996). The appropriate use of HRM practices positively influence the level of employer and employee commitment (Purcell, 2003). HRM practices such as, training & development and performance appraisal, encourage the employees to work better in order to increase the organizational performance (Snell and Dean, 1992; Pfeffer, 1998).

ISSN 2348-1218 (print)
International Journal of Interdisciplinary Research and Innovations ISSN 2348-1226 (online)
Vol. 6, Issue 3, pp: (199-205), Month: July - September 2018, Available at: www.researchpublish.com

Professional Ethics

A profession is a social calling that ensures a vacation which provides one with the means to earn one's livelihood. Professional ethics is based on certain ethical values and norms which a professional is supposed to follow. A profession is a specialised calling that needs skill, commitment, special knowledge, dedication and dignity. A profession is based on expertise and special capabilities. A professional person has to take an oath on his expected social duties and ideal behaviour at the time of entering into a profession as a doctor, engineer, cleric, and so on. The oath is the acknowledgement and the promise to observe certain ethical standards for these public services and do the duties in the spirit of sacrifice. A profession is above and beyond any monetary gain or temptation. It has a mission to serve the society. A profession is meant to provide some public services and has some social responsibilities.

Professional Ethics and Human Values

Professional ethics is necessary to reveal, sustain and enhance certain basic human values. These values are kindness, care and compassion, trust and reliability, truthfulness and honesty, justice and fairness, performance of a duty for the benefit of others, non-violence and non-injury, and accountability and social responsibility.

The following **three types of human values** are embedded in a profession:

- Human values on which the profession is based and the professional values which a person is expected to respect and observe
- The impact of professional values and actions on the values of the client, recipient, or the victim
- Professional values and socio-cultural values

All these three values are interactive in nature. The outcome of such interactions may be positive in the sense that they may reinforce one another, go in the same direction and enhance the social and ethical values. This may be called as **cooperative interactions**. The interactions may also be conflicting in nature and there may be a clash of values, leading to the disturbance of social cohesiveness, bickering and tension. The third possible outcome of the interaction of these values can be situation of **cooperative conflict**. In such a case, the initial value conflicts may be resolved peacefully by the affected parties through cooperation and all of them will have a win-win situation that will maximise their goals. **Cooperative conflict is not a conflict qua conflict,** but there are differences of opinions that ultimately lead to the maximization of common goals. For instance, a patient may not agree to undergo surgery as suggested by his doctor for fear of potential excruciating pain but is ready to suffer silently by the inconveniences created by the disease. Once the doctor assures him that the pain is very negligible and temporary as it is a laser surgery, the patient agrees to it and both of them achieve the common goal of disease elimination.

Professional ethics is the fulfilment of the final cause of a profession. Work ethics and professional ethics are interrelated categories. Work ethics is concerned with the values or a culture attached to a particular work. History shows that work, particularly manual work, was considered of a low status in the early days. Aristotle considered manual works as an alternative fit for only slaves. However, after the Industrial Revolution, the whole concept of work underwent considerable changes. Work was glorified. The rise of Protestantism and the Reformation movement brought in a new work culture. Work was considered as a divine will and it was believed that by participating in a work, a person could associate himself with the divine act of creation. Professional ethics is based on certain ethical values and norms which a profession is supposed to follow.

HRM Practices and Employee's Productivity

The systematic studies that linked HRM practices and performance were published by (Gerhart and Milkovich, 1992; Arthur 1994; MacDuffie, 1995; Guest, 1997). Thereafter a large number of researchers conducted on different sectors of different countries. Most of the researchers showed significant impact of HRM practices on employee's performance. Employee performance is directly linked with performance of the organization. The successful organizations consider the HRM Practices as a crucial factor that directly affects the employee's performance. Boselie et al. (2005) stated in 104 research studies that HRM was taken as a set of employee management practices. Delery and Doty (1996) described seven HRM practices that are relevant to overall organizational performance. Pfeffer (1994) argued that organizations must hire skilled and capable employees in order to be successful in today's global environment. Actual HR practices are applied by line managers on a daily basis that positively impact employee's perception about HRM practices applied to

ISSN 2348-1218 (print)
International Journal of Interdisciplinary Research and Innovations ISSN 2348-1226 (online)
Vol. 6, Issue 3, pp: (199-205), Month: July - September 2018, Available at: www.researchpublish.com

them (Purcell and Kinnie, 2007). The successful implementation or failure of HRM Practices depends on the skills of the managers (Guest, 2011).

