CHAPTER 1
CHAPTER ---I

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 analise the teachers Innovative Behaviour and Occupational Stress and their impact one another.
1.1 PREVIEW OF EDUCATION IN INDIA

Our country is evolved by the ancient law *The principle of pious obligations*. It is the unique method by which several human rights were created and protected.

The relevant versus in *The Mahabharata* Adiparwa Ch.--120--17--20 states:

अण्णेश्वरभि: संयुक्ता जायंते मानवा मुधि ।
पितृवेदीयिनुजैर्यें तेज्यश्र धर्मत : ॥
यक्षेस्तु देवान प्रीणाति खाद्यातपसा मुनीन् ।
पुने : श्रावै : पितृश्रापि अनुष्ठयेन मानवान् ॥

According to it, every individual should discharge four pious obligations that are :-

1. **DEVA RUNA** : - By worshipping God in any manner one pleased.
2. **PITRU RUNA** : - By maintaining continuity of family.
3. **RISHI RUNA** : - According to this pious obligation every individual is duty bond to acquire knowledge to give it back to the society
   by making useful addition to it and to use it for securing happiness to the fellow human beings.
4. **MANAVA RUNA** : - By doing every type of social work.

All the four obligations were found on the sense of gratitude. Out of these the third one which is the more relevant to the topic, informs that every individuals in every generation were bound to discharge their debt of scholars, teachers, educationists’ etc. of their previous generations, who had conserved, developed and transmitted knowledge to their next generation.
According to Bhatrihari, King of Ujjaini, turned philosopher of First century BC. A man without education is equal to animal. By saying so he wanted to impress upon every one about his pious obligation to acquire and disseminate knowledge to the next generation.

Patanjali in his Mahabhashya (Keithorn’s ed. p-6) says, there are four steps or stages through which knowledge becomes fruitful.

- The first when we acquire it from teacher.
- The second when we study it.
- The third when we teach it to others.
- The fourth when we apply it.

These four aspects of education insist that every individual should acquire knowledge through teachers and engage himself in continuing education throughout life and expand it.

Further Patanjali says that every one should transmit the knowledge to the next generation, so that it is preserved for the benefit of the posterity. Such transmission of knowledge includes professional competence.

The 217th verse of Subhashita eulogises the ever lasting value of education as:

अनन्दानात्परं दानं विद्यादामतः परम् ।
अन्येन क्षणिका तृतीयांवजीवं च विद्यायं ॥

Providing education is of greater value than providing food, for satisfaction secured from food is short lived whereas the satisfaction secured from education remains throughout life. As through education alone, potential energy of an individual could be unfolded and he could be made lead a purposeful life.
Swami Vivekananda in his *India and her problems* explained about education as: "It is the training by which current and express of will are brought under control and become fruitful".

According to him the ideal of all education and training should be man-making. Education is not the amount of information that is put into one’s brain to run and riot there undigested all his life. We must have life-building, character-forming, assimilation of ideas, through education.

Education in its widest sense is the constant interaction between the individual and environment. According Prof. H. H. Horn "Education should be thought of as man's reciprocal adjustment to nature, to his fellows and to the ultimate nature of the cosmos".

The basic purpose of education is to make an active, competent and initiating citizens who can produce a community, culture and noble recreations. Education should foster independent thoughts and expression, make citizens at home in the technological environment, enable people to judge governmental scientific policy and enjoy humanistic beauty of sciences and create an understanding of the morality of scientific way of life.

Learned educationist J. Ruskin quoted as "Education does not mean teaching people what they do not know, it means teaching them to behave as they don’t behave". A good education means provision of ample opportunities that enable learner to acquire:

- A capacity to understand facts and experiences in life.
- A capacity to interpret and appreciate them.
- A capacity to analyse and synthesise them and use them in the development of personality.

It also helps learners to acquire a sense of social conscientiousness and sense of morality.
1.2. **EXPECTATIONS OF SOCIETY**

Prior to modern industrial societies there were primitive, tribal, agrarian, rural and pre-industrial societies. In these societies traditions and customs dominated the life of the people. Their whole outlook was coloured by the considerations of traditional institutions like Clans, Castes, and some other subdivisions of the community. Because of these, the system of education was also influenced by the traditions or customs all the days prevailing at that time.

The emphasis on the system of education then was the transmission of traditional values, attitudes and occupational skills to children. Therefore the role of teachers in those societies was simple and society bond. The teacher was supposed to socialize children on basis of traditional values.

