EVALUATION OF FACTORS CAUSING STRESS AMONG SCHOOL TEACHERS OF NORTH INDIA

[Dissertation Submitted to Dublin Business School in partial fulfillment of the requirements for the award of degree of Master of Business Administration from QQI]

Navneet Kaur
Student Id: 10308145
Master in Business administration (MBA)
Supervisor: Darina Reilly

Date of submission: August 22, 2016
Declaration:

I, _____ Navneet Kaur________________, declare that this research is my original work and that it has never been presented to any institution or university for the award of Degree or Diploma. In addition, I have referenced correctly all literature and sources used in this work and this work is fully compliant with the Dublin Business School’s academic honesty policy.

Signed: ____Navneet Kaur________________________
Date: ____________ 22nd August, 2016________________
ACKNOWLEDGEMENTS:

I would like to acknowledge all the individuals who helped me throughout my research. First of all I would like to thank my supervisor “Darina Reilly” for her valuable guidance and timely suggestions at each step of this research. Then I would like to thank all the respondents of my questionnaire, without their help this research cannot be possible. Lastly I would like to thank my parents for being the pillar of my strength throughout this research work.
Abstract:

The term “stress” is borrowed from the discipline of physics. Stress actually means pressure. The word Stress originally has been derived from a Latin word ‘STRINGERE’ meaning to ‘draw tight’. Teaching has become most challenging profession and it is one of the most significant as a profession in the world. Schools are important organization like other organizations in the world. Now days it is tough to be a teacher. The responsibilities and organizations of the job make teaching difficult. New skills and knowledge are the demands on teachers to perform new task at their job. The characteristics, expectations from teachers and conditions of teaching presently are becoming more and more stressful that may have positive as well as deleterious consequences for them and their relation with students. Stress among teachers is caused by environmental as well as individual characteristics. Major environmental factors include poor work conditions, lack of resources, heavy workloads, and deadlines, lack of job security, poor pay scales and student behavior. The aim of study is to find out the main reasons of the stress in teachers of
schools in north India. The results of this study will reveal various types of stress experienced by the teachers of schools in India. Recent research has shown teachers in India are the most affected by the stress in their working environment. One out of three teachers report teaching as extremely stressful profession. Various environmental and individual factors are responsible for stress among teachers of schools in north India.
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CHAPTER: 1

INTRODUCTION
1. Introduction

The aim of study is to find out the main reasons of the stress in teachers of schools in north India. The results of this study will reveal various types of stress experienced by the teachers of schools in India. Recent research has shown teachers in India are the most affected by the stress in their working environment. One out of three teachers report teaching as extremely stressful profession. Various environmental and individual factors are responsible for stress among teachers of schools in north India. The job stress is a destructive physical and emotional reaction, which occurs when there is poor match between the demands of job and the capabilities, or needs of the worker. According to Health and Safety Executive (1995) “job stress is extreme demands and pressure put on an individual that is beyond his ability to handle”. Later in 1999 the Health and safety Commission expressed that “stress is the response that individuals have due to excessive pressure or due to other demands set upon them.

The term “stress” is borrowed from the discipline of physics. Stress actually means pressure. The word Stress originally has been derived from a Latin word ‘STRINGERE’ meaning to ‘draw tight’. In the 15th century the term stress was used as the shortened form of distress. Stress is a state of anxiety, conflict, heightened emotion and frustration, diagnosed from psychological and physiological symptoms”. Stress is a universal phenomenon, excess of which results in intense and distressing experience. As a positive influence, stress can compel us to action; it can result in a new awareness and new exciting perspectives. While as a negative influence, it can result in feeling of distrust, rejection, anger and depression, which in turn can lead to health problems.
Stress is the internal pressure that is result of three factors mentioned below:

- Endogenous factor.
- Exogenous factor.
- Interaction of endogenous & exogenous factors.

Where endogenous means internal or originated from within and exogenous means external or originated from outside. The third set of factors would emerge when the internal and external factors interact with each other. Hans Selye first introduced the concept of stress in 1936 in to the life science. He defined stress as “The force pressure or strain exerted upon a material object or an individual which resist these forces and attempt to maintain its original state”. Stress is unavoidable consequence of modern living. With the growth of industry, technology, pressure in urban areas, quantitative growth in population and various problems in day-to-day life are some of the reasons for increased stress. Stress is a condition of strain that has a direct strain bearing on emotions, thought process and physical conditions of a person.

1.1 CAUSES OF STRESS:

Stress is a psychological and physiological reaction to events or occasions that upset our personal balance. There are many potential causes of stress. It may be connected to external factors such as the condition of the world environment, in which one live and work. It might have originated from one’s own irresponsible behavior, negative attitude and emotions and unrealistic desires. The causes of stress are highly individual. It depends upon general point of view, problem solving ability and social support system.

Many different things causes stress, identifying the main causes of stress is the initial step to deal with it. Some of the causes of stress
are as follows:

**Threat:** a perceived threat will lead an individual to feel stressed. This can incorporate with physical threats, social threats and financial threats. Any of the mentioned threats are likely to result in stress.

**Fear:** A threat can lead to fear, which again leads to stress. Fear results in imaginary outcomes and it is one of the main causes of stress.

**Uncertainty:** if an individual is uncertain, unable to predict things, therefore he will feel out of control that will lead to feeling of fear or threatened which again result in stress.

**Cognitive Dissonance:** when there is a huge gap between what one does and what one thinks, there is cognitive dissonance and causes stress. Dissonance occurs when an individual is unable to fulfill commitments and being seen as dishonest and incapable.

**Life causes:** There are numerous reasons of stress in life like death, ill health, victim of crime, self abuse, family change, sexual issues, moving to new location, financial crises, environmental issues.

**Frustrations:** These are obstacles that prevent an individual to achieve personal goals and needs. The feeling of being a failure result in frustrations and frustrations leads to stress.

**Pressure:** Stress can come from the expectations of others. For example pressure from parents to get good grades. When an individual has the fear of not fulfilling the expectations of others that may hurt them. This fear results in stress.

**Fatigue and overwork:** this kind of result builds up over a long period of time. It can be caused by working too much and for long time either at job or home. This can also be result of bad time
management at work and home.

1.2 SYMPTOMS OF STRESS

Everyone reacts to stress differently. But there are some common symptoms of stress that can be seen in every individual who is victim stress. Some of the common symptoms are faster heartbeat, vomiting, high blood pressure; sometimes stress can cause asthma attack. Symptoms of stress can be differentiate in following categories given below:

**Intellectual symptoms:** Intellectual Symptoms of stress are memory problem, confusion, difficulties in decision-making, poor judgment and lack of concentration.

**Physical symptoms:** Physical symptoms of stress are digestive problem, sleep disturbance, fatigue, high Blood pressure, weight gain or loss, skin problems, asthma attack, decreased sex drive, heart palpitations.

**Emotional Symptoms:** Emotional symptoms of stress are mood swings and hypersensitive behavior, restlessness and anxiety, depression, anger and resentment, irritation, lack of confidence, apathy urge to laugh or cry at inappropriate situations.

**Behavioral symptoms:** Behavioral symptoms of stress are loss or increase in appetite, insomnia, isolation, neglecting responsibilities, addiction of alcohol, drug addition and teeth or jaw grinding, Clenching, overdoing activities such as exercise or shopping, loosing temper, overreaching to situations.
1.3 OCCUPATIONAL STRESS

Occupational stress is major challenge for many workers. The few factors that are responsible for stress among employees are Workload, Overtime, and hostile work environment, deadlines. Occupational stress affects the health and performance of the employees if the stressors of the workplace exceed the employee’s abilities to control the situations or to cope with the ways. For example:

- Workers are overburdened with workloads that remain high regardless of their efforts: workload is the Stressor.
- Employees feel anxious and their heart rate increases because of uncontrollable workload: that is Stress.
- High blood pressure, insomnia, and chronic headaches: that is Strain.

Factors causing Occupational stress:

Occupational stress is being experienced by more than 80% of the employees. There are many factors that are responsible for occupational stress among employees. Some of the factors are given below:

- Privatization.
- Rotating schedules.
- Under staffing.
- Violence/Harassment.
- Contingent work.
- Lack of job security.
- Inadequate resources to do the job.
- Workload with deadlines.
STRESSES AMONG SCHOOL TEACHERS:

Teaching has become most challenging profession and it is one of the most significant as a profession in the world. Schools are important organizations like other organizations in the world. Nowadays it is tough to be a teacher. The responsibilities and organizations of the job make teaching difficult. New skills and knowledge are the demands on teachers to perform new tasks at their job. The characteristics, expectations from teachers and conditions of teaching presently are becoming more and more stressful that may have positive as well as deleterious consequences for them and their relation with students. Stress among teachers is caused by environmental as well as individual characteristics. Major environmental factors include poor work conditions, lack of resources, heavy workloads, and deadlines, lack of job security, poor pay scales and student behavior. Whereas individual characteristics include gender, age, personality, and ability to cope up with difficult situations (Guglielmi & Tatrow). Work stress in any profession is likely to be experienced by the employees employed there and schoolteachers are no exceptions in this regard. This study examines the relationship between role conflict, role ambiguity, and attitudinal outcomes of the job i.e. job satisfaction and organizational commitment of teaching staff of schools in north India. Work stress is negatively and significantly associated with job satisfaction and organizational commitment of the teaching staff of the schools.

1.5 AIM OF THE STUDY:
The aim of study is to find out the main reasons of the stress in teachers of schools in north India. The results of this study reveal various types of stress experienced by the teachers of schools in India. The job stress is a destructive physical and emotional reaction, which occurs when there is poor match between the demands of job and the capabilities, or needs of the worker. According to Health and Safety Executive (1995) “job stress is extreme demands and pressure put on an individual that is beyond his ability to handle”. Later in 1999 the Health and safety Commission expressed that “stress is the response that individuals have due to excessive pressure or due to other demands set upon them.

Moten (May, 2009) states that work place pressure is growing with each passing day, individuals face changing monetary and business circumstances, changing expectations of clients and changing expectations from their own part and position in the organization. Therefore, there are three issues that arise on considering the impact of job related stress on individuals, organizations and economy. These three factors are:

- How job-related stress can be specified?
- Which factors determines job-related stress is present at the work place?
- What is its importance as a predictor of individual’s behavior?

1.6 RATIONALE OF THE TOPIC:

The structure of study is inspired by the work Moten’s research directed in 2009. Her work comprised of variables and its impact on employees. Therefore aim of my research is to examine the effect of job activities, culture of work and behavioral performance of the teachers of schools in north India.
1.7 SCOPE OF THE TOPIC:

There is belief in our Indian society that school teaching is an easy job and schoolteachers have lots of holidays and vacations and less working hours. Therefore schoolteachers don’t have any pressure of work. It is also believed that school teacher’s have simple role which is very simple with no complexities, conflicts and stress. So through this study insights will be provided to various factors that result in stress affecting the performance of schoolteachers. The study is also helpful in identifying parameters like what are the genuine factors that are responsible for causing stress in schoolteachers of north India. How these factors are affecting the performance of the teachers and how teachers should maintain the quality performance of their work while facing stress. In addition with the help of this study the teaching faculty can figure out how to increase their performance identify the major stress causing factors among them so that they can reduce the level of the stress by taking proper measures, which further will improve their performance resulting in job satisfaction. It is important for any individual to get away from problems causing stress and find appropriate solutions as stress is quite damaging for teachers in terms of physical and psychological levels. Also stress can badly affect the work-culture, performance, and capabilities of the teachers. Thus the scope of this study is to guide and give positive assistance to administration of schools and schoolteachers in north India to attain a balanced stress free work life discipline.
1.8 RESEARCH QUESTIONS:

The general research question of this research is “what are the factors that are causing stress among school teachers in north India?”

The aim of study is to find the stress factors at workplace and its impact on teachers that is affecting their performance.

Sub-research Question: While answering the general research question sub-research question will be answered as assistance to main study. The sub-research questions are given below:

**Is there any difference between the level of stress among private school teachers and government school teachers?**

The success and education standards of any school depend on its teachers. Therefore the aim of the study is to find out the stress causing factors among schoolteachers of north India and its impact on their performance level. This study can also identify various remedies to lower down the stress. On the other hand the study can find different ways to increase the job satisfaction and quality performance of the schoolteachers by reducing the stress level.
1.9 STRUCTURE OF DISSERTATION:
The structure of this study is divided into six chapters. The details explanation of each chapter is as follows:

**Chapter1: Introduction.**
Chapter one of this study discuss introduction to the selected topic, meaning and also defines the selected topic in detail. The aim of study, research questions, Importance of the study and rationale of the topic is all explained in chapter one.

