

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

I
J
R
C
M



A Monthly Double-Blind Peer Reviewed (Refereed/Juried) Open Access International e-Journal - Included in the International Serial Directories

Indexed & Listed at:

Ulrich's Periodicals Directory ©, ProQuest, U.S.A., EBSCO Publishing, U.S.A., Cabell's Directories of Publishing Opportunities, U.S.A.

Open J-Gate, India [link of the same is duly available at Inlibnet of University Grants Commission (U.G.C.)],

Index Copernicus Publishers Panel, Poland with IC Value of 5.09 & number of libraries all around the world.

Circulated all over the world & Google has verified that scholars of more than 1866 Cities in 152 countries/territories are visiting our journal on regular basis.

Ground Floor, Building No. 1041-C-1, Devi Bhawan Bazar, JAGADHRI – 135 003, Yamunanagar, Haryana, INDIA

<http://ijrcm.org.in/>

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	EFFECTIVENESS OF PAY-FOR-PERFORMANCE AND FIXED-PAY PRACTICES: AN ASSESSMENT OF PAY SATISFACTION, COMMITMENT AND TURNOVER INTENTION PRINCY THOMAS & DR. G. NAGALINGAPPA	1
2.	ROLE OF CORPORATE GOVERNANCE ON PERFORMANCE OF PRIVATE COMMERCIAL BANKS IN BANGLADESH: AN ECONOMETRIC ANALYSIS DR. MD NAZRUL ISLAM, MOHAMMAD MASUD ALAM & MOHAMMAD ASHRAFUL FERDOUS CHOWDHURY	6
3.	IDENTIFYING OPPORTUNITIES, CHALLENGES AND INFRASTRUCTURE REQUIREMENTS FOR ESTABLISHING SECONDARY MARKETS IN ETHIOPIA KANNAN SIMHAKUTTY ASURI & LETENAH EJIGU	12
4.	A NOVEL BANKRUPTCY PREDICTION MODEL BASED ON SUPPORT VECTOR DATA DESCRIPTION METHOD ALIREZA DEHVARI, FEZEH ZAHEDI FARD & MAHDI SALEHI	17
5.	ANALYSIS OF FACTORS INFLUENCING EXPORT VOLUME: THE NIGERIAN EXPERIENCE KAREEM, R.O, OKI A.S, RAHEEM, K.A & BASHEER, N.O	24
6.	A MODEL FOR ORGANIZING, MEASURING, ANALYZING STUDENTS' KNOWLEDGE AND PERFORMANCE ROY MATHEW	32
7.	DETERMINANTS OF CUSTOMER LOYALTY AND SUBSCRIBER CHURN OF MOBILE PHONE SERVICES IN GHANA JACOB NUNOO & CHRISTIAN KYEREMEH	38
8.	FACTORS AFFECTING CUSTOMERS' ATTITUDE TOWARDS INFORMATION TECHNOLOGY ADOPTION IN COMMERCIAL BANKS OF ETHIOPIA: A CASE STUDY OF SELECTED BANKS IN MEKELLE CITY ZEMENU AYNADIS	42
9.	EFFECTIVE USE OF TRAINING FEEDBACK FOR REINFORCEMENT OF LEARNING AND EMPLOYEE DEVELOPMENT AJAY KR VERMA, SUDHIR WARIER & LRK KRISHNAN	53
10.	IMPACT OF DEMOGRAPHIC VARIABLES ON FACTORS OF JOB SATISFACTION OF EMPLOYEES IN PUBLIC SECTOR: AN EMPIRICAL STUDY DR. RIZWANA ANSARI, DR. T. N. MURTY, NILOUFER QURAISHY & S A SAMEERA	62
11.	SUBSCRIBERS' ATTITUDE TOWARDS DTH SERVICES M. J. SENTHIL KUMAR & DR. N. R. NAGARAJAN	69
12.	ISSUES AND CHALLENGES INDIAN BUSINESS: VISION 2020 WITH THE REFERENCE OF MICRO, SMALL AND MEDIUM ENTERPRISES (MSMEs) IN INDIA DR. M. L. GUPTA, DR. SHWETABH MITTAL & PRIYANKA GUPTA	73
