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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	AN ANALYSIS OF THE DETERMINANTS OF MINING INVESTMENT IN ZIMBABWE: BASED ON THE FLEXIBLE ACCELERATOR MODEL <i>LYMAN MLAMBO</i>	1
2.	FINANCIAL PERFORMANCE OF INDIAN GENERAL INSURANCE COMPANIES IN PRE RECESSION PERIOD <i>DR. S.M.TARIQ ZAFAR & RITIKA AGGARWAL</i>	7
3.	POSTAL SAVINGS IN INDIA – A COMPARATIVE ANALYSIS USING REGRESSION AND ARIMA MODELS <i>S.NEHRU & S. RAJARAM</i>	15
4.	FDI IN RETAILING: BOOST EMPLOYMENT OPPORTUNITIES FOR INDIA'S YOUTH <i>DR. V.SELVAM</i>	21
5.	KERALA BUILDING AND OTHER CONSTRUCTION WORKERS WELFARE FUND BOARD - A MACRO PICTURE <i>DR. ABDUL NASAR VP, DR. ABOOBACKER SIDHEEQUE KT & DR. MUHAMMED BASHEER UMMATHUR</i>	25
6.	GROWTH AND PERFORMANCE OF MICRO, SMALL AND MEDIUM ENTERPRISES IN INDIA IN POST GLOBALIZATION PERIOD <i>R. PONMANI & DR. R. ANNAPOORANI</i>	39
7.	MICRO-FINANCE: A CHANGING PARADIGM IN THE NEW ECONOMIC SCENARIO IN THE CONTEXT OF WOMEN EMPOWERMENT <i>DR. V.V. SUBBA RAO & T. MADHUSUDHAN RAO</i>	42
8.	BAMBOO CULTIVATION IN DIMAPUR, NAGALAND – GROWERS PERCEPTION <i>DR. P. NATARAJAN & IMTINUNGSANGJAMIR</i>	47
9.	USE OF Z-SCORE ANALYSIS FOR EVALUATION OF FINANCIAL HEALTH OF INDIAN OIL REFINERIES <i>DR. A. VIJAYAKUMAR & P.GOMATHI</i>	53
10.	IMPACT OF PSYCHOLOGICAL FACTORS ON EMPLOYEE TURNOVER INTENTION <i>MUHAMMAD RIZWAN, MARIA SHAHID, HAMNA SHAFIQ, SUMAIRA TABASSUM, RAFIA BARI & JAVERIA UMAR</i>	63
11.	WOMEN ENTREPRENEURSHIP IN INDIA <i>JYOTI KANDPAL BHATT, NEERAJ SHARMA & DEEPIKA GOEL</i>	70
12.	THE ROLE OF LOCAL INSTITUTIONS FOR SUSTAINABLE LIVELIHOODS: THE CASE OF HAOR FISHERMEN IN BANGLADESH <i>ROMAZA KHANUM</i>	75
13.	STRUCTURAL CHANGE IN NORTHERN STATES OF INDIA <i>TINA SINGH</i>	80
14.	INDIAN IPO MARKET - QUO VADIS <i>RASHI M. GOPLANI</i>	84
15.	FINANCIAL PERFORMANCE EVALUATION OF PRIVATE SECTOR BANKS IN INDIA: A COMPARATIVE STUDY <i>DR. KUSHALAPPA. S & PRADEEP R BHANDARY</i>	91
16.	EMOTIONAL INTELLIGENCE OF FEMALE FACULTY IN COLLEGES <i>P.YASODHA</i>	95
