CHAPTER-VIII
8.1. INTRODUCTION

It is said that teaching is essentially a spiritual process, involving contact mind with mind. A good teacher exerts a powerful and abiding influence on the life of educand. In shaping the child we not only shape the future man but also the future of the nation and the entire human society as such.

A good teacher is one who is diligent, industrious, Innovative in Behaviour, maintains good relations with parents, his colleagues and head of the school.

Teacher is also a human being. We cannot expect him to be perfect in this imperfect world. If the level of stress caused by teaching profession i.e. Occupational Stress becomes too high, his performance breaks down. The present study is to analyse the teachers Innovative Behaviour and Occupational Stress and their impact one another.

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.
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.

8.2. THE PROBLEM

An analytical study of Innovative Behaviour and Occupational Stress in Primary grade Teachers of Bilaspur Division.

8.3. THE OBJECTIVES OF THE PRESENT 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.

♦ To study the influence of Innovative Behaviour upon Occupational Stress of Primary grade teachers.

8.4. 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 categorized 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

8.5. **FORMULATION OF HYPOTHESIS.**

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

- There exists no effect of sex, on Innovative Behaviour of primary grade teachers.
- There exists no effect of locality, on Innovative Behaviour of primary grade teachers.
- There exists no effect of sex, on Occupational Stress of primary grade teachers.
- There exists no effect of locality on Occupational Stress of primary grade teachers.
- There exists no effect of Occupational Stress upon Innovative Behaviour of primary grade teacher.
- There exists no effect of Innovative Behaviour upon Occupational Stress of primary grade teachers.

8.6. **THE SAMPLE.**

The sample frame of the present study consists of 640 teachers from about 160 schools of Education Division Bilaspur (MP). The sample was bifurcated into four groups Rural Male, Rural Female, Urban Male and Urban Female of 160 teachers of each selecting equally from all four districts.
8.7. **FACTORS OF TEACHERS’ INNOVATIVE BEHAVIOUR**

Factors of Teachers Innovative Behaviour are:

- Class-room—Behaviour.
- Time—Management.
- Job—Involvement.
- Social—Behaviour.

8.8. **FACTORS OF TEACHERS’ OCCUPATIONAL—STRESS.**

Factors as sources Teachers’ Occupational Stress are:

- Pupil Misbehaviour.
- Poor Working conditions.
- Unhealthy Staff Relations.
- Time Pressure.
- Personal Factors.

8.9. **TOOLS USED.**

To collect the data concerned Teachers Innovative Behaviour and Occupational Stress following tools were used.

- Teachers Innovative Behaviour Scale (TIBS).
- Teachers Occupational Stress Scale (TOSS).

8.10. **STATISTICAL TREATMENT**

The data collected were from questionnaire according the scoring system stated earlier were tabulated and analysed using appropriate statistics as following:

- Factor wise frequency distribution of the data, sex and locality wise and for the total sample arranged.
- Means and Standard Deviations of the scores were computed and tabulated.
With the data obtained so 2x2 ANOVA, Sex (Male and Female teachers) and Locality (Urban and Rural teachers) wise were computed, F-values were tabulated and its level of significance was measured.

8.11. FINDINGS:

The main objective of the present investigation is to present an analytical study of Innovative Behaviour and Occupational Stress of Primary grade teachers. On the basis of data obtained and analysis the following results of Innovative Behaviour and Occupational Stress of Primary grade teachers and their impact on one another are presented below.

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

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

R3. Female teachers were significantly more Time conscious than Male.

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

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

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

R7. Male teachers are significantly more Sociable than Female.

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

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

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

R11. The Female teachers expressed significantly more occupational stress due to Pupil Misbehaviour than Male teachers.

R12. The Locality of teachers did not put significant effect on Pupil-Misbehavior.

R13. Poor Working Conditions significantly caused more stressful to Male teachers than Female teachers.
R14. **Locality of teachers did not put significant effect on the Occupational Stress due to Poor Working Conditions.**

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

R16. **The Rural Teachers feel significantly more Occupational Stress due to Unhealthy Staff Relations than Urban.**

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

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

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

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

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

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

R23. **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.

R24. **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.
R25. 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.

R26. Impact of Time Demand (Factor-IV 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.

R27. 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 Groups.


- 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 groups; Low-High groups. It stood insignificant for Low-Average groups for the impact of Overall Occupational Stress upon Innovative Behaviour of primary grade teachers.
R29. Impact of Class-room Behaviour (Factor-1 of I/B) upon their Occupational Stress.

- There was a significant impact of 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 Innovative Class-room behaviour upon Occupational Stress of primary grade teachers.

R30. Impact of 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.

