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DEMOGRAPHIC VARIABLES AND THE LEVEL OF OCCUPATIONAL STRESS AMONG THE TEACHERS OF GOVERNMENT HIGHER SECONDARY SCHOOLS IN MADURAI DISTRICT

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ABSTRACT

The aim of the study is to determine the Occupational stress of higher secondary teachers living in different socio-cultural and economic situations in government schools in Madurai district. The scale used in the study has been developed by researchers to investigate the demographic differences of higher secondary teachers in relation to Age, Gender, Salary, Year of Experience, Marital Status, Subject handling and the influence of these demographic variables on their occupational stress. For conducting the study 305 teachers (120 Government and 185 Aided school Teachers) were collected out of 1015 teachers employing simple random sampling from three segments by using lottery method. For the present study researcher analysed 120 Government Higher Secondary Teachers and impact of demographic variables in their teaching profession. At the end of the study it was seen that 63.30% of the Government Higher Secondary Teachers opined the stress level is medium. Gender indicates that occupational stress exists for both male and female teachers at all levels of experience and subject handling in different majors like arts and science and social studies experience in occupation among government teachers. Policy makers are advised to analyse the teacher that demographic characteristics may have an effect on teacher occupational stress. So, there is a need to provide proper favorable environment and support to teachers to maintain individual occupational stress at their workplace.

KEYWORDS

Demographic Variables, Educational Qualification, Gender, Higher Secondary Teachers, Work Pressure.

INTRODUCTION

 Stress is a common problem that affects almost all of us at some point in our lives. Lifestyle in the 21st century is very stressful. Stress nowadays is not only overwhelming but it can pose a serious effect on one's health. Almost everyone knows how it feels like to be stressed stomachaches, headaches, and sweaty palms are all symptoms of this condition. These are normal body reactions to threats, changes in routines, or challenges. Ongoing stress may increase the changes that certain ailments may develop. Chronic or prolonged stress caused by work, relationship problems, or financial concern may hamper emotional balance and increase the risk of chronic illness. In addition, chronic stress may weaken the immune system and make it more susceptible to many forms of infections. Stress however, is an inevitable part of life and may cause one to be physically and emotionally drained. Stress is the debilitating effects caused by constant pressure both at work and home, are a modern phenomenon.

DEFINITION

The word 'stress' was first introduced into the fields of biology and medicine in 1926 by an Australian endocrinologist, Hans Selye, working in Montreal in Canada. He first introduced the concept of stress in 1939. It derived from Latin word to mean 'Hardship' 'Strait', 'Adversity' or 'Affliction'. The word stress was popularly used in the seventeenth century. His concept of stress at that time was a physiological one and throughout his life the psychological component of the phenomenon of stress was not so much ignored by him, as placed in a secondary, and to some degree, less important place in the total picture of human stress. Selye in his most recent definition states that stress is the "non-specific response of the body to any demand". While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very complex matter. It is often characterised as a primitive stone-age reaction to modern organisational and social factors known as stressors.

OCCUPATIONAL STRESS

Occupational stress refers to an individual's reaction to a disturbing factor in the environment. It is defined as an adaptive response to an external situation that results in physical, psychological, and/or behavioural deviations for organisational participants. Occupational stress can manifest itself in both positive and negative ways. Occupational stress is said to be positive when the situation offers an opportunity for one to gain something. Eustress is the term used to describe positive stress. Eustress is often viewed as a motivator since, in its absence, the individual lacks that 'edge' necessary for peak performance. It is negative when stress is associated with heart disease, alcoholism, drug abuse, marital breakdowns, absenteeism, child abuse, and a host of other social, physical, organisational and emotional problems.

"Occupational stress can be defined as the harmful physical and emotional response that occurs when the requirements of the occupation do not match the capabilities, resources, or needs of the worker. Occupational stress can lead to poor health and even injury".¹

According to the article titled 'Guidance on Work Related Stress: Spice of life- or kiss of death' "stress is the reaction people have to excessive pressures or other types of demand placed on them".²

There is a lack of generally accepted definition of what is meant by occupational stress. Hans Selye the father of stress management himself wrote that, stress suffers from the mixed blessing of being too well known and too little understood. However, the term has commonly been defined in one of the three ways: (a) as an environmental stimulus, (b) as an individual's psychological or physiological response to such an environmental force, or (c) as the interaction between the two.

Selye (1956),³ "any external event or internal drive which threatens to upset the organic equilibrium" is stress. He has defined stress as the non-specific response of the body to any demand made upon it.

Lazarus (1960)⁴ maintains that "stress occurs when there are demands on the person which tax or exceed his adjustments resources".

Pinneau (1975)⁵, stress refers to "any characteristic of the job environment which is a threat to the individual. According to Kyriacou (1987), defines "teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher."

Occupational stress is generally seen to have two major components. Stressors and stress responses are internal or external stimulus events which cause some sort of response. Internal stressors include thoughts and feelings, external stressors include such things as noise, cold and interactions with other people. Stress response is a complex reaction to a stressor. It usually has physiological cognitive and/or behavioural components.

Occupational stress can result either from work and origin related or individual personality related factors. Occupational stress has been defined in terms, of misfit between a person's skills and abilities, and the demand of his/her job or misfit between person's needs not being fulfilled by his/her job environment.

Cooper and Marshall (1976)⁶ are of the view that organisational stress basically means environmental factors or stressors such as work load, role conflict, role ambiguity and poor working conditions associated with a particular job. Regardless of how one's job may compare to another in terms of stress, it is helpful to recognise that every job has potential. Cooper and Marshall (1988)⁷ have identified sources of occupational stress at work. It may be mentioned here that although common to all jobs, the sources vary in degree to which they are found to be casually linked to stress in each job.

REVIEW OF LITERATURE

Jha, S.S. (1988)⁸ in his study on "Jobs Stress and Employee Strain in India Executives" explains the pattern of stress and strain in three work groups namely production, personnel and data processing divisions in an organization. Results indicated that job future ambiguity had negative effect on job satisfaction in all the three groups. The pattern of stress in the three groups was different among different levels of management. Among different levels of managers, the middle level managers had more role ambiguity than others did.