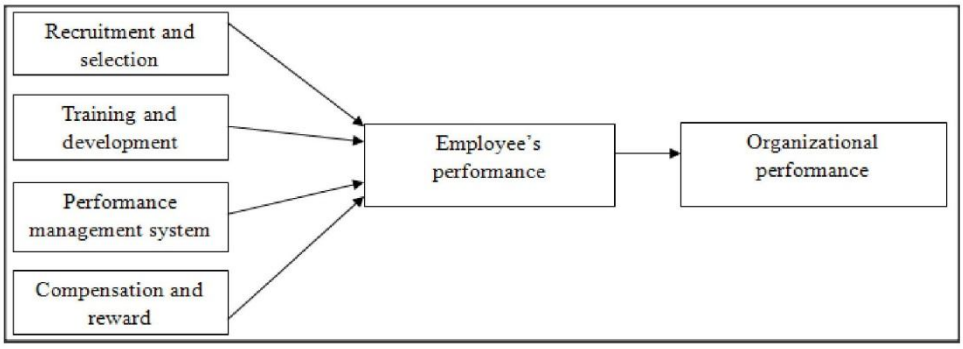


Fig: HRM practices and Employee's Performance

6. TRAINING

Training is a systematic approach that enables employees to attain knowledge and skills in order to accomplish their tasks effectively with resultant improvement in the behaviour (Armstrong, 2006). Training & Development contribute positively towards organizational growth. Training refers to the methods used to develop skills in the employees required to perform the job (Dessler, 2008). Most organizations consider training and development as an important factor of the human resource activity. Training can be used as a tool to increase employees' performance by developing knowledge and skills. Training can be described as an endeavour to develop additional competencies needed today or in future, in order to increase the level of employee's performance (Jackson and Schuler, 2000). Training can be used as a tool to increase efficiency and effectiveness of employees in order to achieve strategic position over competitors (Brown, 2005). Training programs play a significant role in achieving organizational goals (Dobson and Tosh, 1998). A desired change can be attained in employees' performance by providing them proper training (Huselid, 1995).

7. EMPLOYEE INVOLVEMENT

Employee involvement is creating an environment in which employees are empowered to make their decisions and take actions relevant to their jobs. Employee involvement helps the organization in retaining its employees as it increase ownership & commitment and fosters an environment to make the employees motivated and contributing. Employee contribution influence employee's performance positively (Locke et al., 1997). Employee involvement increase job satisfaction, motivation and employees commitment as employees feel themselves more involved in the success of the organizational goals (Mullins and Peacock, 1991). Empowering the employees by involving them in decision making contributes to the success of organization, as it increases the productivity, saves time for decision making, lowers the gap between supervisor and subordinates, and encourages a strong sense of teamwork among workers. Smith (1997) focused on empowering employees in order to release their potential. Nykodym et al. (1994) indicates that empowering the employees can reduce conflict among employees.

8. CONCLUSIONS AND DISCUSSIONS

The study revealed a significant relationship between HRM practices and Human values, Workplace behaviour & productivity. This study revealed that employee's performance can be increased by giving employees an opportunity to make effective decisions. Training and employee involvement play a positive role in increasing employee's performance (Munjuri, 2011). The research conducted by Singh (2004) indicates a positive relationship between HRM practices and employee's performance (Qureshi et al., 2006). The study showed human resource (HRM) practices and activities have a significant impact on the employee's performance (Tabiu and Nura, 2013). It is concluded that HRM practices can enhance the employee's level of performance which influence the perception of employees about performance (Khalid, et al., 2014).

It is clear from the findings that Human Resource Management (HRM) practices including Recruitment & Selection, Training & Development, Performance Management System, and Compensation & Reward has a positive role in

increasing the employee's performance, thereby enhancing the organization's performance. Therefore, organizations should implement these practices to achieve the desired goals. The organizations should utilize a variety of reward and recognition programs to drive behaviour that promotes high performance. Organization can conduct extensive training program for its employees relevant to the changing needs of jobs and business. Job performance should be considered an important factor to determine the compensation of employee's performance. Management should value the contribution and ideas shared by employees and empower employees to maximize their individual talent in order to make effective decisions. HRM Practices, human values and workplace behaviour play a crucial role in increasing employees' productivity, so the organizations should revise their HR policies by keeping in mind all factors, in order to attain the targeted objectives.

REFERENCES

[1] Armstrong, M. (1996). A handbook of personnel management practice. London: Kogan Page.Sigler, Kevin J. (1999). Challenges of Employee Retention. Management Research News. 22(10).

[2] Ahmad, S., Schroeder, R.G. (2003). The impact of human resource management practices on operational performance: recognizing country and industry differences. Journal of operations Management, 21(1), 19-43.

[3] Brotherton, B. (2003). The international hospitality industry: Structure, characteristics and issues. Burlington, MA: Butterworth-Heinemann.

[4] Brown, D. (2003). Reward strategies, Journal of personnel management, 1; 17-29.

[5] Boselie, P., Dietz, G., Boon, C. (2005). Commonalities and contradictions in HRM and performance research. Human Resource Management Journal, 15(3), 67-94.

[6] Brown, P.B. (2005). The evolving role of Strategic Management Development, Journal of Management Development, 24, 209–222.

[7] Collins, C. J., Clark, K.D. (2003). Strategic human resource practices, top management team social networks, and firm performance: The role of human resource practices in creating organizational competitive advantage. Academy of management Journal, 46(6), 740-751.

[8] Delery, J.E., Doty, D.H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurationally performance predictions. Academy of management Journal, 39(4), 802-835

[9] Dessler, G. (2008). Human Resource Management (11th edition), New Delhi, Prentice Hall, of India Private Ltd.

[10] Feldman, M., & March, J. (1981). Information as Signal and Symbol. Administrative Science.

[11] Guest, D. E. (1997). Human resource management and performance: a review and research agenda. International journal of human resource management, 8(3), 263-276.

[12] Guest, D.E. (2011). Human resource management and performance: still searching for some answers. Human Resource Management Journal, 21(1), 3-13

[13] Huselid, M.A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. Academy of management journal, 38(3), 635-672.

[14] Jackson, S.E. and Schuler, R.S. (2000). Managing Human Resources: A Partnership Perspective. Ohio, South-Western College Publishing.

