

**OCCUPATIONAL STRESS AND LEADERSHIP
SKILLS AMONG SCHOOL TEACHERS OF
COIMBATORE DISTRICT**

DEVLS

22PED004

**A THESIS SUBMITTED TO
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND
HIGHER EDUCATION FOR WOMEN
COIMBATORE- 641043**

**In Partial Fulfilment of the Requirements for the Degree of
MASTER OF EDUCATION**

MAY 2024

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UNDER THE GUIDANCE OF

MRS. K.DEEPA

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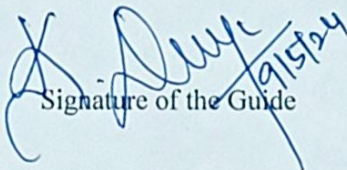
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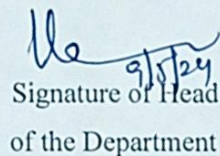
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CERTIFIED AS BONAFIDE RESEARCH WORK


Signature of the Guide


Signature of Head
of the Department


Signature of the Dean

ACKNOWLEDGEMENT

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I am obliged much to express my sense of gratitude to the **LORD ALMIGHTY** who has been blessing me.

I would like to place my reverential gratitude to **T.S.Avinashilingam Ayya**, the **Founder** and the **First Chancellor** of this esteemed University and Hon. Colonel **Rajammal.P.Devadas,Former Chancellor**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing the opportunity and exposure to the world of knowledge.

It is with great pleasure that I record my deep sense of gratitude and indebtedness to , **Dr.T.S.K.Meenakshisundaram,Chancellor**,Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for all amenities provided for this investigation.

I express my boundless gratitude to **Dr. V. Bharathi Harishankar,Vice Chancellor**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing all facilities necessary for the study.

I am obligated much to express my sincere thanks to **Dr.H.Indu, Registrar(i/c)**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for the constant encouragement and the facilities provided to me by the institution.

I owe my noble indebtedness to **Dr.H.Indu, Dean, School of Education**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for her constructive criticism, enlightened guidance and support in organizing the study smoothly.

I express my reverential gratitude to the Head of the Department **Dr.R.Vaijyanthi, Department of Education**,Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing necessary facilities during the conduct of the study.

It is my privilege to express my grateful thanks and sincere appreciations to my respected guide. **Msr.K. DEEPA Assistant Professor in Education**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for her unflinching and dynamic guidance, heartfelt inspiration, motivation, untiring enthusiasm, undaunted encouragement, meticulous corrections and comments, valuable suggestions and timely help

at each step throughout the process of research which were instrumental in the successful completions of the study.

I express my gratitude to all the staff members of Department of Education and Librarian who gave me all the support and courage to complete the study.

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CHAPTER I

1. INTRODUCTION

Stress is derived from Latin word 'Stringere' which means to draw tight. Stress has become an inevitable part of daily human life and is observed in various forms such as the students may experience stress of exams or academic curricula fulfilment, the employees may face stress due to increasing job expectations and increased targets set by the employers etc. the causes of stress and its reaction changes from individual to individual and it is not necessary that always stress is negative it can be taken positively also. A limited amount of stress acts as a booster and leads towards fulfilment of set targets and goals but a high amount of stress may lead towards serious physical and psychological problems. "It's not stress that kills us, it is our reaction to it." Selye Hans (1956). Stress lies within us. It arises as a result of our reactions to worldly events. Once we stop reacting, we will no longer get stressed. Occupational Stress is considered as one of the most important work-related psychological problems. A survey on Occupational Stress, published in the Journal of Managerial Psychology in 2005, ranked teaching as the second most stressful job out of twenty six Occupations analysed, with only ambulance drivers exceeding the stress levels found in the teaching profession (Cooper, C. L. (2005). The human consequences of this excessive stress on Teachers are serious and wide-ranging, and can include physical symptoms such as headaches, raised blood pressure, infections, digestive disorders, heart disease or cancer, mental health symptoms such as withdrawal, poor concentration, anxiety, depression, insomnia, burn-out and an increased risk of suicide; and behavioral consequences such as low self-esteem, increased drug or alcohol intake and deteriorating personal relationships leading to family, relationship or career problems.

