

**MAPC – Clinical Psychology
Sample Research Project**

by

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**“A COMPARATIVE STUDY ON COMPONENTS IMPACTING
STRESS AMONG GOVERNMENT AND PRIVATE SECTOR
TEACHERS”**

Project

**Submitted to IGNOU for the program of
Master of Arts Degree in PSYCHOLOGY (MPCE 016) – July 2017**

BY

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ENROLMENT NUMBER:*****

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UNDER THE SUPERVISION OF

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Appendix IV
CERTIFICATE OF ORIGINALITY

This is to certify that the Project Report titled

“ _____ ” submitted to Indira Gandhi National Open University in partial fulfilment of the

requirement for the award of **Master of Arts Degree in Psychology (MAPC) –**

MPCE-016 is an original work carried out by

Mr./Ms. _____

Enrolment Number: _____ Batch: _____

The matter embodied in this Project is a genuine work done by the student and has not been submitted whether to this University or to any other University/ Institute for the fulfilment of the requirement of any course of study.

SAMPLE

Signature of the Learner

Signature of the Supervisor

Name:

Name:

Enrolment Number:

Designation:

Place:

Name of Institution/Organization:

Date:

Date:

Appendix VII
CERTIFICATE

This is to certify that Mr./Ms. _____

Enrolment No. _____ Batch: _____

has successfully completed Project in MPCE 016 titled

under the guidance of _____

Signature of the Learner

Signature of the Guide/Supervisor

Name:

Name:

Enrolment No:

Designation:

Study Centre:

Place:

Regional Centre:

Date:

Place:

Date:

SAMPLE

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The success and final outcome of this project required a lot of guidance, assistance and support from many people and I am privileged to have got tis all along the completion of m project. All that I have done is only due to such supervision and assistance and I would not forget to thank them.

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Khan Raheela Farooq

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A COMPARATIVE STUDY ON COMPONENTS IMPACTING STRESS AMONG GOVERNMENT AND PRIVATE SECTOR TEACHERS.

INTRODUCTION:

Considered to be more than profession, teachers are regarded as strongest pillar of the society. Teaching is a profession that is mother of all other occupations. A teacher is like a potter who delicately shapes our impressionable minds and moulds it into the vessel that defines our perception and ambitions. Teachers have always been respected in all societies. In India, we have a special place for teachers. The famous Sanskrit shloka “Guru Brahma Guru Vishnu Guru Devo Maheshwara” commands us to honour our teachers as gods.

In the past, teachers were held by all in the highest esteem. Even kings and emperors used to look up to them for guidance and advice in hours of crisis. As a matter of fact, teachers were the trustees of common welfare. Teachers in those days were the true benefactors of society. History is full of examples which clearly show that great decisions of vital importance to the whole nation were taken on the directions of the teachers. Such was the importance which was enjoyed by teachers in the past. A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher-educators. Chanakya has rightly stated, “Teacher is the maker of nation” So for the development of the country, it is very important to have good teachers and good teachers can be produced only if we have a good system of teacher education and dedicated and efficient teacher-educators.

The role of the teacher is a multi-faceted one comprising academic, pedagogical and social roles. Academic roles comprise teaching, counselling and supervisory roles while pedagogical roles include instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in the classroom and the school in general, and creating a conducive environment for learning to take place. Social roles of the teacher includes among others socializing roles which is preparing pupils to participate in the way of life of the society; others include

reference roles, detective roles, parent surrogate (or substitute parent), confidants and affectionate roles. No other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, customs, etiquette, style of conversation and his get up. He is their ideal. He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers.

Teaching professionals today have more responsibility besides conveying information to students and managing student behaviour. Teachers are role models and mentors helping students achieve lifelong goals long after the students have graduated. The National Education Association's Code of Ethics for the Education Profession believes that education is important for the nurturing of the welfare of each educator's students. The main objective of an educator is to help lift up a person socially, emotionally, personally and intellectually. Smart boards help educators fulfill classroom responsibility for student development all through preschool, elementary school, middle school and high school years.

Instructional Preparation:

The primary role for a modern teacher centres upon instructional activities in the classroom. The teacher must plan, develop, organize and prepare lessons for the instructional day before students arrive in the classroom. Teachers should also research ideas for lessons and activities using modern smart board technology that would enhance the quality of the classroom instructional time. Effective lesson planning helps to enhance the quality of the instruction students are receiving. Interesting lessons presented using smart board technology helps retain student interest in the subject.

Many teachers lack the time to develop incomparable and efficient lesson plans that will motivate students to learn and develop good study skills. We all know that teaching has become a job involving many stresses and it comes of no surprise that levels of teacher stress have increased both nationally and internationally as of late (McIntyre, 2015).

Making the children ready for a challenging life - it starts at a very early age, the teachers take the kids away from their parents for a few hours and teach them in a total

different environment. They try and make the environment as friendly as possible, but it is still different from the environment at home. Knowingly or unknowingly, teachers prepare the kids for unknown environment which they might have to face in their lives. The teachers not only make the child literate so that he/she can earn enough to have a normal lifestyle, they also provide words of wisdom every day which shape the personality of the child. Many children are influenced by their teachers more than the parents. A teacher is mostly selfless and believes in dissipating whatever information he/she can to make the kid wiser than yesterday

The state of teaching is stronger because teachers everywhere are leading from their classrooms and taking on new roles to improve education for kids. And we all know, when teaching is stronger, students benefit with increased engagement and achievement. There is no better resource for a school than teachers who are empowered and equipped to solve problems using their own talent and experience.

Teaching has never been easy, and it never will be. It takes heart, commitment and passion. But for all the very real challenges who are entering the field and who are in the field now who will lead the way- they will shape the state of this profession—and the future prospects of our children.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teaching Knowledge

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is being dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Creating Classroom Environment

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behaviour in their classrooms. This behaviour is primarily a reflection of the teacher's actions and the environment she sets.

Role Modelling

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Mentoring

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

Signs of Trouble

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviours change or physical signs of abuse are being noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

Challenges of teaching career:

- Every kid is unique and needs unique teaching method. Teaching children requires a high level of patience and composure.
- The education system in India is very vulnerable to orthodoxy and stagnation and hence it can be monotonous.
- Teachers have to face resistance from colleagues and school authority if wish to implement some innovative teaching methods.
- This profession demands constantly updating and hence teacher have to keep learning all life.
- The salary in teaching profession can be comparatively lower than some other private jobs
- There are many moral obligations on a teacher and sometimes your personal life can be judged along with your working life.

Taking in account the responsibilities and the challenges in the profession, teachers suffer with stress at different levels in different situations.

In the field of teaching, general working conditions can be quite ideal. In fact, the working conditions of teachers – including the convenience of most school hours and having summers off – have always contributed to the appeal of the teaching profession. However, there is a downside to the working conditions which prospective teachers must consider. The following concerns about working conditions for teachers don't just impact job satisfaction; they also affect job performance.

1: Being a Teacher

There's no doubt about it – teaching is a stressful occupation! That's because a good portion of what you're trying to cultivate in your students – such as good work habits, a healthy attitude, and the intrinsic motivation to succeed – is ultimately beyond your control. These are also factors that are influenced by many variables, including parental involvement, economic factors, and stress in the home. Therefore, as a teacher, you have to be careful not to take your work too seriously. Make sure that you're taking time for yourself, to decompress and relax while you're not at school, so that when you return to the classroom each day you can really be your best.

2: Physical Strain

Teachers naturally spend a lot of time standing, and this can be hard on your body over time. In addition, you may not have a lot of control over things like when you'll be allowed to take scheduled breaks for eating lunch, and even for going to the bathroom. This may sound like a minor concern, but it can wear on your body over time.

3: Intense Work Cycles

As a teacher, there are certain times of the year when your job is much more intense, like during the first few weeks of school, when you are working to set up your classroom and plan the first few weeks of lesson plans. In addition, the weeks just before report cards come out are also very intense, as is the end of the school year, when you have a lot of work to do cleaning up, and possibly packing, your classroom. As a teacher, these cycles will feel less disruptive if you're prepared for them and know what needs to be done to accomplish your personal and professional goals.

4: Tasks

Another working condition for teachers that may be under-recognized by those just entering the profession is the fact that your "To Do" list is rarely complete. Whether you're preparing for a new school year, or working to retain your students' interest in the middle of the semester, there is always something to do. Teachers can learn to cope with the endless stream of work by learning how to work smarter, by using technology to streamline tasks, and by creating routines for things like planning lessons, grading papers, and communicating with parents.

5: The "Work Hours"

Finally, the idea that teachers work minimal hours is misleading. Most teachers work far beyond the actual school day, and spend a large portion of their evenings, weekends, and even summers planning lessons, grading papers, and communicating with parents.

In the end, most educators find the working conditions for teachers to be quite manageable, although it takes some time to adapt to the constraints and create a routine that really works for you.

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside

factors such as the state of the world; environment is which one lives or works or the family. It may come from one's own irresponsible behaviour, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual. It depends on the personality general outlook on life, problem solving abilities, and social support system. Many different things causes stress-physical to emotional. Identifying what causes stress is the first step to deal with stress.

Threat: a perceived threat will lead a person to feel stressed. This can include physical threats, social threats, and financial threats. Any threat to needs is likely to lead to stress.

Fear: Threat can lead to fear which again leads to stress. Fear leads to imagined outcomes which are the real source of stress.

Uncertainty: If one is uncertain, one is unable to predict, and therefore feel out of control and hence may feel fear feel threatened. This leads to stress.

Cognitive Dissonance: When there is a gap between what one does and what one thinks, there is cognitive dissonance and feel stressed. Dissonance also occurs when one cannot meet commitments and the possibility of being perceived as dishonest or incapable.

Life causes: There are many causes of stress in life like death, ill health victim of crime, self-abuse, family change, sexual problems argument, physical change, moving to new location, financial crisis, environment and increase in responsibility.

Frustrations: These are obstacles that prevent from meeting one's needs or achieving personal goals. They may be external (discrimination) or internal (physical handicap, lack of desired ability or trait).

Conflicts: Involving two or more incompatible needs or goals, the choice between two desirable options, or decision involving disagreeable alternations.

Pressures: Stress can stem from expectations of others or demands placed on one. Pressure to get good grades is one of those .Survival stress is common response to danger in all people and animals. When one is afraid that someone or something may physically hurt him or her, this leads to stress.

Environment: It is a response to things around that cause stress like noise, crowding, pressure from work/ family.

Fatigue and Overwork: This kind of stress builds up over a long time and takes a hard toll. It can be caused by working too much or too hard at jobs or home. It can also cause by not knowing how to manage the time well and take time for rest and relaxation.

The term “stress” is borrowed from the discipline of physics. Stress actually means pressure. It is inner pressure caused by three set of factors as mentioned below:

- a) Endogenous
- b) Exogenous and
- c) Interaction of endogenous and exogenous factors

Endogenous means internal; endo means inter; genous means origin or genesis or origination from within; exogenous means external; exo means outside or originating from outside. The third set of factors would emerge when the internal and external factors interact with each other.

Stress for each individual is a complexity within itself. If stress is an equilibrium state between the individual and responses to environmental demands, then stressors may be defined as events requiring more than usual adaptive responses from the body. Stressors are commonly associated with a variety of personal, social, and physical events, including interpersonal experiences in schools or classrooms (Fimian, 1982). The human body, however, does not have the capacity to differentiate between the various types of stressors. This explains why physical stress cannot be separated from mental stress, just as personal stress cannot be separated from professional stress (Wangberg, 1982). Because individual responses to and discernments of similar situations vary significantly, factors responsible for stress in one person may also be responsible for sparking enthusiasm in I another (Fimian, 1982; Forbes, 1979; and Pemy, 1982). Moreover, teachers should be aware of some of the symptoms of stress.

Stress can be defined as a state caused by organism’s internal biological responses to physical demands on the body such as disease conditions, exercise, extremes of temperature and the like or the environmental and social situations which are evaluated as potentially harmful, uncontrollable, or exceeding our resources of coping. No life is entirely free of stress. Our needs are not gratified, automatically. There is wide range of personal, environmental obstacles that can lead to frustration. Such obstacles place adjustive demands on us and can lead to the experience of stress.

Types of stress are

Acute stress: Sometimes stress can be brief, and specific to the demands and pressures of a particular situation, such as a deadline, a performance or facing up to a difficult challenge or traumatic event. This type of stress often gets called acute stress.

