CHAPTER-III
3.1. **RATIONALE OF THE PRESENT STUDY**

Behaviour under pressure or stress is one of the major concerns of present time. The presence or absence of the stress is not so much important to make a person active or inactive, but it is the way of management of stress that has greater importance.

A dynamic teacher is one who gets involved within the to be taught and produces the same, matching to the psyche and environment of pupils within the classroom. His language, teaching materials, methods of teaching and strategy, all are appropriate to the classroom atmosphere.

NPE (1986) has recommended child centered and activity based process of curriculum transactions and to adopt the child centered approach in teaching a teacher must posses *Innovative Behaviour*.

*The present study is an attempt to investigate the Innovative Behaviour of primary grade teachers as well as their Occupational Stress and to establish a relationship between them if any.*

3.2. **THE PROBLEM**

An analytical study of Innovative Behaviour and Occupational Stress in Primary grade Teachers of Bilaspur Division.
3.3. **OPERATIONAL DEFINITIONS OF KEY TERMS**

Operational definitions of the key terms are given as below.

- **Innovative Behaviour**:
  The new methods, practices, responses, approaches adopted by a teacher within the class-room while transacting the curriculum, a good manager of available time, reflects keen interest in teaching-learning practices and affords to maintain cordial relations with others in the school. It is measured by the Innovative Behaviour Scale developed by the investigator.

- **Occupational Stress**:
  The term Occupational Stress denotes, teachers' mental strain aroused by combination of job situations perceived as presenting excessive and divergent demands. It is measured by the Occupational Stress scale, developed by Dr. Pramila Shrivastava (1996).

- **Primary grade teacher**:
  The Male and Female teachers who are engaged in imparting formal education from class I to VIII, either in a Government or Privately run school, recognised by the Department of School Education.

- **Bilaspur Division**:
  It is the Education Division, comprising of Four Education Districts viz. Bilaspur, Janjgir, Raigarh and Dharamjaigarh of State Madhya Pradesh, (India).

- **Urban Teachers**:
  The male and female teachers who work in schools of Municipal corporation and Municipality areas.

- **Rural Teachers**:
  The male and female teachers who work in the schools of Gram-Panchayat areas.
3.4. **OBJECTIVES OF THE STUDY**

The objectives of the present study are as follows:

♦ To study the innovative behaviour of Primary grade teachers of Bilaspur Division.
♦ To study the effect of sex (male/female) on the Innovative Behaviour of Primary grade Teachers.
♦ To study the effect of locality (urban/rural) on the Innovative Behaviour of Primary grade Teachers.
♦ To study the level of Occupational Stress among Primary grade Teachers.
♦ To study the effect of sex (male/female) on the Occupational Stress of Primary grade Teachers.
♦ To study the effect of locality (urban/rural) on the Occupational Stress of Primary grade Teachers.
♦ To study the influence of Occupational Stress upon Innovative Behaviour of Primary grade Teachers.

3.5. **VARIABLES**

In order to study the teachers' Innovative Behaviour, their Occupational Stress and to ascertain a relationship between them if any in the light of objectives set forth, the variables have been categorised as independent and dependent.

- **Dependent variables.**
  1. Teachers' Innovative Behaviour.
  2. Teachers' Occupational Stress.

- **Independent variables.**
  Sex wise --- 1. Male Teachers.
  2. Female Teachers.
  Locality wise --- 1. Urban Teachers.
  2. Rural Teachers.
3.6. FORMULATION OF HYPOTHESIS.

Taking into consideration above mentioned objectives, following hypothesis have been formulated:

I. There exists no effect of sex, on Innovative Behaviour of primary grade teachers.

II. There exists no effect of locality, on I/B of primary grade teachers.

III. There exists no effect of sex, on Occupational Stress of primary grade teachers.

IV. There exists no effect of locality on O/ S of primary grade teachers.

V. There exists no effect of Occupational Stress upon Innovative Behaviour of primary grade teachers.

VI. There exists a significant effect of Occupational Stress upon Innovative behaviour of primary grade teachers.

VII. There exists no effect of Innovative Behaviour upon Occupational Stress of primary grade teachers.

VIII. There exists a significant effect of Innovative behaviour upon Occupational Stress of primary grade teachers.

3.7. DELIMITATION OF THE STUDY

Delimitation of the present study is as follows:

• It was limited to the study of primary school teachers teaching from class I to VIII.
• It was limited to 640 teachers of Primary Schools of Bilaspur Division comprising of 160 teachers of each district Viz. Bilaspur, Janjgir, Raigarh and Dharamjaigarh.
• The present study was limited to equal number of demographic variables viz. Male, Female, Rural and Urban teachers from each district.
• It was restricted to examining the Innovative Behaviour of a teacher under four factors viz Class-room Behaviour, Time Management, Job Involvement and Social Behaviour.
• The Occupational Stress of teachers was studied was studied under Pupil Misbehaviour, Poor Working Conditions, Unhealthy Staff Relations, Time Demand and Personal Factors only.