**Chapter2: Literature Review.**
In this chapter researcher explained his/her read and collected literature related to the selected topic.

**Chapter3: Research methodology.**
This chapter defines the methodology that is adopted to carry out the research. Chapter three explains the entire theory of research onion: research philosophy, data collection methods, and the design of the questionnaire.

**Chapter4: Data Analysis and results.**
This chapter the analysis of the data is carried out and results are produced with the help of various tools and techniques. The data is collected with the help of surveys and questionnaires for the research of selected topic.

**Chapter5: Conclusion and Recommendations.**
This chapter concludes the study with the help of subsequent findings and suggestions/recommendations along with limitations that can help the concern individuals to attain positive workspace environment.

**Chapter6: Reflective learning summary.**
In this chapter the researcher explains the skills and techniques achieved through this study. This chapter defines the achievement of the researcher.
CHAPTER: 2
LITERATURE REVIEW
LITERATURE REVIEW:

Literature review is the foundation of the research. This section of study provides literature available on the research topic. It incorporates the reference from the past work and hypotheses done by various analysts. Literature review helps to assist the research process and gain understanding and in-depth knowledge about the subject and issues that are viewed as basic to the entire study. It is the detailed and justified analysis and commentary of the faults of the literature within the chosen subject, which demonstrates the familiarity with what is already known about the particular topic (Saunders et al 2009 ). The primary aim of literature review is to thoroughly understand the relevant theories related to the main research “what are the factors that are causing stress among school teachers in north India?”. Variety of sources were investigated, fundamentally surveyed and assessed to set up and distinguish any potential holes or gaps in research. The general objective of literature review is firstly to establish the significance of the general fields of the study and then distinguish a place where a new contribution could be made. However it was found that very little research has been done to cope up with job stress of schoolteachers of north India. Thus the main part of this field was on critically evaluating the proper methodologies for exploring the research question(s).
2.1 Background and definition of stress.

The term “stress” is borrowed from the discipline of physics. Stress actually means pressure (Cox 1978, cited in Furnham 2005, p 354). According to the WHO work stress is the response individual went through when they are presented with work demands and pressure that are not matched to their knowledge and abilities and their ability to cope up with challenges. Stress occurs in wide range of work circumstances but is often made worse when employees feel they have very little support from supervisors and colleagues as well as very little control over work processes”(WHO). Work stress is common problem worldwide. According to a study conducted by American Psychological Association 70% of Americans revealed that work is the significant source of stress. Another research conducted by National Institute for Occupational Safety and Health (NIOSH) in 1999 showed 40% of employees indicated their jobs were extremely stressful.

*Figure 1. Greenberg, Baron (1995)*

Stress results when individuals consider a circumstance as threatening and are unable to cope or adapt the circumstances. Stress triggers the cerebral cortex and limbic system to convey messages to the hypothalamus. Once the messages is conveyed to
hypothalamus, the autonomic nervous system (ANS) is aroused which controls the heart, lungs, stomach, blood vessels, and glands (Palmer & Dryden, 1995). The ANS is comprised of both sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS). The sympathetic nervous system preserves energy levels, increases tears, gastric acids, mucus, and saliva, which help defend the body. The parasympathetic nervous system helps in relaxation and to restore an individual to a state equilibrium. In an stressful circumstances, the sympathetic nervous system prepares the body for action by expanding the strength of skeletal muscles, heart rate, sugar, fat levels, perspiration, mental activity, while reducing blood clotting time, intestinal movement, and tears.

The sympathetic nervous system also permits the bladder to relax, pupils to dilate and blood vessels to constrict (Palmer & Dryden, 1995). The pituitary gland, thyroid gland and adrenal glands are activated as a response during stress. The pituitary gland releases adrenocorticotropic hormone, which activates the adrenal cortex in order to increase arterial blood pressure, mobilize fats and glucose from adipose tissue, and reduce allergic reactions. Thyroxin a thyroid stimulating hormone is then released by pituitary gland. Thyroxin increases metabolic rate, respiration, heart rate, blood pressure, and intestinal motility. Too much thyroxin and over activity of the thyroid gland can lead to anxiety attacks (Palmer & Dryden, 1995). The pituitary organ discharges adrenocorticotropic hormone, which enacts the adrenal cortex with a specific end goal to increment blood vessel circulatory strain, activate fats and glucose from fat tissue, and diminish unfavorably susceptible responses. The pituitary organ then discharges thyroxin, which is a thyroid empowering hormone. Thyroxin increases the metabolic rate, breath, heart rate, circulatory strain, and intestinal motility. An excessive amount of thyroxin and over action of the thyroid organ can prompt nervousness assaults (Palmer and Dryden, 1995).""
Adaptation Syndrome” (1976). The General Adaptation Syndrome consists of three stages; the alarm stage, resistance stage, and the exhaustion stage. The alarm stage is the initial reaction to stress and comes about when a person first recognizes there may be a inconvenience and get ready to deal with the threat. This reaction is commonly referred to as “fight or flight.” A person’s instinctive impulse draws from energy reserves and puts it immediately at their disposal to either defend one’s self (fight) or to run away (flight). The activation of the Sympathetic Nervous System and adrenal glands allows for hormones such as cortisol, adrenaline (flight), and noradrenalin (fight) to give instant energy to take appropriate action (Selye, 1976).

2.2 Previous Researches on Work-stress.

**Murphy and Sauter (1999)** defined occupational stress as the "harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or need of the worker.

**Pettegrew L.S. and Wolfie, G.E. (1982)** in their investigation on “Validating Measures of Teachers Stress” explain that the contract validity of several measures of teachers stress and suggested that the phenomenon requires multivariate assessment. Further the researchers suggest that the survey questionnaire made no attempt to measure, account for or acknowledge the effects of stressors from sources beyond the school environment.

**Cunningham, W.G. (1983)** in his study on “Teachers Burnout Solutions for the 80””s review of literature” explains that organizational stress factors linked with physical, emotional and attitudinal exhaustion manifest in physical and emotional illnesses. Decreases in job satisfaction and subsequent poor performance have been linked to occupational stress burnout.

**Sharma, V.and Sharma,S. (1989)** in their study on “
Organizational Role Stress and Anxiety: A comparative Study of Bureaucrats and Technocrats”, analyzed the nature and Magnitude of the relationship of role stress with general and job anxiety among bureaucrats and technocrats. Roll stress correlated positively with both the outcomes among technocrats and with job anxiety among bureaucrats. With regard to specific stressors also it was found that technocrats were more vulnerable to stress.

Morton et al (1997) in their study on “Student Teacher Anxieties related to Class Management, Pedagogy, Evaluation and Staff Relations” found that among the sources of tress for student teachers, evaluation apprehension was the greatest, although it declined following teaching practice, suggesting that it is reduced by exposure and positive experiences of observation feedback.

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

McGowan, et al in (July, 2006) states that Stress management includes taking care of organizational issues like leadership, peer support, organizational culture and policies, work design and reporting arrangements as well as job analysis, staff selection and training to enhance role clarity such that there is a balance between the individual and his work environment. Effective systems for motivation and performance management are essential.

Moten, M. (May, 2009) is of the view that workplace pressure comes from various factors and is expressed by employees in various behaviours. According to her, job stress is shaped through
a range of ways such like interpersonal demands, role demands. Though the sources of these aforementioned types are different, their impacts are the same i.e. Low level of performance. She found out that employees are often thought to complete certain tasks, which normally are not their job requirement. Most organizations impose multitasking upon their employees to cope with the recession and cut costs but unintentionally they are doing vice versa. Posing strict deadlines, requiring them attend meetings in very short notice, forcing them work late hours and making them prone to cut-throat competition and mounted work can lead to stress and anxiety. Workers may show signs of fatigue, absenteeism, and low morale. So at workplaces, friendly relations are very much important. Bosses should give their employees some space to help them cope with the pressure and determining success at work.

Singh et al., (1991) examined the effects of organizational stress and locus of control on job involvement of employees. They found that low stress group of employees were highly involved in their jobs as against those in the high stress group. External locus of control group had lower job involvement with those with internal locus of control.

Deostnalee, Pravin G. (2000) found that age has no effect on the stress experienced by engineers. However the gender as well as education has displayed significant effect on job stress. Male engineers experienced more stress than that of females whereas the higher the education the lesser the stress the engineers experienced.

Kim (2002) conducted a research to show that participative management has positive effects on the job satisfaction and better communication can improve the performance of employees. The questionnaire was circulated among 4,097 employees of local government agencies. After running the regression analysis on the data collected, researcher found that employees who believe that
their managers use participative style of management were more satisfied with their jobs. Also those mangers who applied strategic planning process found their employees to be more productive and easy to deal with. At the end, the researcher relates his findings with job stress and says that if employees are more satisfied they will eventually be less stressed and more productive.

Gaur, Shubhla P., and Dhawan, N (2000) investigated the relationship between work related stress and adaptation patterns among women professionals and found that women in all the four professions i.e. teachers, bank officers, doctors and bureaucrats reported moderate work related stress.

Kutty, S. (2000) proposed reasons for stress at work place as work pressure, meeting deadline, positions in workplace, interpersonal relationship, job content or profile, promotion and growth opportunities, imbalance between personal and professional commitments, commuting time especially from long distance suburban areas to the office.

Zahavy & Freund (2007) examined team effectiveness under stress. The author says that in case of stress team can lose cohesion, members may become dependent on others to avoid faults or lay off their burden or that they may become less effective. In order to avoid these troubles, team structure must be considered a vital aspect. For this purpose, data were collected from 643 members of 73 primary healthcare teams randomly selected from 1200 primary care clinics of the largest health maintenance organization in Israel. Participants filled the questionnaires as advised by the researcher. As a result this study differentiated among qualitative and quantitative stress, suggested that quantitative stress holds back team effectiveness, it also indicated that qualitative stress can enhance team effectiveness. In addition, the results also prove the fact that structure of the team
really matters. Researcher suggests that organizations must support standardized routines to block the negative impact of quantitative stress on team commitment and effectiveness, and put into practice the ways that encourage self-sufficiency and a systems approach to enhance the positive effects of qualitative stress on team effectiveness.

**Pearsall, M. J. et al. (May 2009)** investigated the situations where both challenge and hindrance stressors coexist. They took interest in this topic because on the grounds that the positive motivational effects of challenge stressors might to some extent balances the harmful effects of interruption stressors on team outcomes. In an extremely stressful situation, team members will be incapable to split a range of stressors into positive and negative facets, and take into account multiple methods of coping. They are also of the view that in the presence of challenge and hindrance at the same time, team members will appraise the situation as strongly threatening and withdraw to accomplish their task and team responsibilities, reducing their motivation, effort and emotional connection to the team. This response will further hamper the recognition and exchange of expertise-specific information within the team as communication channels shut down and team members struggle to manage their own responsibilities and demands. 332 students from South-western University participated in the research and were grouped into 83 four-person teams. Teams had to operate an integrated, computerized, multi-person Distributed Dynamic Decision-making (DDD) simulation task. The results supported the use of the challenge hindrance framework at the team level as well as the central role of transactional theories of stress. That challenge stressors and hindrance stressors stimulate different forms of coping. The results also imply that team members' adoption of a collective coping response signifies the team-level techniques
underlying the differential effects of challenge and hindrance stressors on behavioural, cognitive, and affective outcomes.

