

A Study of Occupational Stress among Secondary School Teachers' of Sikkim

A Dissertation Submitted

To
Sikkim University



In Partial Fulfilment of the Requirement for the
Degree of Master of Philosophy

By
Anupam Pokhrel
Department of Education
School of Professional Studies

February 2017

Dated: 06-02-2017

DECLARATION

I do hereby declare that the dissertation entitled “**A Study of Occupational Stress Among Secondary School Teachers of Sikkim**” submitted to Sikkim University in partial fulfilment of the requirement for the award of the degree of Master of Philosophy in Education, is my original research work which is carried out by me under the supervision of Dr. Subhash Misra, Assistant Professor, Department of Education, School of Professional Studies, Sikkim University, Sikkim. Further, I declare that this dissertation has not been submitted in any form earlier for the award of any degree, diploma or certificate.

Anupam Pokhrel

Registration No.: 15/M.Phil/EDN/06 20.05.2016

We recommend that this dissertation be placed before the examiners for evaluation.

Supervisor

Head



Sikkim University
(A Central University)

Department of Education,
School of Professional Studies,
Sikkim University,
6th Mile, Samdur, Post Office: Tadong,
Gangtok, Sikkim, INDIA – 737102.

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“A Study of Occupational Stress Among Secondary School Teachers of Sikkim”
Submitted by **Anupam Pokhrel** under the supervision of **Dr. Subhash Misra** ,
Department of Education, School of Professional Studies,
Sikkim University,
Gangtok 737102, INDIA

Signature of the Candidate

Countersigned by the Supervisor



Sikkim University
(A Central University)

Dr. Subhash Misra

Assistant Professor,
Department of Education,
Sikkim University,
6th Mile, Samdur, Post Office: Tadong,
Gangtok, Sikkim, INDIA – 737102.
Mob. 081590-75607, 094180-65388
Email: smisra@cus.ac.in,
subhashmisr@gmail.com

CERTIFICATE

This is to certify that the dissertation entitled- “**A Study of Occupational Stress Among Secondary School Teachers of Sikkim**” being submitted by **Anupam Pokhrel**, M.Phil. (Education) student, for his degree of *Master of Philosophy in Education* has been carried out under my supervision and guidance and has not been submitted elsewhere for any degree or diploma. To the best of my knowledge it is fit for submission.

Dated:

(Dr. Subhash Misra)
Assistant Professor
Department of Education
(School of Professional Studies)
Sikkim University,
Sikkim-737102

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to *Dr.Subsahs Misra*, Assistant Professor of Department of Education, for his continual guidance, much needed comments and generous assistance rendered to me while preparing this dissertation work. He enriched my work with his valuable suggestions. I have no words to thank him for instilling confidence and having faith in me.

The investigator is highly grateful to express his heartfelt gratitude to the HOD, *Dr. Talluriji Mouni Suvarna Raju*, Associate professor of Department of Education for his persistent guidance and generous assistance throughout the M.Phil course.

The investigator expresses his heartfelt thanks to *Dr.Vimal Kishor*, Assistant Professor of department of education for his kind support.

The investigator expresses his great thanks to *Dr. Anju Verma*, Assistant professor of Department of Education for motivating and support when it was needed.

The investigator extends his gratitude to all the members of the teachers, library staff and non-teaching staff of Sikkim University for support and help when needed.

The investigator also expresses his gratefulness to all Research Scholar, Department of Education, and Teachers of all the schools taken for research work, which actively participated in the collection of data and extended their cooperation for the work.

The investigator also expresses his heartfelt thanks to PhD Research Scholar, *Yugal Kishor Khanal* and *Kunzang Peden Bhutia* for their kind support by being the mentor throughout the M.Phil course.

A special thanks to my family members and friends who indirectly helped me to complete the thesis.

Last but not the least special thanks goes to Research Scholar miss. Mecal Ongmu Lepcha and miss. Bhanu Basumatary for their kind support.

I would like to thank Nabin Manger for the binding and get up of the dissertation.

I would like to thank Almighty for giving me the strength while in the times of all difficult situations.

Anupam Pokhrel

CONTENTS

Page No.

Declaration	
Certificate	
Acknowledgement	
Content	
List of Tables	
List of Figures	

CHAPTER- I

1-16

INTRODUCTION

1.1. Occupational stress among teachers	3-13
1.2. Review of related literature	13
1.2.1. Studies conducted abroad	14-19
1.2.2. Studies conducted in India	19-24
1.3. Major finding of Reviews	24
1.4. Rational of the Review	25
1.5. research question	25-26
1.8. Statement of the Problem	26
1.10. Objectives of the study	26-27
1.9. Formulation of Hypotheses	27-31
1.10. Operational definition	31
1.11. Scope and delimitation	31

CHAPTER-II

32-44

THE METHODOLOGY

2.1. The Design	32
2.2. The Sample	32-33
2.3. Sampling frame	33
2.4. The tool used in the study	34

2.5	Reliability	35-37
2.6	Validity	37
2.7	Administration	37
2.8	Scoring	37-38
2.9	Norms	38-41
2.10	Techniques of data analysis	41
2.11	The Procedures	42-43
2.12	Administration procedure	43-44
2.13	Scoring of the answer sheet	44

CHAPTER-III	45-67
--------------------	--------------

DATA COLLECTION AND ORGANIZATION

3.1	Study of score distribution of teacher's occupational stress.	46-47
3.2	Categorization of the scores of occupational stress of secondary school teachers of Sikkim	48-49
3.3	Descriptive measures of scores of teachers in different components of occupational stress scale.	49-60
3.4	Z-Scores Teacher's Occupational Stress	61-67

CHAPTER-IV	68-111
-------------------	---------------

ANALYSIS AND INTERPRETATION

4.1	Differential Analysis on Teacher's Occupational Stress	68
4.1.1	Gender wise differences in Teachers occupational stress	68-69
4.2	Component wise Distribution of Score Level of Teachers Occupational Stress on Gender Variation	70-74
4.4	Locality wise Differences in Teachers Occupational Stress	75-76
4.5	Dimension wise differences in Occupational Stress of Teachers	76-81
4.6	Management wise differences in Teachers Occupational Stress	82-83
4.7	Component wise Distribution of Score level of Teachers	83-87

Occupational Stress on Management Variation		
4.8	Experience wise Differences in Teachers Occupational Stress	87-88
4.9	Component wise Distribution of score Level of Teachers	89-93
Occupational Stress on Experience Variation		
4.10	Stream wise Differences in Teachers Occupational Stress	93-94
4.11	Component wise Distribution of Score Level of Teachers	95-98
Occupational Stress on Stream Variation		
4.12	Training wise Differences in Teachers Occupational Stress	99-100
4.13	Component wise Distribution of Score Level of Teachers	100-111
Occupational Stress on Training Variation		

-

CHAPTER -V	112-136
-------------------	----------------

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1	Summary	112
5.2	Rational of the study.	113
5.3	Statement of the problem.	114
5.4	Objectives of the study.	114
5.5	Statement of hypotheses.	115-118
5.6	Scope and delimitation of the study.	119
5.7	The design.	119
5.8	The sample	120
5.9	The tool	120
5.10	Techniques of data analysis.	120-121
5.11	Major findings of the study	121-123
5.12	Objectives wise Findings	124-132
5.13	Conclusion	132
5.14	Recommendation	132-135
5.15	Suggestions of further study.	136

REFERENCES

APPENDICES

LIST OF TABLES

Table No.	Title	Page No.
2.1	Dimension of teacher's occupational stress scale	34
2.2	summary item statistics	35
2.3	item means and Sds (n=307)	35
2.4	item-total correlation (n=307)	36
2.5	Item-total correlations (factor wise) (N=307)	36
2.6	Internal consistency coefficients (dimension wise) (N=307)	37
2.7	Scoring System	38
2.8	z-score norms for dimension: work load (wl)	39
2.9	z-score norms for dimension: student's misbehaviour (sm)	39
2.10	z-score norms for dimension: lack of professional recognition (lpr)	40
2.11	z-score norms for dimension: lack of calss-room resources (lcr)	40
2.12	z-score norms for dimension: poor colleague relations (pcr)	41
3.1	Distribution of frequencies and smoothened frequencies score of teachers' occupational stress.	46
3.2	categorizing the scores of occupational stress of teachers of total sample	46
3.3	categorization of the scores occupational stress of secondary school teachers of sikkim	48
3.4	mean scores of teacher's occupational stress based on locality.	49
3.5	mean scores of teacher's occupational stress based on gender.	51
3.6	mean scores of teacher's occupational stress based on management.	53
3.7	mean scores of teacher's occupational stress based on experience.	55

3.8	Mean scores of teacher's occupational stress based on stream.	57
3.9	Mean scores of teacher's occupational stress based on training.	59
3.10	Showing the level of occupational stress among the secondary school teachers.	61
3.11	showing the level of occupational stress of the secondary school teacher's on workload dimension.	63
3.12	showing the level of occupational stress of the dimension lack of classroom resource	64
3.13	showing the Level of Occupational Stress of the dimension Student's Misbehavior	65
3.14	showing the Level of Occupational Stress of the dimension Poor Colleague relationship	66
3.15	showing the level of occupational stress of the dimension lack of professional recognition	67
4.1	summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to gender variation	69
4.2	Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to work load dimension.	70
4.3	summary of test significance of difference between mean scores of male and female secondary school teachers with regard to student's misbehaviour dimension.	71
4.4	Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to lack of professional recognition dimension.	72
4.5	Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to lack of classroom resources dimension.	73
4.6	summary of test significance of difference between mean scores of male and female secondary school teachers with regard to poor colleague relation dimension.	74
4.7	Summary of test significance of difference between total mean scores on occupational stress of secondary school	75

teachers with regard to locality variation

4.8	Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to workload dimension	77
4.9	summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to student's misbehaviour	78
4.10	Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to lack of professional recognition.	79
4.11	summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to lack of classroom resource.	80
4.12	Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to poor colleague relations.	81
4.13(1)	Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to management variation	82
4.13(2)	summary of test significance of difference between mean scores of private and government secondary school teachers with regard to occupational dimension.	83
4.14	summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to student's misbehaviour dimension	84
4.15	Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to lack of professional recognition dimension	85
4.16	Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to lack of classroom resources dimension	86
4.17	Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to poor colleague relations	87
4.18	summary of test significance of difference between total mean scores on occupational stress of secondary school	88

	teachers with regard to experience variation	
4.19	summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to work load dimension	89
4.20	Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to student's misbehaviour dimension	90
4.21	Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regards to lack of professional recognition	91
4.22	Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to lack of classroom resources dimension	92
4.23	summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to poor colleague relations dimension	93
4.24	Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regards to stream variation	94
4.25	Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to workload	95
4.26	Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Student's misbehaviour dimension	96
4.27	Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Lack of professional Recognition dimension	96
4.28	Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to lack of classroom Resources dimension	97

4.29	Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Poor colleague Relations dimensions	98
4.30	Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to training variation	99
4.31	Summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to workload dimensions	100
4.32	Summary of test significance of difference between means scores of trained and untrained secondary school teachers under student's misbehaviour dimensions	101
4.33	summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to lack of professional recognition dimension	102
4.34	Summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to lack of classroom resources	103
4.35	Summary of test significance of difference between mean scores of trained and untrained secondary school teachers with regard to poor colleague relations	104

LIST OF FIGURES

Fig. No.	Title	Page No.
<i>i</i>	Frequency Polygon of the scores on teacher's occupational stress	47
<i>ii</i>	Bar graph showing the mean scores of teachers in various dimensions of Teacher's Occupational stress scale	50
<i>iii</i>	Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale	52
<i>iv</i>	Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale	54
<i>v</i>	Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale	56
<i>vi</i>	Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale	58
<i>vii</i>	Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale.	60
<i>viii</i>	Bar graph showing the scores regarding level of teachers' occupational stress scale	63

CHAPTER I

INTRODUCTION

Since the time immemorial, education has been playing key role in making human beings and shaping the civilizations. Our country has a huge resource of the ideas and knowledge to share with the world. Since the ancient civilizations in our country, education has immensely created a profound impact in shaping of the behavior of the individuals as well as making the civilizations. However with the changing times, Education has grown to a manifold level in the contemporary world as a result of the growing competitions, specializations in desired fields, systems of transforming as well as transmitting information and knowledge. No society today can afford to ignore the education of its members if it desires to cope up with the aspirations of its members towards the global competition. It can be said that to attain a dignified position in the society, the members of the society must be educated.

India, no doubt has been witnessing the tremendous growth of education particularly since the independence. Various commissions as well as the committees have been set up for the educational development and hundreds of institutions of research, science and technology, universities providing the specialization in respective fields as well as thousands of degree colleges have been set up for providing the higher education. It is a well evident fact that the Indian parliament (both the houses) have passed a bill that believes in providing the free and compulsory education for the children in the age group

of 6-14 year. This bill has been envisaged to implement the right to education as enshrined in the Article 21A of the Constitution of India.

Secondary education provides an indispensable link to the whole education that forms the inter connectivity to the higher education system, by providing the required input. As an important point of the transition secondary education offers a significant perspective of understanding and analysis of the prevailing education scenario of the country. Chapter two of the Report of the CABE Committee on Universalisation of Secondary Education envisages the vision of the secondary education as under: *Vision Provide high quality secondary education to all Indian adolescent girls and boys up to the age of 16 by 2015, and up to the age of 18 by 2020.*

This visionary statement reflects the importance of the secondary education in our country. The private participation in providing secondary education in India has a long tradition dating back the pre-independence period. Secondary education was largely managed by the private agencies but was being funded by the government under-in-aid system. The basic philosophy behind the grant-in-aid system was to motivate the local effort and cooperation in managing secondary education.

The role of the teacher in the educational process is pivotal because, of all the human factors in the educational process, the teachers occupy the key position and it is only through their key role the whole education system is regulated and ultimate goal is achieved. The effectiveness of the educational system depends largely on teachers among which secondary school teachers play more vital role in the pedagogical aspect.

Nowadays when there is a fierce competition in every walk of life, the teachers are more prone to stress because dealing with the students and ensuring their better performance

for facing the emerging challenges of global world is itself a challenging job. The teacher today is faced with the new challenges in teacher education calling for the greater efforts from the teacher. In addition there are heavy demands made by the society and the administration on the teachers to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic context of our society, causing stress on teachers. The heavy workloads, delayed salaries, low status, duties other than teaching, lack of cooperation from the administration and management , the facilities in the institution are the various factors which make the teaching process more stressful.

1.1 OCCUPATIONAL STRESS AMONG TEACHERS:

Stress is a common insidious phenomenon in our lives, especially as the pace of development increases and which affects people in all the works of life. Stress is a feeling of tension which implies pressure and results in constriction, though this may have both the positive and the negative effects. Stress up to moderate level is inevitable and leads to motivation but the prolonged excessive stress produces not only the psychological disturbances but also several; harmful effects on the body and mind resulting in psychological and physiological ailments.

Work is a common term which is applied for all sorts of occupation. It is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if

there is no release or outlet for the bent-up feelings. The phrase “stress collapses everything” has a prominent place in the minds of millions. It is also known as silent killer in the modern age.

The word, “stress” is defined by the Oxford Dictionary as “a state of affairs involving demand on physical or mental energy”. In medical parlance, stress is defined as a perturbation of the body’s homeostasis (Kumari).

Stress has been defined as “the state manifested by the specific syndrome which consists of all the non-specific induced changes in a biological system” (Selye).

The term ‘stress’ was popularized by Selye, According to him, not only aversive events but also events that appear positive may be stressful because they involve changes to which the people must adopt. A moderate level of stress is required for our well- being which motivates us and energies but the excessive stress is detrimental. If the stressful situations goes beyond the control, various aspects of the teacher’s performances like- classroom teaching, teacher’s behavior and adjustment, classroom management, creativity etc. may be suffered and ultimately his personality may be endangered.

According to Cordon (1997) the term “stress” has been used to describe a variety of negative feelings and reactions that accompany threatening and challenging situation. However, not all stress reactions are negative. A certain amount of stress is actually necessary for survival. For example, birth is one of the most stressful experiences of life. The high level of hormones released during birth, which are also involved in the stress response, are believed to prepare the new born for adaption to the challenges of life outside the womb. These biological responses to stress make the new born more alert prompting the bonding process, and by extension, the child’s physical survival.

Occupation is one of the important aspects of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time on job related work purposes resulting in ignoring the work and life. Usually people are more worried about the outcome of their work that can even affect the way they treat other individuals and how they communicate with their peers. In general, we can say that people with a higher percentage of occupation stress may not be satisfied with their job and therefore they will not feel happy working in the organization. So, we can say that it is very important for teacher to realize the stress that causes all the negative effects. Occupational stress is a condition which interacts with worker characteristic to disrupt psychological and physiological homeostasis. The causal situation conditions are occupational stressor and the disrupted homeostasis is also occupational related strain. (Kumari).

Almost all professions have got some or the other implications related to their work resulting in stress. It is generally observed that occupational stress is high among teachers working in educational field especially among secondary schools teachers. It may be due to many factors like job satisfaction, work values, time constraints, poor peer relationship, poor working conditions, pupil's misbehavior etc.

Secondary school teachers play a vital and crucial role in the whole education system. If a secondary school teacher succeeds in creating a sound knowledge in a particular subject among the students than it is right to say that the learners will be motivated in learning the subject and may develop the interest in the concerned subject which may motivate them for higher studies. Therefore, it is justified to say that secondary school teachers possess the most crucial position in the entire system of education. The future success of

the students depends upon the effectiveness of the teaching performance of the teachers at secondary level. As on the one hand secondary education prepares for life and on the other hand it prepares for further higher education.

Teacher's role in secondary levels is more important because they have to enable the students to access the future education, training or profession in which they are interested. So to help them inculcate the required potentials the teacher has to be well equipped to identify the problems and aspiration of students. Hence the investigator felt the need to conduct a study with the intention of finding out the occupational stress among the secondary school teachers of East Sikkim. Teachers help the students to cope with their frustrations and to assist to reach their goals. The role of teacher has to be that of an administrator, a philosopher, guide, a friend and counselor. So, it can clearly observe that teaching profession is having lot of stress in their occupation.

Secondary education provides an indispensable link to the whole education that forms the inter connectivity to the higher education system, by providing the required input. As an important point of transition secondary education offers a significant perspective for understanding and analysis of prevailing educational scenario in the country. Research evidence shows that secondary education is the fastest growing sector in most of the country further emphasizing the needs of universalization of secondary education. No country in the world could achieve sustainable development without providing opportunities for secondary education. Though secondary education forms an integral part in the development of the entire education system, very few studies have examined the related issues and problems of secondary education in India. Recently, World Bank

(2009) has come out with a document, looking at the aspects of access and equality, management, quality and financing of secondary education.

The present scenario of education has witnessed lots of changes with the Implementation of the RTE (Right to Education) act, under the article 21A, which has been enforced since 1st April 2010. Nowadays, the secondary school teachers encounter the challenge with the implementation of the CCA “Continuous compressive Assessment”. As per this assessment scheme, the marks of the students are replaced on grades. The process of evaluation is done with curricular and extra-curricular evaluations along with their academic achievement. The main objective of this scheme is to reduce the pressure of the student by continuously and comprehensively evaluating them through number of evaluations with different modes throughout the year. This scheme helps the students to groom not only in academics but it helps an individual student to showcase their talent in various fields. It basically deals with the all round development of the child. When we say all round development, it means moral development, language development, intellectual development, emotional development, cultural development, aesthetic development, spiritual development, social development, religious development and physical development. This evaluation system brings challenge among the secondary school teachers because of the various factors ranging from the poor infrastructure, less physical and human resources, lack of interest, attitude, and lack of students, parents and administrative cooperation.

Teachers are working hard and are trying their best to fulfill the entire dimension in terms of bringing all around development of the child. One of the significant milestones in the field of education system is RTE i.e. “Right to Education.” Right to Education comes

under Article 21A of the parliament of Indian constitution and has been enacted since 2009; it deals with the importance of free and compulsory education for children between the ages of 6 to 14 years.