The modern industrial society is complex because of advancement in science technology. Now the society demands specialization in every field in order to cope up with the new situation. In such a society the teacher should be professionally very sound. He must perform his / her multifarious roles both in the school and outside school and cater the needs of education and society.

The right to education is recognised as the fundamental right in this land. It was adopted as one of the **Human Rights** wide article 26 of *Declaration of Human Rights* by the UNO, which reads as:

**Art. 26 (1)** :- Every one has right to education. Education shall be free atleast in the elementary and fundamental stages. Elementary education shall compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all, on the basis of merit.

**Art. 26 (2)** :- Education shall be directed to full development of human personality and strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of U.N. for maintenance.
Our present education system is not delivering goods. It is fulfilling none of the objectives of education. In general it produces neither great academicians, nor does prepare for life. Neither it meets our individual needs nor fulfills the national aspirations.

In the words of Vinoba Bhave, Our educated people are like lames, they cannot move of their own. Our illiterate masses are blind, they need the theoretical support of the educated. The whole melody is that the theory and practice are not going hand to hand.

The colonial system of education is still lingering on, inspite of its being hit hard by our leaders of stature and strong recommendations of all education commissions.

India is a democratic country. The Preamble of our constitution lays down the fact that we are wedded to democracy and committed to put into practice the principles of justice, equality, freedom of expression of thoughts and action.

The prosperity of a democratic system of government depends upon its enlightened and educated people. Education sharpens the intellect and develops the ability to differentiate between right and wrong. Educated people can understand the national and international problems in a better way, the values of freedom and encroachments on their rights and liberties. In other words Education is the life and soul of Democracy.

The Article 45 of our constitution directs our government to provide free and compulsory Primary education up to the age of fourteen years. At the dawn of the 21st century more than 40 % of people of our country are still illiterate.

In the last decades of twentieth century, both school education and society have witnessed unprecedented technological advancements. Communication revolutions, periodical reforms in school education viz. Strategy envisaged by National Policy on Education (NPE) 1986 and modified in 1992, Adoption of
Minimum Levels of Learning (MLL), major reforms in text cum work-books and teaching learning aids, promoting activity based and joyful learning, introduction of self-learning and group-learning activities besides teacher-directed learning, offering Non Formal Education and Alternative education systems. initiatives like Operation Black-Board, Special Orientation Programmes for Teachers (SOPT), Promoting Primary and Elementary Education (PROPEL) and host of other developments.

All these and many other changes occurring in quick succession coupled with new challenges to be faced in the initial decades of the twenty first century.

1.3. THE ROLE OF A TEACHER

In ancient India the teacher was highly respected. He was considered a pioneer, preacher and propagator of culture.

According to a verse of Shikshavali in Taittriya Upanishad:

गुरू ब्रह्मा गुरूर्विद्यु गुरूर्द्वेशयो भेष्यति:

गुरू साक्षात्परंश्रव्या तस्मै श्री गुरुवे नमः:

"My obeisance to Guru, who is Brahma (the creator), Guru is Vishnu (the protector), Guru is Lord Parameshwara (the sustainer) himself.

The teacher was a guru who led the disciple from darkness to light, from falsehood to reality, from death to immortality. In many Hindu religious books like Vedas, Upanishads, Manu-smriti, Mahabharata, Ramayana etc we find description of Guru commanding absolute obedience from pupils.

Jagatguru Shankaracharya established a spiritual relationship between a student and a teacher and through their inner experiences both should realize the existence of Brahma (the God).
He used three terms for "teacher" which are :-

**Guru** :- The spiritual father of a student.

**Acharya** :- One who implements great ideals of his self conduct and serve as an example.

**Upadhyaya** :- One who teaches Shastras to his students.

According to **Aurobindo** :

The first principle of true teaching is that *nothing can be taught*. The teacher is not an instructor or the task master but he is a helper and a guide. His business is to suggest not to impose. He does not actually train the pupils’ mind, he only shows how to perfect his instruments of knowledge.

The second principle suggests that *the mind has to be consulted in its own growth*. The idea of hammering child in the shape desired by the parent or teacher is barbarous, ignorant and superstitious. To force the nature against its own *dharma* (path) is to do it permanent harm, mutilate its growth and deface its perfection.

**Swami Vivekananda** in his *India and her problems* quoted as "The teacher must not teach with any ulterior selfish motive for money, name or fame. His work must be simply out of love, out of pure love for man-kind at large".

