CHAPTER-VI
6. **Results and Discussion.**

   Education is an important input in the development process. It has been widely acknowledged that the pace of development is faster in an educated society.

   The teachers role in education is not received as much attention as it deserves. In recent times the problem of teacher absenteeism is becoming acute. This obviously relates to lack of commitment to the job.

   Lack of infrastructure and of teaching learning materials at primary and secondary levels in spite of “Operation Blackboard” has been reported in many areas.

   The main objective of the present investigation is to make an analytical study of Innovative Behaviour and Occupational Stress of Primary grade teachers.

   On the basis of data obtained and analysis the following results and discussion of Innovative Behaviour and Occupational Stress of Primary grade teachers and their impact on one another are presented below.

6.1. **Results of Factors of teachers Innovative Behaviour**

   - Class-room Behaviour
   - Time Management
   - Job Involvement and
   - Social Behaviour.
6.1.1. Teachers Class-room Behaviour (Factor-I of I/B).

The scores for Factor-I of Teachers Innovative Behaviour (Class-room Behaviour) are varied from 15 to 35 and the Mean score of the same is 28.533. The study revealed positive opinion over this factor as more than 83% of the teachers scored more than average.

R1. Female teachers possess significantly more Innovative Class-room Behaviour than that of Male teachers.

It may be due to the fact that in Primary classes the age group of children ranged from 6 to 14 years and by-nature female teachers extend motherly touch to their curriculum transaction. This makes their class-room behaviour fairly better than their counterparts.

It is in accordance with the results obtained by Mehta (1976), Naidu (1980), Valand (1983) and Prakasham (1986) and is in contrary to the result of Mishra (1977) in which Male teachers reported more effective in Class-room Behaviour.

Similarly it is against the results obtained by Ryans (1960), Malhotra (1976), Mathew George(1976), Mehta(1976), Shrivastava(1980), Thakur (1980), Joglekar (1981) and Shukla(1984) who concluded that there is no effect of sex on Teachers Class-room Behaviour.

R2. There is no effect of locality of teachers on Innovative Class-room Behaviour.

The reason behind this result may be due to the fact that locality wise there is no difference in curriculum and methods of teaching and at primary level more stress is given on imparting 3 R".

It is in accordance with the results obtained by Joglekar (1981), Gupta (1981) and is in contrary with the results of Mishra (1977) and Shukla (1984).

6.1.II. Time Management (Factor-II of I/B).

The scores for the Factor Time-Management is varied from 13 to 35. 83% teachers of the sample had scored more than average and the Mean score of the factor was 25.49.
R3. Female teachers were significantly more Time conscious than Male.

Female teachers were proved to be more efficient in budgeting time and effective use of available school time. This may be due to the fact that they are expected to handle family situations and job conditions alike. This could be achieved by better management of time.

R4. There was no effect of locality in Time Management.

It may be due to the fact that the school time available to both Rural and Urban teachers is same. State level education setup gives too little chances to deviate from it and hence the result is.

More Research work still has to be done in this area to generalise the above results.

6.1.111. Job Involvement (Factor-III of IB).

The scores for the Factor III of Innovative Behaviour “Innovative Job Involvement” are varied from 14 to 35. More than 79% teachers of the sample had scored more than average and the mean score of the factor was 26.697.

R5. The teachers of both sexes had shown no significant difference in their Job involvement.

Teaches Job-involvement includes practice of essential skills of teaching process, Judicial classification of instruction and facilitation while observing curriculum transactional activities in class-room. To use new tools of individual and group learning and to help to achieve mastery level etc. Sex wise we cannot differentiate these so the result is.

R6. Locality wise Urban teachers are significantly more involved in their jobs than Rural.

Locality wise Urban teachers have better chances to interact with variety of persons, visiting a good number of nearby schools and in access of sources of latest information. Due to all these reasons Urban Teachers are more involved in their jobs than Rural. There is no interaction between both sex and locality teachers.
6.1.IV. Social Behaviour (Factor-IV of I/B).

All the teachers of the sample scored between 25 to 45 for Innovative Social Behaviour, "Factor-IV of Innovative Behaviour". About 93% teachers of the sample were in positive opinion over this factor and the mean score of the sub scale was 37.206.

R7. Male teachers are significantly more Sociable than Female.

The accountability and responsibility towards the local community, individually and collectively measures the Social Behaviour.