Occupational stress can be said as the stress which creates lot of trouble in human life. Living in an era of growing complexities and pressure where human constitution and capacities are being tested severely. Occupational stress has become a predominant feature of modern life, exerting far reaching effects on employee's behavior and adjustment as well as the occupation. This is the reason that systematic studies of stress in organizational setting have increased dramatically over past one decade. Currently occupational stress has become a prominent work related research topic. Occupational stress is generally defined in terms of relationship between person and environment. Stress involves an interaction of person and environment.

The causal situation conditions are occupational stressor and the disrupted homeostasis is also occupational related strain. Almost all professions have got some or the other implications related to their work resulting in stress (Kaur).

It is any force that pushes a psychological or physical factor behind its range of stability, producing a strain within the individuals. Knowledge that stress is likely to occur constitutes a threat to the individual. A threat can cause a strain because of what it signifies to the person.

'Occupational stress begins to take toll on the body and mind, a variety of symptoms can result. Working in organizations not only provides individuals with life sustaining income but also exerts its own pressures on them. This can

ultimately have negative consequences both for achieving the goals of the organization and meeting the needs of the individuals working in them. Thus, the work environment is a source of social and psychological stress, which has harmful effects on the well-being of the employees. Stress in general and occupational stress in particular is universal and frequently disabling human phenomenon. Stress arising at work has detrimental effect on the behavior of people, which ultimately results in personal and organizational inefficiency. Occupational stress can be described as a condition where occupation related factors interact with the worker to change (disrupt/ enhance) his or her psychological or physiological condition, so that the person mind and/or body is forced to deviate from its normal way of functioning' (Sharma).

It is generally observed that occupational stress is high among the teachers. In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized, in these contexts, the schools and the teachers have more responsibility in molding the character of the students, thus, the role of the teacher in the society is vital for its improvement.

They are the leading individuals involve the teaching learning process. Institutions are providing these facilities to teach the learners. But most of the teachers bear a lot of stress while doing this important job. Schools are considered as the main part of the society to groom and educate the society. Teachers are considered as the role models where as the job of the teachers is very challenging and they have to work under a lot of pressures and they have to fulfill the demands of the society and the institutions. Vaghn (1990) says that “the teachers are just wrapped in bundles of multiple challenges. Their job is not at all

easier than any other profession as they have a lot of professional challenges to bear; they have to put back their relations for their personal grooming and professional improvement. In many parts of the world, the teachers are not provided the resources they needed for their lectures and the proper wages too and the tasks given to the teachers are more than enough that causes health issues just because of their unbearable tough routines”. “Many researches are held to know the main reason of this stress and it is found that the stress leads because of the mental and physical fatigue of the teachers because they are equally burdened. It is important to work for the health and the mental relaxation of the teachers” (Williams & Gersch, 2004).

It is a profession where every day radical changes occur in the educational system. The teachers need to break free from monotony of daily routine and get frequent enrichment in terms of psychological and social needs. If they cannot avail it, teachers may have negative emotional responses, and there is every likelihood that not only would they perform ineffectively, but they would transfer some of these feelings to these students they teach. This would have negative consequences on education and the desired development in the country.

Teaching has been identified as one of the most stressful occupations in many countries (cooper, sloan, and Williams, 1988). Teaching related stress, commonly termed ‘teacher stress’, is defined as a teacher’s experience of “unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher” (kyriacou, 2001). Like other forms of occupational stress. It can have serious implications for the healthy functioning of the individual as well as for the

organization in which the individual serves. At a personal level, teaching related stress can affect a teacher's health, well-being, and performance (Larchick and chance, 2004).

Gelvin (2007), teacher's teaching stress is a response syndrome of negative affects resulting from aspects of a teacher's job and mediated by the perception that the demands constituted a threat to self-esteem and coping mechanisms activated to reduce the perceived threat. The stress of teaching as an occupation is widespread and cross cultural.

It is observed that many professional and scholarly have carried a significant number of articles relating occupational stress of teachers. This stress is described in many factors like work load, student misbehavior, professional recognition, classroom resources, poor colleague relations, poor colleague relations.

Some remedies which hold considerable promise for reducing occupational stress of teacher are improved supervision and support, implementing quality circles, joint student-parent-teacher problem solving, job enrichment etc. Hence the investigator felt the need to conduct a study with the intention of finding out the occupational stress among the teachers working in secondary level of education.

The development of secondary education in Sikkim had remained largely dependent on the initiative taken by the Christian missionaries and some enlightened people or even royal durbar's grace. But, all these efforts put together also could by no means prove satisfactory. Since no state policy or guidelines were ever promulgated for the development of education, very few educational institutions established were not well planned which faced difficulties to sustain. In 1953-54, when the first seven year plan was launched in the state with the support of the Government of India, there was a rapid

growth of educational institutions in the Sikkim. It was with the launch of this development programme that for the time in Sikkim an educational policy was formulated with 7 years perspective.

Since educational institutions in modern societies is following the pattern of demands and the supply of education services that tended to develop with modernization, the development of Sikkim is hereby being presented in terms of a number of educational institution; their levels and quality sought. Once a very conservative state where there was no scope of equality of education for all, Sikkim is now on the path to provide educational opportunities with a view to universalize elementary education to all. Education once remained confined and restricted to the feudal privileged class only but now the educational facilities have reached if not yet practically possible, at least in the theoretical perspective. Ultimately it is this formal education that has mattered most to the Sikkimese people.

Sikkim stands 3rd in the national literacy ranking. The ranking is based on the four parameters of accessibility, infrastructure, teacher and outcome. There are approximately more than 38 secondary schools in East Sikkim including both government and private. The teachers have expanded the growth of modern education by transmitting the knowledge and they are the medium through which objectives and plans can be actualized. In Sikkim, the schools and the teachers have more responsibilities in molding the character of the students. The last decade has brought in a phenomenal expansion in the secondary education in Sikkim. Thus, the role of the secondary schools teacher in the field of Sikkim education system is vital for its improvement. In this context, especially secondary teachers are endowed with more responsibility to maintain the standard.

The present study intends to provide a comprehensive picture of teacher stress of secondary school in Sikkim with special emphasis on the four dimension of teachers' occupational stress of scale i.e.

(i) Work load - Workload is related with the amount of work an individual has to do. Workload can also be classified as the amount of work to be done or the difficulty of the work.

(ii) Student Misbehavior- Student misbehavior refer to such behavior were student interfere in teachers activities, which create disturbances towards teachers.

(iii) Lack of Professional Recognition- Professionalism recognition is a trait that's highly valued in do any professional work.

(iv) Lack of classroom resources- Lack of classroom resources relates with the need resources which is required in any working system.

(v) Poor colleague Relations- The way in which one acts or conducts oneself towards other colleagues.

1.2 REVIEW OF RELATED LITERATURE

The number of related studies have been reviewed and presented systematically in the following paragraphs. The investigator has thoroughly gone through number of references. It includes survey of educational research, Indian educational abstract, dissertation abstract and journals through internet and published and unpublished theses and dissertation. The studies conducted in India and abroad have been categorized and written separately, reviews have been presented year wise in an ascending order.

1.2.1 STUDES CONDUCTED ABROAD

Schonfeld (2001) conducted an investigation and found that adverse work environment as a contributing factor to teacher's burnout and distress. Teaching profession itself was self-motivating; teacher's internal locus of control would motivate them to refresh themselves in order to upgrade their quality of teaching which in turn caused great stress to teachers. Adverse working conditions in the school would provoked psychological disaster and morale of teachers and caused high stress among teachers.

Arroba and James (2002) conducted a study on teacher stress of secondary school, The study reported that the relationship between gender and stress is complex and varied and that women are more affected by teaching stress than men.

Strauss (2002) conducted a study on occupation stress of high schools teachers in his study found that although many people feel that teaching is rewarding, it is a difficult career because of too few resources, too much paperwork, crowded classrooms, students with emotional problems, and low salary.

L Putter (2003) conducted the study on, "Stress factors among teachers in schools of industry" The main objective of this study was to determine the nature of stress experience by teachers in schools of industries and to determine whether there are significant statistically relevant differences in the stress levels and manifestations for teachers in mainstream education and schools of industry. Secondary aims were to determine whether variables such as the gender, age and experience play a role in the perceived levels of stress manifestations. A total of 106 teachers participated in this study. A total of 40 (37.7%) teachers came from the two schools of industry and 66 from the two mainstream schools. The teachers were asked to complete the Teachers Concerns

Inventory which included a short demographic survey. Analysis of the variance revealed that teachers from schools of industries experience high levels of stress. Fifteen of the 40 teachers (37.5%) indicated that stress is a problem to them, while approximately half of the teachers (19 of the 40) indicated that the intensity of stress experienced, was higher than average. The study showed that teachers experience high levels of stress with regard to time management, work-related stressors, professional distress, discipline and motivation and professional investment as well as high levels of stress manifestations with regard to emotional, fatigue, cardiovascular, gastronomic and behavioral manifestations. The results of this study indicated that there is no difference between the stress levels and stress manifestation for teachers in schools of industry and mainstream schools and those demographic variables do not play a significant role in the stress levels of teachers.

Pervez and Hanif (2003) in their study with Pakistani female teachers concluded that stress manifestations could be physical, psychological, or emotional in nature. On comparing stress manifestations between teachers of private and government schools, they found that the former had significant more complaints with teaching stress than those working in government school.

Sargent and Hannum (2005) in their study on “Keeping Teachers Happy Job Satisfaction among Primary School Teachers in Rural North-west China” it has found that teachers with greater workloads, felt more satisfied. Further more economic development was negatively connected with teacher satisfaction.

Allida et al (2005) conducted a study on “Work Values, Occupational Stress and Teaching Performance of Secondary School Teachers in Luzon” The study explored

significant relationships between work values and occupational stress, and identified Religious, Occupational, and Intellectual Achievement-oriented work values as the three very important primary work values. Workload and Time Pressure, managing Students Behavior and Learning, and Financial Security were found to be the three major stressors of the respondents wherein they experienced moderate stress.

Kokkinos (2006) conducted study on “Primary School Stress” and reported that primary school teachers in Cyprus were high on emotional exhaustion while their counterparts in the secondary schools were even higher. Negative aspects of the teaching job such as discipline problems, student’s apathy, overcrowded classrooms, involuntary transfer, inadequate salaries, and lack of administrative support were among the stressors that confront teachers in both developed and developing nations of the world.

De Nobile and McCormick (2007) investigated biographical differences in relation to several aspects of occupational stress among 356 staff members of Catholic primary schools in New South Wales, Australia. They reported males to have greater occupational stress generally than their female colleagues

Elaine et al (2010) conducted the study on “Work Stress of Teachers from Secondary and Secondary Schools in Hong Kong” The study was explore the occupational health problems among teachers of secondary and secondary schools in Hong Kong. A random sample of 6000 teachers was generated from the database of Hong Kong Professional Teachers’ Union (HKPTU) members. The results indicated that comparing with one year and five years ago, 91.6% and 97.3% of the responding teachers reported an increase of perceived stress level, respectively. Heavy workload, time pressure, education reforms, external school review, pursuing further education, and managing students' behavior and

learning were the most frequently reported sources of work stress. The four most frequently reported stress management activities were sleeping, talking to neighbors and friends, self-relaxing, and watching television, whereas the least frequently reported activity was doing more exercises or sports. The findings of this research is serve as a useful reference for the government and related organizations such as the Education and Manpower Bureau and Professional Teachers' Union when formulating the policies and strategies to help the teachers relieve and cope with their work-related health problems.

Mondal, Shrestha, & Bhaila (2011) conducted study on “Teacher Stress of Primary School”. It was found that there was significant difference between male and female teachers. Male teachers reported more psychological stress than the female teachers. Also, physical stress was more significant among the males than the females.

Humberto et al (2011) conducted a study on “The Impact of Occupational Stress on Academic and Administrative Staff, and On Students: An Empirical Case Analysis” to study the impact of occupational stress on staff and students in a well-established US university environment. The results showed that there was different correlation associated with stress such as organizational demand, health issues and stress management. Findings of the study suggest that occupational stress levels differed between academic staff, administrative staff, and students however at the aggregate level, stress levels were similar by either gender or age.

Collie et al (2012) conducted a study on “School Climate and Social-Emotional Learning: Predicting Teacher Stress, Job Satisfaction, and Teaching Efficacy” The aims of this study were to investigate whether and how teachers perceptions of social-emotional learning and climate in their schools influenced three outcome variables

teachers sense of stress. Teaching efficacy, and job satisfaction- and to examine the interrelationships among the three outcome variables. Along with sense of job satisfaction and teaching efficacy, two types of stress (workload and student behavior stress) were examined. The sample included 664 elementary and secondary school teachers from British Columbia and Ontario, Canada, participants completed an online questionnaire about the teacher outcomes, perceived school climate, and beliefs about social-emotional learning. Structural equation modeling was used to examine an explanatory model of the variable. Of the 2 SEL beliefs examined, teacher's comfort in implementing SEL had the most powerful impact. Of the school climate factors examined, teacher's perceptions of student's motivation and behavior had the most powerful impact. Both of these variables significantly predicted sense of stress, teaching efficacy, and job satisfaction among the participants. Among the outcome variables, perceived stress related to student's behavior was negatively associated with sense of teaching efficacy. In addition, perceived stress related to workload and sense of teaching efficacy were directly related to sense of job satisfaction.

Pie Wang et al (2014) conducted a study on "Survey of Occupational Stress of Secondary and Elementary School Teachers and the Lessons Learned" A questionnaire was adopted to study occupational stress of 500 secondary and elementary school teachers in teaching municipality in Xinjiang and examined its negative effects on teacher. They found that the occupational stresses of secondary and elementary school teachers are considerable and affected their health and performance. The negative effects of occupational stress on teacher's health are markedly greater than the effects on work. There was a significant gender difference in the occupational stress among teachers in

different schools and with different lengths of service. It was concluded that occupational stress is considerable among secondary and elementary school teachers and affects their health and work performance.

Skaalvik, Einar (2015) conducted a study on “Job Satisfaction, Stress and Coping Strategies in the Teaching Profession-What Do Teachers Say?” The study explored job satisfaction, work-related stress, consequences of stress, and coping strategies among Norwegian teachers. The study is based on qualitative interviews with 30 working teachers and four retired teachers. The respondents reported high job satisfaction but also severe stress and exhaustion. Teachers of different ages or at different stages in their careers reported the same sources of job satisfaction and stress. However, coping strategies and consequences differed with age among the respondents.

1.2.2 STUDIES CONDUCTED IN INDIA

Shandilya, Manorama. (1990) a study of frustration in teachers working in central government, state government and government-aided privately managed schools of Kanpur city. The present study is designed to study the frustration in teachers working in central government, state government and government-aided privately managed schools of Kanpur city. The objectives is to study nature and extent of frustration in the teachers of higher secondary schools of Kanpur city, i.e. teachers of central schools. State government schools and state government-aided privately managed schools and to find out the relationship between frustration and age, work-load. Service conditions and emoluments of secondary school teachers.

Agarwal, Meenakshi (1991) study conducted on “Job satisfaction of teachers in relation to some demographic variables and value” this study assesses the job satisfaction of

teachers in relation to their ascribed and achieved characteristics. The objective of the study emphasis on job satisfaction of teachers in relation to their achieved characteristics, to study the job satisfaction of teachers in relation to their ascribed characteristics and to study the value of teachers having job satisfaction and poor satisfaction. From this study it has found that, non-sc, urban and Hindi speaking teachers were found to be more satisfied. The male teachers had greater job satisfaction than the female teachers, trained postgraduate teachers, single- family teachers and the more experienced government school teachers were found to be more satisfied with their jobs, economic and political values were significantly related to job satisfaction. Caste, place of work and mother tongue influenced job satisfaction whereas age and marital status did not.

Nongrum, Medalin (1992), study conducted on” job satisfaction of secondary school teachers in shilling and leadership characteristics of the heads/ principles”. It attempts to assess the job satisfaction of secondary school teachers and its relationship with perceptions of leadership characteristics of their heads/principles. the objectives of this study is to assess the job satisfaction of secondary school teachers in shilling and to find the relationship of job satisfaction to factors like gender difference , level of education, religious affiliation and work experience , to study the leadership characteristics of principles or the needs of schools as perceived by teachers , to investigate if there is any association between job satisfaction of teachers and their perception of leadership characteristics of heads/ principles of schools. It has found that , the type of management appeared to be associated with job satisfaction, the government school teachers showing significantly more satisfaction, no significant difference differences were found in job satisfaction between male and female teachers between teachers form different religious

backgrounds and between teachers from different religious backgrounds and between teachers with different lengths of experience, educational qualifications appeared to be positively associated to job satisfaction, teachers tended to be more satisfied if they perceived the heads of schools as being concerned with achievement of group goals and objectives.

MOHANTY (1992) the study conducted on “Occupational stress and mental health in executives: a comparative study of the public and private sectors”. This study attempted to investigate occupational stress, coping style, mental health status and social support in a group of executives from public and private sectors. The findings of the study show that, private-sector executives, in general, experienced greater job stress, mental health problems and perceived greater organizational support than public-sector executives. They also used problem-focused coping more than public sector executives. Front-line executives experienced greater stress and lesser organizational support, and affective regulation and emotional discharge as coping strategies while middle-line executives adopted appraisal focused and problem-solving strategies. Within the private sector, middle line executives experienced greater unhappiness, lack of confidence and mental health problems than front-line executives, public-sector executives adopted affective regulation and emotional discharge as preferred coping strategies. Middle-line public-sector executives adopted more coping strategies than front-liners and its reverse was true in the private sector.

Pervez and Rubina (2002) conducted a study on the stress levels of different school teachers, their analysis of data revealed that women teachers of secondary schools displayed high levels of stress as compared to primary school teachers. The significant difference was

also found on sources of stress between secondary and primary school teachers. It was found that secondary school teacher show more stress. The difference was also significant between government and private school teachers. It was found that government school teachers show more stress. The comparison was also made on some demographic variables and it was found that teachers with more job experience, more number of students in a class show more stress.

Singhal(2004) conducted study on stress of arts teachers, It was found out that female teachers experience higher anxiety and stress compared to male teachers but had more positive self confidence because of scholastic competence. Arts teachers showed significantly higher anxiety and stress as compared to science teachers because science teachers have higher scholastic competence.

Mohanty (2007) conducted a study on feeling of stress of teachers and its effect on their self concept and teaching behavior. The study comprised of 400 higher secondary school teachers. One of the objectives of the study was to ascertain the level and kind of feeling of stress of teachers in relation to sex, age, educational qualification, experience and place of habitation. The major findings of the study were:

- i) The male teachers showed high degree of teaching stress compared to female teachers
- ii) The teachers having higher qualification beyond the minimum qualification showed higher degree of stress as compared to the counterpart of that contrast.

Rajendran (2007) conducted a study on stress on gender basis. His study reported that female teachers experienced more stress as compared to their male counterpart. Likewise on the factor of teaching assignment both male and female teachers differ significantly in their perception of this source of stress.

Hore (2008) conducted study on perception of stress of higher secondary school teachers and found that,

- i) Female teachers experience more teaching stress than the male teachers
- ii) Teachers having higher qualification beyond the minimum qualification showed higher degree of teaching stress compared to their counterpart of their contrast.
- iii) Non-science teachers experience more teaching stress than science teachers

Studies have also shown that teachers in their early years of teaching are reported to have experienced higher level of stress related to many factors in the school. The stress for teachers is expected to arise from the imbalance between the work demands and recourses in the school environment.

Reddy and Lokanadha (2013) studied the Occupational Stress of teachers working at higher secondary level. Three hundred and twenty seven higher secondary teachers from Vellore District in Tamil Nadu were chosen as sample, by using simple random sampling technique and administered with an occupational stress rating scale. The statistical techniques employed were percentage, mean, SD, mean \pm 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analyzed accordingly.

Ansarul (2014) conducted a study on “Occupational Stress of Primary School Teachers” The study attempt to compare teachers’ occupational stress of primary government and private school teachers of Tehsil Laksar, District-Haridwar. A sample of 100 teachers was selected, 50 each from government and private schools. Teachers’ Occupational Stress Scale constructed and standardized by Dr. Sajid Jamal and Dr. Abdul Raheem was administered. Findings revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers were found to be highly stressed in comparison to their government primary school teacher counterparts.