Reddy, V.S. and Ramamurthi, P.V. (1991)⁹ in their study on "The Relation between Stress Experience on the Job-Age, Personality and General ability" analysed the influence of age, personality and general ability of the individual in the perception of stress. It was found that only age influenced the perception of stress. There was only very limited contribution of personality and general ability of the individual to the intensity of stress experience of the individual.

Rajeswari, T.R. (1992)¹⁰ in her study on "Employee Stress: A Study with Reference to Bank Employees" found significant negative relationship between age and stress and also between experience and stress. This study also found negative correlation between number of members in the family and stress. The level of stress did not differ between different levels of workers namely officers, and clerks.

Anitha Devi (2006-7)¹¹ in her study on occupational stress: A comparative Study of Worker in different Occupations" describes identifying the degree of life stress and role stress (LS & RS) experienced by professional women. It also studies the effect of life stress and role stress on various demographic variables like age, experience and income. For the purpose of study, 180 women professionals (six different occupations) were chosen. It was found that science and technology professionals and doctors experienced significantly greater life stress and role stress.

Dhanalakshmi (2008)¹² in her study on "Actors Predicting Stress of Employees in a Public Transport Corporation" measures the level of stress of the transport corporation employees and also studies the factors that could predict stress. It is found that the employees experience moderate level of stress. Further, stress is predicted by working environment and safety and security.

Kyriacou, Kunc, Stephens & Hultgren, (2003)¹³ Existing studies on the job satisfaction and occupational stress of teachers focus on teacher background characteristics (age, gender, years of service, etc.) as well as workplace conditions (organisational culture, pupil behaviour, work-load, etc.). Higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance; absenteeism and leaving the job.

Leimann, Murdoch, & Waller, (2008)¹⁴. Several studies suggest that salary concerns are one of many issues that contribute to work related stress in teaching. The National Commission on Teaching and America's Future suggested that a key reason that teachers leave the field of education is low pay.

Barmby (2006)¹⁵ conducted a study examining the issue of recruitment and retention of English, math and science teachers. These subjects are considered high priority and often face teacher shortages. Two Hundred forty six teachers, who taught these subjects in England and Wales were surveyed to examine the reasons for choosing to enter, not enter or leave the teaching profession. All of the teachers surveyed had two years or less of teaching experience. Salary concerns, along with excessive workload and student behavior were the most common factors respondents cited for dissuading them from entering teaching.

Sargent, T. and Hannum, E. (2005)¹⁶ in their study on "keeping Teachers Happy job Satisfaction among Primary School Teachers in Rural North-west China" comparative study highlight an in-depth research on teacher job satisfaction in rural north-west China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Further more economic development was negatively connected with teacher's satisfaction.

Reddy, V.S. and Ramamurthi, P.V. (1991)¹⁷ in their study on "The Relation between Stress Experience on the Job-Age, Personality and General ability" analysed the influence of age, personality and general ability of the individual in the perception of stress. It was found that only age influenced the perception of stress. There was only very limited contribution of personality and general ability of the individual to the intensity of stress experience of the individual.

Singh, A.K. and Sehgal, V. (1995)¹⁸ in their study on "Men and Women in Transition: Patterns of Stress, Strain and Social Relations" Highlight the patterns of stress and strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions. Difference in gender was however found in strains. Women were characterized by anxiety, whereas men exhibited more symptoms of somatic problems comparing the single and dual couples. It was found that male managers with spouses working experienced higher workload than managers whose spouses were not working. In strains also single career male managers had less irritability than dual career male managers. Overall single career male managers had better psychological well-being than others did working women managers had better physical well-being than their working husband did but had poorer psychological well-being.

STATEMENT OF THE PROBLEM

For an individual any environment has a certain degree of stress, though of varying duration. When stress is sustained for a long period of time, the problem becomes significant. The higher secondary teacher is to go on periodic self-decreased vacations in the form of absenteeism. School teachers are no exception to this. The individuals entering into teaching field are professionals. They enter into professions and then they professionalize themselves and so they find themselves at loggerheads. Further, in teaching jobs are structured in a way that a worker is simultaneously exposed to both overload and acute time pressure. Generally people under stress express their frustration through some common ways like excessive criticism of government and management and displaying inability to get along with others. A general knowledge of this behaviour in higher secondary school teachers increases the understanding of individuals as well as of groups because, if furnished one with certain principles. These principles help in recognition of the symptoms of distress and indicate the kind of behaviour one may expect so that steps can be taken to deliberately shape the environment to elicit expected responses. But, in the education department such individual behaviour cannot be easily identified, as individual performance cannot be quantitatively measured as precisely as in teaching field. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal relations and ultimately affects the student's education which forms the very core for the success of education department. Hence occupational stress situations and their perceived impact on higher secondary school teachers are taken up for the present study. The researcher has made an attempt to study the occupational stress among higher secondary school teachers of Madurai district.

OBJECTIVES

To analyse the demographic variables among the higher secondary school teachers of government schools.

To measure the levels of occupational stress among the higher secondary teachers of government schools.

The present study attempts to determine the relationship between demographic variables and levels of Occupational stress among Government Higher Secondary School Teachers.

HYPOTHESIS

The following null hypotheses were formulated for the present study.

NULL HYPOTHESIS: There is no significant relationship between the demographic variables and level of occupational stress among the government higher secondary school teachers.

ALTERNATIVE HYPOTHESIS: There is a significant relationship between the variables and level of occupational stress among the government higher secondary school teachers.

HYPOTHESES RELATING TO HIGHER SECONDARY TEACHERS OCCUPATIONAL STRESS LEVEL

1. There is no significant association between the personal and demographic variables such as designation, age, salary, teaching experience, marital status, type of family, income of family, number of dependents, number of training programme, subjects handling and location of school of higher secondary school teachers and occupational stress level of government schools.