A creative ideology, capable of making light atmosphere with in class, solving students individual problems, cordial relations with parents and fellow teachers etc. generally are qualities of men. The above result confirms the same.

It is in accordance with the results obtained by Patel.(1979), Akhtar & Vadra.(1990).

R8. Location of teachers did not effect any significant effect on Social Behaviour of teachers.

This result is in contrary to the result obtained by Patel (1979) in which he concluded that rural teachers are more sociable to Urban. The interaction between the sex and locality of teachers is also negligible for this factor.

6.1.V. Overall Innovative Behaviour

All the teachers of the sample had scored from 91 to 141 for the Innovative behaviour variable and the mean score of the same is recorded as 118.82.

R9. Female teachers of the sample possess significantly more Innovative-Behaviour than that of male teachers.

Overall Innovative Behaviour is the sum of above mentioned factors in which Female teachers reported fairly better in two factors than their counterparts. This gives the result that female possess more Innovative Behaviour than Male.
It is in accordance with the results obtained by Valand (1983), Prakasham (1986) and in contrary to the results of Wadhawan (1980), Shukla (1984).

R10. There is no effect of Locality on Innovative Behaviour of teachers.

The Overall Innovative Behaviour of Teachers is not affected by the locality. This result is in contrary to the result of Shukla (1984) in which Urban teachers proved to be more Innovative to their counterparts. There was no interaction between mean scores of different sex and locality teachers for the Innovative Behaviour scale.

6.1.VI. The order of preference of the factors of teachers Innovative Behaviour Variable was:

A. Sex wise:
   II. Female Teachers: Time-Management, Class-room Behaviour, Social Behaviour and Job Involvement.

B. Locality wise:
   I. Urban Teachers: Job Involvement, Time Management Social Behaviour and Class-room Behaviour.
   II. Rural Teachers: Time-Management, Social-Behaviour, Class-room Behaviour and Job-Involvement.

6.2. Results of Factors of teachers Occupational Stress.
   ♦ Pupil Mis-behaviour
   ♦ Poor Working Conditions
   ♦ Unhealthy Staff Relations
   ♦ Time Demand and
   ♦ Personal Factors
6.2.1. Pupil Misbehaviour (Factor-I of O/S).

The scores for Factor-I of Teachers Occupational Stress i.e. Pupil Misbehaviour is varied from 7 to 30. Only 20% of the sample scored more than the average score of the Factor. The Mean score of the factor was 16.77.

R_{11}. The Female teachers expressed significantly more occupational stress due to Pupil Misbehaviour than Male teachers.

It may be due to the fact that Female teachers react deeply to the Pupils Misbehaviour and the disturbance caused by Poorly motivated and non interested pupils. This result is in accordance with the result obtained by Shrivastava (1996) in which it is stated there is significant effect of sex on Occupational stress caused by Pupil Misbehaviour.

R_{12}. The Locality of teachers did not put significant effect on Pupil-Misbehaviour.

There was no significant difference in the mean scores of urban and rural teachers. This result is in accordance with the result of Shrivastava (1996). The interaction between mean scores of different sex and locality also reported insignificant.

6.2. II. Poor Working Conditions (Factor-II of O/S).

The scores varied from 8 to 30 for Factor-II of Teachers Occupational stress i.e. Poor Working Conditions and the mean score was 19.47.

R_{13}. Poor Working Conditions significantly caused more stressful to Male teachers than Female.

Inadequate salary, Poor career structure, Low status in society etc. the causes of stress by which male are more concerned than female. This result supports the results of Shrivastava (1996).
R14. Locality of teachers did not put significant effect on the Occupational Stress due to Poor Working Conditions.

We don't find significant difference in the service conditions of rural and urban teachers. Hence the result is. It is in accordance with the results obtained by Kolte (1978) in which he reported working conditions of teachers is the cause of dissatisfaction among teachers. Later on Shrivastava (1996) reported that locality of teachers did not put significant effect on the Occupational Stress caused by Poor Working conditions. The interaction between mean scores of different sex and locality teachers was also insignificant.

6.2.111. Unhealthy Staff Relations (Factor-III of O/S).

More than 80% teachers of the sample did not accept that Occupational Stress is caused by Factor-III Unhealthy Staff Relations. The scores for this factor were varied from 7 to 28. The mean score of the factor was recorded as 14.99.