17.	EFFECTIVE EDUCATION FOR DIFFERENTLY ABLED CHILDREN IN REGULAR STREAM: PERCEPTIONS OF TEACHERS <i>DR. K. PARTHASARATHY</i>	99
18.	WOMEN EMPOWERMENT THROUGH SELF- HELP GROUPS IN PUDUCHERRY: A CASE STUDY OF YANAM <i>DR. R.UMA DEVI</i>	104
19.	HINDRANCES TO MICROFINANCE SUSTAINABILITY IN RAJOURI DISTRICT OF JAMMU AND KASHMIR <i>AASIM MIR</i>	112
20.	A STUDY ON FACULTY STRESS IN SELECT COLLEGES IN KANCHIPURAM DISTRICT <i>B.SATHYA & DR. M.MURUGAN</i>	115
21.	GROWTH, PERFORMANCE AND DETERMINANTS OF AGRICULTURAL VARIATION IN PUNJAB: AN INTER DISTRICTS STUDY <i>JASPAL SINGH, NIRMAL SINGH & KULVINDER SINGH</i>	119
22.	PROMOTING ORGANIC FARMING: AN ANALYSIS OF STATUS AND ISSUES OF UTTARAKHAND ORGANIC COMMODITY BOARD <i>SHALINI SINGH & VISHNU SHANKER MEENA</i>	127
23.	RESEARCH ON THE VARIABLES THAT HAVE AN IMPACT ON EMPLOYEE SATISFACTION AND TURNOVER INTENTION <i>MUHAMMAD RIZWAN, NIMRA SHAHZAD, QANDEEL SHEIKH, SANIA BATOOL, MARYAM RIAZ & SAMINA SIDDIQUE</i>	131
24.	THE DETERMINANTS OF LEVERAGE OF THE LISTED COMPANIES IN SRI LANKA: AN EMPIRICAL STUDY <i>S.ANANDASAYANAN, V.A.SUBRAMANIAM, A.SIREERANHAN & M.RAVEESWARAN</i>	139
25.	THE IMPACT OF COMMERCIAL BANKS' ACTIVITIES ON RURAL ECONOMIC DEVELOPMENT IN NIGERIA <i>OKE, MARGARET ADEBIPE & SAMUEL, IYIOLA KEHINDE OLUWATOYIN</i>	144
26.	THE PERFORMANCE OF SMALL MEDIUM ENTERPRISES (SME's) OPERATED BY WOMEN AND MEN IN THE NON AGRICULTURE ROLE ENTERPRISE IN NANDI COUNTY, KENYA <i>STEPHEN K. CHELOGOI & EVERLINE C.TUM</i>	150
27.	ACCESS TO AND IMPACT OF CREDIT ON HOUSEHOLDS WELFARE IN NIGERIA <i>UGWUANYI, HILLARY CHIGOZIE & OMEJE, AMBROSE NNAEMEKA</i>	154
28.	BOARD GENDER DIVERSITY AND PERFORMANCE OF LISTED COMMERCIAL BANKS IN KENYA <i>UMULKHER ALI ABDILLAH & MUGANDA MUNIR MANINI</i>	159
29.	INDIAN TEA PRODUCTION: AN ANALYSIS <i>P.V.ANIL</i>	166
30.	THE IMPACT OF THE BRAND TRUST, BRAND ATTACHMENT, BRAND COMMITMENT ON BRAND LOYALTY <i>MUHAMMAD RIZWAN, WAQAR AHMAD BHATTI, SAMRAIZ TAHIR, CH. SAJID ALI, FARAZEEN HASEEB PEERZADA, AFFIFA NAZ & QURAT-UL-AIN ZAHRA</i>	169
	REQUEST FOR FEEDBACK	175