[15] Mullins, L.J. (2010). Management and organizational behavior, (9th ed.). Harlow: Pearsons education Limited.

[16] Munjuri, M.G. (2011). The effect of human resource management practices in enhancing employee performance in catholic institutions of Higher Learning in Kenya. International Journal of Business Administration, 2(4), p189.

[17] Nykodym, N., Simonetti, J.L., Nielsen, W.R., Welling, B. (1994). Employee empowerment. Empowerment in Organizations, 2(3), 45-5.

[18] Pfeffer, J., 1998. Seven practices of successful organizations, California Management Review, 40 (2): 96-124.

[19] Pfeffer, J. (1994). Competitive advantage through people: unleashing the power of workforce, Harvard Business School Press.

[20] Qureshi, M.T., Ramay, I.M., Marwat, Z.A. (2006). Impact of human resource management practices on organizational performance in Pakistan. Muhammad Ali Jinnah University Islamabad.

[21] Schuler, R.S., Jackson, S.E. (1987). Linking competitive strategies with human resource management practices. The Academy of Management Executive (1987-1989), 207-219.

[22] Singh, K. (2004). Impact of HR practices on perceived firm performance in India. Asia Pacific Journal of Human Resources 42(3), 301-317.

[23] Smith, B. (1997). Empowerment the challenge is now, Empowerment in Organizations Journal, Vol. 5, No. 3, pp. 120-122.

[24] Tabiu, A., and Nura, A.A. (2013). Assessing the effects of human resource management (HRM) practices on employee job performance: A study of UsmanuDanfodiyo University Sokoto. Journal of Business Studies Quarterly, 5(2), 247-259.

[25] Wright, P. M., Snell, S.A. (1998). Toward a unifying framework for exploring fit and flexibility in strategic human resource management. Academy of management review, 23(4), 756-772.

[26] Wright, P.A. (2003). The human resource-firm performance relationship: Methodological and theoretical challenges, A Guide to the Human Impact of Modern Working Practices. London: John Wiley and Sons.

"A CRITICAL ANALYSIS OF STRESS FACED BY TEACHING PROFESSIONALS AT COACHING INSTITUTES IN KOTA CITY, WITH SPECIAL REFERENCE TO ROLE STRESSORS AND JOB SATISFACTION"

Shruti Sharma, Research Scholar, University of Kota, Kota (Raj.)
Dr. Gopal Dhaker, Retired Principal from Govt. College, Ramganjmandi Dist. Kota (Raj.)

***Abstract*:**

The influences of globalization, urbanization and technological changes have led to the emergence of many coaching institutes in Kota lately. Progress in the corporate sector has resulted in the requirement of skilled, qualified and well educated workforce. The teaching faculty members are the mediators for knowledge and skill, through interactive learning methods in coaching institutions.

Rapidly changing educational processes has affected the role of teaching professionals, their responsibilities and their teaching methods. As a result, of common work and non-work stressors, their psychological well-being is adversely affected. Along with teaching, a faculty member has to perform various other duties i.e., administration, guiding project work, internships, conducting exams, doing assessment and undergoing faculty advancement schemes. Today, young teaching professionals are in a constant conflict between their challenging roles at work as well as home. As a result, a teaching faculty member lives two different lives. This leads in an increase of stress. Hence a coaching faculty member is under pressure and stress constantly.

The proposed research paper shall be focussing on determining major sources of stress in coaching professionals and conceptualized three basic premises namely, the effects of stress are influenced by gender and length of service, various personal, family and situational factors are responsible for stress, the stress-effects are associated with role stressors and job satisfaction in teaching faculty members to arrive into the conclusions and findings of the study undertaken the data had been collected from secondary source. Descriptive research design was chosen for the study.

Keywords: Stress, Faculty members, Role stressors, Job satisfaction.

INTRODUCTION:

Stress is most undermined syndrome in our society that is neglected since the element of mental health associated with it. Internationally there is a meaningful work and research conducted on the issue but there were no break through research available domestically. Mental health is actually the parameter for improved or enhanced performance in every society. There is a Greek philosophy;

"Mens sana in corpore sano" Thales

Translation: *"A sound mind in a sound body"*

Having mentioned that, there was a need for identification of Stress and the key stressors that are affecting the academic performance.

In recent years, Organized coaching industries has gained momentum. Class-room contact programmes have become a fixture in the urban landscape across the country. Modern education business can indeed be the catalyst in facilitating consumer spending with maximum value and profit.

Thus growth in education industry has tremendous potential of creating new jobs within the next few years.

Understanding these changes and challenges, since the past few years, the demand of IIT-JEE/AIEEE/AIPMT/NEET/AIIMS graduates and post graduates with career in education business and management has grown considerably. Similarly, other management programmes such as Teaching methodology, Time management, Course for competitive world, Best and Stable faculty, Emphasis on education with values, State-Of-The-Art-Technologies, Indiscriminate teaching, Student orientated system, Platform to explore oneself and Positive environment are highly involved in addressing the needs of all sunrise Education sectors.

STRESS IN GENERAL:

The word stress is derived from the Latin word 'Stringere'. It was popularly used in seventeenth century to mean hardship adversity or affliction. In eighteenth and nineteenth centuries, it was used to dente force, pressure, strain or strong efforts with reference to an object or person. Stress is the 'wear and tear' our bodies experience as well as adjusts to our continually changing environment; it has physical and emotional effects on us and can create positive and negative feelings. Stress is a system produced by emotional and social relations that are going on within an organization-economical, political, social, cultural or educational. It is an inexpiable part of life, a natural and inevitable factor of life. Complete freedom from stress for living individual is impossible. In relation to definitions of stress, it can be said that this is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. It is the process that occurs in response to situations or events that disrupt or threaten one's physical or psychological functioning.