2. The average occupational stress score of different groups of government higher secondary school teachers (variables such as designation, age, salary, teaching experience, marital status, type of family, income of family, number of dependents, number of training programme, subjects handling and location of school) is the same.

RESEARCH METHODOLOGY

The present study is based on both primary and secondary data. Primary data have been collected by conducting a survey among 305 sample higher secondary teachers comprising headmasters and higher secondary school teachers of government and aided schools. Secondary data have been collected from books, journals, newspapers, periodicals, reports, internet and unpublished records of Madurai District of Tamil Nadu. Initial instrument was developed by generating 108 items after a thorough understanding of occupational stress among Aided and Government higher secondary school teachers of Madurai district in the state of Tamil Nadu. The first part of the questionnaire was related to personal details of higher secondary teachers, second part relates with measuring of demographic variables relating to occupational stress among the teachers with the help of Chi-square test, F- test (ANOVAs) and Z- test.

SAMPLING DESIGN

A sample of 305 teachers was taken to meets the sample adequacy, for conducting factor analysis number of sample teachers for the study were selected from the total population. For the purpose of the study (305 Teachers) 30% per cent of the samples were selected by using simple random sampling from three segments by using lottery method because of easy accessibility and affordability. This study is limited to a particular teachers those who are handling the classes in higher secondary teachers in Government schools and none of the teachers those who are handling classes in below higher secondary level and unaided higher secondary school teachers.

TABLE 1.1: SAMPLE-SIZE OF HIGHER SECONDARY TEACHERS AND HEAD MASTERS

Category	Head Masters	Higher Secondary School Teachers	Total
Government Schools	23(19.20%)	97(80.8%)	120
Aided Schools	17(9.2%)	168(90.8%)	185
Total	40(13.2%)	265(86.8%)	305

Source: Primary Data.

Table 1.1 shows that out of 305 higher secondary school teachers, 265 (86.8 per cent) are teachers and the remaining 40 (13.2 per cent) are head masters. Among the total teachers, 120 are belonging to government schools and the remaining 185 are belonging to aided schools. Among the 120 government school teachers, 97 (80.8 per cent) are teachers and the remaining 23 (19.2 per cent) are head masters. Among the 185 aided school teachers, 168 (90.8 per cent) are teachers and 17 (9.2 per cent) are head masters.

RESULTS AND DISCUSSION

DEMOGRAPHIC VARIABLES AND THE LEVEL OF OCCUPATIONAL STRESS AMONG THE TEACHERS OF GOVERNMENT HIGHER SECONDARY SCHOOLS

The level of occupational stress of government teachers has been measured with the help of 108 statements by adopting Likert scaling method. The occupational stress level of higher secondary school teachers has been classified into three categories namely low, medium and high. The arithmetic mean (\bar{X}) and the standard deviation (σ) were calculated for the 120 observations of score values among the teachers. The calculated arithmetic mean (\bar{X}) was 382.24 and the standard deviation (σ) was 68.89. The score values greater than or equal to $(\bar{X} + \sigma) = (382.24 + 68.89) = 451.13 = 451$ and the score value less than or equal to $(\bar{X} - \sigma) = (382.24 - 68.89) = 313.35$ have been classified as high and low level of occupational stress respectively. The score values in between $(\bar{X} + \sigma)$ and $(\bar{X} - \sigma) = 313$ and 451 have been classified as medium level of stress.

The identified demographic variables, which might influence the level of occupational stress among higher secondary school teachers, are as follows: designation, age, gender, monthly income, teaching experience, marital status, type of family, number of dependents, subjects handling, and number of training programmes and location of schools. Significance of the relationship of all the above variables with the opinion of higher secondary school teachers about their occupational stress level has been analysed by applying the statistical techniques such as Chi-square test, (ANOVAs) "F" test and "Z" test.

LEVEL OF OCCUPATIONAL STRESS

Table 1.2 reveals the classification of government school teachers based on the level of occupational stress.

TABLE 1.2: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS BY THEIR LEVEL OF OCCUPATIONAL STRESS

Sl.No.	Level of Stress	No. of Teachers	Percentage
1.	Low	25	20.80
2.	Medium	76	63.30
3.	High	19	15.80
	Total	120	100.00

Source: Primary data.

Table 1.2 explains that 76 (63.30 per cent) out of 120 government teachers, had a medium level of occupational stress, 25 teachers (20.80 per cent) had a low level of stress and the remaining 19 teachers (15.80 per cent) had a high level of occupational stress.

DEMOGRAPHIC VARIABLES AND LEVEL OF OCCUPATIONAL STRESS AMONG SCHOOL TEACHERS

Among the 120 government higher secondary school teachers, 23 were headmasters and the remaining 97 were teachers. The following Table gives the details about the opinion of headmasters and teachers about their level of occupational stress in government schools. The sample government higher secondary school teachers comprise only the teachers who are handling the subjects of Grade 11 and Grade 12 standards.

DESIGNATION AND LEVEL OF OCCUPATIONAL STRESS

Table 1.3 shows the level of occupational stress among head masters and teachers of higher secondary government schools.

TABLE 1.3: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR DESIGNATION AND LEVEL OF STRESS

Sl. No.	Designation	Level of Stress			Total
		Low	Medium	High	
1.	Headmaster	2 (1.7)	17 (14.2)	4 (3.3)	23 (19.2)
2.	Teachers	23 (19.2)	59 (49.1)	15 (12.5)	97 (80.8)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represents percentage to total.

Table 1.3 reveals that out of 23 government teachers, 2 (1.7 per cent) who belong to headmaster cadre had a low level of stress, 17 (14.2 per cent) had a medium level of stress and the remaining 4 (3.3 per cent) had high level of stress. Of the 97 teachers, 23 (19.2 per cent) had a low level of stress, 59 (49.1 per cent) had a medium level and the remaining 15 (12.5 per cent) had a high level of stress.