1.3 MAJOR FINDINGS OF REVIEWS

1. Most of the studies revealed that workload and time pressure, financial security were found to be the three major stressors.
2. A few studies revealed that males tend to have greater occupational stress generally than their female colleagues.
3. It was also observed that there was no significant correlation among scales of occupational stress in term of age, marital status, work shifts and years of experience.
4. Some studies showed that role overload and role ambiguity are the main sources of stress in the work place.
5. However, some studies showed that significant difference in the occupational stress among workers in relation to lengths of service and educational level.

1.4 RATIONALE OF THE REVIEW

Stress for teachers is a growing concern, as they increasingly face conditions of overwork, job insecurity, low levels of job satisfaction, and lack of autonomy. Workplace stress has been shown to have a detrimental effect on the health and wellbeing of teachers, as well as a negative impact on workplace productivity and profits. Teaching as an occupation is regarded as a noble profession but it requires increasing consciousness due to an increasing competition which sometimes become tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called ‘noble’ profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up secondary school teacher must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels in that teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress. The root cause as well as solution of the problem must be looked after. In this regard the researcher will try to answer the following questions:

1.5 RESEARCH QUESTION

- Do secondary school teachers face occupational stress?
- Is there any difference in occupational stress of secondary school teachers due to locality?

- Does gender have any influence on occupational stress of secondary school teachers?
- Do the teachers of private and government schools differ in occupational stress?
- Does an experience have any influence on occupational stress of secondary school teachers?

The answers to this question instigated the investigator to unravel this missing gap and state the problem accordingly.

1.6 STATEMENT OF THE PROBLEM

Therefore the problem is stated as “A Study of Occupational Stress among Secondary School Teachers’ of Sikkim”

1.7 OBJECTIVES OF THE STUDY

The following objectives have been framed to conduct the study

- i) To study occupational stress of secondary school teachers with regard to gender variation.
- ii) To study occupational stress of secondary school teachers with regard to locality variation.
- iii) To study the occupational stress of secondary school teachers with regard to management variation
- iv) To study occupational stress of secondary school teachers with regard to experience variation.

- v) To study occupational stress of secondary school teachers with regard to stream variation.
- vi) To study the occupational stress of secondary school teachers with regard to training variation.

1.8 FORMULATION OF HYPOTHESES

The following null hypotheses have been set up for the study.

Ho₁ There is no significant difference in occupational stress of male and female secondary school teachers.

Ho_{1(i)} There exist no significant difference in occupation stress level due to gender variation with regard to workload.

Ho_{1(ii)} There exist no significant difference in occupation stress level due to gender variation with regard to student's misbehavior.

Ho_{1(iii)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of professional recognition.

Ho_{1(iv)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of class room resources.

Ho_{1(v)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of poor colleague relation.

Ho₂ There is no significant difference in occupational stress of urban and rural secondary school teachers.

Ho_{2(i)} There exist no significant difference in occupational stress level due to locality variation with regard to workload.

Ho_{2(ii)} There exist no significant difference in occupational stress level due to locality variation with regard to student misbehavior.

Ho_{2(iii)} There exist no significant difference in occupational stress level due to locality variation with regard to professional recognition.

Ho_{2(iv)} There exist no significant difference in occupational stress level due to locality variation with regard to lack of classroom resource.

Ho_{2(v)} There exist no significant difference in occupational stress level due to locality variation with regard to poor colleague relation.

Ho₃: There exist is no significant difference in occupational stress of private and govt. Secondary school teachers.

Ho_{3(i)} There exist no significant difference in occupational stress level due to management variation with regard to lack of workload.

Ho_{3(ii)} There exist no significant difference in occupational stress level due to management variation with regard to lack of student's misbehaviour .

Ho_{3(iii)} There exist no significant difference in occupational stress level due to management variation with regard to lack of professional recognition.

Ho_{3(iv)} There exist no significant difference in occupational stress level due to management variation with regard to lack of professional recognition.

Ho_{3(v)} There exist no significant difference in occupational stress level due to management variation with regard to poor colleague relations.

Ho₄: There is no significant difference in occupational stress of teachers having below 10 years experience and above 10 years' experience.

Ho_{4(i)}: There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years experience with regard to workload.

Ho_{4 (ii)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years' experience with regard to student's misbehavior.

Ho_{4(iii)} There exist no significant difference in occupational stress level among the teachers having below 10 years' experience and above 10 years' experience with regard to Lack of professional recognition.

Ho_{4(iv)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of classroom resources.

Ho_{4(v)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years' experience with regard to poor colleague relations.

Ho₅: There is no significant difference in occupational stress among science and arts stream secondary school teachers.

Ho_{5(i)} : There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to workload.

Ho_{5(ii)} There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to student's misbehavior.

Ho_{5(iii)} There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to lack of professional recognition.

Ho_{5(iv)} There exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of classroom resources

Ho_{5(v)} There exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to poor colleague relations.

Ho₆: There is no significant difference in occupational stress of trained and untrained secondary school teachers.

Ho_{6(i)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to workload.

Ho_{6(ii)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to student's misbehavior.

Ho_{6(iii)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of professional recognition.

Ho_{6(iv)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of classroom resources.

Ho_{6(v)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to poor colleague relations.

1.9 OPERATIONAL DEFINATION

Occupational stress: Here it refers to the extent of stress faced by a secondary school Teacher's in their professions and with regard to work load, student's behavior, lack of Professional Recognition, Lack of Classroom Resources and Poor Colleague Relations.

Secondary School Teachers: Teachers teaching classes from 9th -10th are considered as secondary school teachers

1.10 SCOPE AND DELIMITATIONS OF THE STUDY

Due to the paucity of the time limit and the available resources, it was not possible to conduct this study comprehensively. So, the researcher delimited it as follows:

1. The area of study was confined to East District of Sikkim State only.
2. It was limited to private and government secondary school teachers only.
3. It was also limited to urban and rural secondary school teachers only.

CHAPTER II

METHODOLOGY

2.1 THE DESIGN

The purpose of the study is to find out the occupational stress of teachers working in secondary level. Here in this study, the researcher has focused on occupational stress of teachers in relation to their gender, locality, management, experience, stream and training variation. The researcher has also used an interview schedule in order to get an insight about the occupational stress amongst the secondary school teachers.

Descriptive study collects three types of information. They are what exist, what we want and how to reach the goals. The present study is related to gathering of evidences in the existing situation. In this present study, neither a historical trend is developed nor manipulation of independent variables. Only a normative survey has been conducted and analyzed in accordance with the variables of age, teaching experience, locality, stream and training. Thus the present study was conducted by using survey method. The researcher made a survey of Secondary School teachers of East District of Sikkim and collected required information from the Secondary School teachers with the help of the tool selected for the purpose.

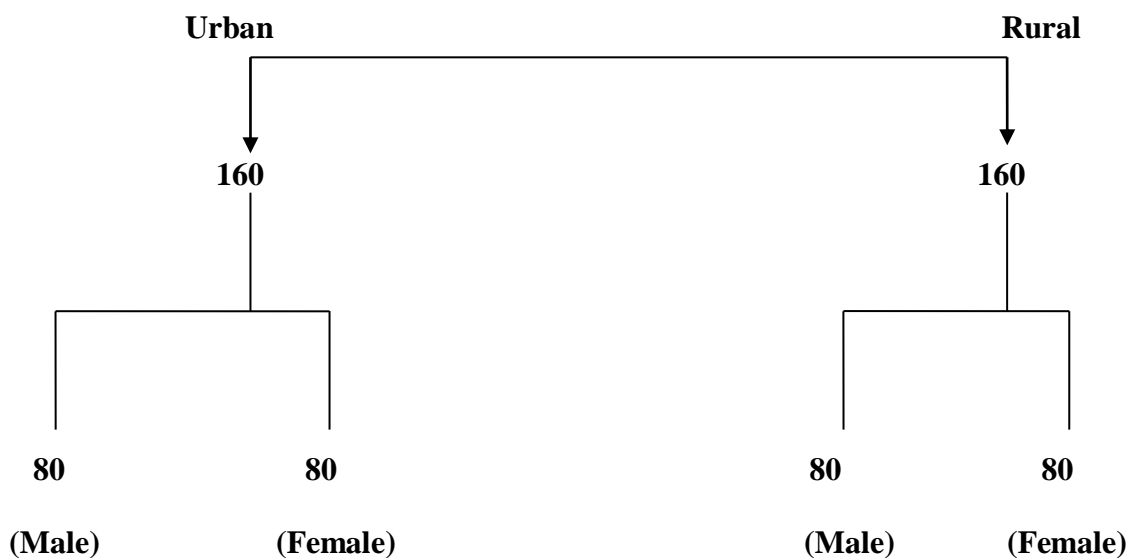
2.2 THE SAMPLE

In any research the investigator may study the entire population of elements (people or things) or only a portion of elements selected from the larger portion of population

representing them. A representative portion of elements drawn from the population is called a sample and the process of drawing those elements from population is called sampling. In the present study the population was teachers working in different secondary schools running in East District of Sikkim. The researcher has selected 30 secondary school from the East District those who are managed and run by government and private organization. They are situated in urban and rural areas

In the present study is delimited to the private and government schools of east district of Sikkim state. A sample of 320 Secondary school teachers has been selected using random sampling. Out of which, 160 teachers from rural and 160 teachers from urban area in which 80 male and 80 female from each area i.e. 160 male and 160 female has been taken from the schools out of which 100 belong to private school and 220 belong to government schools. Accordingly, through lottery method samples were selected from urban and rural areas.

2.3 SAMPLING FRAME:



2.4 THE TOOL

After a thorough exploration of literature on tools the researcher found that, “Teacher’s Occupational Stress Scale” constructed and standardized by Sajid Jamal and Abdul Raheem (2012) was suitable for the study. So the data pertaining to the variables of the present study were collected by using this tool. This scale consists 30 items divided into five areas –(i) Work load, (ii) Student Misbehavior, (iii) Lack of Professional Recognition, (iv) Lack of classroom resources, (v) Poor colleague Relations. For the further in depth inquiry and also in order to know more about the perception of teacher with regard to their occupational stress the researcher has used interview schedule. This is a standardized tool consisting of reliability and validity.

Table 2.1 Dimension of teacher’s occupational stress scale

Sr. No.	Dimension of toss	Positive item	Negative item	Total No. Of items
1	Work Load (WL)	2,4,6	1,3,5	6
2	Students’ Misbehavior (SM)	8,10,12	7,9,11	6
3	Lack of Professional Recognition (LPR)	14,16,18	13,15,17	6
4	Lack of Classroom Resources (LCR)	20,22,24	19,21,23	6
5	Poor Colleague Relations (PCR)	26,28,30	25,27,29	6
TOTAL		15	15	30

2.5 RELIABILITY

The reliability of the toss has been established by various methods. All yielded high degree of reliability coefficient, internal consistency reliability were obtained by estimating inter item, item- total, inter dimension and dimension-total correlation coefficients, all yielded high correlation coefficient ranging from 0.54 to 0.88 the reliability by obtaining the value of Cronbach alpha yielded as 0.89 where as guttman split half reliability coefficient was found to be 0.74 test-retest reliability after a gap of fortnight was found to be 0.83 which are significance.

Table 2.2 Summary item statistics

Statistics	Mean	Minimum	Maximum	Range	Maximum	Variance
					Minimum	
Item means	2.46	2.01	2.96	0.95	1.47	0.09
Item variance	2.04	1.30	2.50	1.20	1.92	0.08
Inter-item correlations	0.68	0.54	0.81	0.27	1.50	0.03

Table 2.3 Item means and SDs (N=307)

Items	Mean	SD	Items	Mean	SD	Items	Mean	SD
1	2.94	1.58	11	2.16	1.37	21	2.31	1.40
2	2.88	1.49	12	2.34	1.29	22	2.25	1.41
3	2.96	1.57	13	2.31	1.48	23	2.32	1.39
4	2.92	1.50	14	2.34	1.33	24	2.23	1.35
5	2.87	1.52	15	2.29	1.45	25	2.49	1.44
6	2.87	1.50	16	2.01	1.14	26	2.38	1.45
7	2.84	1.56	17	2.07	1.34	27	2.50	1.41
8	2.60	1.46	18	2.03	1.20	28	2.60	1.48
9	2.50	1.55	19	2.03	1.34	29	2.54	1.50
10	2.42	1.41	20	2.11	1.31	30	2.64	1.48

Table 2.4 Item-total correlation (N=307)

Items	R	Items	R	Items	R
1	0.42	11	0.70	21	0.61
2	0.43	12	0.74	22	0.58
3	0.47	13	0.71	23	0.60
4	0.41	14	0.72	24	0.53
5	0.45	15	0.69	25	0.62
6	0.42	16	0.59	26	0.61
7	0.52	17	0.63	27	0.49
8	0.46	18	0.60	28	0.60
9	0.67	19	0.60	29	0.61
10	0.70	20	0.62	30	0.39

Table 2.5 Item-total correlations (factor wise) (N=307)

WL		SM		LPR		LCR		PCR	
Items	R	Items	R	Items	R	Items	R	Items	R
1	0.07	1	0.61	1	0.79	1	0.79	1	0.73
2	0.67	2	0.57	2	0.75	2	0.77	2	0.70
3	0.72	3	0.79	3	0.71	3	0.87	3	0.74
4	0.71	4	0.81	4	0.80	4	0.88	4	0.80
5	0.68	5	0.75	5	0.82	5	0.84	5	0.82
6	0.64	6	0.76	6	0.79	6	0.59	6	0.63

Table 2.6 Internal consistency coefficients (dimension wise) (N=307)

DIMENSION	SM	LPR	LCR	PCR	TOSS
WL	0.56	0.44	0.19	0.27	0.63
SM	-	0.73	0.54	0.51	0.86
LPR	-	-	0.65	0.57	0.87
LCR	-	-	-	0.51	0.75
PCR	-	-	-	-	0.74

2.6 VALIDITY

The validity of the present scale was established by taking the opinion of the experts as well as correlating the test with other similar nature standardized tests like job involvement scale, work motivation scale and job satisfaction scale. The scale is found to be highly valid as it is highly correlated with the standardized scales, the coefficients of correlation being ranged from 0.71 to 0.89.

2.7 ADMINISTRATION

This scale can be administered individually as well as in groups.

2.8 SCORING

Half of the items are positively phrased and half are negatively phrased. The respondents are required to put a tick mark against the most suitable answer in the form of ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ and ‘strongly disagree’. The negative items (the items having the odd serial number) will be scored as 5 to the ‘strongly agree’ 4 to the

‘agree’ 3 to the ‘undecided’ 2 to ‘disagree’ and 1 to ‘strongly disagree’. Whereas, for the positively framed items (the items having even serial number), the scoring is reversed, i.e., they will be scored as 1 to the ‘strongly agree’ 2 to the ‘agree’ 3 to the ‘undecided’ 4 to ‘disagree’ and 5 to ‘strongly disagree’. The sum total for the given dimension will be the sum of the scores allotted for the items of that dimension. The total score for the TOSS will be the sum total of the scores on all the dimensions.

Table 2.7 Scoring System

Type of items	Strongly agree	Agree	Undecided	disagree	Strongly disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

2.9 NORMS

On the basis of the statistical results presented. Z-Score Norms have been prepared dimension-wise and for the full scale, z-Score Norms for all five Dimensions have been presented and z-Scores in terms of level of stress have been presented.

It should be noted that higher the raw score, higher is the level of teacher’s occupational stress. Teacher’s working dimension-wise level of stress could be found out with the help of dimension-wise z-Score Table.

Table 2.8 z-Score Norms for dimension: WORK LOAD (WL)

Mean: 17.43

SD: 6.28

N=307

RAW Score	z- Score	RAW score	z- Score	RAW Scores	z- Score	RAW Score	z- Score
06	-1.82	13	-0.70	20	+0.40	27	+1.52
07	-1.66	14	-0.54	21	+0.56	28	+1.68
08	-1.50	15	-0.38	22	+0.72	29	+1.84
09	-1.34	16	-0.22	23	+0.88	30	+2.00
10	-1.18	17	-0.06	24	+1.04		
11	-1.02	18	+0.09	25	+1.20		
12	-0.86	19	+0.25	26	+1.36		

Table 2.9 z-Score Norms for dimension: STUDENT'S MISBEHAVIOUR (SM)

Mean: 14.87

SD: 6.24

N=307

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z-score
06	-1.42	13	-0.29	20	+0.82	27	+1.94
07	-1.26	14	-0.13	21	+0.98	28	+2.10
08	-1.10	15	+0.02	22	+1.14	29	+2.26
09	-0.94	16	+0.18	23	+1.30	30	+2.42
10	-0.78	17	+0.34	24	+1.46		
11	-0.62	18	+0.50	25	+1.62		
12	-0.45	19	+0.66	26	+1.78		

Table 2.10 z-Score Norms for dimension: LACK OF PROFESSIONAL RECOGNITION (LPR)

Mean: 13.04

SD: 6.44

N=307

RAW Score	z- Score	RAW Score	z-Score	RAW Score	z-Score	RAW Score	z-Score
06	-1.17	13	+0.00	20	+1.16	27	+2.32
07	-1.00	14	+0.16	21	+1.32	28	+2.49
08	-0.84	15	+0.32	22	+1.49	29	+2.66
09	-0.67	16	+0.49	23	+1.66	30	+2.82
10	-0.50	17	+0.66	24	+1.82		
11	-0.34	18	+0.82	25	+1.99		
12	-0.17	19	+0.99	26	+2.16		

Table 2.11 z-Score Norms for dimension: LACK OF CALSS-ROOM RESOURCES (LCR)

Mean: 13.25

SD: 6.44

N=307

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z-Score
06	-1.12	13	-0.03	20	+1.04	27	+2.13
07	-0.97	14	+0.11	21	+1.20	28	+2.29
08	-0.81	15	+0.27	22	+1.35	29	+2.44
09	-0.65	16	+0.42	23	+1.51	30	+2.60
10	-0.50	17	+0.58	24	+1.66		
11	-0.34	18	+0.73	25	+1.82		
12	-0.19	19	+0.89	26	+1.97		

Table 2.12 z-Score Norms for dimension: POOR COLLEAGUE RELATIONS (PCR)

Mean: 15-16

SD: 6.53

N= 307

RAW Score	z- score	RAW Score	z- Score	RAW Score	z-Score	RAW Score	z-Score
06	-1.40	13	-0.33	20	+0.74	27	+1.81
07	-1.24	14	-0.17	21	+0.89	28	+1.96
08	-1.09	15	-0.02	22	+1.04	29	+2.11
09	-0.94	16	-0.12	23	+1.20	30	+2.27
10	-0.79	17	+0.28	24	+1.35		
11	-0.63	18	+0.43	25	+1.50		
12	-0.48	19	+0.58	26	+1.66		

2.10 TECHNCIQUES OF DATA ANALYSIS

In data analysis both descriptive and inferential statistics would be adopted. For assessment of level of occupational stress, Mean, S.D. and the ‘t’ ratio have calculated. Data triangulation will be used to strengthen the research findings in which the variety of sources of data will be used like the researcher will compare tool data with interview data, compare what people say in public with what they say in private, and compare what people say over a span of time. Thus, the qualitative and quantitative both type of data will be analyzed and the result will be interpreted.

2.11 THE PROCEDURE

In the present investigation, the teachers of secondary school of east Sikkim have been selected as the sample bears teachers of varied age, sex, teaching experience , locality and government managed schools and private managed schools, stream and training experience, . After planning the sample, the investigator planned the tool to be used. The Researcher has adopted standardized tools and developed one interview schedule to assess the teaching stress of teachers.

The investigator has also planned about the procedure of treating the data. For systematic analysis and interpretation of data, the investigator planned to find out the mean, median and standard deviation from the raw scores of each group and sub group. To find the significant difference of the intra variations 't' ratio has been used. Brief summary has been given at the end by suggesting recommendation emerging out of the study. The scope for further research in the area has also been presented.

The following procedure has been adopted.

- i)** Selection of topic
- ii)** Collection of related literature
- iii)** Selection of sample
- iv)** Administration and scoring of the tool
- v)** Preparation of the data sheet
- vi)** Data organization and analysis
- vii)** Interpretation of the result
- viii)** Preparing the report

- ix) Major finding and conclusion
- x) Suggestion for future research.