Stress is unavoidable element of life due to ever increasing complexities, breathtaking changes in the world around us. In this world of today, neither any individual nor any profession is stress-free. Stress has become the core concern for every individual as well as for every organization.

Stress has been defined in different ways over the years. Originally, it was conceived as pressure from the environment, then as strain within the person. The generally accepted definition today is one of the interactions between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than others and in some individuals than others.

BACKGROUND TO THE STUDY:

Coaching/ Classroom contact programme education has become the most pervasive phenomenon in modern times. Various types of organisations such as industries, financial institutions and banks, health care centres, hospitals and clinics, public sector undertakings, service centres, social welfare agencies and educational institutions are all acquiring and implementing the knowledge and skills from education to improve their performance.

Coaching education in the country has made phenomenal growth during the last two decades. The liberalization of the internet service led Globalization during the later part of the last decade has posed a large number of challenges that demand advanced skills. The mushrooming of coaching institutions offering Pre-Nurture and Career Foundation, Graduate and Post graduate level programmes are the result of the huge demand and supply gap that was created due to the rapid expansion of the economy.

The numbers of coaching institutions that offer IIT-JEE/AIEEE/NEET/AIIMS courses have increased enormously. About Twenty eight years ago, there were only a few institutes that offered the coaching education programmes. These were prestigious institutes which attracted the brightest students and trained them for high level positions in private sectors. Today there are many universities and colleges which offer varied courses. This growth indicates a high demand for coaching education industry.

In India, the role of a faculty has been changing at lightning speed. The expectations of education sector puts pressure on the institutes to create talented workforce with knowledge of strategy implementation. It is expected that faculty members continuously enrich themselves in their learning experiences.

Kota is considered to be **"The Hub of Education".**

Coaching industry has grown rapidly here. Many educationists have invested in and chosen Kota as the next education hub. Hence a large number of students and working professionals have settled in Kota. The tremendous growth in these sectors has resulted in the requirement of trained faculties in the industry. The coaching institutes in Kota have pioneered quality management education in the sunrise sectors in India. These Institutes work with motto of a dream, "To Lead" and "To Success" professionally sound, sophisticated and dynamic leaders with a vision and endeavour to meet the challenges of the new millennium.

CONCEPTUAL FRAMEWORK:

The conceptual framework was made to study the effect of stress caused by various antecedent factors in coaching teaching professionals.

It was theorized that antecedent factors such as personal, family and situational factors caused stress-effects in faculty members leading to physiological, psychological and behavioural effects. Also, the stress-effects in faculty members varied with gender and duration of service. Further, teaching professionals experience stress arising out of various roles performed in execution of teaching activities and responsibilities which influences their job satisfaction level.

STATEMENT OF PROBLEM:

In order to understand the reciprocal relationship between the three variables namely stress-effects, roles stressors and job satisfaction, this study was planned.

The problem was stated as **"A critical Analysis of Stress Faced by Teaching Professionals at Coaching Institutes in Kota City, With Special Reference to Role Stressors and Job Satisfaction".**

SIGNIFICANCE OF THE STUDY:

Teaching faculty members may experience role stress because of multiple roles they play in society. The conflict between work and family demands may all put a strain on the teaching faculty members. Much of the earlier researches on stress have focused on managerial and professional groups but tend to neglect occupations related to teaching. The proposed study would be useful and socially relevant to the present problem of work and family role balance and the stresses arising therein.

REVIEW OF LITERATURE:

Relevant references from literature and research studies were collected from books, journals, research papers and research articles. Some relevant literature was also retrieved from various internet websites.

The review of literature was presented as under:-

1. Stress, theoretical background and related studies.
2. Antecedents of stress and related studies.
3. Stress-effects and related studies.
4. Role stress and Role stressors

a.) Family role stressor and related studies.

b.) Work role stressors and related studies.

5. Job satisfaction and related studies.

6. Stress management - coping strategies and related studies.
7. Stress in teaching professionals and related studies.

OBJECTIVES OF THE STUDY:

The present study was formulated with the following objectives:-

1. To identify the effects of stress experienced by male and female coaching faculty members.
2. To know the causes or antecedent factors of stress among coaching faculty members.
3. To measure the extent of job satisfaction related to family role stressor and work role stressors.
4. To understand the relationship between stress-effects and job satisfaction.
5. To study the relationship between stress-effects and role stressors in male and female faculty members.

HYPOTHESES:

H1: The extent of stress-effects felt by faculty members differs by personal factors.

H2: The extent of stress-effects felt by faculty members differs by family factors.

H3: The extent of stress-effects felt by faculty members differs by situational factors.

H4: There is a significant association between the extent of stress-effects felt by faculty members and their academic performance.

H5: There is a significant association between the extent of stress-effects felt by faculty members and their job satisfaction.

RESEARCH METHODOLOGY:

The study's main emphasis was on effect stressor and work role stressors along with job satisfaction. The study also sought to identify the antecedent factors of stress in coaching faculty members.

RESEARCH DESIGN:

The descriptive research design was chosen as the most suitable one for this study. It took into account various aspects of stress as a phenomenon to be studied.