Episodic acute stress: Some people seem to experience acute stress over and over. This is sometimes referred to as episodic acute stress. These kind of repetitive stress episodes may be due to a series of very real stressful challenges, for example, losing a job, then developing health problems, followed by difficulties for a child in the school setting. For some people, episodic acute stress is a combination of real challenges and a tendency to operate like a 'stress machine'. Some people tend to worry endlessly about bad things that could happen, are frequently in a rush and impatient with too many demands on their time, which can contribute to episodic acute stress.

Chronic stress: The third type of stress is called chronic stress. This involves on-going demands, pressures and worries that seem to go on forever, with little hope of letting up. Chronic stress is very harmful to people's health and happiness. Even though people can sometimes get used to chronic stress, and may feel they do not notice it so much, it continues to wear people down and has a negative effect on their relationships and health.

SYMPTOMS OF STRESS

Every one reacts to stress differently. But there are common symptoms of stress. People may shake uncontrollably breathe faster, deeper than normal or even vomit. Stress can trigger an asthma attack.

Intellectual symptoms:

- Memory Problem
- Difficulty in taking decision
- Confusion
- Poor judgment
- Lack of concentration

Physical symptoms

- Digestive problem
- Sleep disturbance
- Fatigue
- High Blood pressure
- Weight gain or loss
- Skin problems
- Asthma or shortness of breath
- Decreased sex drive
- Heart palpitations

Emotional Symptoms

- Moody and hypersensitive
- Restlessness and anxiety
- Depression
- Anger and resentment
- Irritation
- Lack of confidence
- Apathy
- Urge to laugh or cry at inappropriate times

Behavioural symptoms

- Eating more or less
- Sleeplessness
- Isolation
- Neglecting responsibilities
- Increased alcohol and drug use
- Nervous habits
- Teeth grinding or jaw
- Clenching
- Overdoing activities such as exercising or shopping

- Losing temper
- Overreacting to unexpected problem

Stress as defined by “strain, tension, anxiety, depletion, known as burnout (Fimian, 1982; Forbes, Random House Thesaurus (Stein & Flexner, 1984) is and force.” Whereas, Jones and Emanuel (1981) raised the question: Is stress another term for teaching? However, before seem to be a friendly environment (Jones & Emanuel, 1981) and a feeling of being isolated from the real world may ensue (Fimian, 1982; Jones & Emanuel, 1981).

Teachers may worry in excess, become anxious over routine matters, or blame others for their problems. A direct result is that teaching priorities change from one of placing the most importance on learning to one of self-survival. Classroom performance and methodology are given a somewhat lower priority. Thus, secondary and postsecondary teachers should be aware of some of the personal and professional factors which cause stress. (Fimian, 1982; McMillen, 1987; and Penny, 1982).

Forlin defines stress in a similar way, as “an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress. So, teachers stress can be considered as a state of unpleasant emotions resulting from some aspect of their work.

Considering the severe consequences of occupational stress together with the international and Irish research highlighting it as a particular problem for those in the teaching profession it is certainly a topic that warrants intensive investigation. In addition, the author believes it is a topic that requires more in depth analysis from an Irish context with particular focus on second level teachers due to a substantial gap on the up to date literature. Whilst the previous Irish research on stress in secondary level teachers is extremely useful it is limited in that it has been carried out quite some time ago. Furthermore, the most recent study was carried out in the area is very small in scope (Kerr, Breen, Delaney, Kelly & Miller, 2011).

The teaching profession has been categorized as an occupation at high risk for stress. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As

with other forms of tension, stress at workplace eventually affects both physical and emotional well-being if not managed effectively. Stress is an inherent factor in any type of vocation or career. At its best, the presence of stress can be a motivator that urges the individual to strive for excellence. (Chan & Hui, 1995; Pithers & Fogarty, 1995).

Excess amounts of stress can lead to a lack of productivity, a loss of confidence, and the inability to perform routine tasks. As a result, quality employees lose their enthusiasm for their work and eventually withdraw from the company. Often, stress within teaching is connected with organizational factors related to the way teachers are expected to work. Such organizational factors that contribute to stress among teachers can be: unreasonably set time frames, excessive bureaucracy, unrealistic deadlines and frightening inspection regimes.

The causes of stress among teachers can also be defined as stressors of living and working environment as well as individual stressors. Most stressors are associated with the working environment and include unfavourable working conditions, excessive workloads, organizational problems, and insufficient resources, lack of support and/or autonomy, and decision making. The working environment may also include physical stressors such as noise associated with teaching assignments, accrued classrooms, size of the classroom and/or school, security and violence among youth as well as administrative pressures such as lack of support from managers and ambiguity of the teaching role.

Individual characteristics include the unique attributes of teachers such as personality, gender, age, demographics, ability to establish and maintain supportive networks, cognitive evaluation of stressors, coping ability, type of teaching position and work dissatisfaction. Individual stress, can also be linked to the compatibility between personal and educational values, ambition to succeed, the threshold of sensitivity, competitiveness, multiple roles for women teachers (parent, caretaker, housewife and teacher), and perfection. One of the few analyses in the field of work-related stress in Macedonia is the comparative study of that explores the levels of stress among teachers in Turkey and their colleagues in Macedonia. Their study suggests that working conditions as well as personal and social characteristics may have an effect on teacher stress. (Eres and Atanasovska, 2007)

Teachers have to handle demands and pressures from society, media, pupils, parents, school principals, and colleagues, and those demands may cause role conflict for teachers. Constant changes in educational policies are also a major source of stress, since teachers have to acquire new skills and responsibilities at an unrealistic speed. (Conley & Woosley, 2000; Dollard et al., 2003; Goddard, 2000)

"Workplace stress" then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress. Fear of job redundancy, layoffs due to an uncertain economy, increased demands for overtime due to staff cutbacks act as negative stressors. Employees who start to feel the "pressure to perform" can get caught in a downward spiral of increasing effort to meet rising expectations with no increase in job satisfaction. The relentless requirement to work at optimum performance takes its toll in job dissatisfaction, employee turnover, reduced efficiency, illness and even death. Absenteeism, illness, alcoholism, "petty internal politics", bad or snap decisions, indifference and apathy, lack of motivation or creativity are all by-products of an over stressed workplace.

In the workplace, stress can be the result of any number of situations. Some examples include:

Categories of Job Stressors	Examples
Factors unique to the job	<ul style="list-style-type: none"> • workload (overload and under load) • pace / variety / meaningfulness of work • autonomy (e.g., the ability to make your own decisions about our own job or specific tasks) • shift work / hours of work • physical environment (noise, air quality, etc) • isolation at the workplace (emotional or working alone)

Role in the organization	<ul style="list-style-type: none"> • role conflict (conflicting job demands, multiple supervisors/managers) • role ambiguity (lack of clarity about responsibilities, expectations, etc) • level of responsibility
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When left unchecked, occupational stress can lead to emotional and physical disorders that began to impact personal as well as professional lives. The individual may develop a level of tension that interferes with sleep, making relaxation outside the workplace impossible. Over a time, period of this stress can trigger emotional disorders such as anxiety, depression and in some cases various phobias that further inhibit the ability to enjoy any aspect of living.

Too much stress can contribute to health problems. Stress can also reduce the ability to perform at the highest levels. The negative effects of stress can impact negatively on performance and quality of life. The effects of stress are unmistakably many. They include increase heart rate, speed breathing or held breath, tightens muscle to prepare to fight or to flee, directing blood to the brain and major muscles (away from digestion, hands/feet, Reproductive organs), releases stress hormones like cortisol and adrenaline, slows or stops digestion, causes the brain to be more reactive/less thoughtful, increases perspiration, reduces immune system response. (Chan, 1998)

Tension headaches, neck/back/shoulder pain, tight jaw, sleeping problems, fatigue, loss of concentration, learning problems can increase, irregular or rapid heart rate, migraine headaches, poor circulation, Raynaud Syndrome, high blood pressure, sexual dysfunction (in either sex), digestive problems, upset stomach, ulcers, colitis, hormone imbalances, reduction of immune system function, over reaction by immune system (allergies or autoimmune diseases worse), increased asthma activity, increased aging rate, anxiety, depression, substance abuse, poor habit control, over-eating, low energy, prone to accidents or mistakes, can impair communication, poor performance, among others effects are characteristics of stress (Guglielmi and Tatrow, 1998)

The human consequences of this excessive stress on teachers are serious and wide-ranging, and can include physical symptoms such as headaches, raised blood pressure,

infections, digestive disorders, heart disease or cancer; mental health symptoms such as withdrawal, poor concentration, anxiety, depression, insomnia, 'burn-out' and an increased risk of suicide; and behavioural consequences such as low self-esteem, increased drug or alcohol intake and deteriorating personal relationships leading to family, relationship or career problems.

The understanding of stress originated in the empirical research of Derogatis (1987), who conducted his research using the Derogatis Stress Profile (DSP), a psychological questionnaire to measure individuals' stress dispositions. Derogatis based this questionnaire on Lazarus's (1966) social interaction theory of stress which consequently led us towards Lazarus's more recent research and theories of stress and how to cope with it. Lazarus and Folkman (1984) define stress as a particular interaction between the person and the environment. The person appraised or evaluated the environment as being taxing or exceeding his or her personal resources. This disrupts his or her daily routines.

Stress may be defined as a state of psychological pressure influenced by three main sources or domains: personality mediators (put together of time pressure, driven behaviour, attitude posture, relaxation potential, and role definition); environmental factors (constituting of vocational satisfaction, domestic satisfaction, and health posture); and emotional responses (such as hostility, anxiety, and depression). The three sources must be studied interactively to develop a comprehensive account of psychological stress. With nervous energy skyrocketing, the teachers need understanding and support, they need voices of reason to counteract both the stress-inducing messages they get from this culture, work and the demoralizing, self-defeating beliefs, some of them persist in telling themselves. Many signs of stress are so common that they are accepted as the normal, even expected, cost of leading busy, productive lives. Teachers should be aware of basic truths about the insidious, sometimes devastating, effects of stress on people throughout the live. (Derogatis, 1987)

Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). While stress can also be related to apprehension, irritation, agitation, fear, annoyance, mental discomfort, nervous upset, inability to cope, frustration, unhappiness, etc. (Laughlin 1984).

Lazarus and Folkman (1984) defined stress as a relationship between the person and the environment within which the person finds it to be taxing or exceeding his or her resources and endangering his or her well-being. The amount of research on teacher stress has increased steadily, and has now become a major research topic in many countries (Vandenberghe & Huberman, 1999; Kyriacou, 2001; Hanizah, 2003).

Farber (1984) argued that "teachers are not burned out, they are worn out. Instead of burning out from overwork, they turn off to the job and stop attempting to succeed in situations that appear hopeless". He went on to argue that those burned-out teachers had once been the most dedicated teachers in their schools. Therefore, he tried to clarify that there are more worn-out teachers than burned out ones.

Some researchers have noted that the professional activity of teachers is, in psychological terms, one of the most stressful social activities among the jobs that are characterized by a large number of stress factors. Stress is typical for educational activities because of its saturation with stress factors such as social evaluation, uncertainty, and daily routine

Foreign researchers of stressors in teaching activities emphasize the following sources of occupational stress: badly equipped classrooms, a lack of adequate teaching materials, low wages, lack of opportunities for promotion, work overtime, lessons interrupting, heavy workload does not allow teachers to have a break during the working hours, etc. several groups of stressors: teacher-student relationships (changes in motivation and attitudes of students, conflicts with "difficult" students, disorganized students.), relationships with colleagues (undeveloped system of in-house communication, lack of collective cohesion), relationships with students' parents, as well as society (pressure from the parents, attitude towards teachers.), innovation and changes (lack of clarification on the occasion of the reforms, the feeling of helplessness, uncertainty about the goals and objectives of transformations), school administration (insufficient supply of equipment of classrooms, poor communication system, poor school organization, lack of understanding of teachers (Marie Brown, Sue Ralph and Ivy Brember)

In addition to all the above stressors position of Russian teachers is burdened by socio-economic characteristics of modern Russia: the detraction of teacher status, an adverse

change in social attitudes towards the teaching profession, lowering the prestige of the profession, low salary, poor equipment with the necessary literature and visual aids, lack of hygiene requirements.