**Bushe, et al. (1996)** authenticate the positive and encouraging effects of employee empowerment which were congregated from increased customer satisfaction and innovation regardless of occupational grouping. Further he says that stress was reduced when a person did no longer have to report to someone daily. When employees are empowered, they take the control over their work which gives them a higher sense of accomplishment. The purpose of empowered work teams in Bushe et al. (1996) research was to reduce costs through fewer overheads and to speed up problem resolution. The organizational outcomes were increased productivity and efficiencies mainly because of quicker response rates through empowerment and removal of organizational barriers. The research also concluded that automation has left workers virtually on call 24 hours a day and has shortened the turnaround time from project conception to completion. Many workers work ten hours a day and corporate restructuring makes them anxious about their job security. Symptoms of these stressed workers included drops in productivity, changes in work attitude, low morale and increased absenteeism

### 2.3 Stress among teachers.

Our basic perception is “teaching is non-stressful profession”. But studies conducted worldwide have discovered that work-related stress affects the lives of huge number of teachers causing psychological, physiological and behavioral affects. Researchers have discovered that majority of teachers are affected by work-related stress. It has been concluded that teacher stress affects the learning environment and as a result this prevents the teachers to achieve their educational goals, which further result in bitterness, lack of interest, negligence and absenteeism among teachers. All these factors sometimes result in teacher leaving the profession (Guglielmi & Tarrow, 1998). Studies have shown that in North
Carolina, about 28% of teachers resign every year and quit the teaching profession due to dissatisfaction with teaching, health and career change (Annual Report of the Reasons Teachers Leave the Profession, 2007). Despite the fact that stress is rapidly becoming a occupational hazard of the teaching profession (Pettegrew & Wolf, 1982), little theoretical work on teacher stress has been done so far. And there have been no recent studies that have focused specifically on stress among school environment. Only few studies attempted lacked subjects perceptions and have flawed in other areas (Blasé, 1982). Stress is widely accepted to have two opposite effects on the individuals: negative effects and positive effects. Acceptable level of stress helps to improve the individual’s performance and capabilities where on the other hand excessive amount of stress can lead to low performance and depression to the individual (Stevenson and Harper 2006 cited in Ongori and Angolla, 2008). Selye differentiated between positive stress and negative stress, where positive stress he called “Eustress” and negative stress which he called “ Distress” (Nasir Karim 2009, p287). Sometimes the employees are capable enough to cope up with stress and does not mind in working in negative work environment but when the stress goes beyond the coping level of the employees, then it result in negative stress.

Now when teacher stress is getting attention, it is essential to understand what stress and what teacher stress actually is. Hans Selye(1976) explained stress as the body’s non- specific response to any demand.

Teacher stress is defines as “any characteristic of the school environment that acts as a threat to the teacher” (Sutton, 1984). While these definitions are broadly acknowledged (Guglielmi and Tatrow, 1998 )argue that there is no agreement on what stress is, as the term holds different meanings for different individuals. The difference in the definition of teacher stress is influenced by how that person is affected by their job demands, and their ability to
cope with these demands (Blasé, 1982). The impact of teacher stress depends upon an individual’s social support, personality characteristics, and job satisfaction (Guglielmi & Tatrow, 1998). Stress within teaching is driven by the organizational factors related to the way in which teachers are expected to work. Organizational factors that contribute to teacher stress can include unreasonable directed time budgets, excessive paperwork, unrealistic deadlines, and intimidating inspection regimes.

Stress inside educating is driven by the hierarchical variables identified with the path in which instructors are required to work (Hepburn and Brown, 2001). Hierarchical variables that add to instructor anxiety can incorporate nonsensical coordinated time spending plans, over the top printed material, farfetched due dates, and scaring examination administrations (Hepburn and Brown, 2001).

There are two types of stress that eventually affect teachers and are given below:

- Task based stress.
- Role based stress.

**Task based stress** involves dealing with disruptive students, refers to issues that are associated to variety of assignments that teachers must perform as a part of their teaching role.

Role based stress involves dealing with difficult situations such as lack of sufficient resources required to perform adequately. It refers to how teacher’s expectations of their role to fit in fit the actual work related responsibilities that are needed to fulfill their role as a teacher (Pettegrew & Wolf, 1982). Organizational factors defining the methods in which teachers are expected to work is stress within teaching environment (Hepburn & Brown, 2001). Excessive paper work, unrealistic deadlines, unreasonable directed time budgets and intimidating inspection regimes are the
organizational factors that are responsible for stress among teachers (Hepburn & Brown, 2001). The personality is a key factor during the examination to detect of the amount of stress that is suffered by the teacher. Teacher’s skills, capabilities, motives, and their perceptions of their work environment determine the amount of stress that may take place (Guglielmi & Tatrow, 1998). A teacher who does not have any conflict between personal values and those of educational authorities, and one who has high ambitions to succeed professionally, one who does not get excited or upset easily are those who experience least amount of stress (Bachkirova, 2005).

Stress among teachers is closely linked to strain and burnout. Strain is defined as “Any unpleasant behavioral, psychological result in a teacher (Sutton, 1984). Strain is the outcome of an interaction between an individual and their environment and it is measured in terms of physiological dysfunction which refers to depression, anxiety, and negative effects towards life and job, behavioral dysfunction which refers to any change in behavior such as drug addiction, smoking, drinking and unhealthy eating. (Guglielmi & Tatrow, 1998), physiological dysfunction refers to any cardiovascular disease and bodily complaints (Sutton, 1984). Burnout is the emotional, mental, and physical exhaustion that comes about from job-related stress and roughly describes any negative responses by teachers to work-related stress (Blasé, 1982). Teachers who are idealistic and enthusiastic are most vulnerable to burnout (Farber, 1991). Buffers for burnout include social support, sense of control, and dietary habits (Guglielmi & Tatrow, 1998).

2.4 Causes of stress among teachers:

There are huge numbers of circumstances, which are responsible for stress among teachers. Stress most possible outcome when teachers have difficult negotiating various aspects of interactions with students (Hepburn & Brown, 2001) or from any situation that
is extremely demanding, depriving of time, inference from school administration with various instructions that are difficult to implement (Blasé, 1986). Stress can be better explained by dividing factors that causes stress into:

- First order stressors
- Second order stressors

**First order stressors** are those which directly interfere with the efforts of teacher and involves student apathy, student disruption or discipline, poor student attendance, large classes, more paperwork, preparatory work, irresponsible colleagues, obtrusive supervisors, lack of effective and efficient leadership such a principals and assistant principals and lastly non supportive parents. Organizational issues are such as dealing with students, administration, colleagues, and work relationship are tend to be most frequently occurring stressors for school teachers (Blasé, 1986). On the other hand **second hand stressors** are those which do not directly interfere with teacher efforts and involves issues such as emotional fatigue, low salary, frustration, feeling of helplessness, stagnation, boredom, lack of motivation, lack of appreciations and lastly lack of enthusiasm (Blasé, 1986).

Stress among schoolteachers can be divided into three categories given below (Sutton, 1984):

- Role demands.
- Instructional problems.
- Interpersonal relationships.

**Role demand stress** can be explained as the difference between teacher’s role expectations and their actual experiences with in that role (Pettegrew & Wolf, 1982). Role demand stress involves work overload, ambiguity, conflicts with colleagues and non participation (Pettegrew & Wolf, 1982). Organizational characteristics like policies, structure and processes can also be
categorized under role demand stressors (Bacharach, Bauer, & Conley, 1986). **Instructional problems** also known as “task stress” identifies problems associated with a number of specific tasks that are expected to perform by a teacher as the part of their teaching role (Pettegrew & Wolf, 1982). Instructional problem involves difficulties with student discipline, time-to-time instruction from administration, inappropriate procedures for the placements of students, competence, inadequate standardized tests, grading system (Sutton, 1984), notification for unsatisfactory work performance, physical threats from students (Pettegrew & Wolf, 1982) and uncomfortable or dangerous working conditions or environment (Bacharach, Bauer, & Conley, 1986). **Interpersonal relationships** are defines as relationships that teachers have with their colleagues or members of administrative community within the educational environment. Supervision and network also come in this category (Bacharach, Bauer, & Conley, 1986). The most frequent stressors in interpersonal relationships category are conflict with colleagues, lack of support and motivation from supervisors and coworkers (Sutton, 1984)

Stress factors among schoolteachers are further divided in two categories:

- Environmental stressors
- Individual Stressors

Most frequent occurring stressors of teacher stress fall under environmental stressors category. The work environment that causes stress among teachers is unfavorable working conditions, organizational issues, heavy workloads, lack of required resources, lack of support, lack of freedom in decision-making. The environmental stressors also include physical stressors such as large number of students in class, size of school, task-related noise, safety issues, violence from students and administrative pressure
such as non-supportive behavior of managers and role ambiguity, lack of motivation (Hastings & Bham, 2003). Individual stressors involves characteristics like unique attributes of teachers such as age, gender, personality, demographic background, the ability to establish and maintain supportive networks, cognitive evaluation of stressors, ability to cope up with the stress, job dissatisfaction (Guglielmi & Tatrow, 1998). Individual stress can aslo be associated with campatibility between personal and educational values of the teacher, ambition to succeed, competitiveness, ability to perform multiple roles (being a female teacher roles such as parent, caretaker, homemaker and teacher) and last but not least perfection within the role of teacher (Bachkirova, 2005). A major source of stress among teacher directly attributed to the students. (Hastings & Bham, 2003). Teachers have to perform multiple roles like babysitters, police officers, and even harsh authorities to deal with the stress resulting from student discipline, all these roles results in role demand overload (Blasé, 1986). Disrespectful behavior of students, student attentiveness, misbehavior of students and sociability are the factors that most teacher consider extremely stressful (Hastings & Bham, 2003). Griffith, Steptoe, and Cropley (1999) discovered that primary class teachers are more stressful than secondary class teachers. As primary class teachers are responsible for one particular class with all subjects and activities throughout the entire school year. Primary class teachers are not only responsible for educational activities of their class but also for moral and social development as well. Work pressure, misbehavior of students, along with more responsibilities are the factors that responsible for primary classroom teachers to have high level of stress. Misbehavior of students along with student discipline management, student apathy, student achievement, and student absences all these factors result in teachers experiencing high levels of stress (Blasé, 1986). Teachers may be vulnerable to negative emotional experiences triggered by perceptions of self-doubt, bullying (Chaplain, 2008). Maguire (2001) found that female teachers has been bullied to such an extent that they had
lost confidence and have decided to leave the profession.

From the above discussion causes of stress among schoolteachers can be presented in the following diagram:

![Diagram](image)

Fig. 2: A schematic framework of factors associated with work-

2.5 Stress among teachers in India:

According to a research by Hoel, Sparks and Coopers during 2009 to 2015 India’s likely cost on alignments due to work related stress is around 72000 crore rupees. Todays market is highly competitive global market, therefore high performance organizations are facing challenges to provide stress free environment to ensure better quality of work life.

Basic challenges for the Indian schools are to gain and maintain the quality academic environment. To achieve quality education, private and autonomous institutes are vigorously changing the internal job environment to respond to market demands that has made a scope for undertaking or studying occupational stress. In a doctoral study by Senthil Kumar(2015) he stated that “there is a need to acknowledge the existence of stress and immediate measures to be taken to reduce their stress to avoid long-term negative consequences not only to the individual teachers but also to the institutions”. Also the mushroom growth of self-financing educational institutions has changed the organizational environment at the institutions (Devi and Velayudham, 2003). Reddy and Poornima (2012, soth Indai study) have shown that majority of teachers are experiencing extremely high levels of stress whereas 86% of teachers have professional burnout. Lastly interdependence, which is not strong, in educational institutions environment, but occupational stress and mental health is found by Rattan Kaur (2013) in a study in Haryana. Her study also shows that teachers working in Govt./Govt. aided schools were found to have better organizational environment with better mental health. On the other hand high levels of occupational stress is found in teachers of private schools. Inadequate salary, lack of required resources, and issues with supervisor are the primary factor causing stress among schoolteachers (Jagadeesh, 2013). There are
very few studies that were found on teachers stress in eastern and northern parts of India. However existing results show high levels of stress among Indian schoolteachers.

2.6 Impact of stress on teachers:

Teachers have varied reactions to stress depending upon their personality and working environment. A reaction is brought on by stress stimuli, which are organizational characteristics that initiate a stress response in a given setting (Bacharach, Bauer, & Conley, 1986). Whereas some teachers develop confrontational strategies, others experiences changes in behavior, emotional reactions, physical and physiological reactions. Teachers have developed technical, psychological and social coping resources that are required to work efficiently and effectively with students (Blasé, 1982). The confrontational strategies is the form that majority of teachers adapt as coping strategy. Confrontational strategies are use to eliminate or reduce external stress such as student related stressors (Blasé, 1986). Teachers admits classroom stress resulting from student discipline with strategies such as behavior modification, removing the student from class, scolding the child, isolation, inflicting fear, discussing the problem, active ignoring, paddling, and calling parents. Confrontational strategies are used to deal with the classroom stress, which is result of student apathy involves different teaching methods and materials, individual and personalized instruction, rewarding positive behavior and striving to be entertaining (Blasé, 1982). Development of adaptive strategies is another form of confrontational strategies. Adaptive strategies do not directly affect the actual source of stress but manage the resulting consequences for the teacher. Adaptive strategies involves methods like ignoring the student, not putting extra work in, and giving up the situation (Blasé, 1982).