DATA COLLECTION PROCEDURE:

A survey study method was adopted for the present study. Questionnaire was used as an instrument for gathering data. It was constructed keeping in mind the objectives of the study. A total of 400 questionnaires were distributed in all coaching institutes initially. But only 250 completed questionnaires were returned from 9 coaching institutes representing a 62 percent response rate. In the total sample, 125 were male faculty members and 125 were female faculty members. The 250 questionnaires were then ready for data processing.

DATA ANALYSIS:

All analysis was conducted using Statistical Software (SPSS) 22.0 version. Mean (M) and Standard deviation (SD) and ANOVA test were used to determine the association among the study variables.

RESULTS AND DISCUSSION:

H01: The extent of stress-effects felt by faculty members does not differ by personal factors.
H11: The extent of stress-effects felt by faculty members differs by personal factors.

The extent of stress-effects felt by faculty members was found to be significantly different due to personal factors including their age, gender, qualification and experience. Hence, null hypothesis got rejected and alternate hypothesis stood accepted.

Table 1
Descriptive Statistics –Extent of Stress and Age

DESCRIPTIVE		N	MEAN	STD. DEVIATION	STD. ERROR
Average Stress	21-40	151	3.01	0.48	0.04
	41-60	83	2.79	0.43	0.05
	ABOVE 60	21	2.31	0.63	0.14
	TOTAL	255	2.88	0.52	0.03
	41-60	83	3.20	0.36	0.04
	ABOVE 60	21	2.86	0.54	0.12
	TOTAL	255	3.21	0.39	0.02

Table 2
ANOVA Findings

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Average Stress	Between Groups	10.32	2.00	5.16	22.73	0.00 S
	Within Groups	57.20	252.00	0.23		
	Total	67.52	254.00			

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members falling under 21-40 years age group was found more (3.01) followed by faculty members falling under 41-60 years age group (2.76). Faculties falling under the age group above 60 years reported least (2.31) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties falling under 21-40 years age group it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members belonging to different age groups. It can be concluded that there was a significant impact of stress on psychological health of faculties falling under 21-40 years age group.

Table 3
Descriptive Statistics –Extent of Stress and Gender

Descriptive	GENDER	N	Mean	Std. Deviation	Std. Error
Average Stress	MALE	223.00	2.87	0.54	0.04
	FEMALE	32.00	2.96	0.29	0.05
	Total	255.00	2.88	0.52	0.03

Table 4
ANOVA Findings

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Average Stress	Between Groups	0.26	1.00	0.26	0.97	0.33 NS
	Within Groups	67.27	253.00	0.27		
	Total	67.52	254.00			

NS-Non-Significant at 95% Level of Confidence

Effect of stress (measured by ORS scale) experienced by females (2.96) was found more as compared to males (2.87). However, the results found that the effect of stress on psychological health was between the ranges sometimes to frequently.

Therefore, it can be concluded that there was no significant impact of stress on physiological health of coaching faculty members. Moreover, no significant difference was found between the extent of stress-effects experienced by male and female faculty members.

Table 5
Descriptive Statistics –Extent of Stress and Qualification

Descriptive	QUALIFICATION	N	Mean	Std. Deviation	Std. Error
Average Stress	PhD	82.00	2.63	0.35	0.04
	Post Grad.	133.00	2.89	0.48	0.04
	Grad.	40.00	3.36	0.57	0.09
	Total	255.00	2.88	0.52	0.03

Table 6
ANOVA Findings

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Average Stress	Between Groups	14.37	2.00	7.18	34.06	0.00 S
	Within Groups	53.16	252.00	0.21		
	Total	67.52	254.00			

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members securing Graduation (3.36) was found more followed by faculties securing PG (2.89). Faculties securing PhD reported least (2.63) effects of stress comparatively. The results found that the effects of stress were between the ranges sometimes to frequently. However, In case of faculties securing only Graduation it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members having varied qualification. It can be concluded that there was a significant impact of stress on psychological health of coaching faculty members securing Graduation.

Table 7
Descriptive Statistics –Extent of Stress and Experience

Descriptive	EXPERIENCE	N	Mean	Std. Deviation	Std. Error
Average Stress	1-7yrs	149.00	3.09	0.41	0.03
	8-14yrs	64.00	2.67	0.55	0.07
	15 & above	42.00	2.44	0.37	0.06
	Total	255.00	2.88	0.52	0.03

Table 8
ANOVA Findings

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Average Stress	Between Groups	17.76	2.00	8.88	44.96	0.00 S
	Within Groups	49.76	252.00	0.20		
	Total	67.52	254.00			

S-Significant at 95% Level of Confidence

The extent of stress-effects (measured by ORS scale) experienced by faculty members was found more in case of faculties having 1-7 years of experience (3.09) followed by faculties having 8-14 years of experience (2.67). Faculties having more than 15 years experience reported least effects of stress comparatively (2.43). The results found that the effects of stress were between the ranges sometimes to frequently. However, in case of faculties having 1-7 years of experience, it falls between frequently to very frequently.

Therefore, a significant difference was found among the extent of stress-effects experienced by faculty members suffering varied span of experience. It can be concluded that there was a significant impact of stress on psychological health of faculties having 1-7 years of experience.