In medieval India, the teacher was a friend, guide and philosopher of the community and he was well looked-after by the community itself. Now a days his status has been reduced to that of a foot-ball, kicked into the field depending upon the whims and fancies of the political leaders and authorities. His role is to impart 3R’s (reading, writing and arithmetic) only. A great number of nonacademic assignments too are imposed upon him.
We cannot say with confidence to what type of social background will be required for a teacher to suit emerging society. However if the teacher works with sincerity, integrity and sense of devotion and understanding of the drives and needs of children on one hand and the goals to be achieved on the other hand will never fail.

Adaval (1979) in his doctoral study, emphasised some essential qualities to be possessed by the would be teachers are: -

- A good physique.
- Mastery over the subject.
- A positive attitude towards teaching and
- Love for children.

The prominent characteristics of effective or popular teachers based upon studies conducted by Kaul, (1974) are: -

- A favorable attitude towards teaching work.
- Better personal management.
- Emotional stability.
- A firm belief in theoretical, social, political and religious values.

1.4. HUMAN BEHAVIOUR

Human Behaviour is a series of choices among possible actions. According to Bindra (1961), “General activity comprised of many specific activities may serve as a basis from which analysis of behaviour should proceed”.

Behaviour trends, temperament, intellectual and special talents are not inherited as such but heredity is certainly a factor in determining all of them. Genes effect behaviour indirectly through their influence on the spiritual development of the individual.
Lee J. Cronbach (1971) in his book, Educational Psychology quoted as “How a person behaves depend upon his knowledge / skill, confidence and his ideal or goal. Unless these three develop properly, he will not be an effective person”.

Further he suggested that following five qualities to be sought for socialized behaviour of an individual:

1. A person should solve the problems as well as the available facts permit.
2. He should have self respect and confidence.
3. He should be effective in dealing with other people, respect their views and help his associates to live satisfying life.
4. He should have some absorbing and interesting goals and sources of satisfaction.
5. He should aim at an act in praiseworthy manner but should examine critically before confirming them.

1.5 TEACHER BEHAVIOUR

Mehta (1972) conducted a factor analytical study related to teacher behaviour. In his doctoral study on student teaches found that, teaching ability which was loaded with achievement variables of training, high achievers were found to be more conscientious, venture-some, tender-minded and experimenting, where as the low achievers were more outgoing and imaginative.

Sex, caste, locality of schools and religion were not found to effect the teaching ability, where as private school teachers were found to have better teaching ability than Govt. school teachers, Nair (1974).

Pillai (1979), reported that in general Urban teachers used more verbal feedback both positive and negative than the teachers of Rural and Semi-urban areas. Urban school teachers had higher effective interaction than Rural school teachers and privately managed or local authority school teachers.
While studying the factors of the classroom teaching Gupta (1979), reported that Black-board work, correcting oral- mistakes, explaining difficult points, hand writing, general knowledge, knowledge of the subject, maintaining discipline, power of oral expression, revision of points, skill in questioning and use of material aids were found to be helpful.

Katiyar (1982), reported that dominance, existing will power and intelligence optimally helped the acquisition of the skill of reinforcement. Further the acquisition of skill of explaining optimally helped by the suspiciousness, affectothymia, tender mindedness, sensitiveness, self sufficiency, resourcefulness, apprehensiveness, self-reproaching, exacting will power, being socially precise, surgency and imaginativeness and the skill of stimulus variation was optimally helped by self sufficiency.

Singh (1985), found six factors common to the teaching behaviour of both male and female teachers that are; Skill of questioning, Black-board writing, Explanation, Reinforcement, Introducing a lesson and summarizing a lesson.

The skill of illustrating with examples was found to be specific to the teaching behaviour of male teachers. The skill of using teaching aids and skill of questioning to develop critical awareness were specific to female teachers.

1.6 TEACHERS' INNOVATIVE BEHAVIOUR

The word “innovate” according to chambers twentieth century dictionary means, to renew, to alter, to introduce something as new, to introduce novelties, to make changes, etc.

Every individual who is assigned to teach, must possess innovative behaviour. That is due to this, he can put things in child’s brain easily because teaching is a mind to mind process.
If we put on a cassette player, with a lesson pre-recorded we get the same way of presentation even if it is replayed several times. On the other hand if a lesson is allowed to teach several times by a teacher, we get different approaches adopted by the same teacher each time. This difference is caused due to the innovative behaviour within a teacher.