To test the hypothesis that the designation is independent of the level of occupational stress, the chi-square test has been applied and the calculated value is 2.56, table value at 5 per cent level of significance 5.991 and degrees of freedom is 2. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 2 degrees of freedom, the null hypothesis is accepted. Hence, it may be concluded that there is no significance in the matter of occupational stress based on designation.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR DESIGNATION

The average stress score of the government teachers is given in the Table that follows.

TABLE 1.4: AVERAGE STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR DESIGNATION

Sl.No.	Group	Average Score	Sample Size
1.	Headmaster	395.09	23
2.	Teacher	379.20	97
	Total	382.24	120

It could be inferred from Table 1.4 that the average stress score of the headmasters (395.09) is higher than the average stress score of the teachers (379.20). It is proposed to test the null hypothesis, that the average stress score of headmasters and teachers is the same "Z" test was applied.

TABLE 1.5: DESIGNATION AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS – 'Z' test

Sl.No.	Designation	Average Score	Difference	Standard Error	'Z' Value
1.	Headmaster	395.09	15.89	13.53	1.17
2.	Teacher	379.20			

Since the calculated value of "Z" (1.17) is less than the critical value of "Z" (2.58) at 1% level of significance, the null hypothesis is accepted. Thus, it is concluded that teachers feel better about stress level than the head masters.

AGE AND LEVEL OF OCCUPATIONAL STRESS

Age is a factor which determines every individual's eligibility to be appointed to a post and to be retired. Age is a great variable, which is likely to influence the occupational stress level among the teachers.

TABLE 1.6: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR AGE AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Age (in years)	Level of Stress			Total
		Low	Medium	High	
1.	Below 30 years	0 (0.0)	3 (2.5)	0 (0.0)	3 (2.5)
2.	30 – 40	7 (5.8)	15 (12.5)	5 (4.2)	27 (22.5)
3.	40 – 50	12 (10.0)	33 (27.5)	6 (5.0)	51 (42.5)
4.	Above 50	6 (5.0)	25 (20.8)	8 (6.7)	39 (32.5)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

Table 1.6 shows that out of 3 teachers, who fall in the age group of below 30 years, 3 (2.5 per cent) had a medium level of stress. Of the 27 teachers, 7 (5.8 per cent) who fall under the age group between 30-40 years had a low level of stress, 15 (12.5 per cent) had a medium level of stress and the remaining 5 (4.2 per cent) had a high level of stress. Out of 51 teachers, 12 (10.0 per cent) who fall under the age group of between 40-50 years had a low level of stress, 33 (27.5 per cent) had a medium level and the remaining 6 (5.0 per cent) had a high level of stress. Of the 39 teachers, 6 (5.0 per cent) who fall under the age group of above 50 years had a low level of stress, 25 (20.8 per cent) had a medium level of stress and the remaining 8 (6.7 per cent) had a high level of stress.

To test the null hypothesis that the age is independent of the level of occupational stress, the chi-square test has been applied and the calculated value 4.28, table value at 5 per cent level of significance 12.592 and degrees of freedom is 6. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 6 degrees of freedom, the null hypothesis is accepted. Therefore, it may be concluded that there is no significant relationship between age and level of occupational stress among the government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR AGE

The average stress score of the three groups of government school teachers on the basis of their age is given in the Table that follows.

TABLE 1.7: AVERAGE OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR AGE

Sl.No.	Age Group (in years)	Average Score	Sample Size
1.	Below 30 years	378.67	3
2.	30 – 40	370.07	27
3.	40 – 50	384.09	51
4.	Above 50 years	388.51	39
	Total	382.24	120

Table 1.7 shows that the average stress score of the government teachers belonging to age group between 30-40 years (370.07) is lower than the average stress score of those below 30 years (378.67), those between 40-50 years (384.09) and those above 50 years (388.51). It is proposed to test the null hypothesis that the average stress score of the four groups of government school teachers on the basis of their age is the same. "F" test was applied.

TABLE 1.8: AGE AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: 'F' TEST

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value
Between Samples	5745.22	3	1915.07	0.39
Within Samples	558928.77	116	4818.35	
Total	564673.99	119		

The calculated value of "F" (0.39) less than the table value of "F" (4.60) for 3 & 116 degrees of freedom at 1 per cent level of significance. Therefore the null hypothesis is accepted. Hence, there is no significant difference in the average stress score of the four groups among the government teachers.

GENDER AND LEVEL OF OCCUPATIONAL STRESS

Here, an analysis made of the relationship between the gender of the school teacher and occupation stress.

TABLE 1.9: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR GENDER AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Gender	Level of Stress			Total
		Low	Medium	High	
1.	Male	10 (8.3)	42 (35.0)	17 (14.2)	69 (57.5)
2.	Female	15 (12.5)	34 (28.3)	2 (1.7)	51 (42.5)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

Table 1.9 shows that of the 69 male teachers, 10 (8.3 per cent) had a low level of stress, 42 (35.0 per cent) had a medium level of stress and the remaining 17 (14.2 per cent) had a high level of stress. Of the 51 female teachers, 15 (12.5 per cent) had a low level of stress, 34 (28.3 per cent) had a medium level of stress and the remaining 2 (1.7 per cent) had a high level of stress.

To test the null hypothesis that gender is independent of the level of occupational stress, the chi-square test has been applied and calculated value is 11.24, table value at 5 per cent level of significance 5.99 and degrees of freedom 2. As the calculated chi-square value is more than the table value, the null hypothesis is rejected. Therefore, it may be concluded that there is an association between gender and the level of occupational stress among the government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR GENDER

The average stress score of the teachers on the basis of their gender is given in the Table that follows.

TABLE 1.10: AVERAGE OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR GENDER

Sl.No.	Gender	Average Score	Sample Size
1.	Male	401.43	69
2.	Female	356.27	51
	Total	382.24	120

Table 1.10 sheds light that the average stress score of female government teachers (356.27) is lower than the average stress score of male teachers (401.43). It is proposed to test the null hypothesis that the average stress score of the two groups of government school teachers on the basis of their gender is the same. "Z" test was applied.