2.12 ADMINISTRATION PROCEDURE

The administration of the tool was followed as per the norms and conditions. The investigator had to take personal care in giving directions to the teachers for answering questions. The principals of the schools were requested to extend their cooperation for a successful conduct of the study. The occupational stress inventory scale was administered first.

The following precautions were observed during administration of the scale.

- i) Care was taken to discuss the purpose of investigation with the teachers in order to develop a rapport between the investigator and the respondents. This was done with a view to minimize the apprehension of the teachers in respect of their service and future promotion or any future incident.
- ii) The teachers were briefed inside the common room with all sorts of materials needed for the same doubts or confusion that may come to them prior to the administration in responding to the item were clarified first.
- iii) The occupational stress inventory was administered and no teacher was put to pressure for returning the test booklet until he or she completed it because there was no strict time limit for responding to the entire scale.

- iv) The teachers were assured of keeping their responses secret so that they could freely exercise their mental power. Even they were told not to write their names if they had some doubt.
- v) The teachers were convinced for exercising their free will and free choice.

2.13 SCORING OF THE ANSWER SHEET

The answer sheet were then collected and scored as per the manual. The test contained 320 items. It is a four point scale with strongly agree, agree, undecided, disagree, strongly agree, which have been numbered as 1, 2,3,4,5, respectively. The summated scores of the teachers were considered as the total score of the stress. The data sheet was prepared accordingly. Then all the score pertaining to different scales were studied in terms of the requirement as per the objectives and hypotheses stated earlier. Mean while interview schedule was developed by the researcher under the guidance of an expert and was administered to the respondents in order to get an in depth perception of an occupational stress amongst the teachers.

CHAPTER III

DATA COLLECTION AND ORGANIZATION

The chapter focuses on the collection of data and the result obtained from it. One of the objectives of the study is to assess the level of occupational stress of secondary school teachers. The result obtained from it has been presented in terms of categorization of sample score distribution, bar diagram as well as the researcher has used the interview schedule in order to get a depth insight about the occupational stress amongst the teachers of secondary school which is presented in the following chapter.

The data collected from the secondary school teachers on occupational stress are organized by the research keeping in view the objectives and hypothesis of the study. So as to make the analysis more meaningful and useful. The details of data convenient of it have been given in the following tables.

3.1 STUDY OF SCORE DISTRIBUTION OF TEACHERS' OCCUPATIONAL STRESS

Table 3.1 Distribution of frequencies and smoothed frequencies score of teachers' occupational stress.

Class Interval	Frequencies	Smooth frequencies
65-74	26	27.33
74-84	56	63
85-94	107	85
95-104	92	79.34
105-114	39	69.67
Total	320	

In the above table the raw scores has been segregated in Class Interval and after that the frequencies and smoothed frequencies has been calculated and depicted in the table showing the scores of occupational stress amongst the secondary school teachers.

Table 3.2 Categorizing the scores of occupational stress of teachers of total sample

Sample	N	Mean	SD
Total	320	91.37	10.75

From the given table, it has been found that mean, SD on occupational stress of teachers of different level of the total sample has been shown.

In case of total scores, the value for the distribution of mean is calculated as 91.37. Again to claim approximately the normality of the data, the value calculated for the skewness was found to be .136 which reflects that it is inclined more to right or positively skewed and the value calculated for the kurtosis was found to be .272, which reflects that it is less than 0.263 and is more peaked.

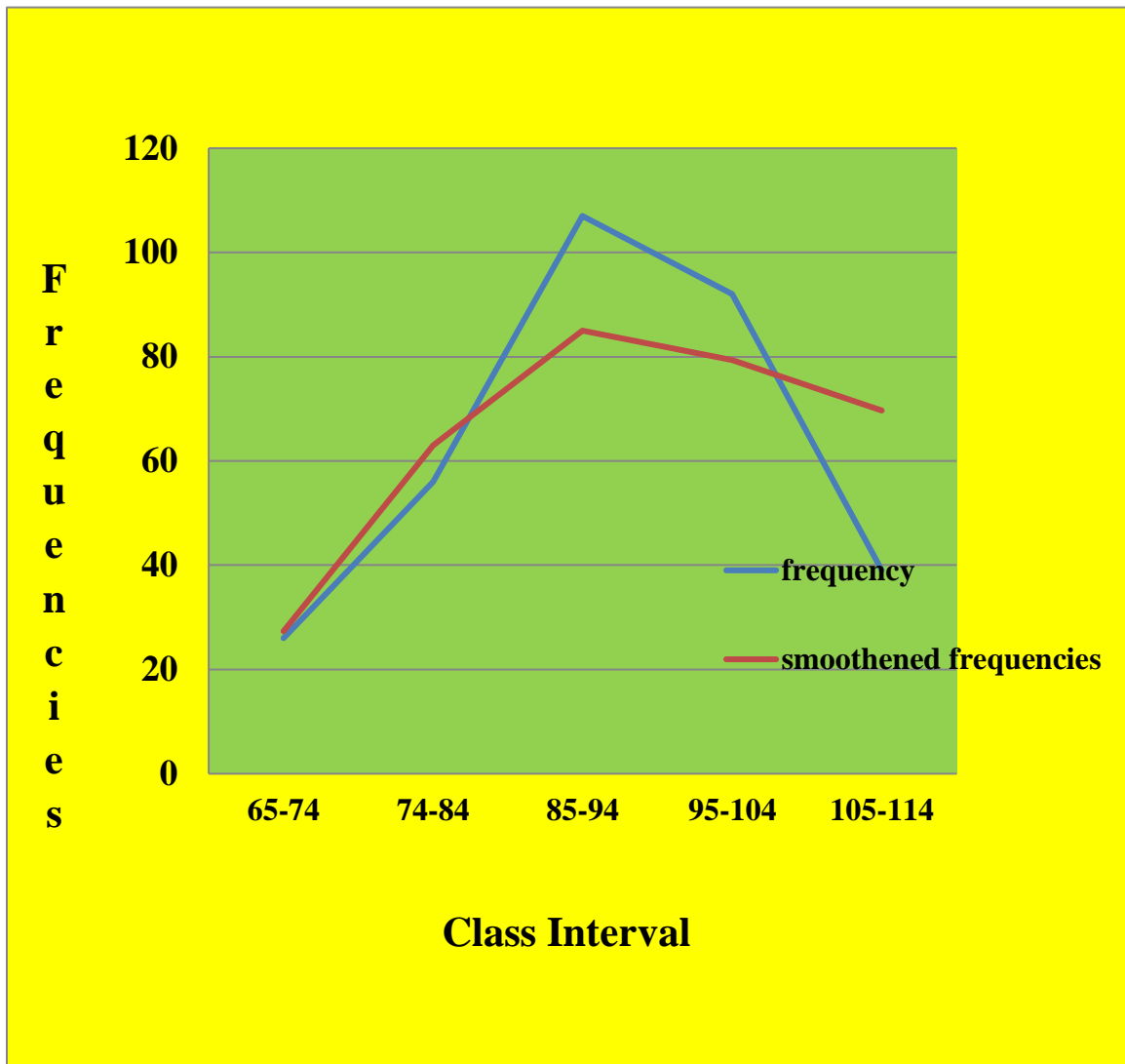


Fig i. frequency polygon of the scores on teacher's occupational stress

3.2. CATEGORIZATION OF THE SCORES OF OCCUPATIONAL STRESS OF SECONDARY SCHOOL TEACHERS OF SIKKIM

The investigator categorized the scores into five categorization by calculating P_{10} , P_{25} , P_{75} , P_{90} and further segregated the scores according to the class interval which falls within these categorization in order to find out the score which comes under the different score range viz; very high, high, average, low, very low respectively.

Table 3.3 Categorization of the scores occupational stress of Secondary School Teachers of Sikkim:

Score Range	Class Interval	Level	Frequency
$< P_{90}$	105-114	Very High	
$P_{75}-P_{90}$	95-104	High	105
$P_{25}-P_{75}$	85-94	Average	99
$P_{10}-P_{25}$	75-84	Low	84
$>P_{10}$	65-74	Very Low	75

The scores of Occupational Stress have been laid down in the table by calculating the P_{90} , P_{75} , P_{25} , P_{10} . In order to get a clear categorization of the scores the scores have been distributed. From the above table it has been depicted that the teachers of secondary school has a 32.81% of high occupation stress , 30.93% of average occupational stress, 26.25% of low occupation stress and 23.43% of very low occupation stress. And it is

clear from the above table that the secondary school teachers of East Sikkim are having high occupational stress.

3.3 DESCRIPTIVE MEASURES OF SCORES OF TEACHERS IN DIFFERENT COMPONENTS OF OCCUPATIONAL STRESS SCALE

The teachers' occupational Stress Scale have five components and for each component the mean scores was calculated based on different variables. This has been presented in the following table.

Table 3.4 Mean scores of teacher's occupational stress based on locality.

Dimension	Locale	Mean
Work load	Urban	21.06
	Rural	20.69
Students misbehavior	Urban	18.36
	Rural	17.87
Lack of professional recognition	Urban	17.78
	Rural	17.29
Lack of classroom resources	Urban	18.82
	Rural	18.65
Poor colleague relations	Urban	16.47
	Rural	16.06
Total Raw Score	Urban	92.19
	Rural	90.56

From the above table, it can be observed that the highest mean score is 21.06 which is scored by urban teachers on work load and the lowest mean score is 16.06 which is scored by rural teachers on poor colleague relations. The mean scores of urban and rural teachers in different components have been presented in the following figure.

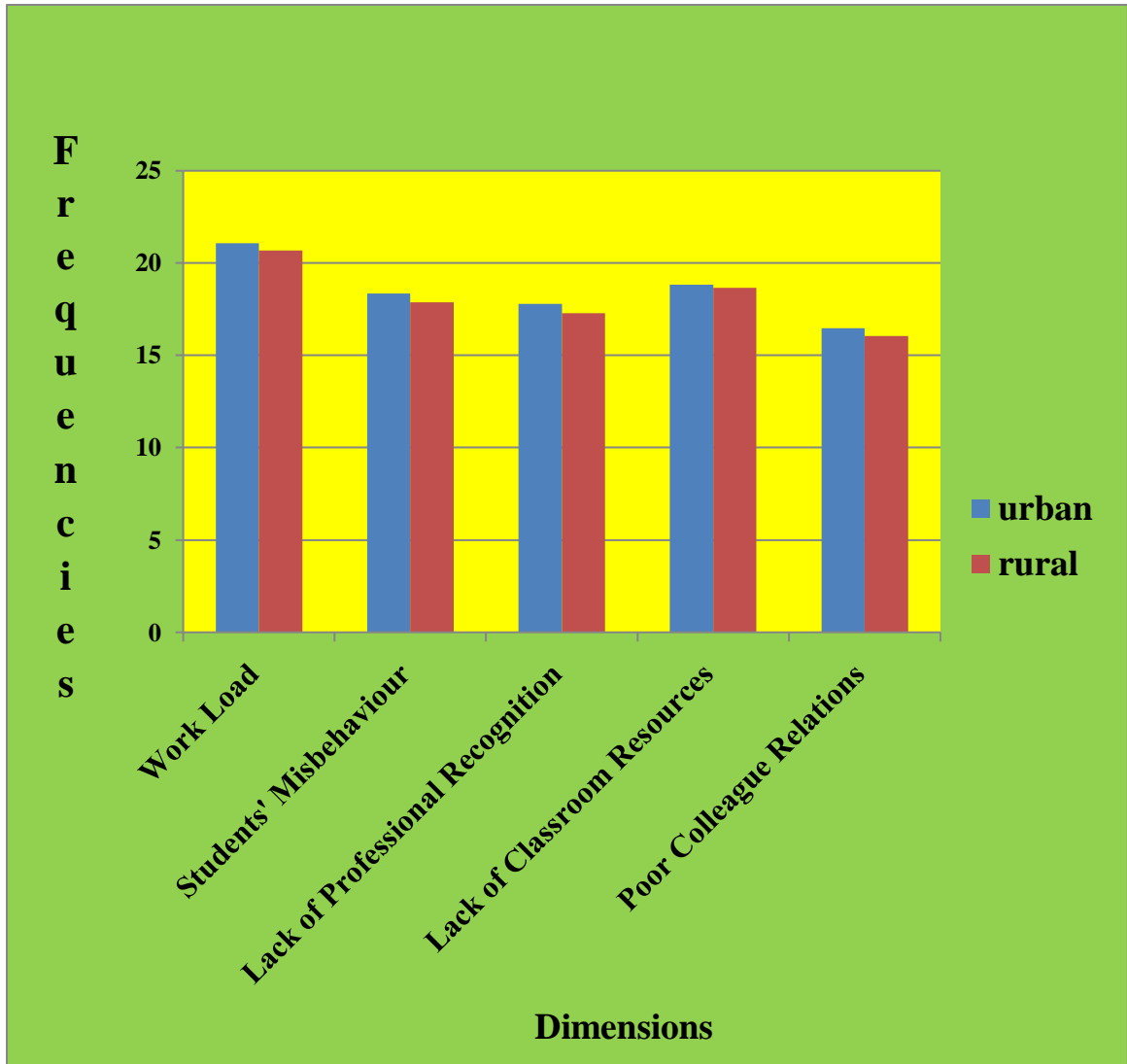


Fig ii. Bar graph showing the mean scores of teachers in various dimensions of Teacher's Occupational stress scale

Table 3.5 Mean scores of teacher’s occupational stress based on gender.

Dimension	Gender	Mean
Work load	Male	20.67
	Female	21.08
Students misbehavior	Male	17.82
	Female	18.41
Lack of professional recognition	Male	16.99
	Female	18.08
Lack of classroom resources	Male	18.42
	Female	19.05
Poor colleague relations	Male	16.19
	Female	16.32
Total Raw Score	Male	89.98
	Female	92.77

From the above table, it can be observed that the above female secondary school teacher’s mean score of occupational stress with regard to workload is 21.08 which is highest whereas the male secondary school teacher’s mean score of occupational stress with regard to poor colleague relation is 16.19 which is lowest which shows that the more female teachers feel more occupational stress with regard to their work load. The mean scores calculated on the basis of gender of teachers in different components have been presented in the following figure.

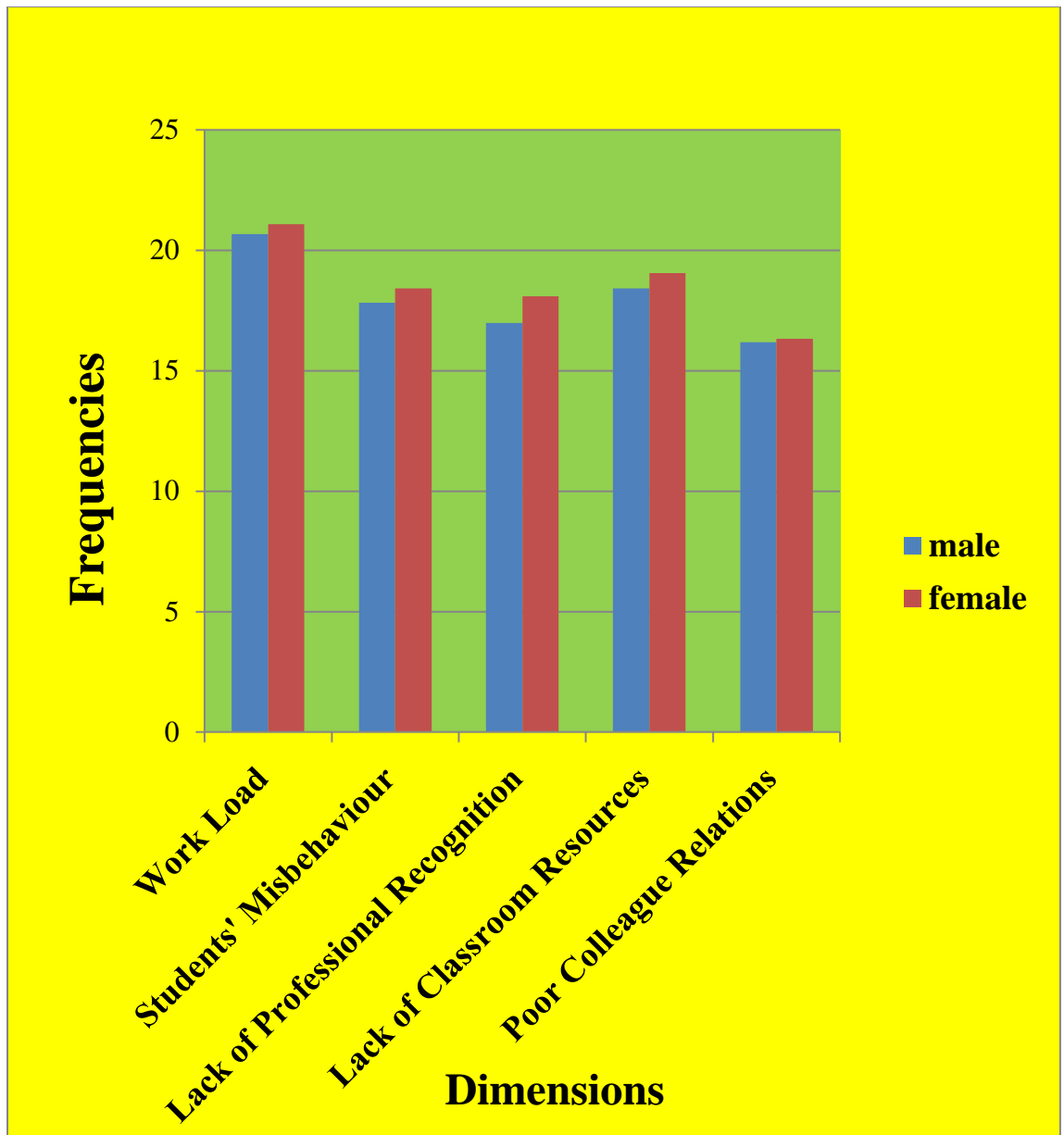


Fig iii. . Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale

Table 3.6 Mean scores of teacher’s occupational stress based on management.

Dimension	Management	Mean
Work load	Private	22.28
	Govt.	20.69
Students misbehavior	Private	18.66
	Govt.	17.86
Lack of professional recognition	Private	18.13
	Govt.	17.27
Lack of classroom resources	Private	19.38
	Govt.	18.45
Poor colleague relations	Private	17.02
	Govt.	15.92
Total Raw Score	Private	94.52
	Govt.	89.96

From the above table, it can be observed that the private secondary school teacher’s mean score of occupational stress with regard to workload is 22.28 which is highest whereas government secondary school teacher’s mean score of occupational stress with regard to poor colleague relation is 15.92 which is lowest which shows that the more private school teachers feel more occupational stress with regard to their work load. The mean scores calculated on the basis of management of teachers in different components have been presented in the following figure.