13.	ENHANCING JOB SATISFACTION OF SOFTWARE PROFESSIONALS: THE RELEVANCE OF EMOTIONAL QUOTIENT V. ANOOPKUMAR & DR. R. GANESAN	82
14.	A SURVEY ON CONSUMER ATTITUDE TO CHOOSE AND USE VARIOUS TELECOM SERVICES V. BALAKUMAR & DR. C. SWARNALATHA	88
15.	COUNTERPRODUCTIVE WORK BEHAVIOUR (CWB) AND LOCUS OF CONTROL (LOC) AMONG MANAGERS DR. RISHIPAL & PAWAN KUMAR CHAND	94
16.	CORPORATE GOVERNANCE FAILURES IN INDIA - A REVIEW KAISSETTY. BALAJI & DR. Y. VENU GOPALA RAO	98
17.	SIGNIFICANCE OF INCLUSIVE GROWTH IN INDIAN ECONOMIC DEVELOPMENT – A STUDY DR. T. C. CHANDRASHEKAR	103
18.	A STUDY ON EMPLOYEE JOB PERFORMANCE (A COMPARATIVE STUDY OF SELECT PUBLIC AND PRIVATE ORGANIZATIONS) S.FAKRUDDIN ALI AHMED & DR. G. MALYADRI	110
19.	ORGANISATIONAL AND ENVIRONMENTAL DETERMINANTS OF PERFORMANCE APPRAISAL SYSTEM: A REVIEW AND FRAMEWORK FROM CONTEXTUAL PERSPECTIVE SAPNA TANEJA, DR. RAVIKESH SRIVASTAVA & DR. N. RAVICHANDRAN	117
20.	E-LEARNING INITIATIVES TO AUGMENT BUSINESS PERFORMANCE: AN EMPIRICAL STUDY OF SELECT AUTO COMPONENT FIRMS DR. AISHA M. SHERIFF & GEETHA R	127
21.	INTERPRETIVE STRUCTURAL MODELING BASED APPROACH FOR ADOPTING CPFR IN INDIAN INDUSTRIES RAJESH A. KUBDE & DR. SATISH V. BANSOD	136
22.	TECHNOLOGY TRENDS AND IMPACT OF ROBOTICS IN THE CORPORATE WORLD AT DIFFERENT LEVELS OF MANAGEMENT P. POONGUZHALI & DR. A. CHANDRA MOHAN	141
23.	PERFORMANCE APPRAISAL ACT AS A MAJOR MOTIVATIONAL SOURCE NAILA IQBAL	147
24.	FOREIGN DIRECT INVESTMENT FLOWS INTO INDIA AND THEIR CAUSAL RELATIONSHIP WITH ECONOMIC GROWTH SINCE LIBERALISATION S. GRAHALSKSHMI & DR. M. JAYALAKSHMI	150
25.	INCLUSIVE GROWTH AND REGIONAL DISPARITIES IN ANDHRA PRADESH V. VANEENDRA NATHA SASTRY	159
26.	STRATEGIES TO COPE UP WORK - PLACE STRESSORS: AN EMPIRICAL STUDY IN EDUCATIONAL INSTITUTIONS B. LAVANYA	162
27.	DETERMINANTS OF JOB SATISFACTION AMONG EMPLOYEES IN INFORMATION TECHNOLOGY INDUSTRY IN DELHI BRAJESH KUMAR & DR. AWADHESH KUMAR	166
28.	MODERN CHALLENGES TO WOMEN ENTREPRENEURSHIP DEVELOPMENT: A STUDY OF DISTRICT RAJOURI IN JAMMU AND KASHMIR STATE AASIM MIR	169
29.	INTERNATIONAL HRM CHALLENGES FOR MNC's B. G. VENKATESH PRASAD & N. CHETAN KUMAR	173
30.	INSIDER TRADING: GOVERNANCE, ETHICAL AND REGULATORY PERSPECTIVE NIDHI SAHORE	177
	REQUEST FOR FEEDBACK	182

CHIEF PATRON

PROF. K. K. AGGARWAL

Chancellor, Lingaya's University, Delhi
Founder Vice-Chancellor, Guru Gobind Singh Indraprastha University, Delhi
Ex. Pro Vice-Chancellor, Guru Jambheshwar University, Hisar

FOUNDER PATRON

LATE SH. RAM BHAJAN AGGARWAL

Former State Minister for Home & Tourism, Government of Haryana
Former Vice-President, Dadri Education Society, Charkhi Dadri
Former President, Chinar Syntax Ltd. (Textile Mills), Bhiwani