Stress can also be defined by “strain, tension, anxiety, depletion, known as burnout (Fimian, 1982; Forbes, Random House Thesaurus (Stein & Flexner, 1984) island force.” Whereas, Jones and Emanuel (1981) raised the question: Is stress another term for teaching? However, before Robinson: Teacher Stress: Causes, Stages, and Effects seem to be a friendly environment (Jones & Emanuel, 1981) and a feeling of being isolated from the real world may ensue (Fimian, 1982; Jones & Emanuel, 1981). Teachers may worry in excess, become anxious over routine matters, or blame others for their problems. A direct result is that teaching priorities change from one of placing the most importance on learning to one of self-survival. Classroom performance and methodology are given somewhat lower priority (Fimian, 1982; McMillen, 1987; and Penny, 1982). Thus, secondary and post-secondary teachers should be aware of some of the personal and professional factors which cause stress.

Stress Related to Personal Factors:

Personal stressors, despite their intensity, have to be dealt with in the life of each teacher. It may be as simple as balancing wearing a pair of shoes that hurt to more severe stressors, divorce, or accident (Block, 1977). A teacher’s perception to communicate either socially or professionally is closely a checkbook or such as death, of the capacity related to feelings of frustration (Wangberg, 1982). When personal stress becomes coupled with other types of stress, the main health problem among teachers may be stress related (Block, 1977).

Stress Related to Professional Factors:

Professional stressors among secondary teachers tend to be divided into four basic sources: (a) working conditions, (b) professional responsibilities, (c) student teacher situations, and (d) student discipline. These topics are discussed in the following sections:

Working conditions:

Because self-fulfilment is thought to be the ultimate satisfier for most teachers, many attempt to relieve some tension associated with poor working conditions. By creating pleasant environments within their classrooms, these individuals are striving to satisfy a need for belonging and self-worth. A problem with this theory arises, however, in view of today's educational systems. While teachers have continued to be involved despite low pay scales and less than satisfactory working environments, their enthusiasm has been dampened by overloads of paper work and oversized classes. Furthermore, evaluation has become a threat instead of an instrument for helping teachers grow professionally (Krupp & Dempsey, 1982; Penny, 1982). Individuals in health related fields are acutely at risk for stress. In addition to the normal stressors such as keeping track of tremendous volumes of paper work that other teachers face, health occupations teachers, particularly at the postsecondary, level must prepare their students to deal with potential life-threatening situations. Health occupations educators must be able to assure those who work with their students that the students are capable of performing skills required under the necessary conditions. In essence, these teachers are not only responsible for their performance as educators, but for the performance of their students as well.

Professional responsibilities:

In addition to low salaries, limited professional advancement opportunities exist at the secondary level. A disheartening scenario evolves when the relationship between professional preparation, length of the work day or week, and complexity of services rendered and individuals served is potential in most school systems. Form of recognition for good work; of pride in their work or any degree of achievement often becomes the responsibility of the individual teacher (Kaiser, 1982; Penny, 1982). Few opportunities are afforded teachers, even those who have preparation periods, to recuperate from daily activities (Alschuler, 1980) compared with pay scale and promotion. Also, often lacking is incentive in the therefore, the development of any sense. Although classrooms may be lacking adequate materials, teachers are expected to maintain quiet classrooms while remaining apprised of recent announcements, fire drill procedures, field trips, and student absenteeism. These tasks are expected associated with teaching physical assaults is not especially in inner city to be performed besides the routine duties (Styles, 1977).

Frequently, safety against afforded teachers (Jones & Emanuel, 1981) cites numerous examples of cases in which teachers are attacked, beaten, or abused either while teaching or performing a job related activity. The same individuals either receive a reprimand for not being in control of these situations or are warned against talking about the incident. In either situation, no support is given to the battered teachers who are threatened verbally or are robbed (Block, 1977).

Teaching responsibilities, also sources of stress among the educational work force, are thought to be due, in part, to the fact that teachers have little input into administrative decisions (Fimian, 1982). Although tangible rewards are few, teachers are expected to perform too many tasks and responsibilities in too little time. These tasks include too many classes, large classes, supervisory duties, and activities after school, mixed ability groups, and administrative paperwork (Penny, 1982). Teachers often work with students numbering more than 150 per day with different learning styles, personalities, problems, and (Altschuler, 1980).

Student-teacher situations:

Another source of stress is student demands on teachers' time. Essentially there are two categories of student related stress: student-teacher relationships and discipline problems. Relationships between students and teachers are an essential part of the each student potentials having educational process, particularly at the secondary level. The knowledge that individual needs of each student cannot be met is a primary ingredient in teacher-related stress. Declining relationships with students coupled with frequent changes in curricula and teaching methods become additional stressors to already frustrated teachers (Styles, 1977).

Student discipline:

Student discipline is *also a* constant source of teacher stress. Every day each teacher faces as many *as* 30 to 60 interruptions in each class. Encounters with students which range from asking irrelevant questions and talking with other students to throwing things and insulting others add to feelings of helplessness. These actions my account for 50% of instructional periods being devoted to correcting behaviour problems (Alschuler 1980). Poor attitudes among students, lack of student motivation and inadequate support

from administration are frequently cited as contributing factors to teacher stress (Penny, 1982). Feitler and Tokar (1982) found that the few students who chronically misbehave produce greater levels of stress than general behaviour problems. Teaching as a profession is progressively becoming a stressful occupation (Hepburn & Brown, 2001)

Teaching has been characterized as a profession that is “emotionally taxing and potentially frustrating” (Lambert, O’Donnell, Kusherman, & McCarthy, 2006, p. 105). The rate at which teachers leave the profession is significantly higher than the departure rate in other professions (Minarik, Thornton, & Perreault, 2003). The departure rate of novice teachers is even higher. The number of teachers who leave the profession within the first five years can range from one third to one half (Hanushek, 2007; Ingersoll, & Smith, 2003). Because of the high teacher attrition rates within the first five years of their career, this vulnerable time is “an opportunity lost for the health of the teaching profession” (National Council on Teacher Quality, 2008, p. 3). This vulnerability can be attributed to the fact that they transition from being a student to being a teacher and this can define who they are as educators (Conroy, 2004).

Teacher stress is closely linked to strain and burnout. Strain is any unpleasant behavioural, psychological, or physiological outcome in a teacher (Sutton, 1984). In general, strain is the result of an interaction between a person and their environment. Strain is measured in terms of physiological dysfunction, psychological dysfunction, or behavioural dysfunction (Guglielmi & Tatrow, 1998). Physiological dysfunction refers to any cardiovascular disease and bodily complaints (Sutton, 1984). Psychological dysfunction refers to depression, anxiety, and negative effect towards life and job. Behavioural dysfunction explains any change in normal behaviour such as drug abuse (Sutton, 1984), smoking, drinking, absenteeism, or unhealthy eating (Guglielmi & Tatrow, 1998).

Sorenson(1999) states, “Stress is a condition of twenty-first-century education that continues to increase as more accountability standards and new policy initiatives are introduced” .Many factors can contribute to high levels of teacher stress, but Geving (2007) suggests student behaviour is an increasing factor of the stress, especially among secondary level teachers. In her study of secondary level teachers, she found 10 specific student behaviours to be statistically significant contributors to teacher stress. The behaviour factors leading to teacher stress from the most stressful to the least stressful

(but still statistically significant) are: hostility towards the teacher, not paying attention during class, noisiness, lack of effort in class, coming to class unprepared, hyperactivity, breaking school rules, harming school property, hostility toward other students, and lack of interest in learning. Other potential stressors may include the lack of parental and administrative support (Blasé & Du, 2008; Lambert et al., 2006), and the lack of task management for new teachers when dealing with paperwork and extracurricular duties outside the classroom (Brown, 2005). These tasks can include parent conferences, bus monitoring, hallway duty, staff meetings, bathroom duty, cafeteria supervision, and a plethora of other tasks assigned to teachers. Jepson and Forrest (2006) conducted a multiple regression test to determine which factors contribute to teacher stress. They tested and found the following independent variables to be statistically significant predictors of stress: type of school setting, Type A personality, teacher specific achievement striving, and occupational commitment to the teaching profession. The strongest negative predictor of stress was occupational commitment, and it revealed that as commitment increases, stress decreases. The next most significant factor was achievement striving. Its positive beta value indicated the teachers who were striving to reach higher achievement were more stressed. Additionally, teachers with a Type A personality are also found to be more stressed. Type A teachers are more aggressive, and would consider themselves to be “perfectionists.” Another interesting result is that elementary school teachers have higher stress than secondary teachers. The factors that were not found to be significantly related to teacher stress were gender, years of experience, and job status (full or part time).

Many researches have been conducted on the subject of teacher stress to identify its causes and effects. There are a few main causes that create high stress levels in teachers:

- Excessive workload and long working hours
- Poor student behaviour
- Professional pressure – assessments/targets/inspection
- Conflict with management/colleagues
- Lack of professional opportunities

These are the 5 main causes of teacher stress. According to a study commissioned by the NUT, teachers find it especially difficult to work when students refuse to cooperate. In fact, the study found out that misbehaving or unmotivated students can cause teachers

enough stress to slow down or even halt their professional progress. These five causes have repeatedly been discovered as the main causes of stress in teachers by studies conducted by the General Teaching Council as well as many others. This discovery is supported by the 2012 TUC unpaid overtime league table where teachers were highlighted as the workers who carried the largest amount of unpaid overtime in Britain. The study found that 55.6% of teachers working an average of 9.6 hours without overtime payments. Another study conducted by the DfE in 2010 showed that teachers were working more than 50 hours a week.

These five causes can branch out and hide in plain sight for many teachers. In reality, it's always one or more of these causes that make teachers experience a range of problems in their work and personal life. In fact, the majority of surveyed teachers claimed to have trouble maintaining a good work-life balance due to stress caused by too much work, high pressure from management and student insubordination

Younger teachers experience higher levels of emotional exhaustion and depersonalization than older ones, High-school teachers' exhibit lower personal accomplishment and higher depersonalization than teachers in 45 elementary education, and male teachers show more depersonalization than female teachers.

Stress can also often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Work stress can increase when workers do not feel supported by supervisors or colleagues, or feel as if they have little control over work processes.

The 6 components impacting the stress are

- 1) *Demands*: teaching as a profession which demands more physical and mental energy from teachers and on other hand to maintain the balance even teachers have their demands which a help them to reduce the stress.
- 2) *Control*: teachers need to come up with innovative ideas to make the learning process for students more easy and accessible which are in line of academics .It can be a great motivation if the management accepts it but it can be more stressful if teacher is being blocked to use the methodologies.

3) *Support*: teachers can be supported by training sessions, management support in certain situations and also by staff. Teacher will face stress if they face non supporting elements at school. First order stressors directly interfere with teacher effort and can include paperwork, prep work, irresponsible colleagues, obtrusive supervisors, lack of effective leadership such as assistant principals or principals.

4) *Relationships*: stress can also be proportionally related with the relationship that a teacher shares with her students, staff and managerial level. Interpersonal relationships refer to relationships teachers have with fellow professionals or community members within the educational environment. Network interaction and supervision may also fall into this category (Bacharach, Bauer, & Conley, 1986). The most common stressors in this group are conflict with other staff members, and a lack of social support from supervisors and co-workers (Sutton, 1984). Most teachers view disrespectful behaviour, student attentiveness, and sociability as the most stressful student misbehaviours (Hastings & Bham, 2003).

5) *Role*: being a teacher is much more than just executing lesson plans, in today's world a teachers is a multifaceted profession. But if there is issue with performance, stress can be experienced by teachers. Role related stress is said to be the difference between teachers' role expectations and their actual experiences within that role (Pettegrew & Wolf, 1982). Role demand stressors include ambiguity, overload, conflict (Sutton, 1984), preparedness, and non-participation (Pettegrew & Wolf, 1982). Organizational characteristics such as policies, structure, and processes can also be categorized as role demand stressors (Bacharach, Bauer, & Conley, 1986).

6) *Change*: at times, sudden change in school management or curriculum can induce stressful situation for teachers.

Six occupations were reported worse than average scores on each of the factors – Teaching being one of them. (Sheena Johnson et al., 2006)

Teaching is becoming more challenging as a profession: a more paper work, more bureaucracy and more unruly classes. Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990)

REVIEW OF LITERATURE:

The research study is conducted to examine the difference between the components affecting the stress among secondary teachers of Government school and Private school keeping the gender- difference. The reviews of related studies have been analysed in this context.