CONCLUSION:

As per the analysis it could be concluded that there is a need to put more emphasis on monetary and non-monetary incentives in order to build motivation among coaching faculty members. To the least extent, this research finds that the institution should pay more attention towards how to decrease working hour, relieve excessive workload, increase income, and promote participation in organization development and allow faculty members to be heard which will bring about job satisfaction among them. If they feel insecure in their career and develop job stress, it will not only adversely affect them but also on the students to the extent that they may start to view that the institute is not effective anymore. These are critical for new generation of faculty members to come into the system that may result in indefinite shortage of professional workforce.

REFERENCES:

1. Agarwal, Rita (2001). Stress in life and at work. New Delhi, Sage Publications India Pvt. Ltd.
2. Agervold, M. (1985). "Office work and Journal psychology of Occupational Behavior 10. Pp.1-29.
3. Ahmad,S,Bharadwaj, A and Narula, S (19 Journal of Personality and Clinical studies. 1(2). pp. 47-50.
4. Ahmed, P.I., Kolker, A. and Coelho,of health: G.V. An overview" Toward. a new definition of, hea New York: Plenum Press. pp. 7–21.
5. Barling, J., Kellowy, E. Kuality. And work; job Iverson, satisfaction and occupational Journal of Applied injuries Psychology.88 (2)."pp. 276-283.
6. Beehr, T. and Newman, D. (1978). "Job stress, national Employee effectiveness: A facet analysis, Personal mode Psychology. pp. 665 - 700.
7. Claxton, G. (1989). Being a Teacher: A Positive Approach to Change and Stress. London: Cassell Educational Limited.
8. David, Fontana (1989). Managing Stress. Excel Books. 1st edition, New Delhi. pp. 1-115.
9. Greenberg, S. F., and Valletutti, P. J. (1980). Stress and helping professions. Baltimore: Paul H. Brookes.
10. Hammond, O.W. and Onikama, D.L. (1997). At risk teachers. Honolulu, Hi: Pacific Resources for

Education and Learning.

11. Jagdish, (1983). "An investigation into the relationship of Perceived Occupational Stress with Job Satisfaction and Mental Health of First Level Supervisors". Ph.D. Thesis. Banaras Hindu University, Varanasi.
12. Khanna, S. (1986). "Life stress, anxiety study of moderators" Unpublished Ph.D. Thesis. Shimla, Himachal Pradesh University.
13. Maddi, S. R., Bartone, P. T., and Puccetti, M. C. (1987). "Stressful events are indeed a factor in physical illness: Reply to Schroeder and Costa"(1984). Journal of Personality and Social Psychology. 52. pp. 833-843.
14. Pareek, Udai (1997), *Training Instrument for Human Resource Development*, Tata Mcgraw Hill Publishing Company Ltd., New Delhi.
15. Pareek U. (2002), *Training Instruments in HRD and OD*. Tata McGraw Hill Publishing Company Ltd. New Delhi.
16. Robbins SP, (2001), *Organizational Behavior*, 9th ed. New Jersey: Prentice Hall.
17. Seaward B.L. (1999) *Managing Stress: Principles and Strategies for Health and Wellbeing,* 2nd edition, Jones and Bartlett Publishers.
18. Selye H. (1976), *The Stress of life*, New York: McGraw-Hill.
19. Simmons M., Daw W. (1994), *Stress, Anxiety, and Depression: a Practical Workbook,* Winslow Press.
20. Stephen Williams, Lesley Cooper (2002), *Managing Workplace Stress: A Best Practice*, John Wiley & Sons, England.
21. Woodman, Hellriegel, Slocum, *Organizational Behaviour*, Eastern Press Bangalore, Revised edition.

ANNEXURE

QUESTIONNAIRE

Title Of The Research Work- "Managing Stress To Improve Efficiency And Motivation: A Case Study On Academic Performance Of Coaching Faculties In Kota City".

Location:- University of Kota, Kota.

Name of Scholar:- Shruti Sharma **Research Supervisor:-** Dr. Gopal Dhaker

APPENDIX A

Dear Respondent,

I, Shruti Sharma, am a Ph. D. student in the faculty of Commerce/ Management. I am studying "Managing Stress to Improve Efficiency and Motivation: A Case Study on Academic Performance of Coaching Faculties in Kota City".

I have been selected you as one of my respondents as you are a faculty member of an IIT/PMT Coaching institute of Kota city. I would like your co-operation in answering the given questionnaire for my Ph.D. research work. All the information given by you will be kept confidential and will be used only for research purpose.

Your co-operation in giving genuine answers will be highly appreciated.

Thanking you,

Shruti Sharma
(Research Scholar),
University of Kota, Kota

Name of Coaching Institute: _____

Date: _____ **Code no.: _____**

Questionnaire: Section I

INSTRUCTIONS:

Please give information about yourself in the spaces given below. Please do not leave any questions unanswered:

01	Age :	
02	Occupation :	
03	Designation at work :	
04	Educational Qualification :	
05	Area of Specialization :	
06	Number of years of Experience at the Present institution :	Teaching : Administration : Any other :
07	Spouse's Educational Qualification :	
08	Spouse's Occupation :	
09	Number of dependents :	
10	Dependent's relationship to respondent :	
11	Total monthly family income (approximately) in Rupees.	
12	Number of contributors to family income :	
13	Number of hours spent at work place : _____	
14	Number of hours spent on traveling to and fro to workplace: _____	
15	Number of hours you sleep everyday: _____	
16	Name the illnesses you suffer from: Mild :_____ Chronic :_____	
17	Duration of illnesses : Years : _____ Months :_____	
18	Type of treatment of illnesses : Regular treatment : _____ Yrs. Periodical treatment : _____ Yrs. Special treatment : _____ Yrs. Any other treatment : _____ Yrs.	