CO-ORDINATOR

AMITA

Faculty, Government M. S., Mohali

ADVISORS

DR. PRIYA RANJAN TRIVEDI

Chancellor, The Global Open University, Nagaland

PROF. M. S. SENAM RAJU

Director A. C. D., School of Management Studies, I.G.N.O.U., New Delhi

PROF. M. N. SHARMA

Chairman, M.B.A., Haryana College of Technology & Management, Kaithal

PROF. S. L. MAHANDRU

Principal (Retd.), Maharaja Agrasen College, Jagadhri

EDITOR

PROF. R. K. SHARMA

Professor, Bharti Vidyapeeth University Institute of Management & Research, New Delhi

CO-EDITOR

DR. BHAVET

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

EDITORIAL ADVISORY BOARD

DR. RAJESH MODI

Faculty, Yanbu Industrial College, Kingdom of Saudi Arabia

PROF. SANJIV MITTAL

University School of Management Studies, Guru Gobind Singh I. P. University, Delhi

PROF. ANIL K. SAINI

Chairperson (CRC), Guru Gobind Singh I. P. University, Delhi

DR. SAMBHAVNA

Faculty, I.I.T.M., Delhi

DR. MOHENDER KUMAR GUPTA

Associate Professor, P. J. L. N. Government College, Faridabad

DR. SHIVAKUMAR DEENE

Asst. Professor, Dept. of Commerce, School of Business Studies, Central University of Karnataka, Gulbarga

ASSOCIATE EDITORS

PROF. NAWAB ALI KHAN

Department of Commerce, Aligarh Muslim University, Aligarh, U.P.

PROF. ABHAY BANSAL

Head, Department of Information Technology, Amity School of Engineering & Technology, Amity University, Noida

PROF. A. SURYANARAYANA

Department of Business Management, Osmania University, Hyderabad

DR. SAMBHAV GARG

Faculty, M. M. Institute of Management, Maharishi Markandeshwar University, Mullana, Ambala, Haryana

PROF. V. SELVAM

SSL, VIT University, Vellore

DR. PARDEEP AHLAWAT

Associate Professor, Institute of Management Studies & Research, Maharshi Dayanand University, Rohtak

DR. S. TABASSUM SULTANA

Associate Professor, Department of Business Management, Matrusri Institute of P.G. Studies, Hyderabad

SURJEET SINGH

Asst. Professor, Department of Computer Science, G. M. N. (P.G.) College, Ambala Cantt.

TECHNICAL ADVISOR

AMITA

Faculty, Government M. S., Mohali

FINANCIAL ADVISORS

DICKIN GOYAL

Advocate & Tax Adviser, Panchkula

NEENA

Investment Consultant, Chambaghat, Solan, Himachal Pradesh

LEGAL ADVISORS

JITENDER S. CHAHAL

Advocate, Punjab & Haryana High Court, Chandigarh U.T.

CHANDER BHUSHAN SHARMA

Advocate & Consultant, District Courts, Yamunanagar at Jagadhri

SUPERINTENDENT

SURENDER KUMAR POONIA

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Management Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic and Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email address: infoijrcm@gmail.com.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR
IJRCM

Subject: SUBMISSION OF MANUSCRIPT IN THE AREA OF _____.

(e.g. Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)

DEAR SIR/MADAM

Please find my submission of manuscript entitled ' _____ ' for possible publication in your journals.

I hereby affirm that the contents of this manuscript are original. Furthermore, it has neither been published elsewhere in any language fully or partly, nor is it under review for publication elsewhere.

I affirm that all the author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if my/our manuscript is accepted, I/We agree to comply with the formalities as given on the website of the journal & you are free to publish our contribution in any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address, contact numbers & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

NOTES:

- a) The whole manuscript is required to be in **ONE MS WORD FILE** only (pdf. version is liable to be rejected without any consideration), which will start from the covering letter, inside the manuscript.
- b) The sender is required to mention the following in the **SUBJECT COLUMN** of the mail:
New Manuscript for Review in the area of (Finance/Marketing/HRM/General Management/Economics/Psychology/Law/Computer/IT/Engineering/Mathematics/other, please specify)
- c) There is no need to give any text in the body of mail, except the cases where the author wishes to give any specific message w.r.t. to the manuscript.
- d) The total size of the file containing the manuscript is required to be below **500 KB**.
- e) Abstract alone will not be considered for review, and the author is required to submit the complete manuscript in the first instance.
- f) The journal gives acknowledgement w.r.t. the receipt of every email and in case of non-receipt of acknowledgment from the journal, w.r.t. the submission of manuscript, within two days of submission, the corresponding author is required to demand for the same by sending separate mail to the journal.

2. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.

3. **AUTHOR NAME (S) & AFFILIATIONS:** The author (s) **full name, designation, affiliation (s), address, mobile/landline numbers**, and **email/alternate email address** should be in italic & 11-point Calibri Font. It must be centered underneath the title.

4. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

5. **KEYWORDS:** Abstract must be followed by a list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
6. **MANUSCRIPT:** Manuscript must be in **BRITISH ENGLISH** prepared on a standard A4 size **PORTRAIT SETTING PAPER**. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of every page. It should be free from grammatical, spelling and punctuation errors and must be thoroughly edited.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed **5000 WORDS**.

10. **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per the following:
 - All works cited in the text (including sources for tables and figures) should be listed alphabetically.
 - Use (ed.) for one editor, and (ed.s) for multiple editors.
 - When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
 - Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
 - The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
 - For titles in a language other than English, provide an English translation in parentheses.
 - The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 <http://epw.in/user/viewabstract.jsp>

STRATEGIES TO COPE UP WORK - PLACE STRESSORS: AN EMPIRICAL STUDY IN EDUCATIONAL INSTITUTIONS

B. LAVANYA

ASST. PROFESSOR

SCHOOL OF MANAGEMENT STUDIES

CHAITANYA BHARATHI INSTITUTE OF TECHNOLOGY

GANDIPET

ABSTRACT

In modern societies, stress has become a widespread phenomenon and therefore an issue of major concern to employees as well as to organizations. Higher education is not immune to this problem. Teachers' work has always been considered to be very stressful. A host of factors cause stress. It has been identified that poor workplace relations are one of Organizational Stressors. If not developed coping strategies that encourage Workplace Camaraderie, faculty stress will have more negative than positive consequences and thwarts the Organizational effectiveness. The aim of this research is to investigate what aspects of Workplace relations cause stress on an individual and to find out the coping strategies that encourage Workplace Camaraderie that combat stress operatively and strategically in Educational institutions. The sample for the study was faculty from engineering colleges in Hyderabad. A well framed questionnaire was used as primary source of information regarding organizational stressors. The secondary sources of data are used for framing strategies to handle stress at workplace. The Analysis of the study resulted in framing a model that consists of appropriate measures that helps an individual to manage stress effectively in educational institutions.

KEYWORDS

camaraderie, coping strategies, educational institutions, stress, workplace relations.

INTRODUCTION

Stress is a common complaint of employees worldwide, in which individuals experience an emotional state in which both physical and mental discomfort are present. Stress is an interactive concept. It does not simply arise from internal organs of an individual, but comes from the interaction of human beings with the environment. Thus environment has profound influence on the stress (Sarma, V. S. Velluri, 2010). When it is observed that over last two decades the transformation that has been taking place worldwide at higher educational institutions has resulted in significant changes in the nature of work at the institutions and there is increased stress on the staff. This would result in physiological, psychological, behavioral, job and organizational consequences. It has been identified that poor workplace relations are one of Organizational Stressors. Workplace camaraderie is one of the ways to cope up with the organizational stress. Camaraderie is the spirit of familiarity and trust existing between friends. In meeting personal and group needs, and in regulating employee's behavior constructively, stress management strategies that focus on improving Workplace relations can be very helpful to the Organization. An Organization may not find always the ways to manage workplace stress by making huge changes or rethinking career ambitions, but rather it can focus on improving the Camaraderie among its subjects.

REVIEW OF LITERATURE

In the words of Fred Luthans, Stress is defined as "an adaptive response to an external situation that results in individual psychological, and/or behavioral deviations for organizational participants. When stress is experienced by an individual, its symptoms can surface as physiological, psychological and behavioral outcomes. Variables like individual perception, job experience, social support, belief in locus of control and hostility differentiates people in terms of their ability to handle stress. Social support acts as a palliative, mitigating the negative effects of even high-strain jobs (Stephen P. Robbins, 1996).