It focuses on the factors causing stress among teachers. At one point or other everybody suffers from stress, relationship demands, physical and mental problems, pressure at workplace, traffic, meeting deadlines, growing-up tension-all of these conditions and situations are valid cause of stress.

Stress therefore is not only the subject of psychology, management studies, HRM, and organizational behavioural studies. Medical field also study the dynamics of stress. Research on work-related stress was conducted by the European agency for safety and Health at Work OSHA in the year 2000. The study in detail discusses on the experience of stress at work which has undesirable consequences for the health and safety of individuals and health of their organization.

The study of OSHA is more general compared to study of Friedman and Rosenman 2000 who tried and discovered link between stress and coronary heart disease. The sample was small yet it was a representative one and further the study proves that middle aged men who show symptoms of stress are more likely to develop depression.

Time was a significant factor in several of the stressors and Blase emphasizes the importance this plays in all aspects of teacher stress. His study also found a strong correlation between Occupational stress and negative feelings in teachers. Clearly, the data suggested that dealing with Occupational stress results in considerable anger toward others. Blase strongly encourages attention to the organizational orientation of schools which he discerns as “preventing productive teaching and learning”

In a study to find difference between male and female teachers and experienced and inexperienced teachers, men reported higher stress compared to women on pupil behaviour and attitude. About two third of teachers were not satisfied with their job. Among all factors studied, teachers were least satisfied with facilities available at schools.

A survey of teachers in 2013 by financial services provider Teachers' Assurance revealed that stress levels within the profession were affecting the ability of teachers to successfully perform their roles. The organisation found that 76 per cent of teachers believed their stress levels were having repercussions on their health, while 56 per cent said they would definitely be better at their job if they were less stressed. 51 per cent admitted to 'severe' levels of work-related stress, whilst 64 per cent of respondents indicated that the threat of Performance Related Pay had increased their stress levels. Furthermore, the survey found that classroom teachers were more likely to feel the repercussions of stress than those in middle or senior management roles.

Feltoe's (2013) research investigated sources of stress among Queensland secondary school teachers and compared the results with earlier data collected from secondary teachers in Hong Kong (Jin, Yeung, Tang, & Low, 2008). In Queensland, 535 teachers completed the survey, which used an adapted version of a Teacher Stress Inventory designed for the Hong Kong study. They were additionally asked to identify stress sources that were most taxing.

Check & Okwob (2012) has analysed the correlation of demographic/job factors with different stress factors among teachers in Cameroon. While the study indicated that non-involvement in decision making concerning teaching and learning is perceived by teachers as relatively stressful.

Leung, Mak, Chui, Chiang & Lee, (2009) studied when physical indicators of stress were considered, Queensland teachers reported moderate to large differences. In particular, the level of insomnia experienced was 20 per cent higher than that acknowledged by Hong Kong teachers. Similar results have also been noted by teachers in the United States (Richards, 2012) and Hong Kong A study by Betrabet from 2012 reported that not having adequate resources for necessary and purposive action as a teacher represent a major stress factor.

The Guardian (December 2012), found that the number of teachers taking sick leave as a result of stress had increased by 10% over the past four years, with 15 local authorities seeing a 50% rise in stress-related absences, according to statistics released under the Freedom of Information Act. The FOI request found that 40 out of the 60 authorities who responded saw an increase in the number of teachers taking sick leave arising from

stress between the academic years 2008-9 and 2011-12. The sharpest rises were in Tower Hamlets in London (up from 16 to 102 incidents), Oldham (up from 41 to 113) and Walsall (27 to 74).

Sudalaiyandi (2011) in their study on the impact of work load on job satisfaction of self-financing engineering college teachers found that more than half of the teachers were not satisfied with the work load and specifically on extra special coaching classes given by the institute.

Merike Darmody and Emer Smyth (2011) researched on job satisfaction and occupational stress among primary school teachers and school Principals in Ireland, explored that 45% of teachers and 70% of Principals are experienced job-related stress

Öztürk (2011) has reported different results regarding self - perceived work-related stress among Stockholm and Istanbul teachers in relation to the lack of opportunity for professional development/training.

In April 2009, Teachers TV surveyed 1000 teachers and found that more than half had considered leaving the profession because of stress. Meanwhile, a survey of teachers conducted by the NUT and others in 2010 found that 81.2 per cent experienced stress, anxiety or depression at work.

Skaalvik & Skaalvik (2009) scrutinized the associations between teachers' perception of the school context, teacher burnout and teacher job satisfaction among elementary and middle school Norwegian teachers. They found that the job satisfaction was positively related to emotional fatigue and reduced personal achievement. Emotional fatigue was correlated to time pressure whereas depersonalization and reduced personal accomplishment correlated to teachers' relations with parents.

According to the Office for National Statistics (2009), there was an 80 per cent increase in the number of teachers committing suicide between 2008 (35 teachers) and 2009 (63 teachers). These figures demonstrated that instances of suicide for teachers were 30-40 per cent higher than the national average for all occupations. Although it may not always be possible to demonstrate a direct causal link between the stresses of teaching and such tragedies, evidence suggests that stressors such as Ofsted inspections have been connected to teacher suicides in recent years.

Chaplain (2008) reported that student-teachers optimism was dampened during their training, and they anticipated their levels of psychological distress would further increase when they began teaching. In that study, many student-teachers never commenced teaching. Others left very early in their careers, due to stress or mental health issues.

Baksi (2008) another study among professionals including university teachers, doctors and bank employees found that 40% of university teachers had a high occupational stress. In the study, occupational Stress Inventory was used to measure stress. Occupational stress was found to affect household activities.

In 2008, Jayashree Nayak in her study about the factors influencing stress and coping strategies among the degree college teachers of Dharwad city stated that 28.5% of (34% of male and 23% of female teachers) college teachers are always blended with stress due to the complex nature of work.

Axup (2008) et al found that student's behaviour was significant cause of anxiety among teachers.

In 2007, a report of the European Trade Union Committee for Education (ETUCE) Survey on Teachers' Work - related Stress has indicated that *lack of funds/resources to do the job* represents a major stress factor among both lower grades and upper school teachers in all 27 countries under consideration.

Manjula (2007) conducted a study to identify the personality factors that cause stress among school teachers. She found that seven out of ten teachers are exhausted because of inflexible working hours and lost their control in class rooms.

Ravichandran and Rajendran (2007) measured perceived sources of stress among the Higher Secondary school teachers at Chennai, using Teacher's Stress Inventory developed by the Rajendran. This tool measures eight different factors namely Personal stress, Teaching assignments, Personal expectation, Teaching evaluation, Lack of support from parents and others, Facilities available at school, Organizational Policy and Parental expectations. Higher level of stress was reported among female teachers on perceived Personal Stress. No sex differences were found on any other factor except Teaching Assignment. Teachers' qualification was also found to significantly associate

with these two factors only. Age differences were found on factors Personal Stress, Teaching Evaluation, Facilities available at school and Organizational Policy Experience only. Differences based upon type of school were found on Facilities Available at School, Organizational Policy Experience and Parental Expectations.

In 2007, according to Annual Report of the Reasons Teachers Leave the Profession, in North Carolina, about 28% of teachers who resign each year leave the profession due to a career change, health, being dissatisfied with teaching, teaching at a private or charter school, or for unknown reasons.

Ingersoll (2007) reports the departure rate in non-teaching professions remains around 11% each year. This percentage is lower than the over 16% of public school teachers that leave the profession or change schools each year (Cox, Parmer, Tourkin, Warner, & Lyter, 2007).

According to Cox (2007) the most recent Teacher Follow-up Survey, 32% of teachers who changed schools cited “poor working conditions” as an important reason for their decision, and over 37% of teachers who left the profession stated they were leaving to “pursue a job outside of teaching”.

Geving (2007) found that poor student behaviour is a main contributor to teacher stress, especially in secondary level teachers. Other cited reasons for teacher stress are lack of administrative support (Blase, & Du, 2008; Lambert et al., 2006) and the excessive number of tasks that are required of new teachers who have not acquired successful task-management skills (Brown, 2005).

Guthrie (2006) found that female teachers in Australia were having higher work related stress than their male counterparts.

Singh & Singh (2006) in a study among 50 middle-aged female school teachers found that about 42% of them had ‘high’ to ‘very high’ level of stress and were at higher risk of developing psychosocial stress generated problems. Total 80% of teachers were having moderate social dysfunction score, 36% felt depressed and 16 felt anxious.

Nwimo (2005) reported that secondary school teachers in Enugu State suffered a low level of stress contrary to the belief that teaching was the most stressful occupation. This

scenario makes one to be at cross roads, thus a study to clear this confusion, at least, with regard to the level of stress suffered by secondary school teachers in Ebonyi State became pertinent.

Research by Slaybaugh (2004) concentrated on evaluating the attitudes of (American) second-year teachers towards their profession and to determine whether they were still committed. Using a survey design 74 second-year teachers were assessed and the results found an overall improvement in teacher perceptions of their profession in the second year despite continuing problems of classroom management and discipline. The researchers concluded that effective induction programs were necessary for newly qualified teachers especially with regards to a staff buddy system in schools.

Vaz & Bharathi (2004) Studying total and occupational physical activity status of school and college teachers found that about 12% of teachers were having truly sedentary life style. On an average, teachers spent 359 to 505 minutes every day at workplace.

In 2004, a report by Teacherline, UK stated that teaching is one of the most stressful professions. From Teacherline statistics, 200,000 teachers in England and Wales have stress related problems associated with their work.

Kyriacou (2004) found 43% of head teachers described their work as 'Very' or 'extremely' stressful. According to a cross sectional study by 26.3% teachers were found to be suffering from 'very high' or 'extreme' stress in Taiwan. In Pakistan 23.9% teachers were either 'highly' or 'extremely' stressed. In a cross sectional study reported from India using a Psycho Social Stress Scale, 42% of teachers showed high to very high level of stress. However this study was conducted among female teachers only.

According to NUT (2000), Teaching is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder. These responsibilities include lesson planning, teaching, accountability for student performance, classroom management and discipline, supervisory role, and extracurricular activity conducting and monitoring.

In 2002, Changes in education as a major factor among sources of work - related stress among teachers were also reported by studies conducted in South Africa and Zimbabwe. These studies indicate that teachers do not object to the changes themselves, but more to

the manner in which they were implemented and the fact they were made without prior consultations.

Brown, Ralph & Brember on their study from 2002 have reported that teachers indicate lack of adequate funding for job implementation as source of their work - related stress.

Smith & Bourke (2002) discovered job related stress and job satisfaction among Australian secondary school teachers and found that staff tensions and conflicts are vital in stress formation among the teachers.

Maguire (2001) found that young female student-teachers had been bullied to the extent that they had lost their confidence, and were considering leaving the profession. In this UK study, the female student-teachers were younger than 28 years. The bullies were either teacher(s) in the school where they were undertaking their practical experience, or their university tutor(s).

Kyriacou (2001) also reported that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. There is a pervasive perception among teachers surveyed who have reported their jobs as highly or extremely stressful (Kyriacou and Sutcliffe, 1978; Boriles, 1982; Borg and Falzon, 1989; Soloman and Feld, 1989; O Connor and Guglielmi & Tatrow, 1998; Pithers and Soden, 1998).

Hasnain (2001) scrutinized the role stress and coping strategies in different occupational groups with 20 engineers, 20 managers and 20 teachers as samples. They found that role over load and role attrition is the causes for role stress among all the three clusters.

Pandey & Tripathy (2001) too explored that teaching is a painful profession and further concluded that role vagueness and bad-tempered group pressure are the main factors of teachers' stress.

Saptoe (2000) wanted to determine the share of teachers suffered from stress in the Southern Cape. The Fimian Teacher Stress Inventory (FTSI) was used to get access the related information from the teachers. He found that lack of dedication of students soon wears a teacher behind and the condition can become so intolerable that teachers can reach a state of being exhausted or go on medical leave.

Brouwers & Tomic (2000), in their study used structural equation modelling to analyse the relationships between self-efficacy and burnout in 243 secondary school teachers. It emerged that self-efficacy had a synchronous effect on personal accomplishment and a longitudinal effect on depersonalisation. However, low self-efficacy had a synchronous effect on emotional exhaustion. The direction of the causal relationship between self-efficacy and stress symptomatology is particularly significant as it suggests that cognitive interventions designed to improve self-efficacy may mediate the effects of stress.