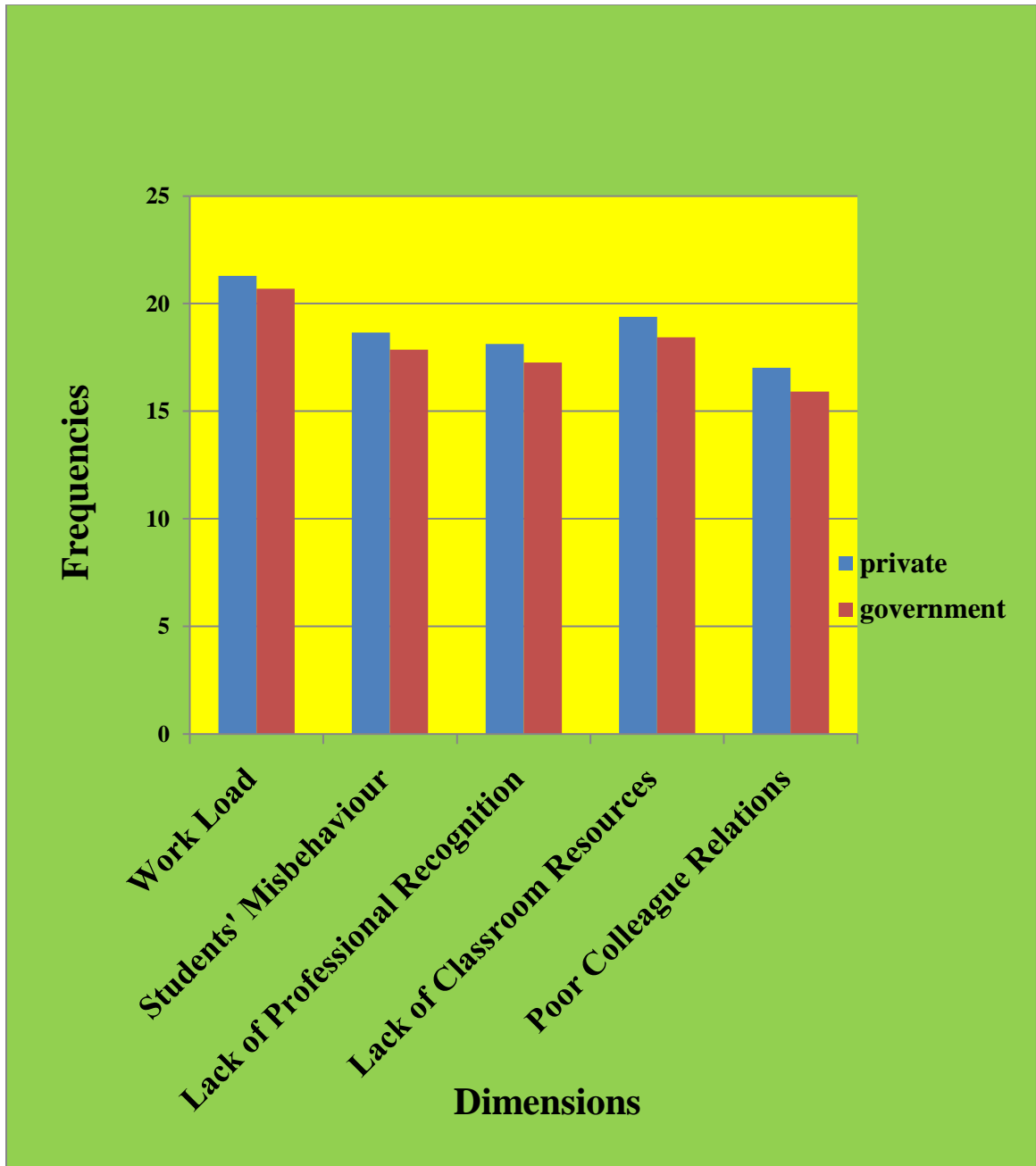


Fig iv. Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale

Table 3.7 Mean scores of teacher’s occupational stress based on experience.

Dimension	Experience	Mean
Work load	Below 10 yrs	20.69
	Above 10 yrs	21.02
Students misbehavior	Below 10 yrs	18.09
	Above 10 yrs	18.12
Lack of professional recognition	Below 10 yrs	17.58
	Above 10 yrs	17.49
Lack of classroom resources	Below 10 yrs	18.59
	Above 10 yrs	18.85
Poor colleague relations	Below 10 yrs	16.06
	Above 10 yrs	16.42
Total Raw Score	Below 10 yrs	90.81
	Above 10 yrs	91.83

From the above table, it can be observed that the above 10 yrs experienced secondary school teacher’s mean score of occupational stress with regard to workload is 21.02 which is highest whereas the below 10 years experienced secondary school teacher’s mean score of occupational stress with regard to poor colleague relation is 16.06 which is lowest which shows that the more experienced teachers feel more occupational stress with regard to their work load. The mean scores calculated on the basis of teaching experience of teachers in different components have been presented in the following figure.

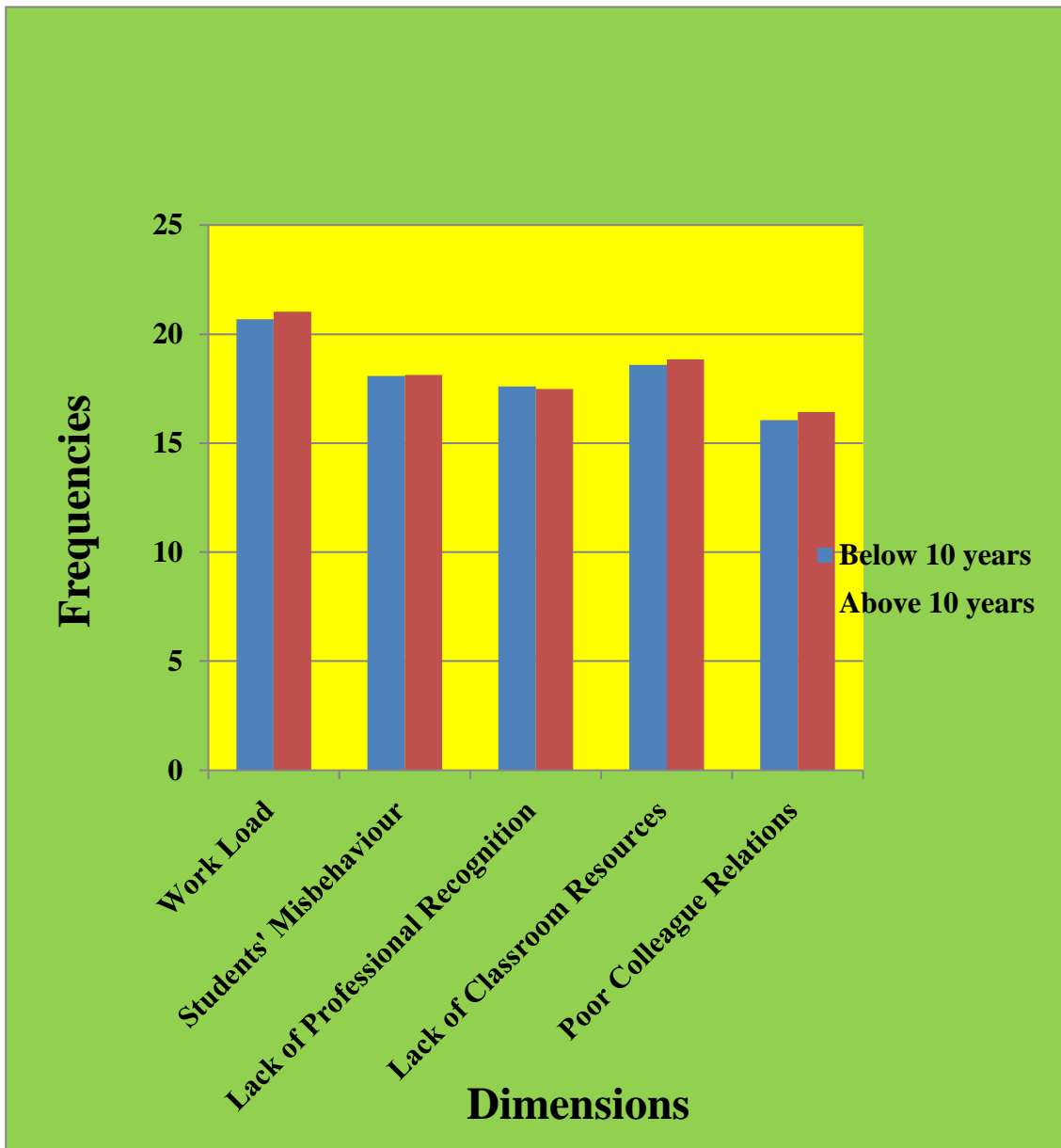


Fig v. Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale

Table 3.8 Mean scores of teacher’s occupational stress based on stream.

Dimension	Stream	Mean
Work load	Science	20.61
	Arts	20.84
Students misbehavior	Science	17.89
	Arts	18.32
Lack of professional recognition	Science	17.41
	Arts	17.67
Lack of classroom resources	Science	18.57
	Arts	18.89
Poor colleague relations	Science	15.99
	Arts	16.53
Total Raw Score	Science	90.49
	Arts	92.23

From the above table, it can be observed that the arts teachers of secondary school mean score of occupational stress with regard to workload is 20.84 which is highest whereas the science teachers of secondary schools mean score of occupational stress with regard to poor colleague relation is 15.99, which is lowest which shows that the more arts teachers feel more occupational stress with regard to their work load. The mean scores of science and arts teachers in different components have been presented in the following figure.

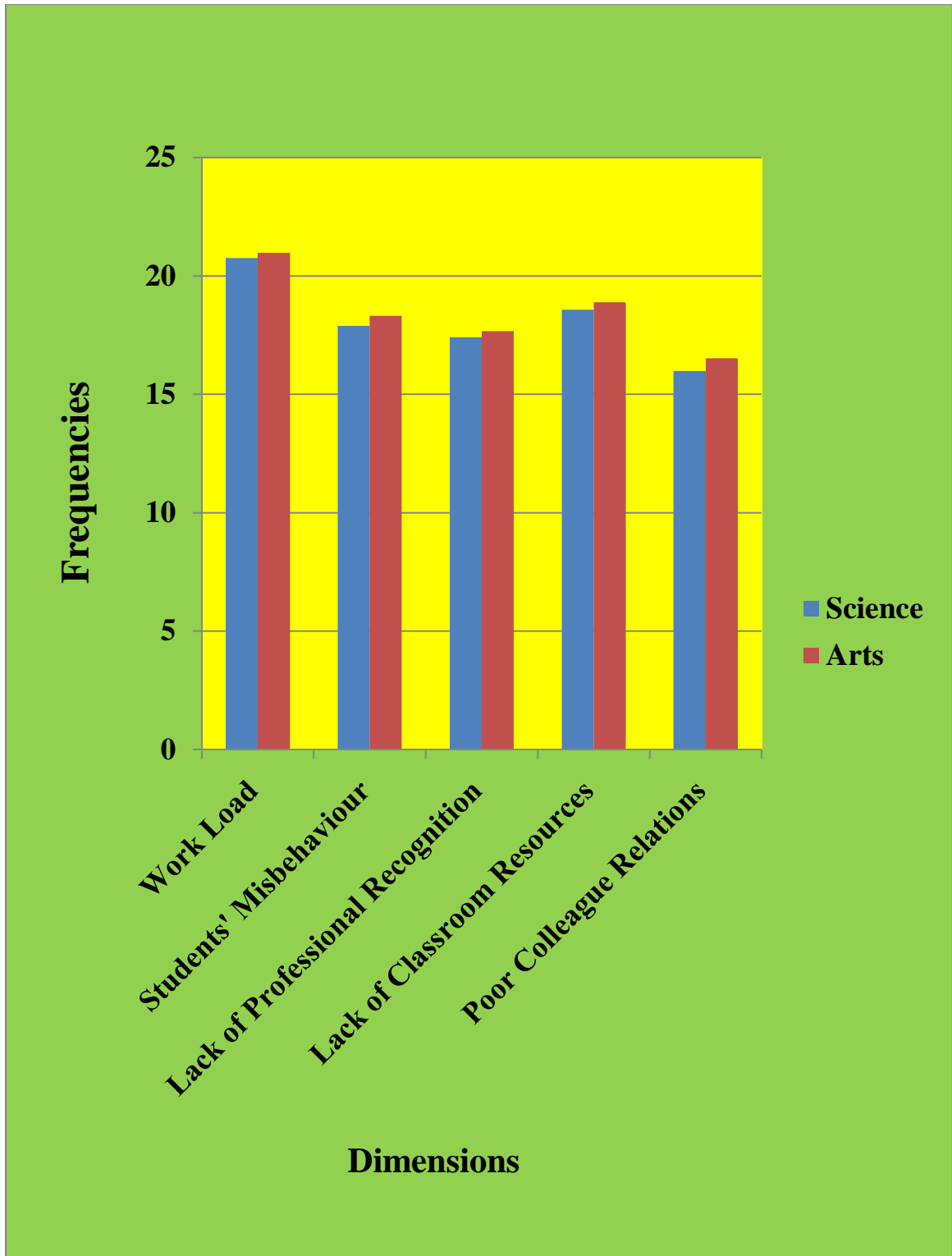


Fig vi. Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale

Table 3.9 Mean scores of teacher’s occupational stress based on training.

Dimension	Training	Mean
Work load	Trained	20.88
	Untrained	20.85
Students misbehavior	Trained	18.04
	Untrained	18.26
Lack of professional recognition	Trained	17.52
	Untrained	17.58
Lack of classroom resources	Trained	18.73
	Untrained	18.74
Poor colleague relations	Trained	16.27
	Untrained	16.24
Total Raw Score	Trained	91.38
	Untrained	91.38

From the above table, it can be observed that the trained secondary school teacher’s mean score of occupational stress with regard to workload is 20.88 which is highest whereas the untrained secondary school teacher’s mean score of occupational stress with regard to poor colleague relation is 16.24 which is lowest which shows that the more trained teachers feel more occupational stress with regard to their work load. The mean scores of trained and untrained teachers in different components have been presented in the following figure.

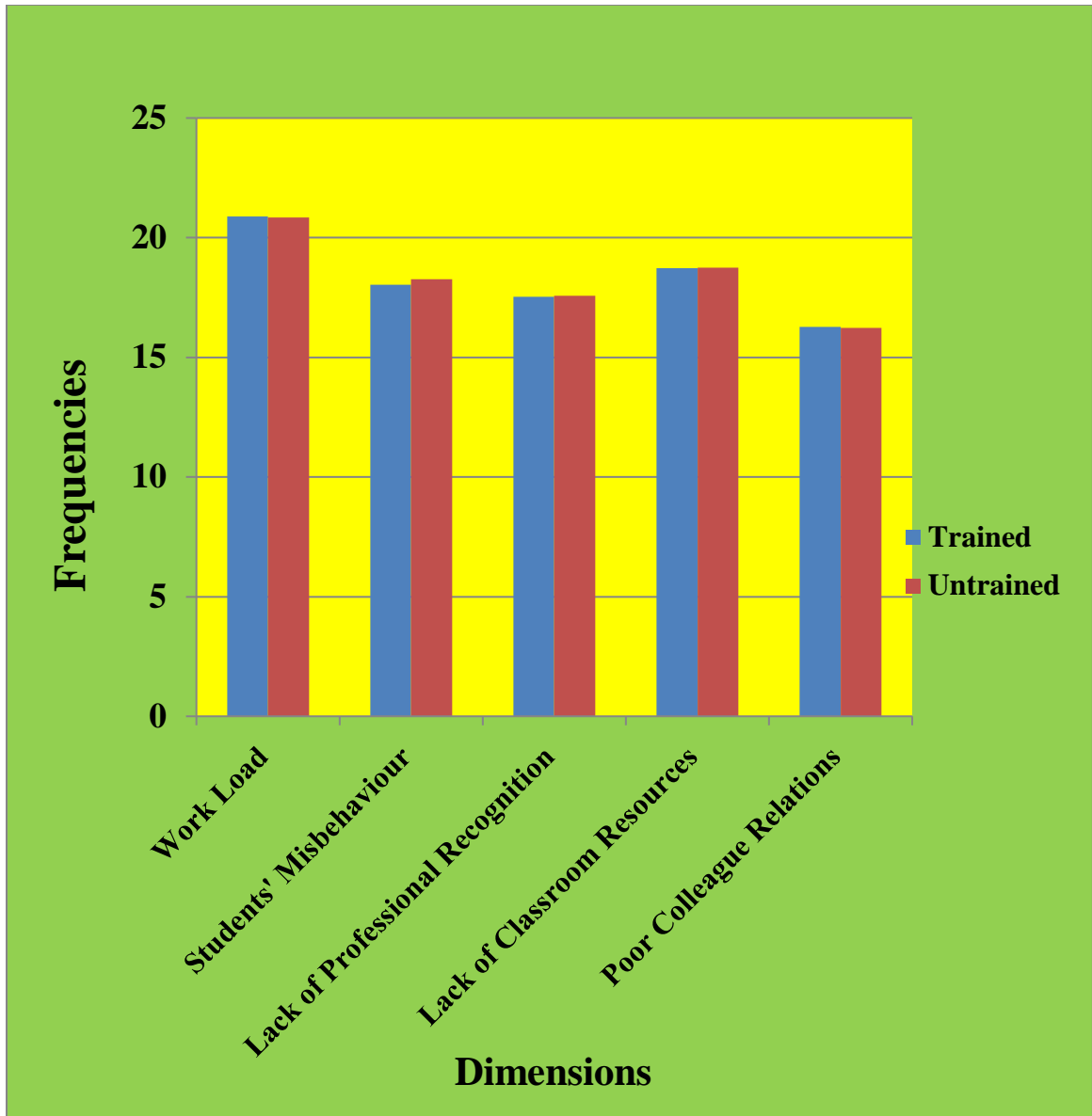


Fig vii. Bar graph showing the mean scores of teachers in different components of Teacher's Occupational stress Scale.

4.4 Z-SCORES TEACHERS' OCCUPATIONAL STRESS.

Table 3.10 showing the level of occupational stress among the secondary school teachers.

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	---
2.	+1.26 to 2.00	B	High stress	24
3.	+0.51 to +1.25	C	Above average stress	116
4.	-0.50 to 0.50	D	Average/ moderate stress	94
5	-0.51 to -1.25	E	Low stress	35
6	-1.26 to 2.00	F	Very low stress	41
7	-2.01 and below	G	Extremely low stress	10

On the basis of table 14 of the manual of teacher's occupational stress scale the data has been classified and arranged to get clear picture of occupational stress among secondary school teachers.

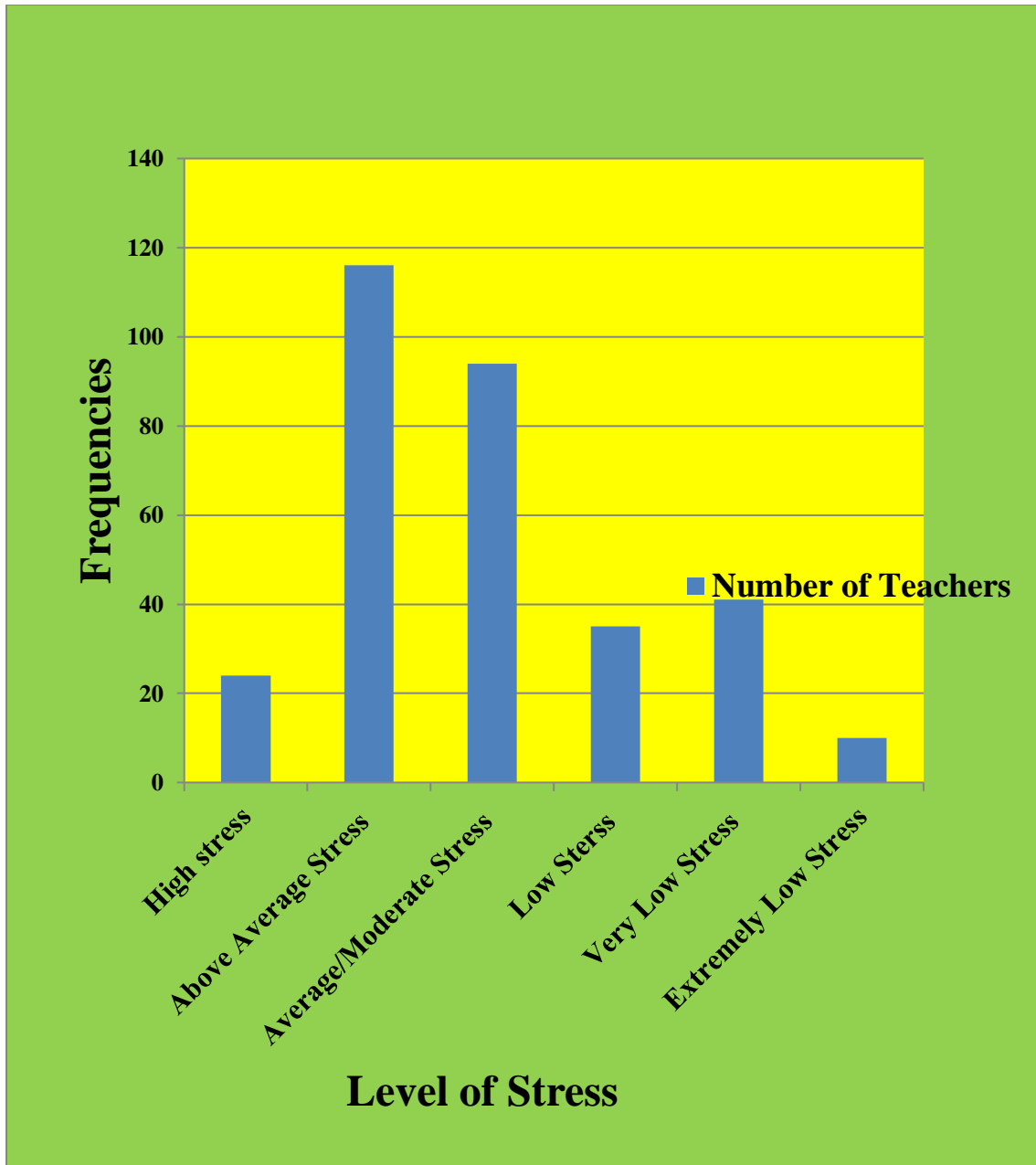


Fig vi: Bar graph showing the scores regarding level of teachers' occupational stress scale

Table 14 of the manual classifies occupational stress of teacher's into 6 categories i.e. High Stress, Above average stress, Average/ Moderate stress, low stress, very low stress and extremely low stress, which is highly stress, above average stress, average/ moderate stress, low stress, very low stress and extremely low stress. This table clearly reveals that 7.5% secondary school teachers are having high level occupational stress and 36.25% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 29.37% are having average/ moderate level of occupational stress. 10.93 are having low level of occupational stress, 3.12 are having extremely low level of stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.