R31. Impact of Innovative 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 Innovative Job-Involvement upon Occupational Stress of primary grade teachers, where as it was insignificant for Average-High group.

R32. Impact of Innovative Social Behaviour (Factor-IV of I/B) upon their Occupational Stress.

- There was a significant impact of Social Behaviour “Factor-IV 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 Social Behaviour upon Occupational Stress of primary grade teachers, where as it was insignificant for Average-High groups.
Impact of 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; Low-High groups. It stood insignificant for Average-High groups for the impact of Overall Innovative Behaviour upon Occupational Stress of primary grade teachers.

CONCLUSION

To sum up, it can be claimed that valuable information has been obtained in Analytical study of Innovative Behaviour and Occupational Stress in Primary grade teachers of Bilaspur Division.

8.12(a). Innovative Behaviour:

All the teachers of the sample possess Innovative Behaviour as without it teaching could not be carried out. At primary level Female teachers proved to be having more innovative proneness and as such more effective in teaching than Males. There was no noticeable difference in the Innovative Behaviour of Rural and Urban teachers.

In the factor wise analysis female teachers were more concerned towards Class-room Behaviour and Time Management than males where as male teachers were more sociable than their counterparts. Both type teachers expressed nearly equal level of job involvement.

The locality of teachers did not effect significantly for the above factors except the Job Involvement. Urban teachers were more involved in their jobs than rural.
8.12(b). **Occupational Stress** :

Teaching is not so stressful job to the teachers as more than three fourths of the sample scored less than the average for this variable. Sex wise female teachers expressed more stress than male. No difference was found in the views of rural and urban teachers.

In the factor wise analysis of Occupational Stress reveals the facts that female felt more stressful due to Pupil-Misbehaviour, Time-Pressure and Personal-Factors than males where as male teachers felt teaching stressful due to Poor Working Conditions. There was no sex wise difference for the factor unhealthy staff relations.

The locality of teachers did not effect considerably to the factors of Occupational Stress except the unhealthy staff relations. Rural teachers felt lacking of healthy relations among the staff members causing more stress than their counter parts.

8.12(c). **Impact of Occupational Stress upon teachers’ Innovative Behaviour**.

There was a significant effect of Occupational Stress upon Innovative Behaviour of teachers noticed. In the factor wise analysis, Pupil-Misbehaviour, Unhealthy Staff Relations and Personal Factors had significant effect upon teachers Innovative Behaviour. Where as Poor Working Conditions and Time Pressure did not effect much.

8.12(d). **Impact of Innovative Behaviour upon teachers’ Occupational Stress**.

There was a significant effect of Innovative Behaviour upon teachers Occupational stress. In the factor wise analysis it was found that factors Classroom behaviour, Job involvement and Social behaviour had a significant effect upon teachers Occupational Stress. Time Management had no effect upon it.
8.13. **EDUCATIONAL IMPLICATIONS**

The present study is worthwhile if the findings attract the attention of the policy makers, administrators, supervisors, headmasters and Primary School Teachers. The educational implications of this study lie in their special attention.

The policy makers, administrators and supervisors can use the findings of the Occupational Stress and its impact on teachers Innovative Behaviour while making educational policies, rules and supervising primary schools.

The headmasters can use the findings of Occupational Stress for improving healthy staff relations, working conditions and by improving school discipline reduce the pupil misbehaviour.

Primary school teachers can use the findings Innovative Behaviour to improve their personality within the class-room and outside as well as in better management of the time available.

They can also use the findings of Occupational Stress in improving staff relations and adjusting themselves in the school atmosphere.

8.14. **SUGGESTIONS FOR FURTHER RESEARCH**

The present study paves the scope for further studies regarding teachers Innovative Behaviour and Occupational Stress by taking some more factors in both scales.

A comparative Study of Innovative Behaviour of Primary, Secondary and Collegiate level Teachers can be made.

A comparative Study of Innovative Behaviour of S.C., S.T., O.B.C. and General category Teachers can be made.

A comparative Study of Innovative Behaviour of Teachers of Central, Navodaya, Govt. and Privately run schools can be made.
A comparative Study of Occupational Stress of Primary, Secondary and Collegiate level Teachers can be made.

A comparative Study of Occupational Stress of S.C., S.T., O.B.C. and General category Teachers can be made.

A comparative Study of Occupational Stress of Teachers of Central, Navodaya, Govt. and Privately run schools can be made.

The effect of religion, culture upon Innovative Behaviour of Primary, Secondary and Collegiate level Teachers can be made.

A study of the role of Jila Sarkar and Teachers Occupational Stress could be made.

The results obtained by the study made on large area say region or state level and large sample of more than 2000 will be helpful in generalising theories.