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A STUDY ON FACULTY STRESS IN SELECT COLLEGES IN KANCHIPURAM DISTRICT

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ABSTRACT

This research work entitled "A study on faculty stress in select Engineering colleges in kanchipuram district" Tamilnadu, carried out by the researcher to know attitudes, skills and knowledge. To achieve the objectives of a research, the primary data was collected with the help of questionnaire. A response was gathered from the employees in self finance engineering colleges. A descriptive study was conducted among these sample size of 25 engineering colleges were chosen for the purpose of study through a well structured questionnaire. The collecting data was analyzed with the help of simple statistical tool ANOVA.

KEYWORDS

faculty stress, Kanchipuram district.

1. INTRODUCTION

This research work has been carried out in self financing engineering colleges in kanchipuram District. The faculty is the respondent to find the stress towards the institution and students. The purpose of research was to determine the impact of faculty's satisfaction with job dimension perceived organizational commitment. This study reveals the level of faculty stress which is effecting for the performance of their academics. It is believed faculties who are committed are those who devote themselves wholly to the teaching profession and to the educational institutions. Teaching is more than presentation of facts; it includes the dedication of both heart and time. They exert effort to the optimum level. Teaching is the profession that molds the skills of the future workforce and laying the foundation for good citizenship and full participation in community and civic life. Teaching is a vocation which needs commitment and perseverance. Faculty commitment is purely based on the level of satisfaction. The level of satisfaction and dissatisfaction for them to know if the faculties' area likely to be more committed or less committed. Lower level of commitment of faculty may create a dilemma that affect negatively. The effectiveness of an educational organization may cause faculty to be more efficient in their profession or to leave the profession.

2. REVIEW OF LITERATURE

Rajagopalan.V and Noytine.A (2012) general stress is described as a relationship between individuals and their environment that is appraised as dangerous and evaluated as beyond their ability to deal with it. By definitions, stress is said to be a physical, mental, or emotional response to events that cause physical or mental tension. In simple words, stress is an outer force that has a command over inner feelings.

Cobb (1975) has the opinion that, the responsibility load creates severe stress among workers and managers. "If the individual manager cannot cope with the increased responsibilities it may lead to several physical and psychological disorders among them."

Hans Selye in (1936), the term "stress" was coined by who defined it as "the non-specific response of the body to any demand for change" in attempting to extrapolate his animal Studies to humans so that people would understand what he meant. He redefined stress as "The rate of wear and tear on the body".

Stress is typically seen as a bad thing. But Hans selye, one of giant of stress research, pointed out that the only way to have no stress is dead. One metaphor about this may be instructive of a string on violin. Too little stress on the string and the resulting sound is flat. Too much stress and the sound is screech (and the string even could break).

The right amount of stress result in beautiful music. All administrators, all faculties and staff which prefer to make a beautiful, which in complex environment always a challenge.

3. OBJECTIVES OF THE STUDY

1. A study on faculties stress in selected colleges in kanchipuram district.
2. To analyze the factors related to the job performance of teaching and motivation level of satisfaction among the teaching faculties in selected engineering colleges in kanchipuram District.

4. RESEARCH METHODOLOGY

The descriptive research design was employed in this study.

SAMPLING METHOD

In this research sampling method involved is random sampling. Due to time constrain the random sampling has been adopted.

PRIMARY DATA

Primary data consists of original information collected for specific purpose. In this study primary data has been used. To obtain the primary data a well structured both open ended and closed ended questionnaire was prepared to get the answer from the respondent.

SECONDARY DATA

Secondary data can be defined as the information already existing somewhere has been collected for some other purposes. In this study the secondary information is obtained from the various books, articles and from colleges.

SAMPLE SIZE

The sample size is restricted to 50 faculties. The sample questionnaire consists of both open ended and closed ended questions.

STATISTICAL TOOLS

The statistical tools and test used for the studies is:

- ANOVA
- SIMPLE PERCENTAGE ANALYSIS

HYPOTHESIS

- H_0 ; There is no significant difference between the experience and performance of the teaching faculties.
- H_1 ; There is a significant difference between the experience and performance of the teaching faculties.