R15. Sex has no Significant effect on Unhealthy Staff Relations.

We cannot expect unhealthy relations between male and female teachers because they have to show modified behaviour before children within schools. It is against the results obtained by Saha Kiran & N. Mishra (1995) and is in accordance with the results obtained by Shrivastava (1996).

R14. The Rural Teachers feel significantly more Occupational Stress due to Unhealthy Staff Relations than Urban.

In the rural areas the size of population is too small and the teachers belonging to these areas are influenced by local politics and outside happenings in comparison to urban teachers. Hence the result is.

Kolte (1978) reported that inter-personal relationships emerged as cause of dissatisfaction, supports the above result. It is also in accordance with the result obtained by Shrivastava (1996).

The interaction between mean scores of different sex and locality teachers was also insignificant.
6.2.IV. Time Pressure (Factor-IV of O/S).

All the scores for Factor-IV of Teachers Occupational Stress i.e. Time Pressure is varied from 10 to 31. More than 50% teachers of the sample scored below average to this factor. The mean score of the factor recorded 19.71.

R17. Female teachers expressed significantly more Occupational Stress due to Time-Pressure than male teachers.

The impact of work load of family and Unrealistic syllabus requirements for children etc causes more stress to female teachers than male. This result is in contrary to the result obtained by Shrivastava (1996) in which male teachers reported more stress than female.

R18. Locality of teachers did not put significant effect on the Occupational Stress due to Time Pressure.

Locality wise there is no difference in the school time, syllabus and work load etc. Due to these all we do not find any significant difference in the mean scores of rural and urban teachers. It is in contrary to the result obtained by Shrivastava (1996) who reported rural teachers feel significantly more stress than urban due to this factor. There was a significant interaction among the mean scores of male, female, urban and rural teachers.

6.2.V. Personal Factors (Factor-V of O/S).

The scores for Factor-V of Teachers Occupational Stress i.e. Personal Factors were varied from 7 to 33. More than 80% teachers of the sample scored below the average score for this sub scale. The mean score of the factor was 16.16.

R19. Female teachers expressed significantly more occupational stress due to Personal factors than male teachers.

The reason behind this seems that individuals having different personality characteristics are influenced in a totality. Female teachers' family size, temperament, physical condition etc. cause more stress to them than their counter parts.
It is in accordance with the results of Sahu K. & N. Mishra (1995) and in contrary to the results of Shrivastava (1980), Kamau (1992), Prakasham (1986) in which Male teachers reported more stress to female. Gaur (1988) reported that sex wise there is no significant difference in stress caused by Personal factors.

R20. Locality of teachers did not put significant effect on the occupational stress due to personal factors.

The result shows that rural and urban perceive stress due to Personal factors alike. It is in accordance with the result obtained by Gupta (1981) and in contrary to the result of Kamau (1992) in which rural teaches suffer more stress than urban. The interaction between mean scores of different sex and locality teachers is also stands insignificant.

6.2.VI. Overall Occupational Stress.

All the teachers of the sample had scored ranging from 47 to 128 for the Teachers Occupational Stress Variable. More than 83% of teachers of the sample have scored less than average for this scale. The Mean score of the same was recorded as 87.09.

R21. Female teachers felt significantly more Occupational Stress than Male teachers of the sample.

It is the sum of all factors considered above. Female teaches reported more stress in P/ M, T/ P and P/ F. Hence the overall stress also supports the result.

R22. Overall Occupational Stress is not significantly effected by Locality of Teachers.

There reported no significant difference in the scores of rural and urban teachers for factors P/ M, PWC, T/ P and P/ F. Hence the same result is obtained for Overall stress also. There was no interaction between mean scores of different sex and locality teachers.
6.2.VII. The order of preference of the factors of teachers Occupational Stress were:

A. Sex wise :

I. Male Teachers: Pupil-Misbehaviour, Poor Working Conditions, Personal Factors, Time Pressure and Unhealthy Staff Relations.

II. Female Teachers: Pupil-Misbehaviour, Personal Factors, Time Pressure, Poor Working Conditions and Unhealthy Staff relations.

B. Locality wise :

I. Urban Teachers: Pupil-Misbehaviour, Personal Factors, Time Pressure, Poor Working Conditions and Unhealthy Staff Relations

II. Rural Teachers: Pupil-Misbehaviour, Poor Working Conditions, Personal Factors Unhealthy Staff Relations and Time Pressure.