In case confrontational strategies fail to work, teachers often experience personal changes in behavior to cope with the stress. Most behavioral changes, which occur as a result of high levels of
stress are extremely unhealthy for teachers. These behavioral changes can result in adaptation of unhealthy habit such as smoking, excessive alcohol consumption, unwanted outburst of anger, frustration, aggressive behavior and sleeping problems (Guglielmi & Tatrow, 1998). Teachers also recorded complaints such as trouble falling asleep, back pain, poor appetite, low energy level and poor overall health (Sutton, 1984). If the stress continues to increase in day-to-day activities of teacher chronic stress symptoms may also occur. Chronic stress symptoms are fatigue, poor health, and inability to concentrate (Hepburn & Brown, 2001). Some teachers have an emotional reaction to unwanted stress. The most common emotional reactions are anger, depression, anxiety, and self-blaming, lack of self-confidence (Blasé, 1986). Anger is the most frequent reaction than any other consequence of work stress and it is often expressed with extremely strong negative feeling for others. Stress can also result in depressive state among teachers, this happens when teachers have the feeling of being out of control and they see little chances of improvement for their situation (Blasé, 1986). In depressive state some teachers may also show symptoms of depersonalization, emotional exhaustion, lack of personal accomplishments and low self-efficacy (Hastings & Brown, 2001).

Feelings of anxiety are mostly anticipatory and often occur when teachers expect negative consequences to occur (Blasé, 1986). As feelings of anxiety continue, teachers become less tolerant, patient, caring, and involved (Blasé, 1986), and may even become unrealistically biased in their judgments and assessments of learners, which can result in negative outcomes for students (Abidin & Robinson, 2002). Self-blame is another outcome in teachers expressing anger towards themself, feelings of guilt, and feelings of self-pity (Blasé, 1986). With time self-blame can remove teachers emotionally and socially from their students. A loss of enthusiasm may also occur causing teachers to lessen their attempts of humor, elaboration of subject matter, and creative
involvement (Blasé, 1986). Stress may also result in physical and physiological reactions from teachers. Most frequently occurring physical reactions are fatigue, tiredness, over-worked, burn out, headaches, stomach aches, chest sleepiness (Blasé, 1982), trembling hands, shortness of breath, dizziness, restlessness, cold sweats, ill health, confused thoughts or difficulty concentrating, loss of memory, loss of appetite, trouble falling asleep, and the ability to hold productive conversations with colleagues (Bacharach, Bauer, & Conley, 1986). Physiological reactions are high blood pressure, increased heart rate, nervousness (Bacharach, Bauer, & Conley, 1986).

Developing positive reactions to stress will allow teachers to be more satisfied and confident with their role as teacher and to be a more effective and efficient educator in the classroom. A fall in work satisfaction may result in teachers being less involved and motivated leads to teachers to get the feelings of resentment, frustration, boredom, easily irritable, anger, stagnation, helplessness and depression (Blasé, 1982). Finding positive methods to handle stress will allow teachers to maintain their drive and commitments and continue put their efforts required to being an involved, satisfied and efficient teacher. Proper reactions to stress through proper stress management techniques and healthy stress coping mechanisms keep teachers actively involved in what they are trying to accomplish and allow them to completely involve themselves with their students. Teachers who are satisfied in their profession will have less attrition maintaining a stable educational workforce (Blasé, 1982).

2.7 Stress coping strategies:

The phenomenon of dealing with problem or difficulties in a calm and appropriate manners is commonly referred to as coping strategy (www.dictionary.com). The scenario in which a teacher copes with stress in the school environment affects the impact of stress on their psychological well being and physiological reaction
(Griffith, Steptoe, & Cropley, 1999). Coping behaviors or resources come in form of physical, psychological, social, or material factors which help teachers to overcome job-related stressors and achieve their valued outcomes with students (Blasé, 1982).

Most common positive strategies teachers use to eliminate stress are exercise, social resources, avoidance, reading, hobbies, outdoor activities, meditation (Gulwadi, 2006). These coping strategies used by teachers affect their perception on the situation thereby altering the perception of stress (Griffith, Steptoe, & Cropley, 1999). Teachers may involve themselves in inward and outward coping strategies to alter the perception of stress. Inward strategies that teachers can implement are concentrating on something narrow in the field of stimuli around themselves, which includes acquiring focus and stillness in life. Outward strategies that teachers can implement are exercise, developing connections, distractions from stressful situations and movement (Gulwadi, 2006). Although there are many coping strategies available, but most teachers depend on social support, active planning, restorative experiences and suppression of competing behaviors.

**Social support** can reduce the effect of stressors on teachers result in positive outcome like well being, job satisfaction, eliminating physical illness risk. Teachers seek social support from their family, friends, and colleagues to get advice, discuss their feelings and problems, get emotional support, understanding so that they can talk about their feelings without any hassal. It has been observed teachers who strong support in their personal life tends to experience less stress in the workplace (Griffith, Steptoe, & Cropley, 1999). **Active planning** in life as a part of life allows teachers to take their mind off stress and focus on their job responsibilities. The process of active planning involves concentrating efforts, developing a plan, taking some action, coming up with strategies, trying to take steps, and doing what has
to be done in order to keep their attention on the students rather than the stressor (Griffith, Steptoe, & Cropley, 1999). Restorative coping strategies refer to process by which teachers release their stress in places away from the school environment. **Restorative coping experiences** refer to teachers being able to release stress in places away from the school environment. Teachers choose to visit different places to de-stress. Places can be chosen randomly depending upon mood of teacher. But most of them choose places like parks, nature related outdoor places, city places, churches, and cafes. These places reflect qualities that are helpful in offsetting the effects of the source of stress. The places teachers choose most often that make them feel better when stressed include These environments are helpful in relieving stress because they provide teachers with sensory conditions, social contact, props, and nature related environmental features, which can help teachers alleviate stress (Gulwadi, 2006).

Teachers may choose to implement environmental coping resources along with restorative experiences. Teacher’s awareness of environmental conditions can be very valuable coping resource. An individual’s ability to know the surrounding environment may help the individual to use the environment as a coping resource. The most common environmental resources that are easily available to teachers are time, money, social ties, and physical environmental resources like locations which teachers access and use for their spatial and sensory properties (Gulwadi, 2006).

Despite of all these positive coping strategies some individuals intentionally or unintentionally implement negative coping strategies to deal with stress. **Negative coping strategies** are common reactions to stress and feelings of being overwhelmed. Sometimes these strategies provide temporary relief from stress but these negative strategies cause more stress in long run (Crisis Intervention & Suicide Prevention Centre of British Columbia,
Negative coping strategies can involve unhealthy behavior, distractions, violence, and withdrawal. Smoking, drinking alcohol, unhealthy eating habits are used to get relieve from stress. Distractions such as watching television, computer games, painting are the common ways to avoid stress. Violence such as angry outbursts, lashing out, and physical violence often come from extremely stressful individual. Showing signs of withdrawal such as sleeping, procrastinating, isolation from family, friends, and activities, and disengagement are ways in which people try to remove stress from their lives (Helpguide, 2010).

**Dis-engagement** is process in which teachers give up their goals and loose self-esteem and confidence. Teachers who are disengaged resort to negative coping skills such as not trying, day-dreaming, over sleeping, watching excessive television and lastly reducing their efforts in the classroom. Disengagement is again a short-term solution to stress but in long run disengagement can result in teachers having cumulating workload, disruptive classes and feeling of low self-esteem and helplessness (Griffith, Steptoe, & Cropley, 1999). Every individual have the tendency to prevent distraction, focus more on work tasks, prevention from outside interferences and concentrate more on their work in order to suppress competing activities. Decreasing the demand of other aspects of life and concentrating only on work results in teachers having high levels of stress which prevent them from taking time for relaxing and enjoying life (Griffith, Steptoe, & Cropley, 1999). Folkman & Lazarus, (1980) described generally people use two coping strategies: one is problem-solving strategies those efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. In India, high externality helps individuals make external attributions as a major coping mechanism and may considerably reduce the level of stress experienced by the employee. Indians predominantly use the family as a major source of social support.
while Americans use co-workers, friends, and family as a source support. It was interesting to note that in both the countries emotion-focused strategies are more frequently used than the problem-focused methods.
CHAPTER: 3
RESEARCH METHODOLOGY
RESEARCH METHODOLOGY:

3.1 INTRODUCTION

Chapter three illustrates the research methodology adopted to evaluate stress factors among schoolteachers of north India. This chapter also explains the planning and implementation of this research. The term Research Methodology means how research should be undertaken, in addition it also illustrates theoretical and philosophical assumptions on which whole research is based. It is important for the researcher to have understanding of research methodologies to make a well-planned choice of research. (Saunders et al 2009, p3)

This section is the outline techniques and tools used to gather data and information, methods to carry out research and how the research uses the gathered data and information to show the relevant results. An analysis of the various methods was conducted to discover the most appropriate area of research.

“A methodology is the study of methods, which provide a number of philosophical questions for the researcher” (Fisher, 2004). Methodology can be any philosophy or general principle that guide the researcher and addresses various number of issues like time constraints, dilemmas and ethical choices which are required to be considered. Saunders et al (2012) says that methods can be defined as techniques and procedures which are used to obtain and analyse data and that methodology refers to the theory of how the research should be undertaken. The methodology therefore provides assistance for the researcher in addressing and facilitating the answering of the questions proposed.

The whole process of research can be considered similar to travelling to a destination where the researcher have to interact and
overcome various choices, constraints and at same time researcher have to learn from this whole process.

The aim of this study is to find factors that are causing stress among schoolteachers of north India. This study will also analyze the impact of stress on schoolteachers. The research was conducted using secondary data from various academic journals, online articles, books and internet and primary data obtained through self examined questionnaire which were sent to schoolteachers of northern part of India specifically Amritsar district of Punjab.

The research methodology for this research can be explained using “research onion” which developed by Saunders et al (2007). Research onion comprises various layers of research processes (Saunders et al 2009, p-108). There are six layers of research onion, and all the layers are essential for a successful research. The layers of research onion are as follows:

- Research Philosophy
- Research Approach
- Research Strategy
- Time Horizons
- Data Collection Methods

Research onion illustrates stages to carry out the research and provides the researcher with progression through which research methodology can be developed (Bryman, 2012).
3.2 RESEARCH PHILOSOPHY:

Research Philosophy is the initial stage of research process. Research is based on theories and observations and then relating these theories and observations with each other to attain knowledge to carry out research. Research philosophy is the scientific approach that uses the facts and theories, which already exist to develop hypothesis, which is then tested and further used in research. Philosophies may vary according to goals and outcomes that are desired by the researcher. Therefore it is very important to take time and choose the appropriate philosophy.

The possible philosophies outlined by Saunders et al (2012) in the outmost layer of research onion are as follows:
Interpretivism, Realism, Positivism

The researchers spend considerable time examining each philosophy to put further. These philosophies were then narrowed down into potential options and approaches and are as follows:

**Interpretivism:** “Interpretivism is an epistemology that advocates that it is necessary for researcher to understand differences between humans in our role as social actors. This emphasizes the differences between conducting research among people rather than objects such as trucks and computers”. “Crucial part of Interpretivist philosophy is the researcher has to adopt an empathetic stance”. (Saunders et al 2009, p-116)

Researchers who implement the philosophy of Interpretivism assume that reality is socially developed. This implies that the “reality” is not straightforward record of what is, rather it is something that individuals in societies and groups form:

a) Their understanding of reality, which is affected by their values and their perception to see the world.

b) Other individual’s interpretation.

c) Compromises and agreements that arise out of the negotiations between the above two.