TABLE 1.11: GENDER AND OCCUPATIONAL STRESS SCORE OF government HIGHER SECONDARY TEACHERS: 'Z' TEST

Sl.No.	Sex/Gender	Average Score	Difference	Standard Error	'Z' Value
1.	Male	401.43	45.16	11.74	3.85
2.	Female	356.27			

Since the calculated value of "Z" (3.85) exceeds the critical value of "Z" (2.58) at 1 per cent level of significance, the null hypothesis is rejected. Thus, it is concluded that female teachers experience less stress than the male teachers.

SALARY AND LEVEL OF OCCUPATIONAL STRESS

The following Table gives clear information regarding the salary of the government school teachers and the level of occupational stress in the school.

TABLE 1.12: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR SALARY AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Salary (in Rs.)	Level of Stress			Total
		Low	Medium	High	
1.	Below 15000	2 (1.7)	3 (2.5)	3 (2.5)	8 (6.7)
2.	15000 – 20000	9 (7.5)	32 (26.7)	9 (7.5)	50 (41.7)
3.	20000 – 25000	10 (8.3)	19 (15.8)	2 (1.7)	31 (25.8)
4.	Above 25000	4 (3.3)	22 (18.3)	5 (4.2)	31 (25.8)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

It could be seen from Table 1.12 that of the total government teachers, 8 teachers who fall under the income group of below Rs.15000, 2 (1.7 per cent) had a low level of stress, 3 (2.5 per cent) had a medium level of stress and the remaining 3 (2.5 per cent) had a high level of stress.

Out of 50 teachers, who fall under the income group of Rs.15000-20000, 9 (7.5 per cent) had a low level of stress, 32 (26.7 per cent) had a medium level of stress and the remaining 9 (7.5 per cent) teachers had a high level of stress. Of the 31 teachers, who fall under the income group of Rs.20000-25000, 10 (8.3 per cent) had a low level of stress, 19 (15.8 per cent) had a medium level of stress and the remaining 2 (1.7 per cent) had a high level of stress. Of the 31 teachers, who fall under the income group of above Rs.25000, 4 (3.3 per cent) teachers had a low level of stress, 22 (18.3 per cent) had a medium level and the remaining 5 (4.2 per cent) had a high level of stress.

To test the null hypothesis that salary is independent of the level of occupational stress, the chi-square test has been applied and calculated value 8.53, table value at 5 per cent level of significance 12.592, degree of freedom 6. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 6 degrees of freedom, the hypothesis is accepted. Therefore, it may be concluded that there is no association between salary and their level of occupational stress among government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR SALARY

The average occupational stress score of the government school teachers is given in the Table that follows.

TABLE 1.13: AVERAGE STRESS SCORE OF government HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR SALARY

Sl.No.	Salary (in Rs.)	Average Score	Sample Size
1.	Below 15000	398.13	8
2.	15000 – 20000	386.78	50
3.	20000 – 25000	364.48	31
4.	Above 25000	388.58	31
	Total	382.24	120

It is seen from Table 1.13 that the average stress score of teachers who fall under the monthly salary between Rs.20, 000 to Rs.25, 000 (364.58) is lower than that of salary between Rs.15, 000 to Rs.20, 000 (386.78), salary above Rs.25, 000 (388.58) and that of the teachers who fall under the income groups of below Rs.15, 000 (398.13) in government higher secondary school. It is proposed to test the null hypothesis that the average stress score of the four groups remains the same. 'F' test was applied.

TABLE 1.14: SALARY AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: F-TEST

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value
Between Samples	14069.25	3	4689.75	0.99
Within Samples	550604.75	116	4746.59	
Total	564673.99	119		

"F" test proves that there is no significant difference among the four salary groups of government higher secondary school teachers with regard to average stress score.

YEARS OF EXPERIENCE AND LEVEL OF OCCUPATIONAL STRESS

Here, it is decided to analyse the extent of years of experience of the teachers in relation to their occupational stress level. The following Table gives clear information regarding the years of experience of teachers and their level of occupational stress.

TABLE 1.15: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR YEARS OF EXPERIENCE AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Year of Experience (in years)	Level of Stress			Total
		Low	Medium	High	
1.	Below 5	4 (3.3)	5 (4.2)	2 (1.7)	11 (9.2)
2.	5 – 10	10 (8.3)	26 (21.7)	4 (3.3)	40 (33.3)
3.	10 – 15	4 (3.3)	25 (20.8)	4 (3.3)	33 (27.5)
4.	Above 15	7 (5.8)	20 (16.7)	9 (7.5)	36 (30.0)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

Table 1.15 shows that among the total government teachers, from 11 teachers who had the years of experience below 5 years, 4 (3.3 per cent) had a low level of stress, 5 (4.2 per cent) had a medium level of stress and the remaining 2 (1.7 per cent) had a high level of stress.

Of the 40 teachers, who had the years of experience between 5 –10 years 10 (8.3 per cent) had a low level of stress, 26 (21.7 per cent) had a medium level of stress and the remaining 4 (3.3 per cent) had a high level of stress. Out of 33 teachers who had the years of experience between 10-15 years, 4 (3.3 per cent) had a low level of stress, 25 (20.8 per cent) had a medium level of stress and the remaining 4 (3.3 per cent) had a high level of stress. Of the 36 teachers who had the years of experience above 15 years, 7 (5.8 per cent) had a low level of stress, 20 (16.7 per cent) had a medium level of stress and the remaining 9 (7.5 per cent) had a high level of stress.

To test the hypothesis that the years of experience is independent of the level of occupational stress, the chi-square test has been applied and the calculated value is 7.66, table value at 5 per cent level of significance 12.592 and degrees of freedom 6.As the calculated chi-square value is less than the table value at 5 per cent level of significance with 6 degrees of freedom the hypothesis is accepted. Therefore, it may be concluded that there is no significant relationship between years of experience and their level of occupational stress among the government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR YEARS OF EXPERIENCE

The average stress score of the government higher secondary teachers on the basis of their years of experience is given in the Table that follows.