6.3 IMPACT OF TEACHERS OCCUPATIONAL STRESS UPON INNOVATIVE BEHAVIOUR.

6.3.1. Impact of Pupil Misbehaviour (Factor-I of O/S) upon teachers Innovative Behaviour

- There was a significant impact of Pupil-Misbehaviour "Factor-I of O/S" upon Innovative Behaviour of Primary Grade Teachers.

- There was a significant difference in the mean scores of Low-Average; Average-High and Low-High groups for the impact of Pupil Misbehaviour upon Innovative Behaviour of primary grade teachers.
6.3.II. Impact of Poor Working Conditions (Factor-II of O/S) upon teachers' Innovative Behaviour

- The Occupational Stress caused by Poor Working Conditions had no significant impact upon Innovative Behaviour of Primary Grade Teachers.

6.3.III. Impact of Unhealthy Staff Relations (Factor-III of O/S) upon teachers' Innovative Behaviour

- There was a significant impact of Unhealthy Staff Relations "Factor-III of O/S" upon Innovative Behaviour of Primary Grade Teachers.

- There was a significant difference in the mean scores of Low-Average, Average-High and Low-High groups for the impact of Unhealthy staff Relations upon Innovative Behaviour of primary grade teachers.

6.3.IV. Impact of Time Pressure (Factor-IV of O/S) upon teachers' Innovative Behaviour

- The Occupational Stress caused by Time Pressure had no significant impact upon Innovative Behaviour of primary grade teachers.

6.3.V. Impact of Personal Factors (Factor-V of O/S) upon teachers' Innovative Behaviour

- There was a significant impact of Personal Factors "Factor-V of O/S" upon Innovative Behaviour of primary grade teachers.

- There was a significant inter group difference in the mean scores of Average-High and Low-High groups for the impact of Personal Factors upon Innovative Behaviour of primary grade teachers, whereas it reported insignificant for Low-Average Group.
6.3.VI. Impact of Overall Occupational Stress upon teachers Innovative Behaviour.
- There was a significant impact of Overall Occupational stress upon Innovative Behaviour of Primary grade teachers.

- The t-values for inter group variance were significant for Average-High and Low-High groups. It stood insignificant for Low-Average groups for the impact of Overall Occupational Stress upon Innovative Behaviour of primary grade teachers.

6.4. IMPACT OF TEACHERS INNOVATIVE BEHAVIOUR UPON OCCUPATIONAL STRESS

6.4.1. Impact of Teachers Class-room Behaviour (Factor-I of I/B) upon their Occupational Stress.
- There was a significant impact of Innovative class-room Behaviour “Factor-I of I/B” upon Occupational Stress of Primary grade teachers.

- There was a significant difference in the mean scores of Low-Average; Average-High and Low-High groups for the impact of Primary Teachers Class-room behaviour upon Occupational Stress.

6.4.II. Impact of Teachers Time Management (Factor-II of I/B) upon their Occupational Stress.
- There was no impact of Factor-II of Innovative Behaviour “Time Management” over Occupational Stress of primary grade teachers.

6.4.III. Impact of Teachers Job Involvement (Factor-III of I/B) upon their Occupational Stress.
- There was a significant impact of Innovative Job Involvement “Factor-III of I/B” upon Occupational Stress of Primary grade teachers.
• There was a significant difference in the mean scores of Low-Average and Low-
High groups for the impact of Job Involvement upon Occupational Stress of
Primary grade teachers, where as it was insignificant for Average-High groups.

6.4.IV. Impact of Teachers Social Behaviour (Factor-IV of I/B) upon their
Occupational Stress.
• There was a significant impact of Social Behaviour “Factor-IVof I/B” upon
Occupational Stress of Primary grade teachers.

• There was a significant difference in the mean scores of Low-Average and
Low-High groups for the impact of Social Behaviour upon Occupational Stress of
Primary grade teachers, where as it was insignificant for Average-High groups.

6.4.V. Impact of Teachers Overall Innovative Behaviour upon their Occupational
Stress.
• There was a significant impact of Overall Innovative Behaviour upon
Occupational Stress of Primary grade teachers.

• The t-values for inter group variance were significant for Low-Average groups
and Low-High groups. It stood insignificant for Average-High groups for the
impact of Overall Innovative Behaviour upon Occupational Stress of Primary
grade teachers.