In May 2000, a survey of head teachers by the National Association of Head Teachers (NAHT) in 40% of respondents reported having visited their doctor with a stress-related problem in the previous year. 20% considered that they drank too much and 15% believed they were alcoholics. 25% suffered from serious stress related health problems including hypertension, insomnia, depression and gastrointestinal disorders.

Gaur & Dhawan (2000) scrutinized the correlation between work associated stressors and adaptation pattern among women professionals. A sample of 30 teachers, 30 doctors, 30 bank officers and 30 bureaucrats were into consideration. They explained the openings and blockages in professional development and found that teachers are more stressed than others.

Friedman (2000) examined self-reports of newly qualified teachers and described his findings as the 'shattered dreams of idealistic performance'. Respondents revealed sharp declines in self-efficacy as they found that they could not live up to their ideal performances.

Upadhyay & Singh (1999) evaluated the level of job stress experienced by 20 executives and 20 college teachers. They found that teachers experienced significantly high level of stress than executives on inbuilt hardship and status factors. The authors reported that teachers felt that their special wishes and desires for improved and flourishing career

were infertile. They evaluated the stress level acknowledged by 20 college teachers and 20 executives. They found that role over load, role vagueness, and role clash caused significantly high level of stress among executives than college teachers.

Abel & Sewell (1999) inspected the basis of stress and signs of exhaustion in 51 rural and 46 urban secondary school teachers from 11 schools in Georgia and North Carolina, United States. He concluded that poor working conditions and staff relations are less significant than students' behaviour in perceived stress among both rural and urban school teachers.

Vandoan (1999) evaluated sources and symptoms of stress between Genessee County Catholic and public elementary schools teachers. 81 teachers from catholic schools and 104 teachers from public schools were participated. He found that public school teachers recognized the administrative support, fundamental attitude of the schools and the variety of learners attending the schools are the reasons for their stress.

Haikonen (1999) found teachers' stress to be related to threats which were directed at one's personality and being as a teacher, and to the concrete consequences of conflicts and concern about the situation continuing. In same study, teachers reported on how their ways of coping had changed during their careers. Conflicts were evaluated to depend more and more on occupation than own personality. Teachers gave up an aggressive mode of action and tried to move towards calmness and control of their feelings.

Harris (1999) assessed teacher stress and leadership style in three American primary schools, using the Wilson Stress Profile for Teachers. The Principal in each school was classified differently, and teachers had significantly lower stress in the school where the Principal was classified as high in both task and relationship focus - this leadership style being associated with both strategic vision and a close personal relationship with staff. Leadership style appears in part to be a response to 'trickle-down' stressors.

Hoel (1999) surveyed English teachers and found that 35% reported having been bullied by a manager in the last five years, as opposed to an average of 24% across all occupational sectors..

Griffith (1999) in the study interviewed 780 primary and secondary school teachers, aiming to assess the associations between stress, coping responses and social support. High levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies. Interestingly, stepwise multiple regressions revealed that coping style not only mediated the effects of environmental stressors, but also influenced teachers' perceptions of their environment as stressful.

In another study Van Dick (1999) questioned 424 teachers from across all German sectors about their work stress, social support and physical illnesses. It was found that social support had both a direct positive effect on health and a buffering effect in respect of work stress.

Lewis R. (1999) in his study on "Teachers Coping with the stress of Class Room Discipline" explains that the teachers' estimations of stress arose from being unable to discipline pupils in the way they would prefer. The researcher has concluded that the class room discipline is also a significant source of stress.

Bibou-Nakou (1999) examined the role of attributions. 200 primary school teachers were presented with four hypothetical class management situations and they were questioned as to their attributions in each case. There was a significant association between internal attributions and symptoms of burnout, suggesting that teachers who blame themselves for difficulties are more vulnerable to stress. Self-efficacy has also been researched as a cognitive vulnerability factor.

Troman's (1998) research has found that deeply discontented teacher professionals have felt trapped and have wished to escape with a high percentage wishing to leave in the first five years of teaching and four out of five head teachers reporting burnout in their forties.

According to Guglielmi & Tattrow (1998), Teacher stress can lead to alienation, apathy and absenteeism and eventually interfere with student achievement.

Pitchers R.T. & Soden R. (1998) In their study on "Scottish and Australian Teachers Stress and Strain" highlight the role overload as a significant stressors. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish Vocational

and further education lectures. The researchers have concluded that strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.

Schaufeli & Enzmann (1998) scrutinized 73 different studies pertaining to the United States with an aim to find which work-related field is more vulnerable to stress. They found that emotional fatigue level is high among the teachers.

Reglin & Reitzammer (1998) stated that the teachers are more stressed.

A study of 1000 student teachers (Morton et al, 1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice.

Perie & Baker (1997) acknowledged the institutional climate factors which are associated with teachers' satisfaction, namely support from administration and superiors, pupil's behaviour in the school environment, affairs with parents, and teacher sovereignty (their intellect of manage over classroom dealings). They concluded that positive operational conditions scored more on teachers' satisfaction and there is a negative correlation existed between job satisfaction and stress.

Cooper (1997) found that teachers named lack of government support, lack of information about changes, constant change and the demands of the National Curriculum as among their greatest sources of stress. These 'trickle-down' to systemic factors in addition to and feed into the dynamics of individual organisations (Jennings & Kennedy, 1996).

Kasyoki (1997) conducted a study to determine the teachers' perceptions on causes of stress in South Dakota in regular and special education class rooms, with 200 samples each from both segments. He found that regular class teachers perceived workload and teachers' respect are the significant causes for stress. Whereas special class room teachers perceived excessive paper work was the reason for their stress..

In their study, Travers & Cooper (1997) found out that the workload and long working hours emerged as particular issues for English teachers as opposed to colleagues in France.

Hall (1997) examined the effect of human relations training on teacher stress. 32 participants took part in a 2-year humanistic-experiential Master's Degree programme and were interviewed at the end of the course. Stress was reported as having been reduced as a result of the course.

In 1997, according to a study conducted by Times Educational Supplement, Stress impacts greatly on teacher retention. It was found out that 37% of secondary vacancies and 19% of primary vacancies were due to ill-health, as compared to 9% of nursing vacancies and 5% in banking and the pharmaceutical industry. Recruitment was found out to be affected by representations of stress.

Bishay (1996) in his study on teachers' motivation and job satisfaction of US secondary school teachers found that years of teaching experience reduced stress levels. This happens because of high experience which gives the mental ability to face the critical situations.

Boyle (1995) found workload and student misbehaviour as most important predictors of teachers stress.

Chaplain (1995) explored the causes of stress and job satisfaction between primary school teachers in England's North and Eastern regions. He identified three reasons: professional anxieties, student behaviour and approach, and professional tasks as causes of stress.

Mbokodi (1995) indicated that the key portion of work load is administrative duties only. Extreme and unnecessary paperwork is wasteful. It has reduced the teaching time of the teachers, which is the most important duty of a teacher. It puts a stop to teachers' key role and degraded as clerks.

Sargio Guglienin & Kristin Tatron's (1995) occupational stress and health in teachers shows a methodological analysis about teachers burnout. The teachers are not properly rewarded, difficult working conditions, heightened job pressure and reduced

professional satisfaction are said to cause stress. The potential negative repercussions of these occupational hazards have caused stress irritable Empirical investigations have identified the threats on the teacher's health.

Ferreira (1994) in his study on organizational stress in education intended to establish the factors affecting stress among school teachers. He also found that administrative duties emerged as a third big factor among the list of factors which contributes teachers stress.

Johnstone (1993) found, in relation to pupil behaviour in a survey of Scottish schools, that it was the repetition of the behaviour that caused the most distress supporting earlier research by Lazarus (1981) that found that continuous irritants can be stressful.

Cooper and Kelly's (1993) research on the stressors that Head teachers faced found three main factors that differed from other teachers' 1. Work overload. 2. Relationships with staff. 3. Training and provision for heads being thinly spread.

Dunham (1992), made sophisticated analysis, who defined stress as a process of behavioural, emotional, mental, and physical reactions caused by prolonged, increasing or new pressures that are Occupational Stress Among School teachers significantly greater than the availability of "coping" strategies. He advocated that three main approaches could be used to understand the nature of stress in teaching. The first one is analogous to the "engineering" model of stress. There are external pressures exerted on teachers in schools, and teachers have limits to stress. In this approach, stress is a set of causes.

King & Peart (1992) found that 66% of teachers had vigorously considered leaving the teaching profession which is an outcome of stress.

Cook (1992) found that teachers feel helpless and frustrated when working in a school with low infrastructure and worst maintenance. The unrelieved problems of withdrawal are emotionally exhausting and lead to regular conflicts. This situation is linked to stress.

Marais (1992) conducted a study in Orange Free State and Cape Province on the stress factors experienced by teachers with a purpose to recognize the factors that creates stress

among teachers in various teaching conditions. The results showed that 63.7% of the teachers experienced the skewed responses of nervousness, anxiety and exhaustion resulted by stress.

Bulwalda & Kok (1991) explored that 92.6% of teachers acknowledged slight, sensible or strong stress symptoms as a consequence of the time-overwhelming character of preparation, marking and teaching duties.

Hayward (1991) found that role ambiguity plays a main character among stress causing factors. He also found that role ambiguity as the shortage of clear and constant information concerning the rights, duties and responsibilities of a teacher causes stress.

Cohen (1991) said that every change is base for stress and more changes leads to distress in the minds of teachers. Even mentally healthiest teachers are also affected by the rapid changes that take place in teaching environment (Hayward 1994).

Borg, Riding & Falzon (1991) found in their study, occupational stress and its determinants among Maltese primary school teachers, that environmental factors such as students' misbehaviour, non-availability of professional appreciation, poor interpersonal relationships and lack of time/resources significantly contributed the teacher stress. They further found that stressed teachers are less committed and satisfied towards their job.

Schonfeld & Irvin Sam (1991) examined the link between occupational conditions and depressive symptoms in newly appointed teachers. Findings suggest that teachers show increase in depressive symptoms in accordance with working conditions. There is no pre-employment difference. It is concluded therefore that teaching conditions causes stress.

Pierce & Molloy (1990) established that the propensity for teachers to develop 26 unenthusiastic, sarcastic attitudes on the road to learners is the second peak factor of teachers' reactions to stress.

Borg (1990) reported that up to one third of the teachers perceive their occupation as highly stressful and according to the Department of Education's Staffing and Schooling Survey (cited in a report on teacher stress by Ruth Reese, Arizona State University

West) 39% of teachers in the United States leave the profession in the first five years. It is clear that teachers can be exposed to a number of sources of stress.

Kinnunen & Leskinen (1989) identified a cyclical pattern in the effects of overwork, contingent on the academic year in their assessment of 142 teachers. The assessment was repeated during the autumn and spring terms of an academic year. It was found that recovery from stress occurred each weekend during the spring term, but that by the end of the longer autumn term weekend recovery no longer took place.

In the United States, 39% of teachers leave the profession in the first five years. Teachers who perceive a lack of support and poor treatment will more likely view their work as highly stressful, and high levels of stress are reported to be one of the main reasons for teachers leaving the profession in the early years of their career.

Based on the research findings obtained in Hong Kong and worldwide, "misbehaviour of students" appears to be the most important source of teacher stress, particularly at the secondary school level. The Education Commission (1990) then proposed the "whole school 48 approach" to alleviate students' misbehaviour. In this approach, teachers are responsible for guidance. The Report (Education Commission, 1990) recommended that "all teachers in a school actively participate in assisting students to resolve their developmental problems" (par. 3.2.6, 3.3.1 [a]), and "training for secondary school guidance teachers should be strengthened" (par. 3.2.9). This suggestion may create increased workload for teachers. Besides teaching, teachers must attend training courses for guidance. Even though it has been found from Chan and Hui's (1995) study that school guidance teachers did not have a higher level of burnout than no guidance teachers, some teachers may feel more stressful if they do not have the formal training but need to take up a specialist's responsibility.

Manthei & Solman (1988) In their study on "Comparative Teachers Stress and Negative Outcomes in Canterbury State Schools" focuses the study on New Zealand and N.S.M. teachers, identified seven structural factors which led to teachers stress like, pupil recalcitrance, poor remuneration, curriculum demands, low professional recognition, poor working environment, community antagonism and time demand and lack of time for adequate, preparation of assistance with individual pupil difficulties.