Table 3.11 Showing the Level of Occupational Stress of the secondary school teacher's on workload dimension.

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	---
2.	+1.26 to 2.00	B	High stress	29
3.	+0.51 to +1.25	C	Above average stress	128
4.	-0.50 to 0.50	D	Average/ moderate stress	158
5	-0.51 to -1.25	E	Low stress	05
6	-1.26 to 2.00	F	Very low stress	
7	-2.01 and below	G	Extremely low stress	

This table clearly reveals that 9.06% secondary school teachers are having high level occupational stress and 45% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 1.56% are having average/ moderate level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.

Table 3.12 showing the Level of Occupational Stress of the dimension Lack of Classroom Resource

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	
2.	+1.26 to 2.00	B	High stress	68
3.	+0.51 to +1.25	C	Above average stress	177
4.	-0.50 to 0.50	D	Average/ moderate stress	75
5	-0.51 to -1.25	E	Low stress	
6	-1.26 to 2.00	F	Very low stress	
7	-2.01 and below	G	Extremely low stress	

This table clearly reveals that 21% secondary school teachers are having high level occupational stress and 55.31% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 23.43% are having average/ moderate level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.

Table 3.13 showing the Level of Occupational Stress of the dimension Student's Misbehavior

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	
2.	+1.26 to 2.00	B	High stress	10
3.	+0.51 to +1.25	C	Above average stress	130
4.	-0.50 to 0.50	D	Average/ moderate stress	180
5	-0.51 to -1.25	E	Low stress	
6	-1.26 to 2.00	F	Very low stress	
7	-2.01 and below	G	Extremely low stress	

This table clearly reveals that 3.12% secondary school teachers are having high level occupational stress and 40.62% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 56.25% are having above average level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.

**Table 3.14 showing the Level of Occupational Stress of the dimension
Poor Colleague relationship**

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	
2.	+1.26 to 2.00	B	High stress	1
3.	+0.51 to +1.25	C	Above average stress	60
4.	-0.50 to 0.50	D	Average/ moderate stress	251
5	-0.51 to -1.25	E	Low stress	8
6	-1.26 to 2.00	F	Very low stress	
7	-2.01 and below	G	Extremely low stress	

This table clearly reveals that 18.75% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 78.43% are having average level of occupational stress. Thus, the secondary school teachers are not having much occupational stress with regard to poor colleague relationship.

**Table 3.15 showing the Level of Occupational Stress of the dimension
Lack of Professional Recognition**

Sl. No.	Range of z-Scores	Grade	Level of Teachers' Occupational stress	Number of teachers falling under the category
1.	+2.01 and above	A	Extremely high stress	
2.	+1.26 to 2.00	B	High stress	41
3.	+0.51 to +1.25	C	Above average stress	165
4.	-0.50 to 0.50	D	Average/ moderate stress	114
5	-0.51 to -1.25	E	Low stress	
6	-1.26 to 2.00	F	Very low stress	
7	-2.01 and below	G	Extremely low stress	

This table clearly reveals that 12.81% secondary school teachers are having high level occupational stress and 51.56% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 35.62% are having average/ moderate level of occupational stress. Which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

A detailed differential analysis and interpretation of results on stress scores of teachers has been presented in tables illustrated below totally and sub-sample wise.

4.1 DIFFERENTIAL ANALYSIS ON TEACHER'S OCCUPATIONAL STRESS.

The present sub-sample analysis has been attempted to meet the objective of testing the null hypothesis (H_0) stated earlier and presented in this report in earlier chapter. In case of each sub-sample, first the null hypotheses have been set up according to the requirements of the problem. The level of significant for the test has been selected and the data are subjected to the test of significance. On the basis of 't' value for corresponding degrees of freedom. The calculated value of 't' was compared where a decision rule was framed. If the calculated value of 't' is larger than the table value of 't' the null hypothesis was rejected and the alternative hypothesis was accepted. If the calculated value of 't' is less than the table value of 't' the null hypothesis was accepted and interpretation of result was made accordingly.

4.2 GENDER WISE DIFFERENCES IN TEACHERS OCCUPATIONAL STRESS

For the conduct of the study gender was taken as one of the important intra variable. The mean scores of the teachers belonging to both the gender were calculated and the

significance of difference was calculated. The findings have been presented in the following table.

Table 4.1 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to gender variation

Gender	Number	Mean	S.D	SED	't' value	Remark
Male	160	89.99	11.49	.907	2.32	Significant at 0.05 level and Not
Female	160	92.77	9.82	.775		Significant at 0.01 level
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59						

In order to find the difference in the scores in the occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of occupational stress among the male and female teachers. The calculated value for the “t” was found to be 2.32. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is significant at 0.5 level and is not significant at 0.01 Thus the null hypothesis H_{02} : “There is a significant difference in occupational stress of male and female secondary school teachers” is rejected.

4.3 COMPONENT WISE DISTRIBUTION OF SCORE LEVEL OF TEACHERS OCCUPATIONAL STRESS ON GENDER VARIATION.

Table 4.2 Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to work load dimension.

Dimension	Gender	Number	Mean	S.D	SED	't' value	Remark
WL	Male	160	20.67	2.79	.23	1.35	Not Significant
	Female	160	21.08	2.65	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the workload dimension of occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the workload dimension of occupational stress among the male and female secondary school teachers.

The calculated value for the "t" was found to be 1.35. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(2)}$ i.e 'there exist no significant difference in occupational stress due to gender variation with regard to workload dimension' - is accepted.

Table 4.3 Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to student’s misbehaviour dimension.

Dimension	Gender	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Male	160	17.82	2.82	.23	1.92	Not Significant
	Female	160	18.41	2.66	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the student’s misbehaviour dimension of occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the student’s misbehaviour dimension of occupational stress among the male and female secondary school teachers. The calculated value for the “t” was found to be 1.92. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(2)}$ i.e ‘there exist no significant difference in occupation stress level due to gender variation with regard to student’s misbehaviour’ is accepted.

Table 4.4 Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to lack of professional recognition dimension.

Dimension	Gender	Number	Mean	S.D	SED	't' value	Remark
LPR	Male	160	16.99	2.86	.23	3.53	Significant
	Female	160	18.08	2.61	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the lack of the professional recognition of occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the lack of the professional recognition of occupational stress among the male and female secondary school teachers. The calculated value for the "t" was found to be 3.53. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is greater than the table value. Hence, the null hypothesis H_{02} (iii) i.e 'there exist significant difference in occupation stress level due to gender variation with regard to lack of professional recognition dimension' is rejected .

Table 4.5 Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to lack of classroom resources dimension.

Dimension	Gender	Number	Mean	S.D	SED	't' value	Remark
LCR	Male	160	18.42	3.39	.27	.51	Not
	Female	160	19.05	2.79	.23		Significant
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the lack of classroom resources of occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the lack of classroom resources of occupational stress among the male and female secondary school teachers. The calculated value for the "t" was found to be .51. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(IV)}$ i.e 'there exist no significant difference in occupation stress level due to gender variation with regard to lack of class room resources dimension' is accepted .

Table 4.6 Summary of test significance of difference between mean scores of male and female secondary school teachers with regard to poor colleague relation dimension.

Dimension	Gender	Number	Mean	S.D	SED	't' value	Remark
PCR	Male	160	16.19	2.94	.24	.38	Not
	Female	160	16.32	2.85	.23		Significant
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the poor colleague relations of occupational stress among male and female secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the poor colleague relations of occupational stress among the male and female secondary school teachers. The calculated value for the “t” was found to be .38. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(2v)}$ i.e ‘there exist no significant difference in occupation stress level due to gender variation with regard to lack of poor colleague relation dimension’- is accepted .

4.4 LOCALITY WISE DIFFERENCES IN TEACHERS

OCCUPATIONAL STRESS

In this study the investigator has taken locality as a major variable. In this regard the sample was divided into equal number of teachers of secondary schools of urban and rural locality. The mean scores of the teachers belonging to both the locality were calculated and the significance of difference was calculated. The findings have been presented in the following table.

Table 4.7 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to locality variation

Locale	Number	Mean	S.D	SED	't' value	Remark
Urban	160	92.19	10.96	.866	1.36	Not significant
Rural	160	90.56	10.53	.833		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59						

In order to find the difference in the scores in the occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of occupational stress among the urban and rural teachers. The calculated value for the "t" was found to be 1.36.

The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is lesser than the table value and which expresses that it is not significant. Thus the null hypothesis H_{01} : “There is no significant difference in occupational stress of among urban and rural secondary school teachers” is accepted.

Hence, we can say that there is no significant difference in the occupational stress of secondary school teachers with regard to locale.

4.5 DIMENSION WISE DIFFERENCES IN OCCUPATIONAL STRESS OF TEACHERS

For the conduct of the study locality, gender, management, experience, stream, and training was taken as one of the important variable. In this regard the sample was divided into equal number on locality and gender based. And other variables were selected through lottery method. The mean scores of the teachers belonging to locality, genders, management, experience, stream and training was calculated and the significance of difference was calculated. The findings have been presented in the following table.

Locality wise difference with regard to different dimensions of the occupational stress at secondary level was further calculated and the details of the calculation are in given following tables.

Table 4.8 Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to workload dimension.

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
WL	Urban	160	21.06	2.86	.226	1.23	Not Significant
	Rural	160	20.69	2.59	.205		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the workload dimension of occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the workload dimension of occupational stress among the urban and rural teachers.

The calculated value for the "t" was found to be 1.23. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(i)}$ i.e 'there exist no significant difference in of occupation stress level due to locality variation with regard to workload dimension'- is accepted. Same results were found through interview which was conducted by the researcher on occupational stress by compiling other dimension.

However locality wise differences in occupational stress of teacher working in different level was further calculated and the details of the calculation are in given following tables

Table 4.9 Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to student’s misbehaviour

Dimension	Locale	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Urban	160	18.36	2.76	.218	1.59	Not Significant
	Rural	160	17.87	2.74	.217		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the student’s misbehaviour dimension of occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the student’s misbehaviour dimension of occupational stress among the urban and rural teachers. The calculated value for the “t” was found to be 1.59. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(i)}$ i.e ‘there exist no significant difference in occupation stress level due to locality variation with regard to student misbehaviour’ - is accepted.

Table 4.10 Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to lack of professional recognition.

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
LPR	Urban	160	17.78	2.77	.219	1.55	Not Significant
	Rural	160	17.29	2.79	.219		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the lack of professional recognition dimension of occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the professional recognition dimension of occupational stress among the urban and rural teachers. The calculated value for the “t” was found to be 1.55. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(iii)}$ i.e ‘there exist no significant difference in occupation stress level due to locality variation with regard to professional recognition dimension’- is accepted.

Table 4.11 Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to lack of classroom resource.

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
LCR	Urban	160	18.82	3.24	.256	0.51	Not Significant
	Rural	160	18.65	2.99	.237		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the lack of classroom resource dimension of occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the lack of classroom resource dimension of occupational stress among the urban and rural teachers. The calculated value for the "t" was found to be .51. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{01(iv)}$ i.e 'there exist no significant difference in occupation stress level due to locality variation with regard to lack of classroom resource dimension' - is accepted.

Table 4.12 Summary of test significance of difference between means scores of urban and rural secondary school teachers on occupational stress with regard to poor colleague relations

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
PCR	Urban	160	16.47	2.89	.228	1.24	Not Significant
	Rural	160	16.06	2.89	.229		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the poor colleague relation dimension of occupational stress among urban and rural secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the poor colleague relation dimension of occupational stress among the urban and rural teachers. The calculated value for the “t” was found to be 1.24. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(v)}$ i.e ‘there exist no significant difference in occupation stress level due to locality variation with regard to poor colleague relation dimension’ - is accepted.

4.6 MANAGEMENT WISE DIFFERENCES IN TEACHERS

OCCUPATIONAL STRESS

For the conduct of the study management was taken as one of the important variable. In this regard the sample was divided into government and private Secondary School Teachers. The mean scores of the teachers belonging to both the management sectors were calculated and the significance of difference was calculated. The findings have been presented in the following table.

Table 4.13 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to management variation

Management	Number	Mean	S.D	SED	't' value	Remark
Private	100	94.52	9.97	.99	3.58	significant
Govt.	220	89.96	10.82	.72		

Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59

The above table depicts the test significance of the total mean scores of occupational stress among the private and government secondary school teachers. The calculated value for the "t" was found to be 3.58. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is greater than the table value and which expresses that it is significant. Thus the null hypothesis H_{04} : "There is a significant difference in occupational stress of government and private secondary school teachers" is rejected.

However management wise differences in occupational stress of teacher working in different level was further calculated and the details of the calculation are in given following tables

4.7 COMPONENT WISE DISTRIBUTION OF SCORE LEVEL OF TEACHERS OCCUPATIONAL STRESS ON MANAGEMENT VARIATION.

Table 4.13 Summary of test significance of difference between mean scores of private and government secondary school teachers with regard to occupational dimension.

Dimension	Management	Number	Mean	S.D	SED	't' value	Remark
WL	Private	100	22.28	2.74	.28	1.82	Not
	Govt.	220	20.69	2.71	.19		Significant
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the workload dimension of occupational stress among government and private secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of workload dimension of occupational stress among the government and private secondary school teachers. The calculated value for the “t” was found to be 1.82. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated

value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{03(i)}$ i.e. ‘there exist no significant difference in occupation stress level due to management variation with regard to lack of workload dimension’ is accepted .

Table 4.14 Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to student’s misbehaviour dimension

Dimension	Management	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Private	100	18.66	2.56	.26	2.40	Significant at 0.05 level and not significant at 0.01 level
	Govt.	220	17.86	2.81	.19		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

In order to find the difference in the scores in the Student’s misbehaviour dimension of occupational stress among government and private secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of student’s misbehaviour dimension of occupational stress among the government and private secondary school teachers. The calculated value for the “t” was found to be 2.40. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance,

the calculated value for the distribution is significant at 0.05 level and Not significant at 0.01 level. Hence, the null hypothesis $H_{03(ii)}$ i.e there exist no significant difference in occupation stress level due to management variation with regard to lack of student's misbehaviour dimension is rejected .

Table 4.15 Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to lack of professional recognition dimension

Dimension	Management	Number	Mean	S.D	SED	't' value	Remark
LPR	Private	100	18.13	2.59	.26	2.56	Significant at 0.05 level and not significant at 0.01 level
	Govt.	220	17.27	2.83	.19		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of lack of professional recognition dimension of occupational stress among the government and private secondary school teachers. The calculated value for the "t" was found to be 2.56. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is significant at 0.05 level and Not significant at 0.01 level. Hence, the null hypothesis $H_{03(iii)}$ i.e there exist no significant difference in occupation stress level due to management variation with regard to lack of professional recognition dimension is rejected .

Table 4.16 Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to lack of classroom resources dimension

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
LCR	Private	100	19.38	2.89	.29	2.49	Significant at 0.05 level and Not significant at 0.01 level
	Govt.	220	18.45	3.18	.22		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of lack of classroom resources dimension of occupational stress among the government and private secondary school teachers. The calculated value for the “t” was found to be 2.49. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is significant at 0.05 level and Not significant at 0.01 level. Hence, the null hypothesis $H_{0(IV)}$ i.e ‘there exist no significant difference in occupation stress level due to management variation with regard to lack of classroom resources dimension’ is rejected .

Table 4.17 Summary of test significance of difference between mean scores of private and government secondary school teachers on occupational stress with regard to poor colleague relations

Dimension	Management	Number	Mean	S.D	SED	't' value	Remark
PCR	Private	100	17.02	2.81	.29	3.19	Significant
	Govt.	220	15.92	2.87	.19		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of poor colleague relations dimension of occupational stress among the government and private secondary school teachers. The calculated value for the “t” was found to be 3.19. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is significant at 0.05 level and Not significant at 0.01 level. Hence, the null hypothesis $H_{0(3v)}$ i.e ‘there exist no significant difference in occupation stress level due to management variation with regard to poor colleague relations dimension’ - is rejected .

4.8 EXPERIENCE WISE DIFFERENCES IN TEACHERS OCCUPATIONAL STRESS

In this study the investigator has taken experience as a major variable. In this regard the sample was divided into experience below 10 years and experience above 10. The mean scores of the teachers was calculated. The findings have been presented in the following table.

Table 4.18 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to experience variation

Experience	Number	Mean	S.D	SED	't' value	Remark
Below 10 years	141	90.81	10.84	.912	0.83	Not significant
Above 10 years	179	91.83	10.71	.800		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59						

In order to find the difference in the scores in the occupational stress among secondary school teachers having below 10 years experience and above 10 years experience, the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of occupational stress among teachers having below 10 years experience and above 10 years experience. The calculated value for the "t" was found to be 0.83 The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is lesser than the table value. Thus, the null hypothesis H_{04} : "There is no significant difference in occupational stress of teachers having below 10 years experience and above 10 years experience" is accepted.

4.9 COMPONENT WISE DISTRIBUTION OF SCORE LEVEL OF TEACHERS OCCUPATIONAL STRESS ON EXPERIENCE VARIATION

Table 4.19 Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to work load dimension

Dimension	Experience	Number	Mean	S.D	SED	't' value	Remark
WL	Below 10 yrs	141	20.69	2.63	.23	1.05	Not Significant
	Above 10 yrs	179	21.02	2.79	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of workload dimension of occupational stress among the teachers having below 10 years experience and above 10 years experience. The calculated value for the "t" was found to be 1.05. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(4)}$ i.e there exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to poor colleague relations dimension is accepted .

Table 4.20 Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to student’s misbehaviour dimension

Dimension	Locale	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Below 10 yrs	141	18.09	2.67	.23	.04	Not Significant
	Above 10 yrs	179	18.12	2.83	.22		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of student’s misbehavior of occupational stress among the teachers having below 10 years experience and above 10 years experience. The calculated value for the “t” was found to be .04. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value Hence, the null hypothesis $H_{04(ii)}$ i.e there exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to student’s misbehavior is accepted.

Table 4.21 Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regards to lack of professional recognition

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
LPR	Below 10 yrs	141	17.58	2.72	.23	0.26	Not Significant
	Above 10 yrs	179	17.49	2.85	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of lack of professional recognition of occupational stress among the teachers having below 10 years experience and above 10 years experience. The calculated value for the “t” was found to be .26. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value Hence, the null hypothesis H_{04} (iii) i.e there exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of professional recognition is accepted.

Table 4.22 Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to lack of classroom resources dimension

Dimension	Locale	Number	Mean	S.D	SED	't' value	Remark
LCR	Below 10 yrs	141	18.59	3.16	.27	.72	Not Significant
	Above 10 yrs	179	18.85	3.08	.24		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of lack of classroom resources of occupational stress among the teachers having below 10 years experience and above 10 years experience. The calculated value for the “t” was found to be .72. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{04 (iv)}$ i.e there exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of classroom resources is accepted.