As researchers who implement this philosophy cannot claim to be studying any goal reality, they study various accounts that individual give of issues or themes and individual’s accounts of the procedures by which they understand the world. It emphasizes majority, relativism, and complexity. It is an attempt to understand the procedures by which knowledge is gained. Another essential element of interpretive research is that one cannot see how others understand things unless one has an insightful knowledge of one’s values and thinking processes (Fisher 2007, p-20-21).
Unlike positivism, interpretivists held the perspective that the social world cannot be understood by applying research from the natural sciences and suggest that social sciences require a different research theory. Interpretivists argue that basic fundamental laws are inadequate to understand the entire complexity of social phenomena. Knowledge is developed and theory is built through developing ideas inducted from the observations and interpreted social constructions. The involvements of the researcher in the research is the most clear in an interpretivist research where the researcher participates in active collaboration with the participants to address real-life issues in a particular setting and aim to offer and adopt feasible solutions to the related issues. Interpretivists also dismiss the idea that research is value free. (Blumberg et al 2011, p 17-18)

**Realism:** The combination of principles of positivism and interpretivism is defined as realism. It exponents believe that social sciences can depend on the research approach dominant in the natural sciences. In addition it also acknowledge the presence of a reality independent of human convictions and conducts, which is the main essence of realism. (Saunders et al 2009, p-114) however it also surrenders that understanding individuals and their behavior requires acknowledgement of the subjectivity inherit to humans. In the realists view there are social procedures and forces operate at the macro level. At macro level (at the level of individual human beings) subjective individual interpretations of reality are essential for a understanding of what is actually going on. Still most realists would acknowledge that these subjective interpretations are not unique and that individuals share similar interpretations, partly because the external forces at the macro level influence everyone. Thus researcher requires identification of external factors describing general forces and procedures influencing individuals. (Blumberg et al 2011, p- 18)
**Positivism:** Positivism is a scientific approach. It is concerned with the facts instead of impressions/feelings that is research is value free. Implementing positivism the researcher does not influence or get influenced by the research. “Positivism is adopted from the natural sciences and its three basic principles are a) the social world exists externally and is viewed objectively b) research is value free and c) the researcher is independent, taking the role of an objective analyst. According to Positivism, knowledge develops by investigating the social reality through observing objective facts. This view has important implications for the relationship between theory and observations, as well as for how research is conducted. Theory development starts with hypothesizing fundamental laws and deducing what kind of observations support or rejects the theoretical predictions of the hypotheses. Consequently the research process starts with identifying causalities forming the base of fundamental laws and to access to what extent detected causalities can be generalized. Positivism implies the following assumptions a) the social world is observed by collecting objective facts and b) The social world consists of simple elements to which it can be reduced. A scientist following this research tradition believes that observable facts are objective, because they are external that is we cannot influence them, and research is conducted value free. This implies that different researchers observing a social phenomenon arrive at the same facts describing the social world can be reduced to simple elements. Distilling its elements and reducing them to fundamental laws is the best way to investigate a phenomenon.” (Blumberg et al 2011 p 17)
3.3 RESEARCH APPROACH:

Research approach is the second layer of research onion. There are two such approaches available for researchers, inductive research and deductive research.

![Research Approach Types]

Fig. 4: shows types of Research Approach: Source: Saunders et al (2007), research approach types

**Inductive Approach:** The Inductive Approach is defines as a move from the specific to the general (Bryman & Bell, 2011). The starting point of inductive approach is observations for researcher and patterns are being searched for in the data (Beiske, 2007). In this approach there is no framework that initially informs the data collection and the research focus can formed after the collection of data (Flick, 2011). Despite the fact that this may be seen as the point at which new theories are generated and it is also true that as the data and information is analyzed that it may be found to fit into an existing theory (Bryman & Bell, 2011).

**Deductive Approach:** The deductive approach develops the hypothesis or hypotheses upon already existing theory and then built up the research approach to test it (Silverman, 2013). This approach is the most appropriate to contexts where the research
work is concerned with examining whether the observed procedure fit with the expectation bases upon previous research (Wiles et al., 2011). The deductive approach may be considered particularly suited to the positivist approach, which allows the formation of hypotheses and the statistical testing of expected results to an accepted level of probability (Snieder & Larner, 2009). The deductive approach may be used with the qualitative research methods, however in such cases the expectations formed by previous research would ne formulated differently through hypothesis testing (Saunder et al., 2007). The deductive approach is characterized as the development from general to specific: the general hypothesis and knowledge base is the initially established and specific knowledge gained from the research procedures is then tested against it (Kothari, 2004).

![Deductive Approach vs Inductive approach](image)

**Fig.5 Deductive Approach vs Inductive approach**

*Source: Saunders et al (2007)*

**Reasons for Deductive Approach:**
Parameters | Deductive Approach | Inductive Approach
--- | --- | ---
Wealth of literature | Abundance of sources | Scarcity of sources.
Time availability | Short time available to complete the study | There is no shortage of time to complete the study.
Risk | There is no risk that can occur. | Risk is accepted and no theory is available, which can emerge in it.

**Quantitative Approach:** As the name itself suggests, this approach is concerned with quantitative data (Flick, 2001). It holds various accepted statistical standards for the validity of the quantitative approach, for example the number of respondents that are needed to build up a statistically significant result (Goddard & Melville, 2004). In spite of the fact that the research approach is informed by a positivist philosophy, it can be utilized to investigate a huge range of social phenomena, including sentiments and subjective perspectives. The quantitative approach can be most effectively for the circumstances where there are a large number of respondents available, where the data can be adequately measured by using quantitative techniques, and where statistical techniques for investigation can be utilized (May, 2011).

**Qualitative Approach:** the qualitative approach is drawn from the constructivist paradigm (Bryman & Allen, 2011). This approach requires the researched to avoid imposing their own perception of the meaning of social phenomena upon the respondent (Banister et
The aim of this approach is to examine how the respondents interpret their own reality (Bryman & Allen, 2011). This presents the challenge of creating a methodology that is framed by the respondent rather than by the researcher. The effective and efficient means by which researcher can collect data is interviews and texts where the response to a question can be open (Feilzer, 2010). Qualitative research is usually utilized for examining the meaning of social phenomena, rather than seeking a causative relationship between established variables (Feilzer, 2010).

Approach of mixed methods: this is the traditional approach. In this method all the approaches take support of each other. Epistemology related variances have been defined by the supports through which respective research methods have been complied. The design of mixed methods is being sought by merging of both the qualitative and quantitative approaches in a productive way in the proposed research study.

3.4 RESEARCH STRATEGY:

The research strategy is the general plan of how the researcher intends to carry out the work (Saunders et al., 2007). The strategy incorporate various distinctive approaches, such as experimental research, action research, case study, interviews, surveys and systematic literature review. Experimental research refers to the strategy of making a research procedure that inspects the results of an experiment against the expected results (Saunders et al., 2007). This can be utilized in all the areas of research and usually involves the consideration of a relatively limited number of factors (Saunders et al., 2007). The choice of research strategy will be guided by the objectives and questions. The most commonly used research strategies are as follows:

- Experiment
- Survey
• Case study
• Action research
• Grounded theory
• Ethnography

**Experiment:** “Experiments are studies involving intervention by the researcher beyond that required for measurement” (Blumberg et al. 2011, p-308). Experiment is the classical form of research arising from natural sciences. The main purpose of experiment is to study links to know whether a change in one independent variable produces a change in another dependent variable (Saunders et al 2009, p-143).

**Surveys:** surveys are the most popular method of collecting data for academic research at master level. The survey strategy will be adopted for this research in the form of self- administrated questionnaire. The reason for the popularity of surveys as they allow to collect a lot of data from large number of individuals. Surveys are non-experimental research methodologies. Information about past events is often obtained through surveys (Blumberg et al. 2011, p- 207).

**Case studies:** a case study is “ a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence”. Case studies provide the broader view of the problem. A large number of case studies are required to attain the expected results, as just one case study is not sufficient enough to test a theory (Blumberg et al. 2011, p- 256-257). “Case studies place more emphasis on a full contextual analysis of a fewer events or conditions and their interrelations” (Cooper and Schindler 2008, p-144).

**Action Research:** “ Action research is a research strategy concerned with the management of change and involving close
collaboration between practitioners and researchers” (Saunders et al. 2009, p-587). “Action research, a corrective action is determined, planned and implemented, the results of the action are observed and recorded and the action is assessed as effective or not” (Cooper & Schindler et al 2008, p-185). Action research generates theory rather than start out of theory. Action research requires an experienced researcher to accurately read situations and maintain objectivity and control (Saunders et al., 2009).

**Grounded theory:** Grounded theory is a process by which the analysis of data take place simultaneously with the collection of data and with the aim of developing general concepts and theories which can be used to analyze data (Cooper & Schindler 2008, p-704). The main feature of grounded theory approach is that it starts with data rather than theories and it also pre-define the research projects. The process of grounded theory involves following steps:

- Starts with observation, conversation, casual interviews, anecdotal evidence etc. to identify a situation.
- These evidences are abstractly analyzed and the researcher begins to form theories and ideas.
- These are expanded on as new evidence is searched for and found. The cycles of expansion of theory can continue indefinitely.
- Literature review is done only in the later stages (if at all) and is of less or no importance.
- Eventually, a new over-arching theory of the situation is generated. That theory is emergent rather than pre-existing.

Grounded theory emphasis on developing and building theories from “on ground evidence”.
**Ethnography:** It involves the close observation of individuals, testing their cultural interaction and their meaning (Bryman, 2012). In this research procedure, the researcher conducts the research from the perspective of the general population and aims to understand the variance in the meaning and importance behaviors from their point of view.

### 3.5 RESEARCH CHOICE:

The research choice that are defined in research onion are mono method, mixed methods and multi-methods (Saunders et al. 2009). As from the name itself it is clear that **mono-method** involves use one research approach for the study whereas **mixed-method** uses two or more methods of research and normally use quantitative as well as qualitative methodology. In multi-method a large number of research methods are used (Bryman, 2012). In multi-method approach research is divided into different segments, with each producing a specific data. Data is then analyzed using techniques derived from quantitative or qualitative methodologies (Feilzer, 2010).

### 3.6 TIME HORIZON:

This layer of research onion there are two methods that are available.

- Cross sectional time horizon.
- Longitudinal studies.

**Cross sectional time horizon:** this study will use cross sectional time horizon because of time constraints. In the cross-sectional research, the study will be carried out once and will be of a particular type and at a particular point of time (Cooper & Schindler 2008, P-144). The cross sectional time horizon is one that is already established. This is “snapshot” time collection in
which data is collected at certain time (Flick, 2011).

**Longitudinal studies:** a longitudinal time horizon for collection of data is defined as the process of data collection repeatedly over an extended period of time and are then utilized where an important factor of the research is examining change over time (Goddard & Melville, 2004).

### 3.7 DATA COLLECTION:

Data collection is dependent on the methods used to collect it. The process used at this stage of the research contributes significantly to the reliability and validity of the research (Saunders et al., 2009). Regardless of the approach that is used to collect data, the type of data that is being collected can be categorized into two types that are as follows:

a) Primary Data  
b) Secondary Data

**a) Primary data:** primary data can be defined as the data, which is being collected for particular research (Saunders et al. 2009, p-256). Primary data is collected using self-administrated surveys, questionnaires. For this research primary data was collected using self-administrated questionnaire distributed which was sent to schoolteachers of north India specifically Amritsar district of Punjab. Exactly 100 responses were received which is sufficient for valid quantitative data analysis.

**b) Secondary data:** secondary data can be defined as the data, which is derived from the research and opinions of other researchers (Newman, 1998). For example data collected from the conclusions of research articles can constitute secondary data. As the information that the article has is
being already processed by other researchers. Likewise newspapers may be primary as well as secondary source of data. Data and information on internet is another source of secondary data.

3.8 QUESTIONNIERE DESIGN:

Questionnaire is an important part of any research. Therefore designing a questionnaire is the crucial part of research because validity and credibility of the data being collected during this research depend on the design and structure of the questionnaire (Saunders et al. 2009, p-374). According to Bourque & Clark (1994 cited in Saunders et al 2009, p-374) while designing individual questions researchers are required to:

- Adopt questions used in other questionnaires.
- Adapt questions used in other questionnaires.
- Develop their own questions for questionnaire.

3.9 SAMPLING TECHNIQUE:

Convenience Sampling method will be chosen for this research. This sampling method is a non-probability sampling method, which entirely rely on data collection from individuals who are conveniently available and willing to participate in study. Choosing convenience sampling method has many advantages over other methods. These advantages are as follows:

1. Ease of research and simplicity of this sampling method.
2. This method is very helpful in pilot studies and for hypothesis generation.