Teacher stress is defined by Kyriacou (1987) as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher". Job Control, Resources, Communication and Work Relationships were found to be problematic stressors that mainly influenced organizational commitment (Mostert, et.al, 2008). Teaching is the most stressful occupations out of 26 other occupations. Office/workplace is where one spends many hours of life, so getting along and working productively with colleagues is very important. Unfortunately, many employees experience stress because team members argue, give each other the silent treatment or allow one person to do all the work (Johnson, S. et.al. 2006). Low levels of social support are associated with psychological distress. Teachers employed far away from home and family, opportunities for group interaction can offer much-needed assistance. A network of groups—both social and professional—can support teachers in coping with acculturation (Zoe Ann Brown and Denise L. Uehara).

There is need to build a repertoire of techniques and strike a balance between work and social activities to effectively manage stress. This will invariably reduce the enormity of economic costs to both organizations and the employees characterized by consequences of unmanaged stress (Elizabeth & Godswill, 2009). An assumption that we can live without distress would be very naive. Stress is a feeling produced by an individual in relationship with the environment so it can also be controlled and managed. Stressful situations can be turned to one's profit and kept in the area of a good stress or eustress (Marija Rok, 2011). Less secure employment and work-life imbalance strongly predicted increased psychological distress. Consideration of contemporary academic work by both academic staff associations and university administrations with respect to the implementation of changes in policies and procedures that might lead to reductions in work-related stress and strain (Catano, Vic, et.al., 2010).

It's proven that in a business, big or small, having each member feel uniquely vital to the organization, and who have friends within the organization, not only reduces turnover but also increases production and profitability (Nick Morris, www.ideamarketers.com). Firms that rank high on the consulting and research group's lists of great employers have three traits in common: employee trust in management, pride in the company and camaraderie with colleagues (Laura Petrecca, www.usatoday.com).

NEED OF THE STUDY

Stress is a universal phenomenon. A lot of research has been carried on organizational stress, but very few studies were conducted regarding faculty stress in higher educational institutions. The reason behind this lies in perception that teaching is generally a low stress job when compared to other professions. Occupational stress is becoming a key concern for both faculty members and administrators at higher educational institutions. It has been identified that lack of Workplace Camaraderie is one of the organizational stressors. So, this study has been initiated to identify the aspects of Workplace relations that cause stress on an individual and then propose a model that includes coping strategies that encourage Workplace Camaraderie resulting in reducing stress.

OBJECTIVES OF THE STUDY

The study has been carried with the following objectives.

1. To investigate what aspects of workplace relations cause stress on an individual in the educational institutions.

2. To develop a model proposing the strategies that can be applied to encourage Workplace Camaraderie to confront stress in the educational institutions.

METHODOLOGY

To identify what aspects of Workplace relations cause stress, questionnaire has been used as a major source of data. Primary data for the study is collected from the Employees (faculty) working with engineering colleges in Hyderabad who represented the respondents of the study. To identify the issues relating to this study, secondary data sources i.e., texts, journals, magazines, newspaper and websites were used. The questionnaire was administered to sample of 100 faculty members based upon their convenience, interest levels and availability. Out of 100 questionnaires 76 are used for the analysis as others were incomplete. The relevant quantitative technique, average Mean score is adopted for gaining insight in to the study and there by a model has been proposed showing Workplace stressors with corresponding coping strategies for educational institutions.

RESULTS AND DISCUSSIONS

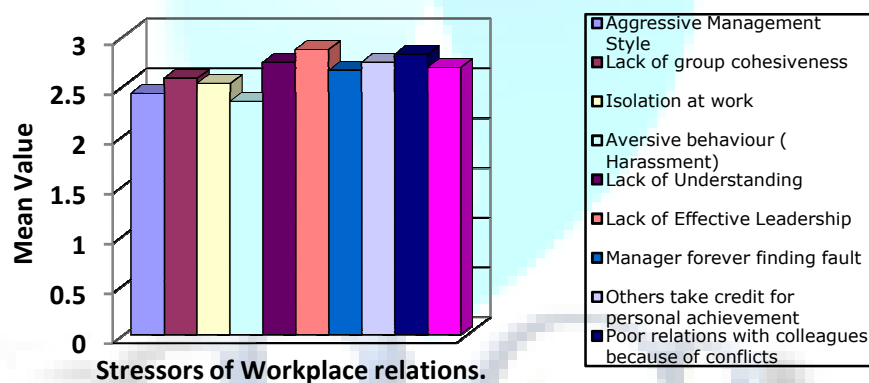
The aim of this study is to propose a model with stress coping strategies that help Workplace Camaraderie by identifying the Workplace relation's stressors. To identify the aspects of workplace relations that causes stress, ten questions were framed based on five-point scale (1- Never, 2- Rare, 3- Sometimes, 4- Often and 5- Very Often), a average score of 3 and around indicate a moderate stressor on the aspect of Workplace relations, while around 5 and 1 indicates a high stressor to the employees and low stressor to the employees on the aspects of workplace relations that cause stress on an individual. The responses are summarized in table-1.