Wilkinson (1988) conducted a study on reasons, impacts and defending methodology concerning to comprehensive high school teacher stress. He found that lack of students' motivation was spelled by most of the respondents as stress indicator and pull them to mess. High school teachers face assorted problems with teen age students also.

Sarros (1988) proved that age and experience contributed to the knowledge of stress. School teachers with 16 or more years of experience in the current spot evidenced significantly more exhaustion symptoms than those with 10 or below 10 years of experience in the current spot.

Fimian & Santoro (1983) indicated six strongest disturbing signs in their study. They are: hardly disconnection of job from private life, allowing social and professional performance to worsen, abnormal sleeping, dealing with students only as a scholar, unfriendly gesture and acting self-protective towards co-workers and students. They further pointed that most days of sick like persistent virus and stomach disorders were influenced by stress related causes only.

Kyriacou (1987) reported that teachers have increased occurrence of psychological distress, physiological illness, and job dissatisfaction

Wilson (1979) in his work on 'Teaching Teachers to De-stress', found that 90% of teachers in California experienced at least some sort of stress and 95% of teachers are willing to take stress coping training events to manage their stress

Well-being studies in the field of education have identified stress and job demands among teachers (Griva & Joeke, 2003; Pillay et al., 2005; Tuettemann & Punch, 1992). These professional demands impact on of teachers' psychological distress (Guglielmi & Tatrow, 1998; Schonfeld, 1992). In the US, female teachers' work environment was highly correlated with depression, job satisfaction and motivation (Schonfeld, 2000). In Finland, teaching was linked to burnout, and the ill health of teachers, whereas motivation and teacher well-being was linked to feeling engaged, and supported by the organisation (Hakanen, Bakker, & Schaufeldi, 2006).

When physical indicators of stress were considered, Queensland teachers reported moderate to large differences. In particular, the level of insomnia experienced was 20 per cent higher than that acknowledged by Hong Kong teachers. Similar results have

also been noted by teachers in the United States (Richards, 2012) and Hong Kong (Leung, Mak, Chui, Chiang and Lee, 2009). Other physical indicators included persistent anxiety, persistent irritability, and teeth grinding.

The issue of stress in the teaching profession particularly has been given a great deal of attention and has been identified as a particularly stressful career often leading to burnout (Johnson 2005; Kieschke & Schaarschmidt, 2008; Montgomery & Rupp, 2005; Kyriacou & Sutcliffe, 1977; Fitzgerald, 2008). The very nature and the unpredictability of the profession can result in high levels of stress. In Ireland it has also been highlighted as a profession which carries with it significant levels of stress (Wynne, Clarkin & Dolphin, 1991; Kerr, Breen, Delaney, Kelly & Miller, 2011; Darmody and Smith, 2011).

Nagel (2003) & Trendall (1989) had found large class size as significant predictor of stress among teachers.

Furthermore there is research evidence that indicates that work related stress among teachers has serious implications for their work performance, health and psychological status (Capel, 1987; Cooper, 1986; Pierce & Molly, 1990). Health and psychological outcomes can in turn lead to poorer teaching performance, poor job satisfaction, increased absenteeism, poor decision making and bad judgement (Eckles, 1987; Quick & Quick, 1984). The pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general community cost. Therefore, all those factors which influence occupational stress of teachers and its consequences must be studied thoroughly.

Although the teaching profession has traditionally been regarded as low stress occupation (French et al., 1982) but during the past two decades the situation is somersaulted (Olivier & Venter, 2003).

SIGNIFICANCE OF THE STUDY:

The review of literature has revealed that the stress is significant in teachers. Further more stress has been shown to have adverse effect on the personal relations and physical health as well as mental health of teachers. Teachers who experience greater stress at workplace were less likely to report positive and productive outcome from students and imbalance in household activities too. Poor physical and mental health as a response to occupational stress highlights the importance of encouraging stress management for teachers.

Teachers tend to experience more stress because of demanding nature at workplace which needs physical presences like long working hours. Supporting staff in school and positive relationship can help reduce stress to some extent. The well-being of the teacher is important as it will directly affect the well-being of the students too and also it will help them to achieve high productivity and positive results. This research study will focus on finding components affecting stress and the difference between of government and private school teachers.

The results of the study identified possible causes of stress among school teachers. This will help identifying possible stressors which can help teachers choose positive coping strategies. This research study will also help Teachers to identify about stress they are experiencing and its effects and incorporate positive coping strategies.

OBJECTIVES OF THE STUDY:

The objectives of the present research study are the following:

1. To compare stress level between secondary teachers working in government school and private schools.
2. To study the demand as a component of stress level among teachers of government and private schools.
3. To study the control as a component of stress level among teachers of government and private schools.
4. To study the support as a component of stress level among teachers of government and private schools.
5. To study the relationships as a component of stress level among teachers of government and private schools.
6. To study the role as a component of stress level among teachers of government and private schools.
7. To study the change as a component of stress level among teachers of government and private schools.

HYPOTHESES:

1. There will be significant difference among the stress levels of teachers of government school and private school.
2. There will be significant difference between government and private school teachers on component of Demand.
3. There will be significant difference between government and private school teachers on component of Control.
4. There will be significant difference between government and private school teachers on component of Support.
5. There will be significant difference between government and private school teachers on component of Relationships.
6. There will be significant difference between government and private school teachers on component of Role.
7. There will be significant difference between government and private school teachers on component of Change.

RESEARCH METHODOLOGY:

This present research study will be conducted to examine to compare the components of stress among teachers in government school and private school. The study will be intentionally done on teachers since the teaching has been regarded as one of the most stressful professions, and workplace stress within this professional category has been thoroughly investigated. A consent form will be filled up by the teachers for their permission. Earlier studies have indicated that teachers have more stress at workplace than compared to other professions.

SAMPLE:

Sample is a subset of objects, people, observations, etc. selected from a population. By studying the sample, it is hoped to draw valid conclusions or inferences about the larger group in an unbiased manner. For the current research study, convenient sampling process is being used.

This research study is proposed to be conducted at government and private schools in *****. The total sample size will be approximately 60 which will be collected from Government and privates schools, in which 30 will be male teachers and 30 will be female teachers. The researcher will be careful that equal representation to each and every variable under consideration for this research study will be taken.

Inclusion criteria:

- Teachers working in same school for 3 years.
- Teachers who do not have special child at home'
- Teachers with local language background.

Exclusion criteria:

- Teachers who joined recently in the school.
- Teachers having experience less than 3 years.
- Teachers with changed marital status i.e. widowed or divorced

TOOLS:

Keeping in the view the objectives of the research study and to suit the specific needs of the research study as well as the sample to be studied, NUT Teacher stress Survey questionnaire along with demographics Questionnaire seems to be ideal choice.

Demographics Questionnaire is designed to get general information, namely their name, age, marital status, education and experience of the teacher.

The National Union of Teacher-NUTs stress audit questionnaire originally published in 2000 and revised to bring it into line with the Health and Safety Executive-HSE's Management Standards for Work-Related Stress, is reproduced .This checklist covers a wealth of potential stress factors in order to assist NUT members in identifying the particular stress factors in particular schools or departments. The NUT checklist is intended to be reasonably compact; certain local authorities have conducted audits using considerably longer forms with up to one hundred questions.

Several NUT divisions and associations have already carried out stress audits using the NUT checklist. Advice can be sought from the NUT Health and Safety Unit at headquarters if desired. Stress Audit NUT Teacher Stress Survey assesses six dimensions of stress like Demand, Control, Support, Relationship, Role and Change. It has 34 items which are being scored on 5 point Likert scale.

The questionnaire begins with instructions to the teachers regarding the nature and purpose of the research. Necessary instructions were given to fill each item. Assistance will be provided if teacher faces any difficulties in filling up questionnaire.

The validity of the questionnaire is ($r > 0.50$).

SCORING:

Time taken to complete the test is 30- 35 minutes. The responses are on five point scale the responses are scores as below:

1 = strongly disagree

2 = Disagree

3 = Ambivalent

4 = Agree

5 = strongly agree

More than 100 – low evidence of stress

51 to 100 - moderate evidence of stress

Up to 50 – high evidence of stress

After completion of test, all the response scores will be added, lesser the score more the stress.

ANALYSIS OF DATA:

The data collected will be obtained from the will be scored and analysed with the help of SPSS. The analysis may involve Mean, Standard Deviation, and T test.

Simple Percentage Analysis: Simple percentage analysis is one of the basic statistical tools which is widely used in the analysis and interpretation of the main data. It deals with the number of respondents' response to a particular question in percentage arrived at the total. Simple percentages will be used in the study to analyse the factors like demographic and other details of the respondents.

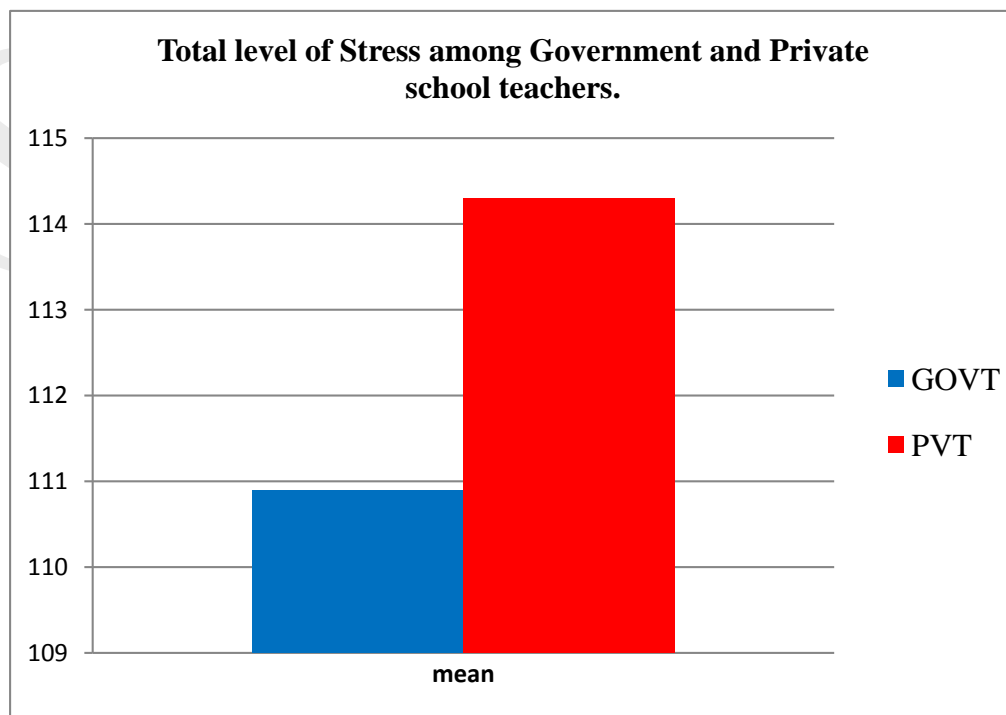
T-Test: The independent samples t-test will be used when two separate sets of independent and identically distributed samples are obtained, one from each of the two populations being compared.