3. Data can be collected in short duration of time.


5. Convenience method is easy to understand and implement as well.

3.10 RESEARCH ETHICS:

It is always assumed that all the parties in research should behave ethically (Cooper & Schlinder 2008, p-34). Ethics can be defined as “study of the right behavior and addresses the question of how to conduct research in a moral and responsible way” (Blumberg et al 2011, p-114). Ethics relates to questions to how the research topic is formulated and clarified, research is designed, access is gained and collection, process and analysis of is done in a moral and responsible way. The rules of research ethics can explained in the following steps:

- The questionnaires should not contain any degrading, discriminating or any other unacceptable language that could be offensive to any members of the sample group.
- The questionnaire has been designed to collect information directly related to the research questions, and no private or personal questions should be asked from respondents.
- Privacy of the research participants have been ensured, so that no personal data were collected form respondents.
• Research participants have been debriefed about aims and objectives of the study before the primary data collection process
• Research participants must be volunteers and they must know what they are volunteering for.
• Return of completed questionnaire by the participant is implied consent that they will take part in your research.
• Consent needs to be made clear, what exactly do you want them to agree.

3.11 LIMITATIONS OF THE RESEARCH:
This research has some possible limitations, which are given below:
• Less personal attraction with respondents.
• Respondents might not be interested to fill the questionnaire.
• Time restrain.
• The research participants may have disbelief about the objectives of the study.
• The main limitation is that research will be getting access to limited no of teachers within a limited area.

Measures to overcome limitation:
• I will make a research time plan before execution.
• Proper planning and revising literature before evaluation.
• Proper explanation and design of Questionnaires to conduct survey.
• To be in contact with schoolteachers with the help of electronic media.
• Proper devotion and hardworking.
• Proper utilization of Time.
• I will provide the in-depth detail of my research study to the participants.
CHAPTER: 4
DATA ANALYSIS AND RESULTS
4.1 DATA ANALYSIS AND RESULTS:

The term data analysis can be defined as “The process of editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques” (Cooper & Schindler 2008, p-702).

Chapter three of this research shows the results obtained from primary data collected in form of self-administered questionnaire. This chapter of data analysis is divided into three segments:

**Segment 1:** this segment includes personal information such as gender, experience, designation, types of school (government or private).

**Segment 2:** this segment includes different questions about the different stress factors (stressors).

**Segment 3:** this segment discuss an open question about suggestions to reduce stress.

A self-administered questionnaire was distributed offline to 100 schoolteachers. The reason for distribution of questionnaire offline was lack of Internet access by teachers. Exactly 100 responses were received from schoolteacher working both in private and government schools of Amritsar district of Punjab. Amritsar is one of the District among 22 districts in Punjab. Punjab is northern part of India. The schools in Punjab can be categorized in two types as follows:

a) Government school.

b) Private school.

The only similarity between both types of schools is their retirement age: the retirement for teachers in Punjab is 58 years
plus an optional 2 years extension is also given to teachers.

Both type of schools can be differentiated by the governing bodies. Government of Punjab is the governing body of the **Government schools** of Punjab. All the order are rules in the schools are issued by the government of Punjab (Education department of Punjab). It’s the state government who pay salary of the government schoolteachers of Punjab. On the other hand the management of the schools is the governing body of **Private schools** in Punjab. Management committees of the private schools issue all the order for their staff and pay salary to their teachers. There is large number of students in class in private schools as compared to government schools. Majority of government schools in Punjab have maximum of 20 teachers depending upon the strength of the school. But private schools have more than 50 teachers as the have more strength of students. Another difference between private and government schools of Punjab is “pay scale”. The teachers of government schools get paid more as compared to private school teachers. As already discussed, 100 questionnaires were distributed randomly to schoolteachers of Amritsar. Out of these 100 questionnaires responses from 62 government schoolteachers and 38 private schoolteachers were received. There were 8 government schools and 10 private schools from where teachers have responded to questionnaire.
4.2 SEGMENT 1: PERSONAL INFORMATION

a). Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1: Gender

There were 62 male respondents and 37 female respondents, all of them working as schoolteachers in government and private schools of North India (specifically Amritsar district of Punjab).
b). Experience

<table>
<thead>
<tr>
<th>Time period</th>
<th>Govt. Teachers</th>
<th>Private Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>9</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>6-10 years</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>11-20 years</td>
<td>23</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>16</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Experience

Table 2 shows the numbers of years they have been working as schoolteachers. The table shows the experience of both government schoolteachers as well as private school teacher. 24 respondents out of 100 have the experience of 0-5 years. These 24 respondents have 0-5 years of experience includes 9 teachers from govt. schools and 15 teachers from private schools. 32 out of 100 respondents had 6-10 years of experience. These 32 respondents includes 14 govt. schoolteachers and 18 private school teachers. 28 respondents had 11-20 years of experience out of which 23 were govt. schoolteachers and 5 were private school teachers. Then last
is above 20 years of experience 16 respondents only from govt. schools had above 20 years of experience, not a single respondent from private schools have above 20 years of experience.

c). Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Govt. Teachers</th>
<th>Private Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>26-35</td>
<td>15</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>36-45</td>
<td>18</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>46-55</td>
<td>19</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Above 55</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Table: 3 shows the age of the teachers.

This table shows the age of the respondents. As it can be clearly seen there were 12 respondents who were under 25 out of which 3 were from Govt. schoolteachers and 9 were private school teachers. There were 32 respondents whose age was between 26-35 and 15 of 32 were Govt. schoolteachers and 17 were private school teachers. 24 respondents were there who were between 36-45 years of age 18 of those 24 were Govt. schoolteachers and rest 6 were private school teachers. Again 24 respondents were of age between 46-55 and 19 out 24 were Govt. schoolteachers and other 5 were private school teachers. Lastly there were 8 respondents who were above 55 years of their age and out of these 8, seven respondents were Govt. schoolteachers and only one was private school teacher.
d). Designation

<table>
<thead>
<tr>
<th>Designation</th>
<th>Govt. Teachers</th>
<th>Private Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lecturer</td>
<td>18</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Teacher</td>
<td>43</td>
<td>35</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>38</td>
<td>100</td>
</tr>
</tbody>
</table>

Table: 4 show the designations of the schoolteachers (both govt. and private schools of Amritsar district of Punjab.

The table above clearly shows the designations of schoolteachers of both private and Govt. schools of Punjab. Basically there were three designations on which all the 100 schoolteachers were performing their respective duties in different schools. 3 out of 100 were principals two in private school and one in Govt. school. 19 out 100 were lecturers, 18 out of 19 were performing their job roles in Govt. schools and 1 was in private school. Majority of respondents were working as teachers, 78 out of 100 were teachers, 38 were private schoolteachers and 43 were Govt. schoolteachers.
e). Name of schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Name</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>a). Government School</td>
<td>➢ Govt. senior secondary school, Vachhoa.</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>➢ Govt. senior secondary school, Mehal Jandiala.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>➢ Govt. High School, Kala.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>➢ Govt. Middle school, Loharka Kalan.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>➢ Govt. senior secondary school, Verka.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>➢ Govt. Middle school, Lashkari Nangal.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Govt. senior secondary school, Jagdev Kalan.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Govt. Elementary school, Granthgarh Ajnala.</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>b). Private Schools</td>
<td>Shri Guru Hargobind Sahib Senior Secondary School, Ramdas.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Shri Guru Harkrishan Senior Secondary School, Amritsar.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Raj Memorial Senior Secondary School, Ajnala.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Holy Mother Anteryami Modern School, Amritsar.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Spring Dale Senior Secondary School, Amritsar.</td>
<td>3</td>
</tr>
</tbody>
</table>


The table above shows the list of schools where respondents of questionnaire were performing their duties. Total there were 18 schools. Ten out of 18 schools were private schools and 8 were govt. schools. There table also show the number of respondents from each school.

<table>
<thead>
<tr>
<th>School</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holy Heart Presidency School, Amritsar.</td>
<td>3</td>
</tr>
<tr>
<td>Guru Nanak Senior Secondary School, Amritsar.</td>
<td>1</td>
</tr>
<tr>
<td>Khalsa College Public School, Amritsar.</td>
<td>3</td>
</tr>
<tr>
<td>Jagat Jyoti Senior Secondary Public School, Amritsar.</td>
<td>2</td>
</tr>
<tr>
<td>Senior Study-II Public School, Amritsar.</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 10 38

Table: 5 show the list of schools.
All above results shows that there is high level of stress in private schools as compared to Govt. schools in Punjab. As tables above clearly shows Govt. schoolteachers have more experience as compared to private school teachers. Not a single respondent was from private school who reached at the experience level of 20 years. Therefore this proves, after the stressful experience of 10 years in private schools majority of teachers quit the job. There are only few teachers who go further with same profession.

This conclusion is also supported by the age factor as well. As it can be clearly seen in the table, that there were only six private school teachers who were still working at the age between 36-45 years in private schools whereas in case of Govt. schoolteachers the numbers is more that the double (that is 18) who were working still working at the same age level. Only one respondent from private school cross the age of 55 years whereas on the other hand there were 7 schoolteachers who crossed the age of 55 years and still performing their duties at same schools. These results may because of high levels of stress at private schools as compared to Govt. schools in Punjab. The stress can be caused by various factors, which will be discussed in the next segment that is in the segment 2 of this data analysis.
4.3 SEGMENT 2: FACTORS CAUSING STRESS AMONG SCHOOLTEACHERS OF PUNJAB (STRESSORS)

This part of the segment, highlight the sources of stress among schoolteachers of Punjab. The most common causes of stress are:

1). Political Interference:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great deal of stress</td>
<td>55</td>
<td>55%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>No stress</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6: shows stress by political interference.

When asked about the causes of stress to schoolteachers of Amritsar district in Punjab. 55% of respondent mentioned “political interference” causes great deal of stress among them, 25% of respondent mentioned that “political interference” causes moderate level of stress among them. Whereas 20% of the respondents mentioned “political interference” was not the cause of stress for them.

2). Work load:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
</table>


Out of all 100 respondents, 58% of the respondents identified that “work load” causes high level of stress. 32% respondents identified “work load” causes moderate level of stress among them. Only 10% respondents identified “work load was not the cause of stress for them.

3). Mid- day meal scheme in schools:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>22</td>
<td>22%</td>
</tr>
<tr>
<td>No stress</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 8: shows stress by mid-day meal scheme.

Mid- day is the one of cause of stress among schoolteachers of north India that is from Amritsar district of Punjab. 40% of the respondents felt “ mid-day meal scheme” causes high levels of stress among them. On the hand 22% respondents felt “ mid-day meal scheme” causes moderate level of stress among them. Only 10% respondents identified that “work load was not the cause of stress for them.
meal scheme” was a source for moderate level of stress for them. But 38% respondents felt “mid-day meal scheme” is not at all causing any stress for them.

4). Extra duties and responsibilities:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>51</td>
<td>51%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>No stress</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 9: shows stress by extra duties and responsibilities.

51 respondents out of 100 respondents accepted that “extra duties and responsibilities” imposed on them apart from their role as teacher causes high level of stress in them. 28% accepted that “extra duties and responsibilities” imposed on them causes moderate level of stress in them. Whereas 21% accepted these “extra duties and responsibilities” which are imposed on them does not causes any stress for them.

5). Lack of Appreciations for their work:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>58</td>
<td>58%</td>
</tr>
</tbody>
</table>
Table 10: shows caused by lack of appreciations for work.

58% of respondents mentioned “lack of appreciations for their work” causes high level of stress among them. Where 25% respondents mentioned “lack of appreciations for their work” causes moderate level of stress. Lastly only 11% respondents mentioned “lack of appreciations for their work” causes no stress for them.

6). Students Misbehavior:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>27</td>
<td>27%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>No stress</td>
<td>64</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 11: shows stress caused by students misbehavior

27% respondents out 100 respondents, mentioned that “students misbehavior” causes high level of stress for them. 9% respondents mentioned that “students misbehavior” causes moderate level stress in them. Whereas 64% respondents mentioned that “student misbehavior” does not cause any stress among them.
7). Insufficient resources:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>24</td>
<td>24%</td>
</tr>
<tr>
<td>No stress</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 12: shows stress caused by insufficient resources.

Out of 100 respondents, 48% felt high levels of stress caused by “insufficient resources”. 24% felt moderate level of stress caused by “insufficient resources” and 28% of respondents does not felt stress caused by “insufficient resources”.

8). No rewards:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>33</td>
<td>33%</td>
</tr>
<tr>
<td>No stress</td>
<td>49</td>
<td>49%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 13: shows stress caused by no rewards.

18% of respondents identified “no rewards” causes high levels of
stress among them. 33% respondents identified “no rewards” causes moderate level of stress among them. Whereas 49% identified “no rewards” does not causes any stress among them.

9). **Lack of motivation:**

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>49</td>
<td>49%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>29</td>
<td>29%</td>
</tr>
<tr>
<td>No stress</td>
<td>22</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 14: shows stress caused by lack of motivation.