TABLE-1: STRESSORS RELATING TO WORKPLACE RELATIONS AND MEAN VALUES

Aspects of Workplace relations	Mean values
Aggressive Management Style	2.42
Lack of group cohesiveness	2.57
Isolation at work	2.52
Aversive behaviour (Harassment)	2.34
Lack of Understanding	2.73
Lack of Effective Leadership	2.86
Manager forever finding fault	2.65
Others take credit for personal achievement	2.73
Conflicts with colleagues because of conflicts	2.81
Miscommunication	2.68

The identified stressors related to Workplace relations in Educational institutions are Aggressive Management Style, Lack of group cohesiveness, Isolation at work, Aversive behaviour (Harassment), Lack of Understanding, Lack of Effective Leadership, Manager forever finding fault, Others take credit for personal achievement, Poor relations with colleagues because of conflicts and Miscommunication. Based upon the responses (table-1) under the study, mean value of the each stressor is calculated. Lack of Effective Leadership (Mean value 2.86) ranks the top most factors leading to stress. This is followed by poor relations with colleagues because of conflicts (2.81). On the other side employee feel that Aggressive Management Style (2.42) and Aversive behaviour (Harassment) (2.34) cause less stress than other aspects of workplace relations that cause stress on an individual in Educational institutions. It is also observed from the Table-1, that the other stressors have mean values around 2.5 indicating that all these factors are causing stress moderately. The mean values are as follows: Others take credit for personal achievement and Lack of Understanding (2.73), Miscommunication (2.68), Manager forever finding fault (2.65), Lack of group cohesiveness (2.57) and Isolation at work (2.52).

FIGURE 1: WORKPLACE STRESSORS IN EDUCATIONAL INSTITUTIONS.



From the fig-1, it is clear that among the stressors, lack of effective leadership and poor relationship with colleagues due to conflicts are found to be the major factors causing stress. Management style and aversive behavior are considered as having low impact compared to other factors. This indicates that the management style can be implemented based on the type of employees and their enthusiasm levels. The more enthusiasm, creativity, commitment and talented, the more would be participative style of management. Otherwise autocratic style of management is advisable.

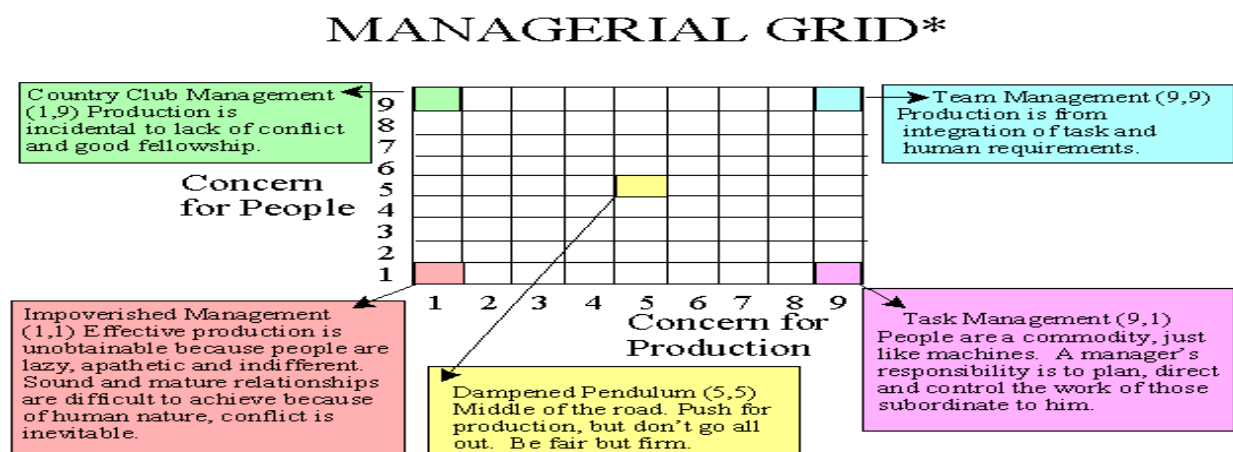
Stress management is of paramount importance in modern organizational settings. Although management of stress is primarily the responsibility of an employee, the role of Organizations cannot be undermined. The figure-1 explains the Stressors and the related techniques that help in understanding the creation of stress-free environment and the significance of Work place Camaraderie.