Please put a tick mark (√) against the answer applicable to you.

19	Timings at the work place : Rigid : _____ Flexible :_____
20	Gender : Male : _____ Female : _____
21	Marital Status : Unmarried : _____ Married : _____ Divorced / separated: _____ _____ Widow : _
22	Type of family : Joint: _____ Nuclear:_____ Extended : _____ Single parent : _____
23	Your health status : Good : _____ Average : _____ Poor : _____
24	Is paid help employed for sharing household work : Yes : _____ No : _____
25	Are medical expenses taken care of easily : Yes : _____ No :_____
26	Do you carry out the following on regular basis : 1.Maintain regular meal timings: Yes : _____ No : _____ Sometimes: _____ 2.Take nutritious and healthy food : Yes : _____ No : _____ Sometimes: _____ 3.Follow health awareness program by obtaining health insurance for : Yourself : Yes : _____ No :_____ Spouse : Yes : _____ No : _____ Children : Yes : _____ No : _____
27	How often do you go for health check- ups : Monthly : _____ Quarterly : _____ Half yearly : _____ Yearly : _____
28	Do you practice any of the following : Yoga : _____ Gym : _____ Walking : _____ Running : _____ Jogging : _____ Swimming : _____ Cycling : _____ Relaxation techniques : _____ Any other : _____

Questionnaire: Section II

ORS – SCALE

(Outcome Rating Scale)

- **Read instructions carefully before responding on this sheet.**

People have different feelings about their roles. Statements describing some of them are given below. Use this answer sheet to write your responses. Read each statement and indicate, in the space against the corresponding number in the answer sheet, how often you have the feeling expressed in the statement in relation to your role in the organization. Use the numbers given below to indicate your feelings.

If you find that the category to be used in answering does not adequately indicate your own feelings, use the one which is closest to the way you feel. Do not leave any item unanswered.

- **Score the items in the order given below.**

0 if you **never** or rarely feel this way.

1 if you **occasionally** (a few times) feel this way.

2 if you **sometimes** feel this way.

3. if you **frequently** feel this way.

4. if you **very frequently** or always feel this way.

- **Write your answer in the space given on the right of each statement.**

No.	Statements	0	1	2	3	4
01.	My role tends to interfere with my family life.					
02.	I am afraid I am not learning enough in my present role for taking up higher responsibility.					
03.	I am not able to satisfy the conflicting demands of various people above me.					
04.	My role has recently been reduced in importance.					
05.	My work load is too heavy.					
06.	Other role occupants do not give enough attention and time to my role.					
07.	I do not have adequate knowledge to handle the responsibilities in my role.					
08.	I have to do things in my role that are against my better Judgment.					
09.	I am not clear on the scope and responsibilities of my role (job).					
10.	I do not get the information needed to carry out responsibilities assigned to me.					
11.	I have various other interests (social, religious, etc.) which remain neglected because I do not get time to attend to these.					
12.	I am too preoccupied with my present role responsibility to be able to prepare for taking up higher responsibilities.					
13.	I am not able to satisfy the conflicting demands of my peers and juniors.					
14.	Many functions that should be a part of my role have been assigned to some other role.					
15.	The amount of work I have to do interferes with the quality I want to maintain.					
16.	There is not enough interaction between my role and other's roles.					
17.	I wish I had more skill to handle the responsibilities of my role.					
18.	I am not able to use my training and expertise in my role.					
19.	I do not know what the people I work with expect of me.					
20.	I do not get enough resources to be effective in my role.					
21.	My role does not allow me enough time for my family.					
22.	I do not have time and opportunities to prepare myself for the future challenges of my role.					

No.	Statements	0	1	2	3	4
23.	I am not able to satisfy the demands of clients and others Since these are conflicting with one another.					
24.	I would like to take on more responsibility than I am Handling at present.					
25.	I have been given too much responsibility.					
26.	I wish there was more consultation between my role and others' roles.					
27.	I have not had the right training for my role.					
28.	The work I do in the organization is not related to my Interests.					
29.	Several aspects of my role are vague and unclear.					
30.	I do not have enough people to work with me in my role.					
31.	My organizational responsibilities interfere with my extra Organizational roles.					
32.	There is very little scope for personal growth in my role.					
33.	The expectation of my seniors conflict with those of Juniors.					
34.	I can do more than what I have been assigned.					
35.	There is need to reduce some parts of my role.					
36.	There is no evidence of several roles (including mine) being involved in joint problem solving or collaboration for planning action.					
37.	I wish I had prepared myself well for my role.					
38.	If I had full freedom to define my role, I would be doing Some things differently from the way I do them now.					
39.	My role has not been defined clearly and in detail.					
40.	I am rather worried that I lack the necessary facilities needed in my role.					
41.	My family and friends complain that I do not spend time with them due to the demands of my work.					
42.	I feel stagnant in my role.					
43.	I am bothered with the contradictory expectations different people have from my role.					
44.	I wish I had been given more challenging tasks to do.					
45.	I feel overburdened in my role.					
46.	Even when I take the initiative for discussions or help, there is not much response from the other roles.					
47.	I need more training and preparation to be effective in my work role.					
48.	I experience a conflict between my values and what I have to do in my role.					
49.	I am not clear what the priorities are in my role.					
50.	I wish I had more financial resources for the work assigned to me.					