TABLE 1.16: AVERAGE STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR YEARS OF EXPERIENCE

Sl.No.	Years of Experience	Average Score	Sample Size
1.	Below 5 Years	358.36	11
2.	5 – 10 Years	365.53	40
3.	10 – 15 Years	401.73	33
4.	Above 15 Years	390.25	36
	Total	382.24	120

It could be observed from Table 1.16 that the average stress score of the teachers who are having the years of experience between 10 to 15 years (401.73) is higher than that of those with experience above 15 years (390.53) experience between 5 to 10 years (365.53) and experience below 5 years. It is proposed to test the hypothesis that the average occupational stress score of the three groups of government teachers on the basis of their years of experience is the same. "F" test was applied.

TABLE 1.17: YEAR OF EXPERIENCE AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: F-TEST

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value
Between Samples	32288.18	3	10765.73	2.35
Within Samples	532385.82	116	4589.53	
Total	564674.00	119		

The calculated value of "F" (2.35) is less than the table value of "F" (3.95) for 3 & 116 degrees of freedom at 1 per cent level of significance. Therefore the hypothesis is accepted. Hence, there is no significant difference in the average score of the three groups among the government school teachers.

MARITAL STATUS AND LEVEL OF OCCUPATIONAL STRESS

The following Table gives clear information regarding the marital status and their level of occupational stress.

TABLE 1.18: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR MARITAL STATUS AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Marital Status	Level of Stress			Total
		Low	Medium	High	
1.	Married	4 (3.3)	7 (5.8)	2 (1.7)	13 (10.8)
2.	Unmarried	21 (17.5)	69 (57.5)	17 (14.2)	107 (89.2)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

Table 1.18 shows that out of 13 married teachers, 4 (3.3 per cent) had a low level of stress, 7 (5.8 per cent) had a medium level of stress and the remaining 2 (1.7 per cent) had a high level of stress. Out of 107 unmarried teachers, 21 (17.5 per cent) had a low level of stress, 69 (57.5 per cent) had a medium level and the remaining 17 (14.2 per cent) teachers had a higher degree of stress.

To test the hypothesis that the marital status is independent of the level of occupational stress, the chi-square test has been applied and the calculated value 0.90, table value at 5 per cent level of significance 5.991 and degrees of freedom is 2. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 2 degrees of freedom, the null hypothesis is accepted. Therefore, it may be concluded that there is no association between marital status and the level of occupational stress among government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR MARITAL STATUS

The average stress score of the Government higher secondary teachers on the basis of their marital status is given in the Table that follows:

TABLE 1.19: AVERAGE STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR MARITAL STATUS

Sl.No.	Marital Status	Average Score	Sample Size
1.	Married	360.46	13
2.	Unmarried	384.89	107
	Total	382.24	120

Table 1.19 indicates that the average stress score of the government higher secondary teachers belonging to married (360.46) is lower than the average stress score of the teachers who are unmarried (384.89). It is proposed to test the hypothesis that the average occupational stress score of the two groups of sample government teachers on the basis of their marital status is the same. "Z" test was applied.

TABLE 1.20: MARITAL STATUS AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: 'Z' TEST

Sl.No.	Marital Status	Average Score	Difference	Standard Error	'Z' Value
1.	Married	360.46	24.43	22.42	1.09
2.	Unmarried	384.89			

The calculated value of "Z" (1.09) does not exceed the critical value of "Z" (2.58) at 1 per cent level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no relationship between marital status and level of occupational stress.

TYPE OF FAMILY AND LEVEL OF OCCUPATIONAL STRESS

Type of family is also an important factor to be considered for the welfare of the teachers. Hence, it is decided to analyse the extent of nature of type of the family of the government teachers in relation to their occupational stress level.

TABLE 1.21: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR TYPE OF FAMILY AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Type of Family	Level of Stress			Total
		Low	Medium	High	
1.	Joint	8 (6.7)	26 (21.6)	8 (6.7)	42 (35.0)
2.	Nuclear	17 (14.2)	49 (40.8)	12 (10.0)	78 (65.0)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

It could be inferred from Table 1.21 that out of 42 government teachers, 8 (6.7 per cent) teachers who fall under the category of joint family, had a low level of stress, 26 (21.6 per cent) had a medium level of stress and the remaining 8 (6.7 per cent) had a higher degree of stress.

Out of 78 teachers, 17 (14.2 per cent) who fall under the category of nuclear family had a low level of stress, 49 (40.8 per cent) had a medium level of stress and the remaining 12 (10.0 per cent) had a higher degree of stress.

To test the hypothesis that type of family is independent of the level of occupational stress, the chi-square test has been applied and the calculated value 0.52, table value at 5 per cent level of significance 5.991 and degrees of freedom is 2. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 2 degrees of freedom, the null hypothesis is accepted. Therefore, it may be concluded that there is no association between type of family and their level of occupational stress among government higher secondary school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR TYPE OF FAMILY

The occupational stress score of the teachers on the basis of their nature of family is given in the Table that follows.

TABLE 1.22: AVERAGE STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR TYPE OF FAMILY

Sl.No.	Type of Family	Average Score	Sample Size
1.	Joint	378.14	42
2.	Nuclear	383.59	77
	Total	381.67	119

It could be inferred from table 1.22 that the average score of the teachers who have joint family (378.14) is lower than that of nuclear family (383.59). It is proposed to test the hypothesis that the average stress score of the government higher secondary teachers of the two groups on the basis of their type of family remains the same. "Z" test was applied to the type of family.

TABLE 1.23: TYPE OF FAMILY AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: 'Z' TEST

Sl.No.	Type of Family	Average Score	Difference	Standard Error	'Z' Value
1.	Joint	378.14	5.45	13.64	0.40
2.	Nuclear	383.59			

The calculated value of "Z" (0.40) does not exceed the table value of "Z" (2.58) at 1 per cent level of significance. Therefore the null hypothesis is accepted. Thus it is concluded that there is no significant relationship between the independent variables.