FIG-2: STRESS COPING STRATEGIES WITH RESPECTIVE OUTCOMES IN EDUCATIONAL SERVICES



Fig-2 shows the stressors among the faculty in educational institutions (analysis based upon the primary data, table-1); coping strategies and its impact on individual, group and the organization. It is found in table-1, that all the stressors identified for the study were causing moderate stress among the faculty. Based upon the stressors, various strategies have been developed to have a positive outcome in the institute. The result is depicted in the form of model in fig-2. To minimize the effect of Aggressive management style, the organizations can adopt different kinds of management styles given by 'Grid Technique' depending upon the situations in the organization. Blake and Mouton (1964) devised a 'Grid' model showing how concern for people and production can be combined in varying propositions and what kind of Management Style would be used according to the nature of the organization. Aggressive management style is one of the management styles. It is found from the study that this style is one among the stressors. In Aggressive Management style, the superior gets his/her own ways regardless of others by personal dominance. Even though the Mean value of this stressor is less when compared to other stressors in educational institutions, it cannot be ignored. The figure-3 shows the five different Management styles in managerial grid. They are 1. Impoverished (1, 1), 2. Country club (1, 9), 3. Task (9, 1), 4. Middle road (5, 5) and 5. Team (9, 9).

FIG-3: BLAKE & MOUTON'S MANAGERIAL GRID



* Adapted from Blake, R. R. and J. S. Moulton. 1962. The managerial grid. *Advanced Management Office Executive* 1(9).

The most efficient management combines high concern for the task with high concern for people. Even the management of educational institution can reduce the stress on the individuals by developing efficient teams with respect and trust among the individuals. As employees are shown concern along with assignment of the task, the morale is increased.

Group cohesiveness is the degree of attachment and agreement of the members in a group. In educational institutions too, goal conflicts and personal differences leads to lack of group cohesiveness, which in turn cause stress. From table-1 it is observed that lack of group cohesiveness is causing considerable stress on the faculty. In order to avoid this, the Organization should develop group norms that include rules of behavior or proper ways of action which are accepted as legitimate by the faculty members. These group norms should be aligned with Organizational goals so that productivity is ensured.

Sometimes employees feel detached from the world around (isolated) at work place when they lack warm interpersonal relations. Generally these are the individual with strong need for independence. They sacrifice fulfillment of their social need to achieve success and fail to develop close attachments with friends and colleagues and undergo stress. Promoting social support by conducting activities that provide task, informational and emotional assistance can help the individuals manage stress as they will slowly develop sense of belonging.

Harassment and name calling exhibits the aversive character of an individual. Though the employees in educational institutions are not facing this problem seriously, it has to be addressed as little of this can have immense impact on the individual performance. Self-management techniques can render a helping hand to handle such behavior. These help an individual to understand themselves in a free and fair manner. Some individual with their aversive behavior puts others in a stressful situation. Personal audits can help individuals to analyze their capacities and limitations and gives them a scope to improve one's skills and capacity to overcome limitations in scientific way. The Organizations can conduct Self management programmers for employees so that they result in an all round development.

Lack of Interpersonal relations and miscommunication leads to lack of understanding. Employees can feel stress free environment only when they find trusting relationships and it is observed that misunderstanding never leaves any room for trusting relationship. Developing Interpersonal relations by questioning and providing alternatives can reduce misunderstandings among the individuals so that they can manage Workplace stress.

It is observed from figure- 1 that the majority of faculty members who are undergoing stress because of workplace relations is due to Lack of effective leadership. The employees feel strained when they feel tasks that they are carrying are ambiguous and stressful. In order be an effective leader a superior has to motivate, create confidence and build morale in his/her subjects without any discrimination (Directive leadership). Mental and emotional involvement of a person in a group situation encourages him to render greater performance as they enjoy job satisfaction.