5. STUDY OF THE PROFILE AREA

The British coined name Conjeevaram, the anglicized version of Kanchipuram. Under the British regime, a Collector to the district was appointed for the first time in 1788 AD. The district was further split up into two divisions, Northern and Southern, and was placed under the administration of two Collectors. Kanchipuram is known as the "city of a thousand temples". The 192 feet height temple tower of Ekambaranadhar temple and the 100-pillar mandabam (building) in Varadaraja Perumal temple are famous in this town, and are considered marvels of the architectural techniques of the Vijayanagara dynasty. The British Viceroy Robert Clive, who is responsible for the British rule in India, had exclaimed the architectural techniques of Varadharaja perumal temple and presented a fabulous jewelry to this temple. Today, apart from its temples, this small town is also known for its thriving handloom industry. The city is quite famous for its silk sarees, considered to be one of the best varieties of silk sarees. Walajapet near Kanchipuram is also famous for silk saree weaving. Kanchi stood second in glory only to Banaras. Kanchi was a major seat of Tamil learning as well as an important place of pilgrimage for Buddhists, Jains and Hindus. Kanchipuram, the temple town, is the district headquarters. For administrative purpose, the district has been divided into 3 revenue divisions consisting of 8 taluks with 1214 revenue villages. For development purpose, it is divided into 13 development blocks with 648 Village Panchayats. The following colleges chosen for the purpose of the study.

S.NO	COLLEGE NAME	LOCATION	STATE
1	Adiparasakthi Engineering College	Kanchipuram	Tamilnadu
2	Apollo Engineering College	Kanchipuram	Tamilnadu
3	Arignar Anna Institute of Science and Technology	Kanchipuram	Tamilnadu
4	Balaji Institute of Engineering and Technology	Kanchipuram	Tamilnadu
5	Dhanalakshmi College of Engineering	Kanchipuram	Tamilnadu
6	Hindustan College of Engineering	Kanchipuram	Tamilnadu
7	Kalsar College of Engineering	Kanchipuram	Tamilnadu
8	Kanchi Pallavan Engineering college	Kanchipuram	Tamilnadu
9	Karpaga Vinayaga College of Engineering and Technology	Kanchipuram	Tamilnadu
10	Kings College of Engineering	Kanchipuram	Tamilnadu
11	Lord Venkateshwara Engineering College	Kanchipuram	Tamilnadu
12	Loyola Institute of Technology	Kanchipuram	Tamilnadu
13	Maamallan Institute of Technology	Kanchipuram	Tamilnadu
14	Madha Engineering College	Kanchipuram	Tamilnadu
15	Marian Engineering College	Kanchipuram	Tamilnadu
16	Maruthi Institute of Engineering and Technology	Kanchipuram	Tamilnadu
17	P.T.Lee Chengalvaraya Naicker College of Engineering and Technology	Kanchipuram	Tamilnadu
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22	S.M Khader Engineering College	Kanchipuram	Tamilnadu
23	Sri Krishna Engineering College	Kanchipuram	Tamilnadu
24	Sri Padmavathi College of Engineering	Kanchipuram	Tamilnadu
25	Sri Ramanujar Engineering College	Kanchipuram	Tamilnadu

6. ANALYSIS AND INTERPRETATION OF THE STUDY**6.1 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON GENDER****TABLE 6.1: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER**

Male	26	52
Female	24	48
Total	50	100

Table 6.1 shows that out of 50 respondents 52 percentage of them belong to male and 48 percentage of them belong to female.

6.2 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON AGE**TABLE 6.2: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF AGE**

Age	Number of Respondent	Percentage
25 - 35	19	38
36-45	15	30
46-55	9	18
56 and above	7	14
Total	50	100

Table 6.2 shows that out of 50 respondents 38 percentage belong to age group of 25-35, 30 percentages of them belong to age group of 36-45, 18 percentage respondents belong to age group of 46-55, and remaining 14 percentages belong to the age group above 56.

6.3 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON QUALIFICATION

TABLE 6.3: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF QUALIFICATION

Qualification	Number of Respondent	Percentage
UG	5	10
PG	30	60
M.PHIL	11	22
Ph.D	4	8
Total	50	100

Table 6.3 shows that out of 50 respondents 10 percentage belong to UG. 60 pereng to PG. 22 percentage belong to M.PHIL and 8 percentage belong to Ph.D.

6.4 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON DESIGNATION**TABLE 6.4: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DESIGNATION**

Designation	Number of respondent	Percentage
Assistant Professor	26	52
Associate Professor	20	40
Professor	4	8
Total	50	100

Table 6.4 shows that out of 50 respondents 52 percentage belong to Assistant Professor. 40 percentage belong to Associate Professor and 8 percentage belong to Professor.