A successful and dynamic teacher continues to remain a self initiated, self motivated and a self directed learner through out his/her career.

John M. Limbo (1971), in his book Why Teachers Fail suggested that every teacher who possess innovative behaviour is characterised as following:

- He can engage students in an open and trusting relationship by his capacity to listen and accept.
- He is skilled in the use of different diagnostic, planning, facilitative, evaluative procedures and is knowledgeable about their relations.
- He is experimental in his general attitude towards identifying and providing appropriate learning conditions.
- He can look at his own beliefs, feelings, behaviour openly and can find ways to make them more constructive to himself and others.
- He is empathetic listener to his students.

There are procedural areas in which an innovative teacher is skilled, which are:
- He is skilled in devising and using tools to diagnose a student’s predisposition to learn.
- He is capable of well planning and coordinating appropriate learning opportunities.
- He is competent in the use of most appropriate procedures and processes for helping a student to achieve a particular goal.
- He is skilled in evaluating.
- He can identify appropriate achievement criteria that can be used to gauge accurately a student’s performance in the activities and tasks planned for him.
An innovative teacher is more efficient than a traditional kind of subject specialist. He is able to identify, organise and make available for each student the most appropriate kinds of learning resources, activities and materials. He is experimental in general attitude toward identifying and providing appropriate learning conditions. The most important aspect of the innovative teacher is his willingness to engage in experimentation.

As we know the principle role of a teacher in an educational institution is to provide effective teaching-learning experiences. Such experiences can be arranged in class-rooms and through tutorials, personal guidance and field activities.

In the area of elementary education the teacher will have to take special steps in the process of curriculum transaction. In order to ensure better utilization of material and human resources of the community for the betterment of school and to improve the quality of education, the teacher will have to develop close and cordial relations with the community.

Along with the effective transaction of the curriculum, the teacher is required to play a certain personal role so as to guide the learner towards an all round development of his personality. This implies imbibing competence is not only in the content and methodology but also the possession of certain values in teaching profession.

In order to be an effective teacher, one must update his/her professional competence regularly. For this he/she will have to be innovative in behaviour.

1.7 FACTORS OF TEACHERS' INNOVATIVE-BEHAVIOUR

In the present study the teachers' innovative behaviour is studied under following four wide factors;

- Teachers' class-room behaviour.
- Teachers' Time management.
- Teachers' Job Involvement.
- Teachers' Social behaviour.
1.7.1. TEACHERS CLASS–ROOM BEHAVIOUR

The area of class-room behaviour assumes out most importance for the teachers as they are expected to do the best in the class-room under the given conditions. The teachers are supposed to transact the prescribed curriculum in the class-room. This would require practical acquisition of necessary skills, competencies attitudes and approaches for transaction, evaluation and management strategies.

The class-room behaviour of a teacher can be measured under following situations:

- While performing various class-room transactions.
- Preparing and delivering of class-room subject lessons as per the needs of different levels of students in the class.
- Teach through different methods of teaching.
- Budget the syllabus in terms of unit lessons, term lessons and session lessons to make class-room performance tangible.
- Adopt innovative approaches to make class-room performance up to date, vis-à-vis new technological inputs.
- To give the class-room on time and correct assignments regularly.
- Motivate each child to actively participate in the class-room.
- Behave impartially with all children, rich or poor, weak or bright etc.
- Using teaching-learning materials, affectively and appropriately.
- Manage the class according to the needs of the children adopting group dynamic techniques.
- Help children to develop self learning habits in order to meet different needs and interests.
- Utilise evaluation to diagnose the strengths and weaknesses of the students and device remedial teaching appropriately.
1.7.II. TIME – MANAGEMENT

To manage a class effectively, a teacher has to budget his school time meaningfully. Very often the school teachers have to handle an over crowded class-rooms and to manage such situations in the totality of school plant. This would also include among other things, competencies and skills of budgeting time, institutional planning on short term basis and long range perspectives to effect educational excellence in general.

Suggestive items of time management are included in the study are :

- To understand that management competency is the most important trait of a good teacher.
- To learn various techniques and skills of management for class-room teaching, school time management.
- To achieve the mastery in the techniques of handling over crowded classes and multi grade teaching situations.
- Budget time and syllabus for effective planning and management of learning process.
- Differentiating among those factors within the control of a teacher or out-side the control of a teacher.