Employees express that when their superior criticize, dissuade and find fault they feel stressed. In order to avoid such situation the management should encourage persuading process where employees can surface their feelings and values. It is sometimes observed that many employees get disturbed when they notice that others are taking credit instead of them. These kinds of situations happen when there is incompatibility and miscommunication among the members. The Organizations have to realign workgroups with increasing interdependence and ensuring group cohesiveness. This kind of strategies can ultimately result in Organizational efficiency.

Conflicts results in poor relationships and increased employee turnover. Personal differences that individual surface in their behavior is the greater reason for this. It can observe from the figure -1 that the poor relationship with colleagues because of conflicts is one of the major stressors in educational institutions. A serious consideration has to be given to this problem. The Organization can introduce conflict management techniques. It can make conflicting parties sit together and solve the differences (problem solving) and it can also set super ordinate goal for the conflicting parties where they cannot ensure success unless they work together. This kind of activities can increase group performance and reduce the employee's turnover.

Attitude of the superior and their fear of challenge to authority and selective perception are the major sources of miscommunication. Significant consideration has to be given to this problem as the employees are often experiencing stress because of misunderstanding. Periodic measurement of effectiveness of communication has to be carried so that credibility in the communication process is observed. The Organizations have to create vertical, lateral and informal channels of communication so that uncertainty is reduced and group performance is increased.

Thus strategies so developed for the stressors identified in educational institutions, not only help improving workplace relations but they promote Workplace Camaraderie among the employees. When the educational institutions seriously give a thought to Organizational behavior techniques that are used in the model and apply accordingly, it would be creating a great workplace for its employees.

CONCLUSION

It can be concluded from the study that unhealthy Work place relations cause significant stress on the employees. Ineffective leadership and poor relationships with colleagues because of conflicts are important stressors of workplace relations. The model developed with stress coping strategies helps the employees of educational institutions to effectively manage stress with a condition that the Organization should have true intension to help the individual by implementing the initiatives with commitment. At the same time the individuals should also contribute to the process so that the entire Organization enjoys Workplace Camaraderie by promoting stress free environment.

REFERENCES

1. Catano, Vic, Francis. Lori, Haines. Ted, Kirpalani. Hareesh, Shannon. Harry, Stringer. Bernadette, Lozanski. Laura, (2010), Occupational stress in Canadian Universities: A National Survey. International Journal of Stress Management. Vol 17(3). PP 232-258.
2. Elizabeth I. Ugoji, Godswill Isele, (2009). Stress Management & Corporate governance in Nigerian Organizations. European Journal of Scientific Research. Vol 27 (3). Pp 472-478.
3. Fred Luthans, (2005). Organizational Behavior. McGraw-Hill.
4. Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C. (2006). The experience of work related stress across occupations. Journal of Managerial Psychology, 20, 178-187.
5. Kyriacou, C. (1987). Teacher stress and burnout: An international review. Educational Research, 29, 89-96.
6. Laura Petrecca, "At best places to work, trust, pride and camaraderie overshadow pay". <http://www.usatoday.com>
7. Marija Rok, (2011). Stress & Stress Management in a higher Educational Tourism Institution. Journal of Tourism & Hospitality Management. Vol 17 (2). PP279-290.
8. Mostert, F. F, Rothmann, S., Mostert, S & Nell, K. (2008) Outcomes of occupational stress in a higher education institution. Southern African Business Review Volume 12 Number 3
9. Nick Morris, "Challenge Coins Encourage Camaraderie in the Modern Workplace". <http://www.ideamarketers.com>.
10. Sarma, V. S. Velluri, (2010). Organizational Behavior. JAICO Publishing House.
11. Stephen, P. Robbins, (2008). Organizational Behavior. Prentice Hall of India.
12. Zoe Ann Brown and Denise L. Uehara, "Coping with Teacher Stress: A Research Synthesis for Pacific Educators. <http://www.prel.org/products/Products/Coping-teacherStress.htm>

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Commerce, IT and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mail i.e. **infoijrcm@gmail.com** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail infoijrcm@gmail.com.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator

ABOUT THE JOURNAL

In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

Our Other Journals