SUBJECTS HANDLING AND LEVEL OF OCCUPATIONAL STRESS

Here, it is decided to analyse the extent of subjects handled by the government teachers in relation to their occupational stress level. The following Table gives clear information regarding the subjects handling of the teachers and their level of stress.

TABLE 1.24: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR SUBJECTS HANDLING AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Subjects Handling	Level of Stress			Total
		Low	Medium	High	
1.	Arts	12 (10.1)	37 (31.1)	11 (9.2)	60 (50.0)
2.	Science	13 (10.9)	23 (19.3)	3 (2.5)	39 (32.5)
3.	Vocational	0 (0.0)	16 (13.3)	5 (4.2)	21 (17.5)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represents percentage to total.

Table 1.24 shows that out of 60 teachers, 12 (10.1 per cent) who were handling arts subjects had a low level of stress, 37 (31.1 per cent) had a medium level of stress and the remaining 11 (9.2 per cent) had the higher degree of stress. Out of 39 teachers, 13 (10.9 per cent) who were handling science subjects had a low level of stress, 23 (19.3 per cent) had a medium level of stress and the remaining 3 (2.5 per cent) had a higher degree of stress level. Of the 20 teachers, 16 (13.3 per cent) who were handling vocational subjects had a medium level of stress and the remaining 5 (4.2 per cent) had a higher degree of stress.

To test the hypothesis that subjects handling is independent of the level of occupational stress, the chi-square test has been applied and the calculated value is 10.53, table value at 5 per cent level of significance 9.488 and degrees of freedom is 4. As the calculated chi-square value is more than the Table value at 5 per cent level of significance with 4 degrees of freedom, the null hypothesis is rejected. Therefore, it may be concluded that there is an association between subjects handling and their level of occupational stress among government school teachers.

AVERAGE STRESS SCORE ON THE BASIS OF SUBJECTS HANDLING

The occupational stress score of the government teachers on the basis of subjects handling is given in the Table that follows:

TABLE 1.25: AVERAGE STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR SUBJECTS HANDLING

Sl.No.	Subjects Handling	Average Score	Sample Size
1.	Arts	377.35	60
2.	Science	368.03	39
3.	Vocational	421.25	21
	Total	382.24	120

Table 1.25 depicts that the average stress score of the teachers who are handling science subjects (368.03) is lower than that of the teachers who are handling arts subjects (377.35) and vocational subjects (421.25). It is proposed to test the hypothesis, that the average occupational stress score of the teachers of the three groups remains the same. "F" test was applied.

TABLE 1.26: SUBJECTS HANDLING AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: F-TEST

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value
Between Samples	39711.84	2	19855.92	4.43
Within Samples	520332.37	116	4485.62	
Total	560044.22	118		

The calculated value of "F" (4.43) less than the table value of "F" (4.79) for 2 and 116 degrees of freedom at 1% level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference among the three groups, of government teachers in the stress level in school because of the subjects they handle.

LOCATION OF SCHOOL AND LEVEL OF OCCUPATIONAL STRESS

Location of school is an important factor to be considered for stress among teachers. The following table gives clear information regarding the location of the school and the teacher level of occupational stress.

TABLE 1.27: CLASSIFICATION OF GOVERNMENT HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR SCHOOL LOCATION AND LEVEL OF OCCUPATIONAL STRESS

Sl. No.	Location of School	Level of Stress			Total
		Low	Medium	High	
1.	Rural	20 (16.7)	57 (47.5)	16 (13.3)	93 (77.5)
2.	Urban	2 (1.7)	10 (8.3)	3 (2.5)	15 (12.5)
3.	Semi-Urban	3 (2.5)	9 (7.5)	0 (0.0)	12 (10.0)
	Total	25 (20.8)	76 (63.3)	19 (15.8)	120 (100.0)

Source: Primary data.

Note: Figures in brackets represent percentage to total.

Table 1.27 indicates that out of 93 (77.5 per cent) government school teachers, 20 (16.7 per cent) who were working in the schools located at rural areas had a low level of stress, 57 (47.5 per cent) had a medium level of stress and the remaining 16 (13.3 per cent) had a high level of stress. Of the 15 teachers working in urban areas, 2 (1.7 per cent) working in the schools located at urban areas had a low level of stress, 10 (8.3 per cent) had a medium level of stress and the remaining 3 (2.5 per cent) had a high level of stress. Out of 12 teachers working in semi-urban areas, 3 (2.5 per cent) had a low level of stress and the remaining 9 (7.5 per cent) had a medium level of stress.

To test the null hypothesis that location of the school is independent of the level of occupational stress, the chi-square test has been applied and the calculated value is 3.05, table value at 5 per cent level of significance 9.488 and degrees of freedom is 4. As the calculated chi-square value is less than the table value at 5 per cent level of significance with 4 degrees of freedom, the null hypothesis is accepted. Therefore, it may be concluded that there is no association between location of the school and their level of occupational stress among government higher secondary teachers.

AVERAGE STRESS SCORE ON THE BASIS OF THEIR LOCATION OF SCHOOL

The average occupational stress score of the three groups of government higher secondary teachers on the basis of their school location is given in the Table that follows.

TABLE 1.28: AVERAGE STRESS SCORE OF government HIGHER SECONDARY TEACHERS ON THE BASIS OF THEIR NUMBER OF THEIR LOCATION OF THE SCHOOL

Sl.No.	Location of School	Average Score	Sample Size
1.	Rural	387.27	93
2.	Urban	384.80	15
3.	Semi-Urban	340.08	12
	Total	382.24	120

It is inferred from Table 1.28 that the average stress score of teachers who are hailing from semi-urban (340.08) is lower than those of other two categories like rural (387.27) and urban (384.80). It is proposed to test the null hypothesis, that the average stress score of the teachers of the three groups vary the same. "F" test was applied.