Questionnaire: Section III

Stress Test

Do you experience any of the following?

Circle the appropriate number for each item.

1. NEVER 2. RARELY 3. SOMETIMES 4. OFTEN 5. ALWAYS	
1. Headaches	1 2 3 4 5
2. Stomach aches or tension in the stomach	1 2 3 4 5
3. Backaches	1 2 3 4 5
4. Stiffness in the neck and shoulder	1 2 3 4 5
5. Increased blood pressure	1 2 3 4 5
6. Fatigue	1 2 3 4 5
7. Crying	1 2 3 4 5
8. Forgetfulness	1 2 3 4 5
9. Unprovoked shouting	1 2 3 4 5
10. Blaming others	1 2 3 4 5
11. Bossiness	1 2 3 4 5
12. Compulsive chewing	1 2 3 4 5
13. Compulsive eating	1 2 3 4 5
14. Agitation	1 2 3 4 5
15. Anger	1 2 3 4 5
16. Gossiping	1 2 3 4 5
17. Teeth grinding	1 2 3 4 5
18. Worrying	1 2 3 4 5
19. Depression	1 2 3 4 5
20. Impatience	1 2 3 4 5
21. Frustration	1 2 3 4 5
22. Loneliness	1 2 3 4 5
23. Powerfulness	1 2 3 4 5
24. Inflexibility	1 2 3 4 5
Any other	

Questionnaire: Section IV

Job Satisfaction Scale

SA–Strongly Agree 5 **A-Agree 4**
UC–Uncertain 3 **DA–Disagree 2**
SDA–Strongly Disagree 1

Note :

Please tick mark (√) the answer most suited to you for each item.

Please do not leave any item unanswered.

No.	Statements	SA	A	UC	DA	SDA
01	I do not get satisfaction of job because I am always insulted by my boss at work place.					
02	I get satisfaction of job because I get opportunity to exhibit my talents / skills.					
03	I get satisfaction of job because I am appreciated by my boss.					
04	I do not get satisfaction of job because office work keeps me always under stress.					
05	I do not get satisfaction of job as I am always discouraged by my boss.					
06	I get satisfaction of job because it keeps me away from boredom					
07	I get satisfaction of job because job is light in nature.					
08	I do not get satisfaction of job because I do not get along well with my colleagues.					
09	I get satisfaction of job because I feel that job is of my caliber.					
10	I get satisfaction of job because I have good relation with my boss, colleagues, subordinates in work place.					
11	I do not get satisfaction of job because it doesn't help me in raising my personal status					
12	I get satisfaction of job because it improves my personal status in society					
13	I get satisfaction of job because it helps me in having financial security					
14	I get satisfaction of job because job provides good leave facility					
15	I get satisfaction of job because it helps me in providing better education to my children					
16	I do not get satisfaction of job because it is not financially secured					
17	I do not get satisfaction of job because it does not help me in raising my standard of living					
18	I get satisfaction of job because it helps me in having financial security					
19	I do not get satisfaction of job because I get inadequate salary					
20	I get satisfaction of job because it helps in raising the standard of living of my family					

No.	Statements	SA	A	UC	DA	SDA
21	I get satisfaction of job because I get the satisfaction of holding Dual responsibilities as a wage earner.					
22	I get satisfaction of job because it fulfils my economic Necessity.					
23	I get satisfaction of job because I get adequate salary.					
24	I do not get satisfaction of job because I cannot do justice to household responsibilities					
25	I do not get satisfaction of job because I do not get domestic help for household task					
26	I do not get satisfaction of job because I do not get relief from household responsibilities					
27	I do not get satisfaction of job because I do not get leisure time					
28	I do not get satisfaction of job because job keeps me too busy that I cannot avail leave facility					
29	I do not get satisfaction of job because it does not allow free time to spend with my family					
30	I get satisfaction of job because it helps in bringing up children in a better way					
31	I do not get satisfaction of job because I cannot participate in family gathering due to lack of time					
32	I do not get satisfaction of job because I have to neglect my family and children because of job					
33	I do not get satisfaction of job because I cannot cope up with dual responsibility					
34	I do not get satisfaction of job because I enjoy doing work assigned to me at my work place					
35	I get satisfaction of job because it relieves me from domestic responsibilities					
36	I do not get satisfaction of job because I do not like the type of work					
37	I do not get satisfaction of job because nature of job is monotonous					
38	I do not get satisfaction ofjob because I do not like the working environment of work place					
39	I get satisfaction of job because the physical environment of work place is very good					
40	I get satisfaction of job because I have adequate facilities at my work place					
	Causes of Stress:					
41	Indiscipline among students					
42	Parents bad attitude of education					
43	Overcrowded Classrooms					
44	Students' poor assimilation					
45	Poor study habits					
46	Students' poor academic performance					
	Impact of stress on performance:					
47	Embarking on industrial action (shifting strike)					
48	Poor attitude to work					

49	Transferring of aggression to students					
50	Having high blood pressure					
No.	**Statements**	**SA**	**A**	**UC**	**DA**	**SDA**
52	Staying out of work					
53	Frequently taken excuse from duty					
54	Ineffective teaching					
55	Lack of commitment to work					
56	Not attending to students' needs					

THANK YOU FOR YOUR HELP!