RESULTS:

Table 1

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
stress	Govt	30	110.90	-1.209	0.231	N.S
	Pvt	30	114.33			

*N.S – Not Significance

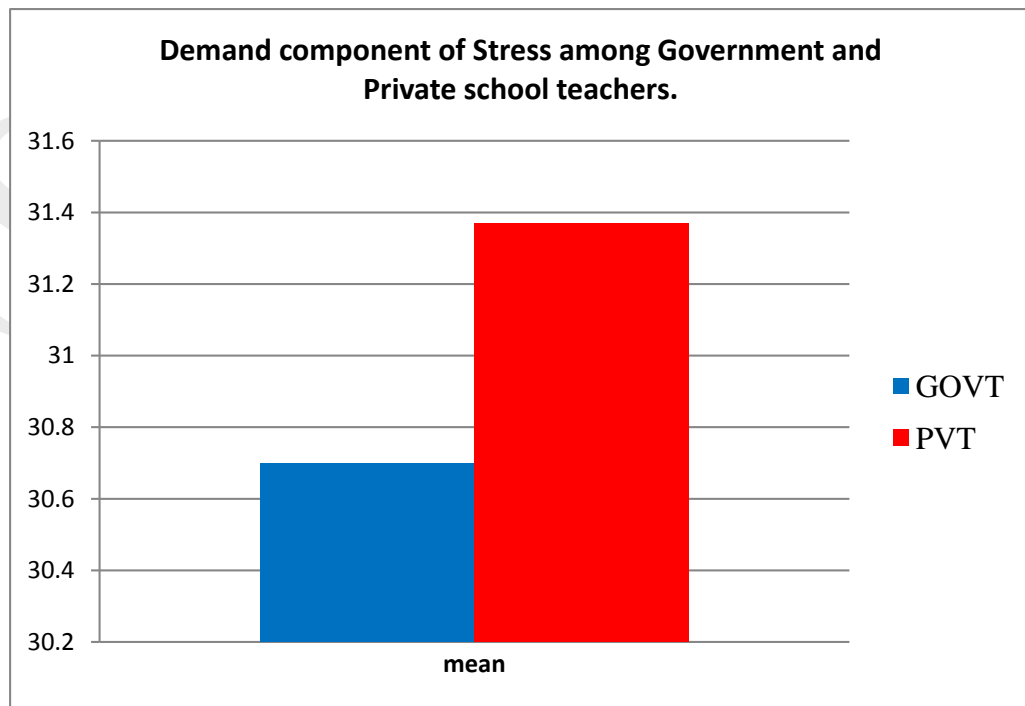


The Table 1 shows the results of the mean for the level of Stress in Government teachers is $M = 110.90$ and Private teachers is $M = 114.33$ with t value -1.209 and p value is 0.231 . The result suggests that there is no statistically significant difference among the Stress levels of Government and Private Teachers. Hence, the Hypothesis 1 is rejected. There is not sufficient evidence to state that there is significant difference among the stress levels in Government and Private school teachers.

Table 2

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Demand	Govt	30	30.7	-0.712	0.479	N.S
	Pvt	30	31.37			

*N.S – Not Significance

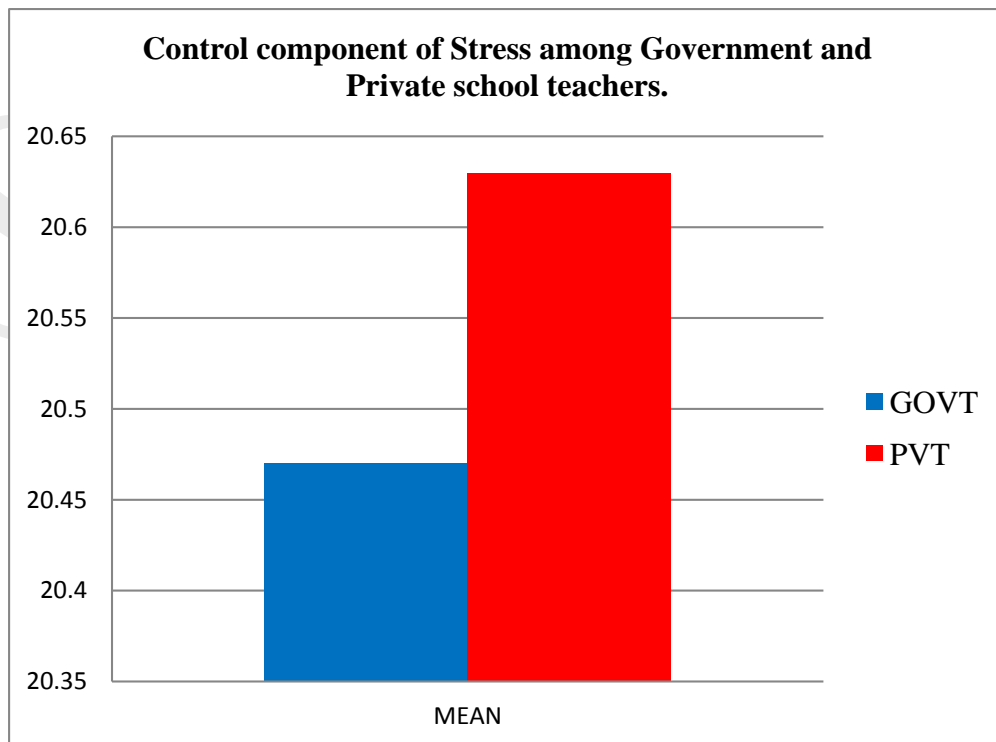


The Table 2 shows the results of the mean for the Demand component in Government teachers is $M = 30.70$ and Private teachers is $M = 31.37$ with t value = -0.712 and p value is 0.479 . The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Demand impacting stress. Hence the Hypothesis 2 is rejected. There is not sufficient evidence that there is significant difference between the Government and Private school teachers on component of Demand.

Table 3

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Control	Govt	30	20.47	-0.173	0.863	N.S
	Pvt	30	20.63			

*N.S – Not Significance

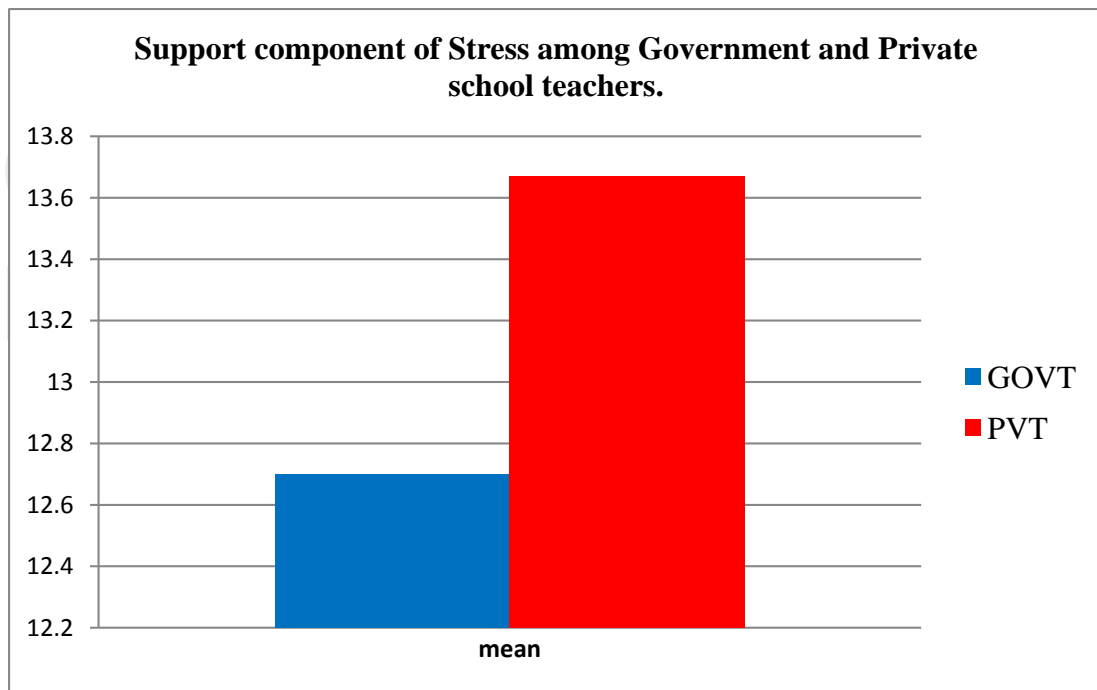


The Table 3 shows the results of the mean for the Control component in Government teachers is $M = 20.47$ and Private teachers is $M = 20.63$ with t value = -0.173 and p value is 0. 863. The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Control impacting stress. Hence the Hypothesis 3 is rejected. There is not sufficient evidence that there is significant difference between the government and private school teachers on component of Control.

Table 4

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Support	Govt	30	12.70	-1.596	0.116	N.S
	Pvt	30	13.67			

*N.S – Not Significance

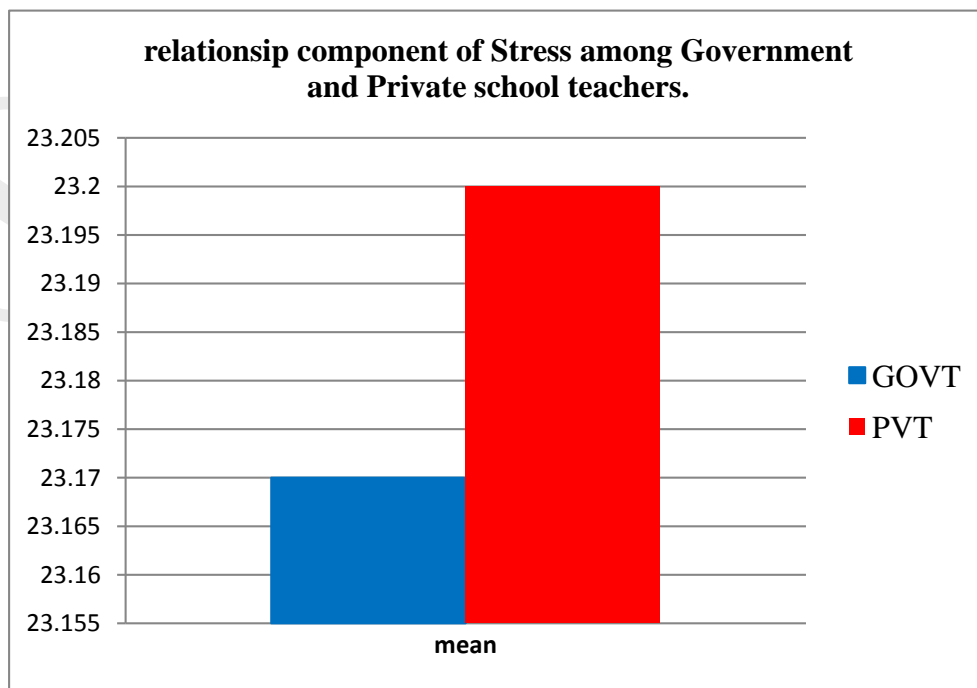


The Table 4 shows the results of the mean for the Support component in Government teachers is $M = 12.70$ and Private teachers is $M = 13.67$ with t value = -1.596 and p value is 0.116. The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Support impacting stress. Hence the Hypothesis 4 is rejected. There is not sufficient evidence that there is significant difference between the Government and Private school teachers on component of Support.

Table 5

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Relationship	Govt	30	23.17	-0.027	0.978	N.S
	Pvt	30	23.20			

*N.S – Not Significance

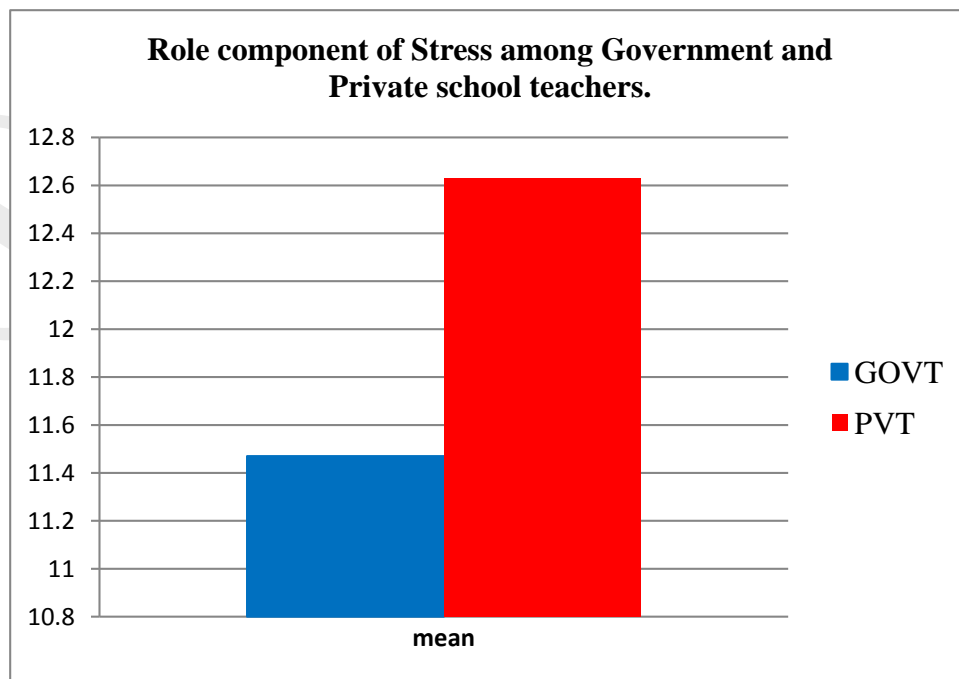


The Table 5 shows the results of the mean for the Relationship component in Government teachers is $M = 23.17$ and Private teachers is $M = 23.20$ with t value = -0.027 and p value is 0.978. The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Relationship impacting stress. Hence the hypothesis 5 is rejected. There is not sufficient evidence that there is significant difference between the government and private school teachers on component of Relationship.