49% respondents accepted “lack of motivation” causes high levels of stress among them. 29% of respondents accepted “lack of motivation” causes moderate level of stress among them. Whereas 22% of respondents accepted “lack of motivation” does not cause stress among them.
10. Lack of co-ordination between management and staff:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>No stress</td>
<td>53</td>
<td>53%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 15: shows stress caused by lack of Co-ordination between management and staff.

28% of respondents showed the high levels of stress caused by “lack of co-ordination between management and staff”. 18% respondents showed moderate level of stress caused by “lack of co-ordination between management and staff”. 53% of respondents showed no stress caused by “lack of co-ordination between management and staff”.
11). Huge strength of classrooms:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>49</td>
<td>49%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>No stress</td>
<td>31</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 16: shows caused by huge strength of classrooms.

49% of the respondents accepted that “huge strength of classrooms” causes high levels of stress. 20% respondents accepted they had suffered from moderate level of stress caused by “huge strength of classrooms” and 31% respondents accepted that they had not suffered any stress caused by “huge strength of classrooms”.

12). Difficulties in managing work/life balance:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>62</td>
<td>62%</td>
</tr>
<tr>
<td>Moderate</td>
<td>23</td>
<td>23%</td>
</tr>
</tbody>
</table>
Table 17: shows stress caused by difficulties in managing work/life balance.

Out of 100 respondents, 62% respondents accepted that they had suffered high level of stress caused by “difficulties in managing work/life balance. 23% respondents accepted they had suffered moderate level of stress caused by “difficulties in managing work/life balance. And only 15 % respondents accepted they had not suffered any stress caused by “difficulties in managing work/life balance.

13). Insufficient Salary:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>46</td>
<td>46%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>No stress</td>
<td>43</td>
<td>43%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 18: shows stress caused by insufficient salary.

46% of respondents admitted that they had suffered high level of stress caused by “insufficient salary”. 11% admitted that they had suffered moderate level of stress caused by “insufficient salary”. 43% of respondents admitted they had not suffered stress caused by “insufficient salary”.

87
14). Lack of freedom to take decisions independently:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>39</td>
<td>39%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>No stress</td>
<td>41</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 19: shows stress caused by lack of freedom to take decisions independently.

Out of 100 respondents, 39% had reported that they had suffered high level of stress caused by “lack of freedom to take decisions independently”. 20% had reported they had suffered moderate level of stress caused by “lack of freedom to take decisions independently”. Whereas 41% had reported they had never suffered stress caused by “lack of Freedom to take decisions independently”
15). Lack of support from colleagues:

<table>
<thead>
<tr>
<th>Level of stress</th>
<th>No. of Respondents</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of stress</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>Moderate stress</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>No stress</td>
<td>54</td>
<td>54%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 20: shows stress caused by lack of support from colleagues.

28% of respondents had reported that they had suffered high level of stress caused by “lack of support from colleagues”. 18% had reported they had suffered moderate level of stress caused by “lack of support from colleagues”. And 54% of respondents had reported they had never suffered stress caused by “lack of support from the colleagues”.

At the end of this analysis we can conclude that more than 80% of schoolteachers in north India (specifically Amritsar district of Punjab) had suffered from stress caused by all the factors mentioned in above discussion.
4.3.1 SEGMENT 2: IS THERE ANY DIFFERENCE BETWEEN THE LEVEL OF STRESS AMONG PRIVATE SCHOOLTEACHERS AND GOVERNMENT SCHOOLTEACHERS OF NORTH INDIA?

To find the difference of between levels of stress of stress, all the above 15 stress are divided into two categories of stressors:

   a) Stress factors responsible for causing stress among government school teachers.
   b) Stress factors responsible for causing stress among private school teachers.

The factors responsible for all two categories of stressor are discussed in this section to find the difference.

a). Stress factors responsible for causing stress among government schoolteachers: The questionnaire was distributed to randomly to schoolteachers of north India, Amritsar district of Punjab. And 100 responses were received from different schoolteachers performing their duties in different schools. Out of these 100 responses, 62% respondents were from government schools. The stress factors evaluated after analysis of these 62% responses are:

1. Political Interference: about 88.5% of government schoolteachers accepted that they suffered stress caused by political pressure from state government and local Panchayat. Members of panchayat were extremely interfering and they had imposed their own rules and orders on the schoolteachers. The interference of panchayat most of the time had created stressful circumstances in school environment, which further had caused stress among teachers
as well.

2. **Un-necessary paper work:** According to the education department of Punjab. Every schoolteacher has to maintain a weekly diary. The diary should be made in such a way that it should contain all the details of the syllabus covered during that particular week, class test conducted by the teacher during that week, results of the class test etc. the records of this diary has to be sent to the district education department every week. The whole process of preparing this weekly diary was extremely time-consuming and if analyzed not even required. 93.5% of government school teachers recorded that paper work related to weekly diary is stressful and also wasted a lot of time, which could be utilized for teaching students.

3. **Mid-day meal scheme:** 65% of government schoolteachers reported State government scheme mid-day meal scheme in government school had caused high levels of stress among schoolteachers. According to this scheme students of government were served a mid-day meal in school itself. The meal has to be prepared daily in school. And only 1 helper was being appointed by the government to school to prepare this meal. Rest all huddle should be taken care by schoolteachers (bringing ingredients, deciding menu and supervision of preparing and serving).

4. **Extra duties and responsibilities imposed by government:** 82.3% government schoolteachers stated that the state government had stressed the government schoolteachers by assigning them the duties in state elections, census and in surveys conduct by the government. While performing these duties and responsibilities schoolteachers could not attend the school in which they are performing their duties as teacher. The reason was most of the time duties were assigned at far places. As a result the study of students and teaching plan of teachers got disturbed causing stress among them.

5. **Lack of appreciations:** 59% government schoolteachers
stated that there were no appropriations from education department of Punjab for their work and extra duties and responsibilities they had performed along with their role of teacher. When no one appreciated their efforts this has caused stress among them. Apart from their salary they had never received anything from government, which could be considered appreciation for their work.

6. **Insufficient resources**: 77.4% of government schoolteachers had accepted that they had insufficient resources in schools. Resources such as (science labs, computer rooms, Internet, practical material needed) were not provided by education department of Punjab. Lack of these resources has always caused stress among them. Teaching without these resources was extremely difficult and was also limited to theoretical study only.

7. **Student’s misbehavior**: 43.5% of government schoolteachers said student’s misbehavior with them has caused lots of stress in them. Because of political interference they were unable to take proper actions against students who were misbehaving in school.

8. **Lack of motivation**: 79.3% government schoolteachers stated that there were no motivations from education department of state. It is human nature “motivations are always necessary to perform well or improve”. But absence of motivations had caused stress among government schoolteachers.
b). Stress factors responsible for causing stress among private school teachers: 38 out of 100 responses were received from private schoolteachers performing their job related duties in different schools of Amritsar district of Punjab. According to the responses given by private school teachers below mentioned are the causes of stress among them.

1. **Workload of clerical work:** 60.5% of private schoolteachers said clerical imposed on them by school management, which was not even part of their job role has caused high level of stress among them. Some of them stated that they that they don’t even had the skills to do the clerical work but they still had to do to save their job.

2. **Lack of co-ordination between management and staff:** 43.3% of private schoolteachers admitted that there was no co-ordination between management and staff. Management did not felt any necessity to consider the staff opinion while issuing new rules and order. Unexpected rules and order has always caused high level of stress among private schoolteachers.

3. **No rewards:** 86.8% of private schoolteachers has mentioned in the response that no rewards were given to them for their high performance and excellent results of their students. This has caused stress among them.

4. **Huge strength in classroom:** 52.7% of private schoolteachers has admitted that large number of students in classroom was one of the main stress causing factor. As there was lot of checking after class test, terminal exams, assignments and they always had deadlines to produce results of class test, terminal exams and assignment. Meeting those deadlines with large number of students in classroom has caused high level of stress among them. In addition to these factor monitoring large number of students was another stress
causing factor for them.

5. **Difficulties in managing work/life balance:** 60.5% of private schoolteachers responded that because of all above stress causing factors (such as lack of co-ordination between management and staff, workload of clerical work, huge strength of classrooms) it has been extremely difficult for them to maintain a balance work/life balance in their life. There was lot of pressure and stress from school due to, which they were unable to pay proper attention at their family and home.

6. **Extra duties and responsibilities:** the management of private school has imposed various duties and responsibilities (such as annual day celebrations, preparing students for various competitions with a restriction of excellent results, responsibilities of extra curricular activities) on their teachers. All the mentioned duties and responsibilities are not part of their job role but were imposed by the management of school.

7. **Insufficient salary:** 52.6% said insufficient salary was the cause of stress in their life. Salary was not according to the job role. According to private school teachers they were paid very less as compared to government schoolteachers.

8. **Lack of freedom:** 73.7% private schoolteachers respondent that they did not had freedom to take decision independently. They always has to depend on the management of the school to take decision.

9. **Lack of support from colleagues:** 36.8% of private teachers admitted lack of support from their colleagues has caused stress among them.

**Conclusion:** the conclusion of this segment is that both the private and government schoolteachers are equally stressed but the factors that were causing stress among them are
Different. Stress causing factors are different due to different governing bodies of government and private schools.

4.4 SEGMENT 3: THIS SEGMENT
DISCUSS AN OPEN END QUESTION
ASKED IN QUESTIONNAIRE ABOUT
SUGGESTIONS TO REDUCE STRESS.

An open question was asked to the respondents of the questionnaire, suggestions to reduce stress were being asked from the respondents. Respondents of both categories government and private schoolteachers had suggested different methods that can be used to reduce stress from schoolteachers of north India. The various suggestions given by schoolteachers are as follows:

Stress detecting and healing seminars should be planned on regular basis in schools of north India.

Various activities such as yoga, painting competitions, singing and dancing competitions should be organized for teachers to relieve stress.

Seminars on how to deal with stress should be organized for teachers so that they can effectively handle stress.

Group meditations programs should be organized for teachers to reduce stress.

Picnics and trips should be organized time-to-time for teachers so that they can release their stress.
CHAPTER: 5

CONCLUSIONS AND RECOMMENDATIONS
CONCLUSIONS AND RECOMMENDATIONS

Chapter 6 of this research is the concluding chapter. In this chapter the researcher has summarized the finds of the research and also highlighted the limitations, which were totally based on the findings of this research.

Saunders et al (2009, p-589) defined the term conclusion as “a section in which judgments are made rather than just reporting the facts”.

According to Fisher (2009, p-94) the term conclusion mean “an arguable statement that is either a statement about the relationship between the premises or it is an interference about the most likely consequences given for any situation and the premises”.

5.1. SUMMARY OF FINDINGS AND LIMITATIONS OF THE RESEARCH STUDY:

As discussed in chapter four of this research, the study found the stress causing factors among schoolteachers if North India. This
study further categories that the factors, which are causing among private school teachers and government schoolteachers respectively.

The research study found that majority of schoolteachers surveyed did not had any stress coping strategies. The schoolteachers were not familiar with any stress management techniques and tools to reduce stress. The study found that government schoolteachers did not experience any stress due to lack of salary. On the other hand in case of private insufficient salary is one the causes of stress.

Government schoolteachers are struggling with stress caused by insufficient resources that are required to support teaching process. But at the same time government schoolteachers share cordial relationship with their colleagues. In case private schoolteachers the lack support from their colleagues. The possible ways to reduce stress among schoolteachers in north India are: to guide the schoolteachers various methodologies and strategies to deal with stress, to make school environment stress free by eliminating stress causing circumstances from the school.
Because the study found that stress can further cause serious problems in schoolteachers of North India. If proper monitoring and increased stress levels are not taken seriously.

**Limitations**

Limited research was available on factors causing stress among schoolteachers of North India. As teaching was considered most stress free profession so far. But this area of research needs to be researched in future for the betterment of schoolteachers of North India.

Time constraint was another limitation for this research. Researcher had limited time to than what would have been ideal to evaluate the factors causing stress among schoolteachers of north India, and various stress management methodologies to reduce stress.
5.2 RECOMMENDATION:
RESPONSIBILITIES OF EDUCATION DEPARTMENT OF PUNJAB AND SCHOOL MANAGEMENTS:

Stress is a serious problem, which was not even considered as a problem in schoolteachers of north India. Evaluation of factors causing stress in schoolteachers is the first step to deal with stress in the schoolteachers. Second and most important step is to implement stress management methodologies to fight with the stress in schoolteachers.