6.5 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON DEPARTMENT**TABLE 6.5: CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DEPARTMENT**

Department	Number of Respondent	Percentage
MBA	16	32
MCA	20	40
Engineering	14	28
Total	50	100

Table 6.5 shows that out of 50 respondents 32 percentages belong to MBA. 40 percentages belong to MCA. 28 percentages belong to Engineering.

6.6 FREQUENCY DISTRIBUTION OF THE RESPONDENTS BASED ON EXPERIENCE**TABLE 6.6**

Experience	Number of Respondent	Percentage
1-5 years	26	52
6-10 years	10	20
11-15 years	6	12
16-20 years	5	10
20 Years and above	3	6
Total	50	100

The table 6.6 shows that out of 50 respondents 52 percentage belong to 1-5 years experience. 20 percentage belong to 6-10 years experience. 12 percentage belong to 11-15 years experience, 10 percentage belong to 16-20 years experience and 6 percentage belong to above 20 years experience.

TABLE NO. 6.7: ONE WAY ANALYSIS OF VARIANCE FOR EXPERIENCE AND JOB PERFORMANCE

Source of variance	Sum of squares	Df	Mean Square	F ratio	Statistical Inference
Between Groups	13.946	24	0.6972	2.5868	0.121p>.05
Within the groups	93.294	25	0.4146		Not Significant
Total	107.24	49			

- There is no significant difference between the experience and performance of the teaching faculties.

The table 6.7 clearly states that there is no significant difference between experience and job performance of the respondents. Null Hypothesis (Ho) is accepted. Hence it is concluded that experience of the respondents does not have significant difference in job performance of the faculties.

7. FINDINGS

1. Out of 50 respondents 52 percentages of them belong to male and 48 percentage of them belong to female.
2. Out of 50 respondents 38 percentage belong to age group of 25-35, 30 percentages of them belong to age group of 36-45, 18 percentage respondents belong to age group of 46-55, and remaining 14 percentages belong to the age group above 56.
3. Out of 50 respondents 10 percentage belong to UG. 60 percentages belong to PG. 22 percentages belong to M.PHIL and 8 percentages belong to Ph.D.
4. Out of 50 respondents 52 percentage belong to Assistant Professor 40 percentage belong to Associate Professor and 8 percentage belong to Professor
5. Out of 50 respondents 32 percentages belong to MBA. 40 percentages belong to MCA. 28 percentages belong to Engineering.
6. Out of 50 respondents 52 percentage belong to 1-5 years. 20 percentage belong to 6-10 years. 12 percentages belong to 11-15 years, 10 percentage belong to 16-20 years and 6 percentage belong to above 20 years.
7. There is no significant difference between experience and job performance of the respondents. Null Hypothesis (Ho) is accepted. Hence it is concluded that experience of the respondents does not have significant difference in job performance.

8. SUGGESTIONS

1. College administrators should motivate master degree holders in the institution to pursue their Ph.D in order to meet the necessary qualification in future.
2. The paying financial incentive to the faculty should be studied and implemented to keep a loyal and valued work force.
3. There should be regular review of faculty performance and relevant feedback should be provided to assure an environment of involvement and increased faculty commitment.
4. The administration should retain valued faculty by providing leadership training to prepare them for promotion.

5. The faculty should review the mission by vision of the institution in order to internalize once more their rules as educators.
6. The faculty should exert great effort by showing willingness to adhere to college policies, good record of attendance and efficiency in the teaching performance to improve the quality of instruction.
7. The faculty who proves their potential in producing high results should be motivated by giving bonuses, gold coins or some sort of rewards.
8. Faculty should stimulate the students to participate in extra curricular activities to improve the students and society.

9. CONCLUSION

- From findings it indicates working conditions have to be changed by colleges.
- Faculties are worried about their stressful work load that has to be reduced by the college management.
- Salary has to be implemented according to University Grant Commission pay scale.
- If the college managements implement these suggestions it would develop a commitment of faculty towards their work.

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