Table 6

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Role	Govt	30	11.47	-1.551	0.126	N.S
	Pvt	30	12.63			

*N.S – Not Significance

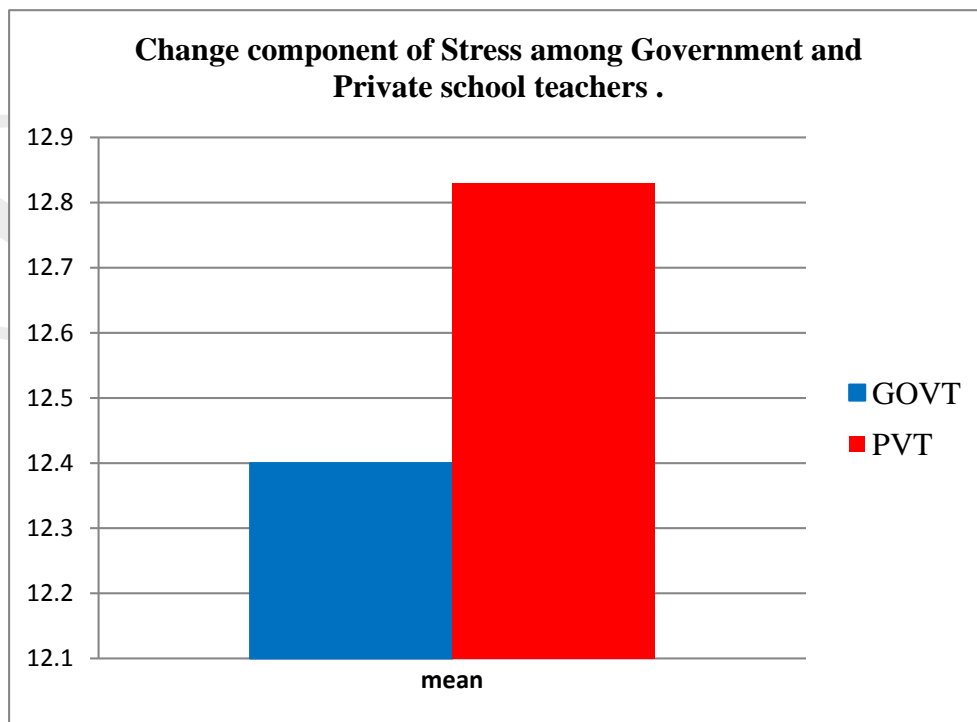


The Table 6 shows the results of the mean for the Role component in Government teachers is $M = 11.47$ and Private teachers is $M = 12.63$ with t value = -1.551 and p value is 0.126. The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Role impacting stress. Hence the Hypothesis 6 is rejected. There is not sufficient evidence that that there is significant difference between the Government and private school teachers on component of Role.

Table 7

	School	N	Mean	<i>t</i> value	<i>P</i> value	Level of significance
Change	Govt	30	12.40	-0.567	0.573	N.S
	Pvt	30	12.83			

*N.S – Not Significance



The Table 7 shows the results of the mean for the Change component in Government teachers is $M = 12.40$ and Private teachers is $M = 12.83$ with t value = -0.567 and p value is 0.573 . The result suggests that there is no statistically significant difference among Government and Private Teachers on component of Change impacting stress. Hence the Hypothesis 7 is rejected. There is not sufficient evidence that that there is significant difference between the Government and Private school teachers on component of Change.

DISCUSSION:

Based on obtained results of current study it is found that there is no significant difference in the levels of stress among Government and Private school teachers. Teachers of both the group undergo medium levels of stress. Previous studies have shown that the very nature and the unpredictable schedule of the profession can result in high level of stress (Kelly & Miller, 2011; Darmody & Smith, 2011). The level of the stress is audited based on components contributing to it. (National Union of Teachers, 2000).

The results clearly revealed that there is no significant difference between both the groups on Demand component. The working conditions in the school are shoddy and dispiriting. The working hours generally exceeds due to meetings very often. Lesson planning and inspections bring time pressure on the teachers. At times, the work will be continued at home which is causing imbalance in work and personal life. The break timings are generally used for other academic related activities. These are few demanding conditions identified by the researcher contributing to overall stress factor. (Cook, 1992)

As per the result, it is found that there is no significant difference between both Government and Private teachers on Control component. Opportunities are given to teachers to express their ideas and points of view but never have been given opportunity to utilize them. Teachers neglect some work at times due to over burden of work responsibilities and excessive classroom observation is also contributing to stress on whole. (Mbokodi ,1995)

According to the results, there is no significant difference between both Government and Private teachers on Support component. Teachers were trained in academics and classroom activities as their basic responsibility. In schools, further they are forced to take up administrative work without any proper guidelines. At times, managers support the work and appreciate. Schools do take advantage of leadership quality displayed by teachers. (Borg, Riding and Falzon 1991)

The results have shown that there is no significant difference between the Government and private on Relationships component. Management promotes positive behaviour,

avoid conflict and help maintaining good relationship with line manager and colleagues. But teachers do get stressed in a situation where they are afraid to complain in case they are discriminated. The other stress factor is dealing with disruptive and violent pupils as well as aggressive behaviour of parents. (Perie and Baker ,1997)(Skaalvik and Skaalvik, 2009) (Wilkinson, 1988) (Smith and Bourke, 2002)

As per the results, there is no significant difference between the Government and Private teachers on the Role component. The teachers are clear about their role and able to apply their skills. The feeling of not being valued for their work contributes to the stress. (Hayward ,1991) (Upadhyay and Singh, 1999)

According to results, there is no significant difference among Government and private school teachers on the Change. Teachers felt difficult in coping with the pace of organisational and curriculum change. They also find introduction of new initiatives daunting due to lack of support and training where necessary. There is lack of consultation when any significant change is proposed. These areas contribute as a stressor in level of stress. (Cohen, 1991), (Hayward ,1994).

CONCLUSION:

Based on the current research study and its result, it is concluded that teachers of both Government and Private School undergo stress. The contributing factors of stress i.e Demand, Control, Support, Relationship, Role and Change also have nearly same impact on the stress level of Teachers. Hence, Hypothesis 1, 2, 3,4,5,6 and 7 are rejected.

STRENGTHS AND LIMITATIONS:

- **Strengths**

This is one of the studies reported were the comparison of level of stress among Government and Private school teachers along with components contributing to stress was studied individually. Tool used to measure stress is originally published in 2000 and revised to bring it into line with the HSE's Management Standards for Work-Related Stress and internationally validated. Data were collected by a single investigator, thereby decreasing the chance of inter observer variations.

- **Limitations**

Limitation of the study is that the stress was measured only at a given point of time which may in fact vary during course of year. As the researcher got opportunity to meet only the 'survivor population', those having severe symptoms might either have been absent since long time or left the occupational. Lastly, as the data was collected using a certain section of teachers, findings may not be generalizable to whole profession since schools following state syllabus was targeted with in ***** city limits.

SUGGESTIONS:

Based on the checklist of stressors or factors contributing the stress, control measures can be recommended to the organisation which would help teacher to cope with the stress.

Below are control measures that can be utilised along with their domain.

DEMANDS:

The appropriate “control measures” to deal with risks associated with working time and bureaucracy should be found, principally, in the school’s general policy on use and allocation of directed time. This should reflect the limitations set out in the School Teachers’ Pay and Conditions Document, including the changes brought about as a result of School Workforce Reform, specifically the following:

- Removal of administrative tasks from teachers’ duties
- Train with Leadership and Time Management Skills.
- Workshops on Planning, Preparation and Assessment Time.
- Removal of teachers’ involvement in examination invigilation.

CONTROL:

In this area, appropriate control measures might involve formulation of a policy on such areas of management as consultation over decision making, team-working, delegation and feedback.

SUPPORT:

The school might need to re-examine its CPD – Continuing Professional Development policy in order to make sure that all teachers are able to benefit from appropriate training opportunities. Administrative and clerical tasks should have been transferred to appropriate support staff.

RELATIONSHIPS:

The control measures in this area should be clearly established in the terms of implementation requiring that the policy is clearly communicated to pupils and parents and is supportively managed by the Trustees and Directors of School, Principal, Dean, Head of Departments and Teachers.

ROLE

Management style is the key here. Senior leadership teams are sometimes wrapped up in their own stresses and consequently fail to appreciate that they can appear distant or aloof in their dealings with staff. Co-ordinating a stress risk assessment and taking action on its findings will help improve this situation for everyone.

CHANGE

Again, the control measure here is essentially about management style. An open, consultative approach to leadership and decision-making tends to lead to more motivated, happier staff than a rigidly 'top-down' model.

The teachers can also be given management tips on stress like if one is suffering from stress

The aspect of life that causes it has to be identified. Changes in life style or other small strategies can help to deal with stress. The work can be delegated or shared and avoid confrontation with problematic colleagues. Learning to be assertive, taking regular exercise, avoiding alcohol and drug can reduce stress. On the other hand, eating healthy, balanced diet rich in fruits and vegetables, finding humour in stressful situations, time management, talking to friends or family and sharing thoughts and fears can fight stress. The person who is stressed should never take up more work that he knows or can cope with. Listening to music or relaxation tapes, tensing and relaxing muscles are some of the simple ways to manage stress.

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SAMPLE

Consent letter

To,
Principal
Government /private school,

Subject: permission for collecting data for research study

Respected Sir/Madam,

I Raheela Khan, student of 2nd year M.A psychology, IGNOU here by request to grant permission for collecting data of Teachers for a research project. The ethical code will be followed were data will be used for purely research purpose and the identification of the participants will remain unrevealed.
Or co-operation is highly appreciated.

Thanking you

Khan Raheela Farooq

SAMPLE

Demographics Questionnaire:

Please answer all of the following questions.

1. Name: _____
2. Age: _____ years, _____ months
3. Gender: _____ Male _____ Female
4. Marital status: _____
5. Education: _____ Teacher's Certificate _____ B.Ed.
 _____ M.Ed. _____ Ph.D.
 Other (please specify) _____
6. Total number of experience: _____
7. Number of year teaching in current school: _____
8. Grade level you are currently teaching: _____
9. Are you generally satisfied with your profession? _____ No or _____ Yes

Instructions:

1. Rank the following statements from 1 to 5 :

1= Strongly disagree, 2 = Disagree, 3 = Ambivalent, 4 = Agree, 5 = Strongly Agree

2. There is no time restriction.

Sr no		1	2	3	4	5
	DEMANDS					
1	My physical working conditions are acceptable					
2	Our rest facilities are shoddy and dispiriting					
3	My total working hours are acceptable					
4	There are too many after school meetings					
5	Unreasonable deadlines and time pressures are often imposed on me					
6	Ofsted/Estyn inspections cause me excessive pressure					
7	The balance between work and home life is about Right					
8	The school values the time we put in at home					
9	I am able to take a proper break during the school day					
10	Lesson planning requirements are over-burdensome					
	CONTROL					
11	I have opportunities to express my ideas and points of view					
12	I have to neglect some tasks because I have too much to do					
13	There is too much classroom observation					
14	I am encouraged to use my skills and initiative to					

	do my work					
	SUPPORT					
15	I receive appropriate training					
16	I do not have enough support in dealing with bureaucratic paperwork					
17	My managers are supportive					
18	I regularly receive positive feedback on my work					
19	There are too few support staff in the school					
20	The school benefits from effective leadership					
	RELATIONSHIPS					
21	I have a good relationship with my line manager					
22	I get on well with colleagues					
23	Management promotes positive behaviours at work to avoid conflict and ensure fairness in the workplace					
24	Staff are afraid to complain in case they are 'picked on'					
25	I regularly have to deal with disruptive pupils					
26	I have to deal with violent pupils					
27	I am concerned about violence from aggressive parents					
	ROLE					
28	I'm clear about what is expected of me at work					
29	My skills are well-used					
30	I feel valued in my role					
	CHANGE					
31	I find it difficult to cope with the pace of organisational or curriculum change					
32	I find the introduction of new initiatives					

	daunting					
33	There is full staff consultation when any significant change is proposed					
34	Changes are accompanied by appropriate support training, where necessary					

Please list any issues causing work related stress which are not addressed in the questions above:

Please return completed questionnaires

Thank you for taking the time to complete this survey.

SAMPLE