1.7.III. JOB INVOLVEMENT

The introduction of Minimum Levels of Learning (MLL) at the elementary stage has high lightened the criticality of transactional competencies. To ensure optimum learning achievement at mastery level, the nature and structure of transactional competencies require a high level of Job Involvement.

The strategies to identify tools of group learning, peer learning, individual learning and to utilise teaching learning materials and other modes to achieve mastery level attainments through motivation, collaboration, natural interaction activities have to be studied to measure the Job-Involvement.
Following activities of teachers reflect the teachers Job-Involvement:

- To understand the merits of different teaching methods and techniques to make class-room transaction qualitative.
- To Prepare a variety of lesson plans to make class-room transaction effective.
- To understand new tools of individual and group learning to help children to achieve mastery level of learning.
- To understand the new information technology to weave it into transactional strategies.
- To acquaint one self with the teaching learning process.
- To make a judicious classification into instruction and facilitation while observing transactional activities in a class-room.
- Practice of essential skills of teaching process.
- Conduct different types of lessons with differing emphasis on the role of the learner during learning process.

1.7.IV. SOCIAL BEHAVIOUR

The accountability and responsibility towards the local community, individually and collectively measures the Social Behaviour of a teacher. Beside the strong interacting link between the school and the community, a teacher has to understand various problems of the community and provide necessary help and participate to solve them.

Following activities reflect the social behaviour of a teacher:

- To identify and mobilise community resources.
- To develop a sense of belonging between the community and the school to effect total development.
- To maintain equality in behaviour while teaching children of rich and poor parents, educated and uneducated etc.
- To inculcate sympathy and tolerance and behave with understanding towards the community suffering from blind faith, unhealthy traditions or customs, superstitions etc.
- To behave in a manner of being a member of the community that takes most care for their development.
A creative ideology, capable of making light atmosphere within class, solving students' individual problems, cordial relations with parents and fellow teachers, making an enchanting atmosphere within a school etc. also measure the social behaviour of a teacher.

1.8. OCCUPATIONAL STRESS

Eighteenth century was the age of reason, nineteenth was of progress twentieth is that of anxiety and tension and Stress has become Millennium plague. In recent years the term Stress was used with widely varying synonyms such as anxiety; frustration; mental conflict; pressure; strain; and tension.

Hens Seylc (1956) has defined stress as The non specific response of the body to any demand made upon it. Stress arises out of lack of adjustment between the facts of world outside and the world of mind.

Bhagavatam states, Only two kinds of people are happy and free from tension or stress: The Utter Fool and the one who surpassed himself beyond his mind. Experiments proved that without stress, the life would be dull and unexciting. Stress adds flavour, challenge and opportunity to life. According to Vedanta “Stress is the organism’s struggle for freedom, in the case of man it is the tension that carries him forward”.

Arnold Bennett, in his book How to live twenty four hours a day expressed: “when a desire cannot be satisfied as a result of outer/inner problems and more so; and when the person cannot give it up and substitute another desire in its place, naturally great strain is set up in the personality of individual”.

Louis E. Kopolow, MD in his book “Handling Stress” stated as without stress the life would be dull and unexciting. Stress adds flavour, challenge and opportunity to life. Further he said, stress is with in us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each other.
According to N. Ramaswamy, "stress is the self inflicted wound". If stress and consequent anxiety are not too high, the performance increments are noted but it brakes down as the anxiety level increases, as mental reactions prevent logical thinking on account of inherent antagonism.

Each person has a unique pattern of stress. Different people handle different stress situations in different manners. Age, sex, financial situation etc. do matter in coping with stress. Successful stress management depends upon personality makeup, cultural and situational context of occurrence etc.

Doctors relate stress to disorder or break-down of coping mechanism. Oxford Advance Learners' Dictionary defines Stress as pressure; condition causing hardship and disquiet.

Stress can be classified as:

- **Adjustment stress**: Adjustment Stress arises on account of imbalance of mental equilibrium when the biological needs are not gratified.

- **Adaptability stress**: Emotional disturbances in capacitating the adaptability of a given circumstance or situation result in Adaptability Stress.

- **Situational stress**: Situation Stress is a passing phase, which can happen in every day life.

- **Conflict stress**: Conflict arises when individuals have opposing goals, ideals and tie with each other for resources, support or so on, thus creating stress.

- **Confusion stress**: When ones progress in reaching a goal is thwarted or there is a confusion in goal setting or there is an obstacle in adjustment of ones aim there is a Confusion Stress.
• **Frustration stress** : -
  Intellectual and physical inabilities, the inability to have control over emotions personal limitations, moral and ethical restraints in our cultural mix, loss of loved ones, results in Frustration Stress.