TABLE 1.29: LOCATION OF SCHOOL AND OCCUPATIONAL STRESS SCORE OF GOVERNMENT HIGHER SECONDARY TEACHERS: F-TEST

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	'F' Value
Between Samples	23776.39	2	11888.19	2.57
Within Samples	540897.59	117	4623.06	
Total	564673.99	119		

Since the calculated value of "F" (2.57) is less than the table value of "F" (4.79) for 2 & 117 degrees of freedom at 1% level of significance, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference among the three categories of government school teachers with stress level in higher secondary school because of the location of school.

FINDINGS OF THE STUDY

[DEMOGRAPHIC VARIABLES AND OCCUPATIONAL STRESS LEVELS AMONG THE TEACHERS OF GOVERNMENT HIGHER SECONDARY SCHOOL]

The F- test (ANOVA) applied reveals that there exists significant difference in the average stress scores of different groups of teachers classified on the basis of the variables such as designation, age, marital status, teaching experience, monthly income and subjects handling. The Z – test applied reveals that there is a significant difference in the average stress scores of the two groups of teachers classified on the basis of the designation, marital status and type of family.

Of the 120 higher secondary government school teachers, 20.80 per cent of them opined the stress level is low, 63.30 per cent of government teachers opined the stress level is medium, and the remaining 15.80 per cent of the teachers expressed that they had been victims of high level of occupational stress. Average stress score of 120 government teachers is 382.24.

Among the two **designation** groups of government school teachers, 19.20 per cent of teachers felt that the occupational stress level under government school was extremely low. In case of government teachers the average stress score of those under the group of head master (359.09) is lower than the average score of the teachers.

Among the four **age** groups of government teachers, 10.0 per cent of those who fall under the age group between 40-50 years who feel that the occupational stress is tolerable. In case of the average stress score of those fall under the age group between 30-40 years (370.07) is lower than the average stress score of the other three groups of teachers.

Between the two **gender** groups of government teachers, 12.50 per cent of women teachers feel that the occupational stress level is low. In case of average stress score of those in women (356.27) is lower than the average stress score of the male group of teachers.

Among the four **income** groups of government school teachers, 8.30 per cent of those who fall under the monthly income between Rs.20, 000-Rs.25, 000 whose opinion about the occupational stress level are low. It is higher than the other groups of income. In case of average stress score of those who are under the income group between Rs.20, 000-Rs.25, 000 (364.48) is lower than the average stress score of the other three groups of teachers.

Among the four **experience** groups of government teachers, 8.30 per cent of those who have the teaching experience between 5-10 years the occupational stress level are low. The average stress score of teachers who are having the teaching experience below 5 years (358.36) is lower than the experienced group of teachers.

Between the two **marital** status groups of government teachers, 17.50 per cent of those belonging to unmarried felt that the occupational stress is low. The average stress score of married teachers (360.46) in the group is lower than that of the group of teachers.

Between the two **family** groups of the government school teachers, 14.20 per cent of those who fall under the category of nuclear family feel that the occupational stress level is low. The average stress score of teachers in joint family (378.14) is lower than that of the other groups.

Among the three groups **handling different subjects** of government school teachers, 10.9 per cent of those who are handling science subjects felt that the occupational stress level is low. The average stress score of those who are handling science subjects lower than that the other group of teachers.

Among the three groups of government teachers, 16.70 per cent of those whose schools are located at **rural areas** felt that the occupational stress level is low. In case of government teachers average stress score of those who are working in the school located at semi-urban areas (340.08) is lower than the average score of the other groups of teachers.

SUGGESTIONS

The present study concludes that nearly 63.30 per cent of government teachers opined the occupational stress level is medium and only 12.50 per cent of female teachers feel that the occupational stress level is low. Male teachers face more occupational stress than their female teachers. The study also finds that occupational stress is most prevalent among teachers, among the three groups handling different subjects of government school teachers, 10.9 per cent of those who are handling science subjects felt that the occupational stress level is low. Further, there is no significant difference is seen between the designation, age, salary, year of experience, marital status, type of family and location of school. Gender indicates that occupational stress exists for both male and female teachers at all levels of experience and subject handling in different majors like arts and science and social studies experience in occupation among government teachers. So, there is a need to provide proper favorable environment and support to teachers to maintain individual occupational stress at their workplace.

CONCLUSIONS

The progress of a nation is limited to its productive capacity, which in turn depends upon the calibre of its higher secondary education. The education system in general and the higher secondary education system in particular are instruments to develop the human capital as economic assets for wealth generation and also as social assets for improving the quality of the life of the people. The education system should provide scope for understanding several major socio-economic changes affecting the society that include global economic integration, national economic reforms, changing demographic pattern, increased school's enrolment, reduced drop-out rate, social norms favouring women and weaker sections, increasing environmental consciousness, changing family finances,

demands of labour market and so on. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce occupational stress, so that their profession is not affected. It is recommended that regular assessment of stress level should be conducted for preventive measures. Moreover that, the government educational department should check that, supervision, support and relationship with the teachers are properly taken care of and enhanced most strongly. Most importantly, it is recommended that principals and supervisors should investigate the causes for occupational stress and evaluate the organizational climate of the school. They should also suggest ways, like workshops and seminars to improve and cope with stress. Government must take the time to really understand the concerns of their higher secondary teachers in order to find ways to reduce the stressors that affect them. The researcher believes that Government school systems must support the needs of teachers in order to maintain an efficient and effective labor force that are up to the challenge of educating a diverse student population. The researcher believes the same principles must be applied when considering how best to support the educational system's most valuable asset, the teacher workforce.

SUGGESTIONS FOR FUTURE RESEARCH

A model teacher attracts the attention of researchers in various fields. Research in the near future can be attempted to study the following.

1. Occupational Stress, "A Comparative Study between Rural and Urban Higher Secondary School Teachers."
2. Occupation Stress, "A State-wise Comparative Study of Higher Secondary School Teachers".

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