Table 4.23 Summary of test significance of difference between means of scores of secondary school teachers with experience of below 10 years and above 10 years with regard to poor colleague relations dimension

Dimension	Locale	Number	Mean	S.D	SED	‘t’ value	Remark
PCR	Below 10 yrs	141	16.06	3.04	.26	1.09	Not Significant
	Above 10 yrs	179	16.42	2.76	.21		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of lack of poor colleague relations of occupational stress among the teachers having below 10 years experience and above 10 years experience. The calculated value for the “t” was found to be 1.09. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{04 (v)}$ i.e there exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to poor colleague relations is accepted.

4.10 STREAM WISE DIFFERENCES IN TEACHERS OCCUPATIONAL STRESS

For the conduct of the study stream was taken as one of the important variable. In this regard the sample was divided into equal number of Science and Arts teachers. The mean scores of the teachers belonging to both the stream was calculated and the significance of difference was calculated. The findings have been presented in the following table.

Table 4.24 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regards to stream variation

Stream	Number	Mean	S.D	SED	't' value	Remark
Science	160	92.19	10.96	.866	1.36	Not significant
Arts	160	90.56	10.53	.833		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59						

In order to find the difference in the scores in the workload dimension of occupational stress among the science and arts stream teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of the workload dimension of occupational stress among the science and arts teachers.

The calculated value for the “t” was found to be 1.36. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 318 degree of freedom, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis H_0 : ‘There is no significant difference in occupational stress among science and arts stream secondary school teachers’ is accepted. Same results were found through interview which was conducted by the researcher on occupational stress by compiling other dimension.

However stream wise differences in occupational stress of teacher working in different level was further calculated and the details of the calculation are in given following tables

4.11 COMPONENT WISE DISTRIBUTION OF SCORE LEVEL OF TEACHERS OCCUPATIONAL STRESS ON STREAM VARIATION.

Table 4.25 Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to workload

Dimension	Stream	Number	Mean	S.D	SED	't' value	Remark
WL	Science	157	20.61	2.61	2.61	0.71	Not Significant
	Arts	163	20.84	2.84	2.84		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of workload dimensions of occupational stress among science and arts stream secondary school teachers.

The calculated value for the "t" was found to be .71 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{05(i)}$ i.e 'there exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to workload' - is accepted.

Table 4.26 Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Student’s misbehaviour dimension

Dimension	Stream	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Science	157	17.89	2.65	2.65	1.41	Not Significant
	Arts	163	18.32	2.84	2.84		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores of student’s misbehaviour dimensions of occupational stress among science and arts stream secondary school teachers.

The calculated value for the “t” was found to be 1.41 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{05(ii)}$ i.e ‘there exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to student’s misbehaviour’ is accepted.

Table 4.27 Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Lack of professional Recognition dimension

Dimension	Stream	Number	Mean	S.D	SED	‘t’ value	Remark
LRP	Science	157	17.41	2.87	2.87	0.84	Not Significant
	Arts	163	17.67	2.69	2.69		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under lack of professional recognition dimensions of occupational stress among science and arts stream secondary school teachers.

The calculated value for the “t” was found to be .84 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis H_{05} (iii) i.e ‘there exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of professional recognition’- is accepted.

Table 4.28 Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to lack of classroom Resources dimension

Dimension	Stream	Number	Mean	S.D	SED	‘t’ value	Remark
LCR	Science	157	18.57	3.06	3.06	.89	Not Significant
	Arts	163	18.89	3.17	3.17		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under lack of classroom resources dimensions of occupational stress among science and arts stream secondary school teachers.

The calculated value for the “t” was found to be .89 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis H_{05} (iv) i.e there exist

no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of classroom resources is accepted.

Table 4.29 Summary of test significance of difference between means scores of science and arts teachers on occupational stress with regard to Poor colleague Relations dimensions

Dimension	Stream	Number	Mean	S.D	SED	't' value	Remark
PCR	Science	157	15.99	2.93	2.93	1.68	Not Significant
	Arts	163	16.53	2.84	2.84		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under poor colleague relations dimensions of occupational stress among science and arts stream secondary school teachers.

The calculated value for the “t” was found to be 1.68 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{05(v)}$ i.e there exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to poor colleague relations is accepted.

4.12 TRAINING WISE DIFFERENCES IN TEACHERS

OCCUPATIONAL STRESS

For the conduct of the study training was taken as one of the important variable. In this regard the sample was divided into trained and untrained teachers. The mean scores of the teachers with regard to training was calculated and the significance of difference was calculated. The findings have been presented in the following tables

Table 4.30 Summary of test significance of difference between total mean scores on occupational stress of secondary school teachers with regard to training variation

Training	Number	Mean	S.D	SED	't' value	Remark
Trained	214	91.38	10.54	0.73	.03	Not significant
Untrained	106	91.38	11.23	1.09		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59						

In order to find the difference in the scores in the occupational stress among trained and untrained secondary school teachers the test of significance of difference between the means were calculated.

The above table depicts the test significance of the total mean scores of occupational stress among the trained and untrained teachers. The calculated value for the "t" was found to be .03. The table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 levels, the calculated value for the distribution is lesser than the table value and which expresses that it is not significant. Thus the null hypothesis H_0 : "There is no significant

difference in occupational stress among trained and untrained secondary school teachers.” is accepted.

Hence, we can say that there is no significant difference in the occupational stress of secondary school teachers with regard to training.

4.13 COMPONENT WISE DISTRIBUTION OF SCORE LEVEL OF TEACHERS OCCUPATIONAL STRESS ON TRAINING VARIATION.

Table 4.31 Summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to workload dimensions

Dimension	Training	Number	Mean	S.D	SED	‘t’ value	Remark
WL	Trained	214	20.88	2.61	0.17	0.09	Not Significant
	Untrained	106	20.85	2.96	0.29		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under workload dimensions of occupational stress among trained and untrained secondary school teachers.

The calculated value for the “t” was found to be .09 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis H_0 (i) i.e. there exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to workload is accepted.

Table 4.32 Summary of test significance of difference between means scores of trained and untrained secondary school teachers under student’s misbehaviour dimensions

Dimension	Training	Number	Mean	S.D	SED	‘t’ value	Remark
SM	Trained	214	18.04	2.71	.19	.67	Not Significant
	Untrained	106	18.26	2.85	.28		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under student’s misbehavior dimensions of occupational stress among trained and untrained secondary school teachers.

The calculated value for the “t” was found to be .67 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{06(ii)}$ i.e there exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to student’s misbehaviour is accepted.

Table 4.33 Summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to lack of professional recognition dimension

Dimension	Training	Number	Mean	S.D	SED	't' value	Remark
LPR	Trained	214	17.52	2.87	.19	.18	Not Significant
	Untrained	106	17.58	2.63	.26		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under lack of professional recognition dimensions of occupational stress among trained and untrained secondary school teachers.

The calculated value for the “t” was found to be .18 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis H_{06} (iii) i.e there exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of professional recognition is accepted.

Table 4.34 Summary of test significance of difference between means scores of trained and untrained secondary school teachers with regard to lack of classroom resources

Dimension	Training	Number	Mean	S.D	SED	't' value	Remark
LCR	Trained	214	18.73	3.04	.21	.01	Not Significant
	Untrained	106	18.74	3.27	.32		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under lack of classroom resources dimensions of occupational stress among trained and untrained secondary school teachers.

The calculated value for the “t” was found to be .01 the table value for the distribution is 1.97 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{06 (iv)}$ i.e there exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of classroom resources is accepted.

Table 4.35 Summary of test significance of difference between mean scores of trained and untrained secondary school teachers with regard to poor colleague relations

Dimension	Training	Number	Mean	S.D	SED	't' value	Remark
PCR	Trained	214	16.27	2.88	0.19	.08	Not Significant
	Untrained	106	16.24	2.92	0.29		
Critical value of the distribution is at 0.05 level it is 1.97 and at 0.01 level it is 2.59							

The above table depicts the test significance of the total mean scores under poor colleague relations dimensions of occupational stress among trained and untrained secondary school teachers.

The calculated value for the "t" was found to be .01 the table value for the distribution is .08 at 0.05 level and 2.59 at 0.01 level of significance, the calculated value for the distribution is lesser than the table value. Hence, the null hypothesis $H_{0(v)}$ i.e there exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to poor colleague relations is accepted.

And for getting a further response the researcher administered an interview schedule where from the responses many new factors came up. The researcher has also used the self **constructed** open ended questions in order give a depth essence to the research, as well as to know actually the stress of the teachers amongst the secondary school. The main purpose of interview schedule is to measure the occupational stress of secondary school teachers with regard to their experience in the profession. The teachers expressed their entire experiences and the stress they are facing while getting into teaching

profession. From the interview the researcher has highlighted few determinants which can be considered in the research and the factors are as follows:

- **Length of experience:** Here the researcher has segregated the length of experience into two parts like below 10 years and above 10 years, and from the interview the researcher came to know that the teachers with much more experience are explored more with the pros and cons of the system as in they have a good knowledge about the prevailing system of the schools, whereas the teachers with less experience were unaware of the prevailing system and was not able to implement it properly.
- **Management:** As in time as well as resources, it is found to be limited from the perspective of the teachers as they feel that the exposure of students in every field is must, but with the lack of time they are not able to concentrate only on one individual child. The time-table/ routine are creating as a barrier in reaching the child's need as well as interest. And in this way the teachers are not able to disseminate the information they want.
- **Aspirations of Teachers:** When interviewing with the teachers, the researcher has come across so many plausible responses, they were much more interested in promoting the child's knowledge, as well as they see their profession as a means of grooming themselves by evaluating their teaching through the performance of the students. And in this way they get updated as well as motivated. Aspiration doesn't

only mean to promotion, but it does mean the changes they see in their profession.

- **Knowledge about the system:** As Indian government has introduced RTE and CCA in order to bring quality learning in the school. So the researcher's main strategy was to check the knowledge about these schemes amongst the teachers as well as to know whether they take these schemes as a part of burden. a
- **Opportunity provided for learning new things:** Here the researcher has found that in some schools government they have provision of the use of ICT lab, and the library was also well furnished with different facilities which is needed for the school, but just because of their busy schedule they could not able to assess it.
- **Prospects of teaching profession:** According to teachers opinion it has been found that 40 % of teachers do not find any prospects besides being a teacher and 60% teachers experiencing of getting opportunities to explore new horizon and they get opportunity to learn new things every day which makes them more energized.
- **Status of teachers in society:** Society is said to be one of the prominent decision makers about the status of an individual. So it has been found out that teacher's posses a very good position in a society.
- **Teacher's salary and emoluments:** With regard to the salary and emoluments the government school teacher are satisfied with their

salaries whereas the private school teachers do not get enough salary as per their job.

- **Involvement of the teachers in recreational activities:** The government school teachers are found to be participating in refresher courses in order to upgrade themselves whereas the private school teachers do not get time to go for the courses because of the work pressure. In a way it is good for teachers to go for refresher courses but sometimes it is difficult for the teachers to manage the work.
- **Interest and disinterest of teachers among their profession:** Teachers they have an interest in getting along with young students and also with their involvement. With regard to disinterest they are not able to handle the student's misbehavior.
- **Choosing teaching as a profession:** From the study it has been found out that they find teaching as a Nobel profession. So they feel teaching as a good profession.
- **Role of RTE in education:** It has found that RTE has undoubtedly been boon for students especially for poor students as they have to get enrolled to get education in institutions.
- **View about CCE:** It has found that CCE scheme is serving best of its purpose as individual students has been evaluated by teacher in different field
- **Problem in implementing of CCA in ground reality:** Lack of infrastructure, lack of trained teachers, Socio-economic status of the

students and the ignorance of parents are found to be hindrance of CCA in ground reality.

- **Interruption and disturbances face in job:** Govt. schools teachers are especially facing disturbances due to the transferring of teachers during mid session of the school. The quality of students in secondary level is not up to the standard is also found as disturbances factor.
- **Role of seniors for listening to the problems-** it has been found that the senior and more experienced teachers are always been supportive and problems solving for the less experienced teachers .
- **Does colleagues come ahead to complete the task:** Here the researcher has found that the in terms of subject related problem or for taking extra classes. Teacher come ahead and help each other cooperatively.
- **Opportunity to change the work place:** Here the researcher has found that teachers are more satisfied with their job and they aren't willing to change their profession with other profession, mean while private teachers are desperately wanting to get appointed in govt. schools.
- **Tempted to leave teaching profession:** Here the researcher found that teachers have never been tempted to leave their profession.
- **Other service feel better except teaching:** Researcher has found that 70% of teachers are willing to serve in office level, where they feel that office worker is having less workload as compare with teaching

profession. And left 30% are not willing to change their profession except teaching.

- **Other responsibility besides teaching:** Here the researcher found that beside teaching teachers are having many other responsibilities. Teachers are involved in some extra-co-curricular activities.
- **Workload increased over year:** Here the researcher found that teachers workload has increased due to implementation of different new schemes and due to increase of enrollment of student.
- **Other work enjoyed apart from teaching:** Here the researcher found that apart from teaching , teachers enjoyed themselves by involving in extra-co-curricular activities.
- **Occupational affects in lifestyle:** It has found that teacher occupational has affects in both ways. When researcher try to ponder on positive aspects then, it has found that teacher found themselves come up with more positive attitude and self worth .Again when researcher try to ponder on negative aspects then, it has found that teachers were affected with health problem and they share that due to over woke and time pressure, their life is becoming more tedious.
- **Psychological theories and the difficulties facing while implementing those theories practically :** It has found that more than 90% of teachers are having the knowledge of different psychological theories mean while researcher have found that those teachers who have not done B.Ed training are unknown with such theories. In terms of implementation of

those theories in practicality researcher have found that the teachers are facing problem due to lack of infrastructure and especially the teacher from rural areas are facing more problem for implementing such theories in ground reality.

- **Major problem face in teaching profession:** Irregularity of students, poor infrastructure, below average students and non-professional approach of the authorities are the major problems faced by the teachers.
- **Experiences of being in teaching profession:** The according to teachers responses researcher have found that they were able to enrich with more knowledge and they have also develop the technical skill for effective teaching. It has been found that teachers were evolved with more mature human being.
- **Teachers perception about how much they are fit enough into the organizational structure of teaching profession:** Researcher have found that those to teacher who are fully equipped with different professional studies are more fit enough into the organizational structure of teaching profession. Those teachers who are working on contract basis and not have been recognized with any professional skills are not found fit enough into the organizational structure of teaching profession.
- **Advice for making teaching profession more fruitful:** According to teachers responses for making teaching profession more fruitful, it has found that the quality of teachers plays a biggest impact on the achievement of students. There need to made more dedication and need

to be more obedient towards their duty. The involvement of teacher towards student has been the main concern for making teaching profession more fruitful.

- **Advice for reducing work stress among teachers:** According to teachers responses it has found that teacher need to be more realistic about their goals. And need to be more focused on modern way of teaching.
- **Opportunity to learn new things form present system of schooling:** Form the responses received from the teachers it has found that syllabus need to be modified after every years and teachers need to know what are the main essence for development for quality education.
- **Encouragement toward taking teaching as a profession:** Here the researcher has found that, teachers do encourage others to take teaching as profession. It has found that teaching is found to privileged profession and have found high status in the society.
- **Everyday challenges that face as a teachers-** Researcher found that the teachers are facing everyday with new challenges due to student misbehavior, due to adjustment problem, lack of infrastructure and other are creating challenges for teachers.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Occupation plays a vital role for every individual. Striving for getting job is more important for daily living which causes stress. Stress in occupation is seen usually when there is lots of competition with regard to one another. When an individual gets a job they are not able to concentrate because of the prevailing workload. In this era of globalization where quality, competitions and excellence are more prominent criteria. People themselves feel handicap if they are not in criteria of modern world, such factor creates stress among individual. Just to fulfill every need which is required for modern world is causing stress, strain and anxiety. Hence a person considers stress as an important aspect of life where they feel like life seems it would be boring without stress.

The main aim of education should geared for prepare better life in order to make a desirable behavior changes through the process of teaching. It plays an important role for shaping the behavior of an individual. Endorsement of quality consciousness and striving for excellence thus has become a necessary demand. Therefore, in this modern era where the quality of performance is regarded as the key factor for personal progress lays great emphasis on the non- cognitive aspect of the personality factors like mental health, self-concept, adjustment, parental encouragement, creativity etc.

Sound mental health as an important non cognitive factor is essential for a fully functioning of an individual. Only a mentally sound person can make a greater contribution in his field of work. A mentally unhealthy person will direct all his energies

to meet the imaginary threats and fears. He or she will find difficulty in executing behavior necessary to reach the goal. The teaching stress is one of the most significant and pervasive state of apprehensions which affect student's achievement.

5.2 RATIONAL OF THE STUDY

Stress for teachers is a growing concern, as they increasingly face conditions of overwork, job insecurity, low levels of job satisfaction, and lack of autonomy. Workplace stress has been shown to have a detrimental effect on the health and wellbeing of teachers, as well as a negative impact on workplace productivity and profits. Teaching as an occupation is regarded as a noble profession but it requires increasing consciousness due to an increasing competition which sometimes become tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called 'noble' profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up secondary school teacher must be aware of developments in their subject area, new resources, methods and national objectives. Secondary education differs from the other levels in that teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress.

5.3 STATEMENT OF THE PROBLEM

The present investigation is a noble attempt of the investigator in this area. Therefore, the problem is stated as “A study of occupational stress of teacher’s among secondary schools of Sikkim”.

5.4 OBJECTIVES OF THE STUDY:

The following objectives have been framed for the conduct of the study

- i) To study occupational stress of secondary school teachers with regard to gender variation.
- ii) To study occupational stress of secondary school teachers with regard to locality variation.
- iii) To study the occupational stress of secondary school teachers with regard to management variation.
- iv) To study the occupational stress of secondary school teachers with regard to experience variation.
- v) To study the occupational stress of secondary school teachers with regard to stream variation.
- vi) To study the occupational stress of secondary school teachers with regard to stream variation.

5.5 STATEMENT OF HYPOTHESES

The following null hypotheses have been set up for the study. The entire hypothesis has been expressed in null form:-

Ho₁ There is no significant difference in occupational stress of male and female secondary school teachers.

Ho_{1(i)} There exist no significant difference in occupation stress level due to gender variation with regard to workload.

Ho_{1(ii)} There exist no significant difference in occupation stress level due to gender variation with regard to student's misbehavior.

Ho_{1(iii)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of professional recognition.

Ho_{1(iv)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of class room resources.

Ho_{1(v)} There exist no significant difference in occupation stress level due to gender variation with regard to lack of poor colleague relation.

Ho₂ There is no significant difference in occupational stress of urban and rural secondary school teachers.

Ho_{2(i)} There exist no significant difference in occupational stress level due to locality variation with regard to workload.

Ho_{2(ii)} There exist no significant difference in occupational stress level due to locality variation with regard to student misbehavior.

Ho_{2(iii)} There exist no significant difference in occupational stress level due to locality variation with regard to professional recognition.

Ho_{2(iv)} There exist no significant difference in occupational stress level due to locality variation with regard to lack of classroom resource.

Ho_{2(v)} There exist no significant difference in occupational stress level due to locality variation with regard to poor colleague relation.

Ho₃: There exist is no significant difference in occupational stress of private and govt. Secondary school teachers.

Ho_{3(i)} There exist no significant difference in occupational stress level due to management variation with regard to lack of workload.

Ho_{3(ii)} There exist no significant difference in occupational stress level due to management variation with regard to lack of student's misbehaviour .

Ho_{3(iii)} There exist no significant difference in occupational stress level due to management variation with regard to lack of professional recognition.

Ho_{3(iv)} There exist no significant difference in occupational stress level due to management variation with regard to lack of professional recognition.

Ho_{3(v)} There exist no significant difference in occupational stress level due to management variation with regard to poor colleague relations.

Ho₄: There is no significant difference in occupational stress of teachers having below 10 years experience and above 10 years' experience.

Ho_{4(i)}: There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years experience with regard to workload.

Ho_{4 (ii)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years' experience with regard to student's misbehavior.

Ho_{4(iii)} There exist no significant difference in occupational stress level among the teachers having below 10 years' experience and above 10 years' experience with regard to Lack of professional recognition.

Ho_{4(iv)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of classroom resources.

Ho_{4(v)} There exist no significant difference in occupational stress level among the teachers having below 10 years experience and above 10 years' experience with regard to poor colleague relations.