• **Conviction stress** : -
  Selecting and satisfying of the needs, leading to aggravated personal distress cause Conviction Stress. It is the known form of intentionally invited stress.

• **Occupational stress** : -
  The term Occupational Stress denotes employees' mental strain aroused by a or combination of job situations perceived as presenting excessive and divergent demands.

  **Cooper and Marshall (1976)** have defined Occupational Stress as person-environment misfit, which includes all the negative environmental factors or stresses associated with a particular Job.

  The forces at work on the teacher, according to **P.W. Mushgrave (1965)** are External Forces, Internal Forces and Work Load.

1.8.1. **External Forces** :

1.8.1(a) The state and the local authorities.

  The state and local authorities provide funds for education hence they jointly hold the purse – strings, both are in a position to influence the schools and there by the teacher. The local authority stands between the department of education and the school, appearing to the teacher to be the main direct external force that influences his work.

  There are substantial numbers of schools that are independent of department. They may be run on a profit-making or as charitable foundations. In these schools the strongest influence on the teacher will be either the proprietor or the governing body of school.
1.8.1(b) *Parents.*

Parents can influence a teacher indirectly through their children. In practice the parents wishes are usually held to be subordinate to the idea of what is good for the child and they try to directly influence the teacher.

The contact between the parent and a teacher is closest with the younger children. At any stage the conflict between the parents and a teacher is great as the values may differ between the middle-class teacher and the working-class parent or Methods of teaching have changed since the father was at school.

1.8.II. Internal Forces:

1.8.II(a) *The Head Master.*

The first person to be considered in any school is the head. He decides the outlines of the curriculum and the broad allocation of time to each subject. His decision in itself deeply affects the work of all the school staff.

1.8.II. (b) *The Staff.*

Once the teacher is in his class-room with his children he has very great freedom. His classroom is his territory. In all schools there are some activities that come right across the normal work of the school. Games, Functions etc. demands cooperation amongst other staff. There are great personal problems involved in the needs to do things about which some teachers may be keen, others apathetic and to which some may even be opposed.

A teacher's work depends for its success not only on his skill with children but on the way in which he handles his relationship with his colleagues. Philosophical issues of means and ends are involved here.
In primary schools teachers will have to cooperate with those in the classes a year ahead or behind of their own so that continuity is ensured for the children who are passing through the schools.

1.8.III. The Children.

The fun culture in the high school, attracted many adolescents away from the values and ways of behaviour that the teachers wished to instill in the pupils. In primary schools children are very much under the influence of their parents and lack of sufficient knowledge or confidence to challenge their teachers. But the older pupils the more they can become independent force determining the actions of their teachers.

(Children in their primary schools, Plowden Report, Vol. II, London.)

1.9. TEACHERS’ OCCUPATIONAL STRESS.

Borg and Riding 1993; presented following factors as sources Teachers’ Occupational Stress:

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

1.9.1. PUPIL MISBEHAVIOUR

Pupil Misbehaviour which is a significant factor of Teachers Stress is caused by:

- Noisy pupils.
- Impolite behaviour of pupils with teacher.
- Non acceptance of teachers’ authority within the class-room.
- Disturbances caused by poorly motivated and non interested pupils.
1.9.II. **POOR WORKING CONDITIONS.**

The items contributing to the factor Poor working conditions of teachers occupational stress are:

- Inadequate salary.
- Poor career structure.
- Low status of teaching profession. (Third position in a village after police and patwari)
- Lack of work appraisal.

1.9.III. **UNHEALTHY STAFF RELATIONS.**

The following items contribute to the teachers' stress under unhealthy staff relations:

- Lack of support from colleagues.
- Attitudes of the Head Master.
- Poor school organisation.
- Pressure from the Head Master.
- Lack of opportunity in school management and curriculum setup etc.

1.9.IV. **TIME PRESSURE.**

Factors pertaining to shortage of time in curriculum transaction, contributing to Teacher's Stress are as follows:

- Pressure to cover the syllabus in the time specified.
- No specific time to prepare a lesson.
- Unrealistic syllabus requirements for the children.
- Too much paper work etc.
1.9.V. **PERSONAL FACTORS.**

Personal factors resulting in teacher's stress are as follows:

- Temperament of teacher.
- Family size.
- Personal problems.
- Age and sex factors.
- Aspirations.

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