The most easy and straight method to deal with stress is eliminates the sources of stress. Stressful situations if treated with proper care and seriousness can easily be changed to pleasant situations or circumstances. To eliminate stress in schoolteachers the education department and private school management should act properly. Various seminar should be organized to guide the teachers to detect and deal with stress, group meditation sessions, various recreational activities (such dance competitions, painting
competitions and singing competitions etc.) should be perform at different levels in schools.

This can be noticed from the discussion that education department of Punjab and private school managements plays major role for implementing improved methodologies for reducing stress in schoolteachers. Both the governing bodies should pay more attention to the mental and physical health of schoolteachers, should involve teachers in decision making while issues new rules and orders in schools as teachers are the guiding pillar for bulding up our new generations.
CHAPTER: 6

SELF-LEARNING AND REFLECTION.
6.1 SELF REFLECTION

The chapter section of this research provides the development of Researcher at personal level that has been attained during the course of Masters in Business Administration and undertaking the dissertation period. This last section outlines various approaches towards learning such as theoretical learning concept relating to styles of learning, various personal and professional skills attained by the researcher as a part of MBA programme, which could help the researcher’s future career and professional development. At the end of this section researcher will discuss the plan to apply learning and sustain the learning.

a). Learning Style: The general learning style of the researcher is similar to Kolb’s learning cycle. Kolb defined learning styles as “the process whereby knowledge is created through the transformation of experience”. Two substantially different methods of learning were identified by (Mumford, 1992). The first method of learning is by teaching way: through lectures, case studies and through books. Whereas the second method of learning is through experience, that is gained unintentionally. We often attain experiences from our daily routines and tasks. Therefore learning is a life-long process (John Morris, 1991). As mentioned earlier researcher’s approach towards learning is exactly similar to Kolb’s four stages of experimental learning cycle.

The four stages of Kolb’s learning cycle are as follows:

1. Concrete Experiences: Concrete experiences involve the development of feelings, which follow the active experimentation stage. These feelings are further used as references points for actions in future.

2. Reflective Observation: this stage says reflection on
previous experiences and feelings are extremely important. Active thinking through various issues, observing and listening issues ensures that well planned consideration has been made before taking any action.

3. **Abstract Conceptualizations:** This is the stage where future theories were developed. Using the process of reflections, an analysis is performed that conceptualize the abstract. The individuals undergo the thinking process with the help of repercussion and implement theories, which has been learnt in similar circumstances in order to increase the chances of success of the idea. Logical thinking and modeling ideas in the air produce new theories and ideas to try in future.

4. **Active Experimentation:** this stage of Kolb’s learning cycle involves learning through doing things practically. Existing ideas are implemented into practical situations and where these experiment and error give rise to thoughts and ideas for future, which can be followed throughout this learning cycle.

The diagrammatic presentations of Kolb’s learning cycle is as
According to Kolb’s there are four types of learners within this cycle:

a. **Diverger**: are the learners who learn best through their observations and feelings.

b. **Assimilators**: are the learners who learn best their thinking and observation.

c. **Converger**: are the learners who learn best through thinking and practical doings things.

d. **Accommodator**: are the learners who learn best through feelings and actually doing things.
Kolb’s basic learning styles were recognized by (Honey & Mumford, 1992) and further four learning types were produced. These four styles are:

1. **Activists**: Activists like new information and experiences. They learn by adopting new things and later consider the consequences. They are very open-minded individual who like challenges and who can easily related with other individuals as a result which they enjoy working in teams. Activists are individual who always want to ne in limelight.

2. **Reflector**: Reflectors are individuals who always think and observe things around them and then take decisions according to situations. Reflectors do not mind taking time to
collect all facts and then analyzing collected facts before coming to a conclusion. They are the most thoughtful individuals who think strategically and considered the views and experiences of other individuals as well.

3. **Theorist:** Theorist implement logical approach and consider the concerned situations in a linear way and their convert their observations into theories. Unlike Activists theorist first consider the consequences and then take decisions.

4. **Pragmatism:** Pragmatists implement ideas practically and experiment with their ideas before making decisions. Pragmatists are exactly opposite to reflectors and they make quick decisions. They like taking risks and enjoy challenges.

From the above discussion the researcher has concluded that there are different learning styles for different individuals. Majority of individuals use all stages of learning process. The researcher have discovered herself as a Reflector, that implies researcher learn by observations and thinking the situation. And before reaching to any conclusion the research prefers to collect data and facts that are needed and then analyze those collected facts along with data and then make a decision.

### 6.2 SELF-APPRAISAL:

Before joining the MBA the researcher has a Masters in Computer Applications (MCA), which was completed from Guru Nanak Dev University of Punjab in 2010. The researcher had to submit a thesis for the award of the MCA degree. But thesis was submitted as hard copy, researcher don’t have any experience of group assignments but doing MBA in Dublin Business School have thought the researcher methods and techniques of preparing assignment with proper structure. To help students, Dublin Business School is providing the services of Library with various E-sources. The lecturers of the institute are also very supportive and provide
students their valuable guidance whenever required.

Initially researcher was not familiar with the techniques of primary data collection, utilization and analysis of primary data required to carry out research. But since this study of “evaluation of stress factors among schoolteachers of North India” requires primary data for the research. Therefore, primary data was collected by conducting questionnaire, which provided the researcher with various challenges but at the same time it was an excellent opportunity to learn something new.

6.3 PROBLEM SOLVING SKILLS

The problem solving skills developed through MBA are:

- Time management.
- Presentations skills.
- Meeting deadlines.

**Time Management:** The whole process this dissertation and Master of Business Administration has taught the researcher how to manage time efficiently. Time management was an important factor during the whole process of this dissertation because there was a set date and time period to complete the research. So research was obliged to keep an eye on time for the completion of each phase and distributed the time frame for every section. Time management is an additional skill which researcher incorporated through this research.

**Presentation Skills:** data analysis for this research has helped the researcher to improve vocabulary. Also writing skills of the researcher were also improved as there of lots of writing involved this research and in MBA as well. Researcher has leaned various writing tools and techniques through this research.

**Meeting Deadlines:** There were various assignment thought out the whole course of MBA with a deadline to complete assignment
and submit them related to every subject. So researcher has learned to meet deadlines and proper utilization of time and resources.

6.4 SUMMARY OF ADDED VALUES:

During the whole process of this research the researcher added various values, which are going to her life-long assets for her. At various levels of MBA as well as this research the researcher learnt new approaches, techniques, tools and became a good researcher. The various values added to researcher profile are:

- Increased self-confidence.
- Better research skills.
- Team player

**Increased self-confidence:** The research gained a lot of self-confidence by learning various research methodologies, which will help the research in future for better performance. The primary data collections opened the door for the researcher to interact with people from different life style and cultures. This helped the researcher to improve public relation skills. All this skills collectively boosted the self-confidence of the researcher for future researchers.

**Better Research skills:** while conducting this research the research have attained better research skills as compared to time before starting this dissertation. The whole process of gathering data and information relating to this research has taught the researcher the skills that are needed for any dissertation. These skills are going to be with the researcher for rest of her life.

**Team player:** In my previous maters degree I never had any experience of doing assignment in groups. When I started doing my first group assignment in first semester for financial
analysis, I was extremely nervous to work with different my classmates with different nationalities and with different cultures. But the lecturer boosted my moral and had given me motivation and guided me with step-by-step communication needed for group work. Since then all my nervousness has vanished and had completed all my group assignment with proper participations and has even scored really well. The proper communications with fellow team members has helped the learner to efficiently collect data and information and effective utilization of the data in preparation of assignments.

6.5 PLANS TO SUSTAIN LEARNING:

Learning is the most important part of managers and professional. The key drivers for learning are motivation, need and interest. Learning is a life-long process. Every event in people’s life is an experience to for future. We need to create opportunities to experiment with new ideas, opportunities to review our past experiences and collect feedback to review of experience in order to improve our learning skills. Reflection plays an important role in the process of learning (Mumford, 1999). As per (Barclay, 1996) reflection give an opportunity to people to learn from their mistakes in past and in addition it allow people to take time to analyze and reflect on what they have done and what went wrong. Therefore this implies we can learn more efficiently by analyzing each situation that takes place in our life. Improving skills and learning is really essential for the researcher in this knowledge-based society. This is one of the main reason the researcher enrolled herself in the MBA program (Mumford & Honey, 1992).

6.6 CONCLUSION:
At the end, to summarize the entire discussion, the MBA and dissertation was a difficult challenge. But with determination, hard work, and by God’s blessing the researcher has overcome this challenge successfully. In addition to this researcher has also attained some valuable skills and methodologies as life-long assets for her. The learning skills researcher attained would be very helpful for her in future for performing better.


Divakar, J. (2015). FACTORS LEADING TO WORK STRESS AND ITS IMPACT ON EMPLOYEE PERFORMANCE – A CASE STUDY OF RELIANCE FRESH, INDIA.


Gaur, Shubhla P. and Dhawan,


teachers’ choices for places that enable coping with stress.” *Environment and Behavior*, 38, 503-520.


APPENDICES:

QUESTIONNAIRE

Dear Sir/Madame,

My name is Navneet Kaur and I am doing Masters of Business Administration (MBA) from Dublin Business School, Ireland. I am doing my dissertation which is most challenging academic requirement of my course and this cannot be completed without your support. The topic of my dissertation is “what are the factors that are causing stress among school teachers in north India?”

I would be highly grateful if you could spare few minutes to fill the questionnaire and help me in conducting the survey. This is a short and simple survey and will take approximately 10 minutes. The information provided will be kept confidential and data will not be used for any other reasons. The survey is voluntary and participation can be withdrawn any time.

Part 1: Personal details

Name:                          Age:

Gender:                       Contact no. (optional):

E-mail id:                    School name:

Place:                        Designation:
Q.1: How long you are working as a schoolteacher?
   
   a) 0-5 YEARS                          b) 6-10 YEARS  
   c) 11-20 YEARS                        d) above 20 YEARS

Q.2: Do you like your job?
   
   a) YES                                b) NO

Q.3: Are you clear with your duties and responsibilities
   
   a) YES                                b) NO

Q.4: Do perform more roles and additional responsibilities?
   
   a) YES                                b) NO

Q.5: Are you provided with appropriate resources to perform your duties and roles by the administration?
   
   a) YES                                b) NO

Q.6: Are you satisfied with the provided duties and responsibilities?
   
   a) YES                                b) NO
Q.7: Are you provided with feedback of work you doing in this school by management?

  a) YES                         b) NO

Q. 8: Is it possible for you to talk to your principal or management about something that makes you an aggressive employee?

  a) YES                         b) NO

  If yes, please mention the .................

  ....................................................................................................................

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Q.9: Is there any staff consultation before making major changes in the school?

  a) YES                         b) NO

Q.10: Is the environment at your school congenial?

  a) YES                         b) NO

Q.11: Are you comfortable with the number of challenges you face in school?

  a) YES                         b) NO
Q.12: Do you think the culture and environment in your school affects your performance?

a) YES   b)NO

Q 13: Are you satisfied with your salary part as per the legal norms?

a) YES   b)NO

Q.14: Is the infrastructure provided for working is well-maintained.

a) YES   b)NO

Q.15: Is the work allocated to you is as per your expertise?

a) Yes   b) No
If no what kind of problems you face…………………………………
……………………………………………………………………...
………………………………………………………………………

Q.16: Do you have freedom at school to take your own decision?

a) YES   b)NO

Q.17: Is your work is recognizable by school management?

a) YES   b)NO

Q.18: Do you ever get reward for your work from your school management?

a) YES   b)NO
Q.19: Do you think that the roles and the responsibilities given to you at school affect your health?

a) YES b) NO

Q.20: Are you able to manage your personal duties along with your professional duties?

Q.21: Are there any other factor that can be responsible for the causing stress at school?

a) Yes b) No

If yes please mention the factors: .............................................................. .............................................................. ..............................................................

Q.22: Do have good friendly atmosphere at school?

a) Yes b) No

Q.23: Are your colleagues supportive?

a) Yes b) No

Q.24: Are you given extra work to do in school?

a) Yes b) No
Q.25: Do you ever feel like quitting your job?

a) Yes  

b) No  

Q.26: Are you enjoying your job?

a) Yes  

b) No  

ANY SUGGESTION YOU WANT TO GIVE TO REDUCE STRESS.

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THANKS FOR THE COOPERATION...AND HAVE A NICE DAY.