Ho₅: There is no significant difference in occupational stress among science and arts stream secondary school teachers.

Ho_{5(i)} : There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to workload.

Ho_{5(ii)} There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to student's misbehavior.

Ho_{5(iii)} There exist no significant difference in occupational stress level among the science and arts stream secondary school teachers with regard to lack of professional recognition.

Ho_{5(iv)} There exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of classroom resources

Ho_{5(v)} There exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to poor colleague relations.

Ho₆: There is no significant difference in occupational stress of trained and untrained secondary school teachers.

Ho_{6(i)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to workload.

Ho_{6(ii)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to student's misbehavior.

Ho_{6(iii)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of professional recognition.

Ho_{6(iv)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to lack of classroom resources.

Ho_{6(v)} There exist no significant difference in occupational stress of trained and untrained secondary school teachers with regard to poor colleague relations.

5.6 SCOPE AND DELIMITATION OF THE STUDY

The scope of the study was to assess the impact of certain variables like locality, gender, management, experience, stream, training educational qualification on teachers teaching at. The present study will be delimited to the secondary school teachers (private and govt. schools) of East District of Sikkim state.

5.7 THE DESIGN

The purpose of the study is to find out the occupational stress of teachers working in secondary level. Here in this study, the researcher has focused on occupational stress of teachers in relation to their gender, locality, management, experience, stream and training variation. The researcher has also used an interview schedule in order to get an insight about the occupational stress amongst the secondary school teachers.

Descriptive study collects three types of information. They are what exist, what we want and how to reach the goals. The present study is related to gathering of evidences in the existing situation. In this present study, neither a historical trend is developed nor manipulation of independent variables. Only a normative survey has been conducted and analyzed in accordance with the variables of age, teaching experience, locality, stream and training.

5.8 THE SAMPLE

The present study is delimited to the private and government schools of east district of Sikkim state. A sample of 320 Secondary school teachers has been selected using random sampling. Out of which, 160 teachers from rural and 160 teachers from urban areas out of which 80 male and 80 female from each has been taken from the schools. Accordingly, through lottery method government and private school were selected from urban and rural area has been take form the schools out of which 100 belongs to private school and 220 teachers belong to government school. Accordingly, through lottery method government and private school were selected form urban and rural area.

5.9 THE TOOL

The tool has been used in the study is “Teacher’s Occupational Stress Scale” constructed and standardized by Sajid Jamal and Abdul Raheem. This scale consists 30 items divided into five area –(i) Work load, (ii) Student Misbehavior , (iii) Lack of Professional Recognition,(iv) Lack of classroom resources, (v) Poor colleague Relations

5.10 TECHNCIQUES OF DATA ANALYSIS

In data analysis both descriptive and inferential statistics would be adopted. For assessment of level of occupational stress, Mean, S.D. and the ‘t’ ratio have calculated. Data triangulation will be used to strengthen the research findings in which the variety of sources of data will be used like the researcher will compare tool data with interview

data, compare what people say in public with what they say in private, and compare what people say over a span of time. Thus, the qualitative and quantitative both type of data have been analyzed and the result will be interpreted.

5.11 MAJOR FINDINGS OF THE STUDY

5.11.01 LEVELS OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEEACHERS

- It was found that 7.5% secondary school teachers are having high level occupational stress and 36.25% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 29.37% are having average/ moderate level of occupational stress. 10.93 are having low level of occupational stress, 3.12 are having extremely low level of stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas/ dimensions in which they are stressed.
- It was found that, 9.06% secondary school teachers are having high level occupational stress and 45% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 1.56% is having average/ moderate level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed. Here also the study contradicts as **Sargent and Hannum (2005)** in their study on "Keeping Teachers Happy Job Satisfaction among Primary School Teachers in Rural North-west China" it has found that teachers with greater workloads, felt more satisfied.

- It was found that 21% secondary school teachers are having high level occupational stress and 55.31% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 23.43% are having average/ moderate level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.
- It was found that, 3.12% secondary school teachers are having high level occupational stress and 40.62% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 56.25% are having above average level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which they are stressed.
- It was found that, 18.75% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 78.43% are having average level of occupational stress. Thus, the secondary school teachers are not having much occupational stress with regard to poor colleague relationship..
- It was found that 12.81% secondary school teachers are having high level occupational stress and 51.56% are having above average occupational stress with regard to lack of classroom resources. Thus more than total 35.62% are having average/ moderate level of occupational stress which clearly depicts the situation of secondary school teacher's occupational stress and the areas in which

they are stressed. So it can be said that large number of teachers are having above average occupational stress with regard to lack of professional recognition.

- From the studies it was revealed that there was no significant difference in occupational stress due to locality variation.
- From the studies it was revealed that there was no significant difference in occupational stress due to gender variation. So therefore the findings is in contrast with the study conducted by **De Nobile and McCormick (2007)** in relation to several aspects of occupational stress among 356 staff members of Catholic primary schools in New South Wales, Australia. They reported males to have greater occupational stress generally than their female colleagues.
- From the studies it was revealed that there was no significant difference in occupational stress due to management variation. Here the study contradicts the findings and it was found that, **Pervez and Hanif (2003)** has found that on comparing the stress manifestations between private and government teachers, they found that the former had significant more complaints with teaching stress than those working in government school.

5.12 OBJECTIVES WISE FINDINGS

The major objective is to find the occupational stress level of secondary school teachers.

5.12.1 To study occupational stress of secondary school teachers with regard to gender variation.

- There is a significant difference in occupational stress of male and female secondary school teachers so the null hypothesis is rejected.
- There is no significant difference in occupational stress level due to gender variation with regard to workload dimension so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to gender variation with regard to student's misbehaviour so the null hypothesis is accepted.
- There is a significant difference in occupation stress level due to gender variation with regard to lack of professional recognition dimension so the null hypothesis is rejected.
- There is no significant difference in occupation stress level due to gender variation with regard to lack of class room resources dimension so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to gender variation with regard to lack of poor colleague relation dimension so the null hypothesis is accepted.

5.12.2. To study occupational stress of secondary school teachers with regard to locality variation.

- There is no significant difference in occupational stress of among urban and rural secondary school teachers so the null hypothesis is accepted.
- There is no significant difference in of occupation stress level due to locality variation with regard to workload dimension so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to locality variation with regard to student misbehaviour so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to locality variation with regard to professional recognition dimension so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to locality variation with regard to lack of classroom resource dimension so the null hypothesis is accepted.
- There is no significant difference in occupation stress level due to locality variation with regard to poor colleague relation dimension so the null hypothesis is accepted.

5.12.3. To study the occupational stress of secondary school teachers with regard to management variation.

- There is a significant difference in occupational stress of government and private secondary school teachers so the null hypothesis is rejected.
- There is no significant difference in occupation stress level due to management variation with regard to lack of workload dimension so the null hypothesis is accepted.
- There is a significant difference in occupation stress level due to management variation with regard to lack of student's misbehaviour dimension so the null hypothesis is rejected.
- There is significant difference in occupation stress level due to management variation with regard to lack of professional recognition dimension so the null hypothesis is rejected.
- There is a significant difference in occupation stress level due to management variation with regard to lack of classroom resources dimension so the null hypothesis is rejected.
- There is a significant difference in occupation stress level due to management variation with regard to poor colleague relations dimension so the null hypothesis is rejected.

5.12.4. To study the occupational stress of secondary school teachers with regard to experience variation.

- There is no significant difference in occupational stress of teachers having below 10 years experience and above 10 years experience so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to poor colleague relations dimension so the null hypothesis is accepted .
- There is no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to student's misbehavior, so the null hypothesis is accepted.
- There exist no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of professional recognition, so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to lack of classroom resources, so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the teachers having below 10 years experience and above 10 years experience with regard to poor colleague relations so the null hypothesis is accepted.

5.12.5. To study the occupational stress of secondary school teachers with regard to stream variation.

- There is no significant difference in occupational stress among science and arts stream secondary school teachers so the null hypothesis is accepted.
- There exist no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to workload so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to student's misbehaviour so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of professional recognition so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to lack of classroom resources so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the science and arts stream secondary school teachers with regard to poor colleague relations so the null hypothesis is accepted.

5.12.6. To study the occupational stress of secondary school teachers with regard to training variation.

- There is no significant difference in occupational stress among trained and untrained secondary school teachers so the null hypothesis is accepted.
- There exists no significant difference in occupation stress level among the trained and untrained secondary school teachers with regard to workload so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the trained and untrained secondary school teachers with regard to student's misbehaviour so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the trained and untrained secondary school teachers with regard to lack of professional recognition so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the trained and untrained secondary school teachers with regard to lack of classroom resources so the null hypothesis is accepted.
- There is no significant difference in occupation stress level among the trained and untrained secondary school teachers with regard to poor colleague relations so the null hypothesis is accepted.

The researcher has further conducted interview to do in depth study in order to get a clear picture of occupational stress among secondary school teachers. So for that the researcher has conducted interview and the findings of this study are:

- **Length of experience:** To know the effect of teaching experience on occupational stress of teachers, the researcher has categorized the length of experience into two parts like below 10 years and above 10 years, and from the interview the researcher came to know that the teachers with much more experience are explored more with the pros and cons of the system as in they have a good knowledge about the prevailing system of the schools, whereas the teachers with less experience were unaware of the prevailing system and were not able to implement it properly.
- **Management:** As in time as well as resources, it is found to be limited from the perspective of the teachers as they feel that the exposure of students in every field is must, but due to lack of time they are not able to concentrate on individual child. The time-table/ routine are creating as a barrier in reaching the child's need as well as interest. And in this way the teachers are not able to disseminate the information they want.
- **Aspirations of Teachers:** When interviewing with the teachers, the researcher has come across so many plausible responses, they were much more interested in promoting the child's knowledge, as well as they see their profession as a means of grooming themselves by evaluating their teaching through the performance of the students. And in this way they get updated as well as motivated. Aspiration doesn't only mean to promotion, but it does mean the changes they see in their profession.
- **Knowledge about the system:** As Indian government has introduced RTE and CCA in order to bring quality learning in the school. So the researcher's

main strategy was to check the knowledge about these schemes amongst the teachers as well as to know whether they take these schemes as a part of burden. a

- **Opportunity provided for learning new things:** Here the researcher has found that in some schools government they have provision of the use of ICT lab, and the library was also well furnished with different facilities which is needed for the school, but just because of their busy schedule they could not able to assess it.
- **Prospects of teaching profession:** According to teachers opinion it has been found that 40 % of teachers do not find any prospects besides being a teacher and 60% teachers experiencing of getting opportunities to explore new horizon and they get opportunity to learn new things every day which makes them more energized.
- **Status of teachers in society:** Society is said to be one of the prominent decision makers about the status of an individual. So it has been found out that teacher's posses a very good position in a society.
- **Teacher's salary and emoluments:** With regard to the salary and emoluments the government school teacher are satisfied with their salaries whereas the private school teachers do not get enough salary as per their job.
- **Involvement of the teachers in recreational activities:** The government school teachers are found to be participating in refresher courses in order to upgrade themselves whereas the private school teachers do not get time to go for the courses because of the work pressure. In a way it is good for

teachers to go for refresher courses but sometimes it is difficult for the teachers to manage the work.

5.13 CONCLUSION

The occupational stress is creating a tedious situation among secondary school teachers. When we talk about modern education, many vital schemes have been implemented for modern education and the teachers workload has been increased. Apart from teaching they are also involved in other administrative or non-teaching activities and due to involvement in other administrative activities teachers are facing overpressure. For a teacher, the stress may be related to a problem of workload, student misbehavior, lack of professional recognition, lack of classroom resources and poor colleague relations etc.

Teaching is considered a noble profession. It is such profession which transmit the values of the society among youth and are significant in the lives of the students they teach. A teacher is the medium through which objectives and plans can be actualized, in these contexts, the schools and the teachers have more responsibility in molding the character of the students, thus, the role of the teacher in the society is vital for its improvement. Hence it felt that occupational stress among secondary school teachers is very high.

5.14 RECOMMENDATIONS

Since the experience of stress happens to be natural to all situations asking for some standard in performance, it will continue to affect adolescents , young adults and teachers in schools and colleges. The system thus has to make some provision, in addition to

taking steps to include a module in early training to initiate every person into stress management options, which may be individually geared to help them discover what matches their temperament and preferences, involve minimum costs both physical and psychological and are socially acceptable.

The findings of the study can have the following educational implications for the qualitative improvement of the secondary school education. In line with it, there is an urgent need to recognize that the government and the community both have big responsibility to create healthy conditions for work, motivate and inspire teachers to engage in constructive and creative activities. the findings also suggests us that there is a need for periodical stress management programmers for reducing the levels of stress among the teachers which in turn will improve their functional skills and lead to effective teaching.

System and programme- specific recommendation: As has already been mentioned, that the teaching stress is caused one way or the others in transacting teaching and learning, wider research be made and at all levels, the education system should seriously look into and undertake the task of altering it approach, contents and techniques. There is an urgent need to conceive the learners as active partners in the process of learning. We need to create an environment which will help enable the learners to harness their caliber and have opportunities to develop their talents. Teaching aids and methods used in the schools should match the needs of the students.

On the basis of finding few recommendation are suggested which are as follows:

1. The present excessive workload on teacher should be reduced by appointing more teachers. Beside, other non-teaching deputies should be minimized and if necessary it must be divided equally among all the members of staff.
2. Inter-personal relations i.e. colleague relationship among the teachers should be improved by providing conducive environment for better understanding for each other.
3. Teachers should be frequently equipped with in-service training programs to refresh their knowledge and modify their skills.
4. By arranging seminars, workshops, conferences teachers from other institutions get mingled and gain new experience with each other which reduces occupational stress.

The teachers training programmers and in general is to be looked more closely. There is a need to ask questions like does the training programmers in the training institutes help the teacher equip themselves with enough enrichment in terms of knowledge and skill to handle the school and students with minimal stress? The curriculum for both the students and teachers during their training can be enriched. A frequent educational program in new skills in teaching and learning is to be provided to the teachers so that the teaching becomes less stressful to the teachers as well as students.

Counseling and guidance related recommendations:

Teaching profession is regarded as one of the stressful occupation. Teaching is considered as one factor of being stressful. It has been observed that the teachers are more prone to stress because dealing with students and caring for their better

performance throughout the day is itself a stressful situation. Teaching creates such stress which is both emotional and physical. Teachers stand as an important role to individual for preparing them to live in a meaningful way. They help individual to develop rational attitude. The education which showcases the strength of a nation, the more strength we feel the more educated we become and the whole credit of strengthening of nation goes to teachers. Teachers are the most important group of professionals of a nation's future. Teachers experience stress and most of which are managed by them with the effort and other coping strategies and yet in dealing with some situations they need help. The provision should be made for appropriate counseling and guidance to help them adjust with ease. Their physiological, emotional and social needs. They can be offered counseling for building self confidence. The person should be helped in initiating a search for one, what are ones problems and resources and what makes one feel better at difficult times and situations.

Some awareness and capability building program need to be organized periodically for parents and teachers as they to transfer their own experiences, perceptions and problems to their young. They indeed need to distress themselves.

Stress is not something uncommon. Millions of people across the globe suffer from this phenomenon due to stressful lifestyle an increasing demand of daily life in fact the stress which is not at our vicinity but puts a greater negative influence. The attitudinal bent of mind with proper appreciation and interest for a particular work can only be beneficial.

5.15 SUGGESTIONS OF FUTHER STUDY

There is always a scope of further research in the same area. The present study was conducted on secondary school teacher's east Sikkim.

- Study can be replicated on large sample by including more districts so as to present better picture of the studies made.
- The present study can be made on a large and more representative sample, which would help us provide more reliable result.
- Similar studies can be made to university teachers to make a comparative study.
- A similar study can be conducted taking into consideration their intelligence, academic streams, marital status etc.
- Comparative study can also be made in relation to different community.

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Dimension	I/WL	II/SM	III/LPR	IV/LCR	V/PCR	Total Score
Raw Score						
Standard Score						
Grade						
Level						

Scoring Table

On the next pages there are 30 statements related to different activities of our day to day teaching behaviour. You may agree or disagree with the statements. Read the statements carefully and decide whether you **Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree** with the statement. Put a tick mark in the appropriate box as per your choice. As these statements are related to your opinions and attitudes, they are neither right nor wrong. The information provided by you will be kept confidential.

INSTRUCTIONS

Please provide the following informations : Date

Name _____ Gender : Male Female

Father's Name _____ Date of Birth _____

Qualification _____

Experience (in years) : _____ Urban Rural

Designation _____

Teaching Subjects _____

Institution _____

Sajid Jamal (Bhopal)
Abdul Raheem (Srinagar)

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Consumable Booklet
 of
TOSS-JSRA
 (English Version)

Sr. No.	STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
22.	Fans and furniture available in this institution are sufficient in quantity/ numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	There is no proper arrangement of blackboard and chalks in this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	The teaching aid materials available in this institution are sufficient in quantity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part IV							<input type="text"/>
(V)							
25.	My relations with the other teachers of this institution are very much strained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	The teachers behave properly with other teachers of this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	The teachers of this institution do not consult with one another so far as teaching methods and other teaching-learning related problems are concerned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I take help from fellow teachers in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	The teachers are jealous of other teachers' progress in this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	All the teachers are unanimous in solving the problems of this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Part V							<input type="text"/>

A STUDY OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL

TEACHERS OF SIKKIM

Interview Schedule for Teachers

Name of the School

.....

Type of Management (Govt. /Private).....Location of the School:

(Urban/Rural).....

Name of the TeacherGender.....Age.....

.....

Marital Status (Married/Unmarried).....

Experience of Teaching..... (Years) No. of classes per week.....

Subject(s) of Teaching: Science/Humanities

Educational

Qualification.....

Professional Qualification: B.Ed./M.Ed./D.El.Ed./ any other (Please specify).....

In-service Training: Yes/No, If yes how many times and in which area please specify

.....

1. Do you feel that there is a better way to do than what you have done today? If yes what are the barriers which stop you in taking new initiatives?

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2. What are the prospects (chances and opportunities) of your profession?

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3. Do you feel the status of teacher is low in the society? Yes/no, why, please give your view.

4. Do you feel that the salary and other emoluments are enough to meet your needs and demands efficiently? Please give your view.

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5. Are you involved in other administrative or non-teaching activities apart from your teaching profession? If yes, in what kind of activities?

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6. Do you feel that nowadays due to involvement in other administrative activities teachers are in overpressure? Give your view.

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7. What do you like and what do you dislike the most about your profession? Please give your view.

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8. Why did you choose teaching as a profession?

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9. How do you find the RTE act for betterment of education? Could you share some of your experiences about RTE?

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10. What is your view about continuous comprehensive assessment (CCA)? Do you think this system is serving best of its purposes?

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11. What are the problems in implementation of CCA in ground reality?

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12. What kind of interruption and disturbances do you face in your job?

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13. How often your immediate seniors play a role in listening to your problems?

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14. If you don't get enough time to devote for your work then does your colleagues come ahead to offer you help to complete your task? If so in what way?

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15. If given an opportunity to change your work place then what would you do?

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16. Have you been ever tempted to leave teaching profession? If yes what would be the main reasons?

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17. If you get opportunity, would you like to join any other service which you feel better for you? If yes, which and why?

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18. Do you have any other responsibilities besides teaching your subject? What are those responsibilities and how do you manage it?

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19. Has your workload increased over years? If yes, then in what way has your workload increased?

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20. What are the other works you enjoy in school apart from teaching?

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21. How has your occupation affected your lifestyle?

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22. Do you know about different psychological theories? If yes, do you implement these theories in a classroom situation and what are the difficulties you face while implementing these theories practically?

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23. What are the major problems you face in teaching profession?

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24. What experiences you have had so far after entering this profession?

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25. Do you feel that you're fit enough into the organizational structure of teaching profession? Explain with reasons.

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26. Do you have any advice for making teaching profession more fruitful?

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27. Do you have any advice about how to reduce work stress among teachers? If yes, then please provide us with your valuable advice.

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28. Do you think the present system of schooling is providing you to learn new things? Please explain.

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29. Would you encourage your children or your students to take up teaching as a profession later? If Yes/No please explain why?

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30. What are the everyday challenges that you face as a teachers? Any suggestion how these challenges can be faced?

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