1.2 OCCUPATIONAL STRESS

Occupational Stress has been a very famous research theme from the last few decades due to rapid organizational challenges like restructuring, downsizing, technological advancements, industrialization and government interventions. These changes have created new working styles and in response, Occupational Stress has become an integral part of almost all occupations in the globe. Many studies have discovered that an over stressed workforce may incur substantial costs to organizations and the community (Gillespie, M. W. (2001). Therefore, creating a better and encouraging work environment in order to actualize both individual and organizational objectives is a chronic challenge for all kinds of organizations in the world.

Occupational stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. Teachers are play a vital role in the society by helping students acquire knowledge. Principal should create an environment conducive for the teaching staff, non-teaching staffs and students through his leadership style, managing people, data processes for foster school improvement. A principal of the school must use managerial skills as well as general intelligence to accomplish responsibilities and fulfill the mission of the school. Due to workload pressures, few principals express anger and frustration that adversely impact on educational outcome and work related stress. Lack of resource for teaching, delay in promotion, teaching a large class and poor attitude of students towards work were the major sources of occupational stress.

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C. L. (2005). The human consequences of this excessive stress on Teachers are serious and wideranging, and can include physical symptoms such as headaches, raised blood pressure, infections, digestive disorders, heart disease or cancer, mental health symptoms such as withdrawal, poor concentration, anxiety, depression, insomnia, burn-out and an increased risk of suicide; and behavioural consequences such as low self-esteem, increased drug or alcohol intake and deteriorating personal relationships leading to family, relationship or career problems.

1.2.1 Meaning of Occupational Stress

Occupational stress is pressure involving work. Occupational stress, in particular, is the inability to deal with the demands in a job (Rees K.1997), because of a poor match between someone`s abilities and his/her work requirements and conditions (Holmlund Rytkonen & Strandvik, 2005). In line with the current World Wellness Organization`s definition, occupational or work-related pressure is the response people might have, when presented work having demands and pressures which cannot be matched with their knowledge and skills and which challenge their chance to cope. Levels of Occupational Stress experienced by staff members in similar work environments can vary from one individual to another. Demographic factors may play a role in the level of occupational stress felt by teachers and other staff (Kyriacou, C. 2001).

Occupational stress is Physical or Psychological disorder associated with an occupational environment and manifested in symptoms such as extreme anxiety, tension, cramps, digestion problems. Occupational stress can be described as the adverse reaction people have due to excessive pressure or other types of demand on them (Health and Safety Executive, 2005). Occupational stress and its effect have been amongst the most popular topics in research literature today.

Occupational stress may be considered a type of occupational disease. This is a condition wherein the person may experience a heightened level of anxiety, mental fatigue, and other symptoms. Certain professions and jobs may involve conditions that create more stress than others. Also, certain events or incidents at the workplace can “trigger” occupational stress. These include, harassment, dangerous working conditions, incidents of discrimination, and indecent or improper workplace atmospheres. Occupational stress can sometimes be severe to the point that it also causes severe physical symptoms as well. These can include hyperventilating, shaking, nausea, upset stomach, dizziness, and panic/anxiety like symptoms.

It is a mental and physical condition which affects an individual’s productivity, effectiveness, personal health and quality of work (Comish R.& Swindle, B.1994). Occupational stress is a term used to define ongoing stress that is related to the workplace. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual’s ability to carry out and complete these demands. Occupational stress can eventually affect both physical and emotional well-being if not managed effectively. The literature concerning occupational stress in educational settings has typically focused on teachers, but not other academic management staff.

1.2.2 Definition of Occupational Stress and It’s Related Terms

Occupational Stress: Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury (Bandura, 1986).

Teacher Stress: Occupational stress specific to educators, Kyriacou (1987) defined this as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher” (p. 147).

Job Burnout: In this study, job burnout refers to a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (Maslach, 1993; 1998).

Emotional Exhaustion: In this study, emotional exhaustion refers to feelings of being emotionally overextended and depleted of one’s emotional resources (Maslach, 1993).

Depersonalization: In this study, depersonalization refers to a negative, callous or excessively detached response to other people who are usually the recipients of one’s service or care (Maslach, 1993).

Personal Accomplishment: In this study, personal accomplishments refer to a decline in one’s feelings of competence and self-efficacy (Maslach, 1993).

Coping Mechanism: In this study the term “Coping” refers to 'constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing' (Lazarus & Folkman, 1984).

Psychological Health: In this study the term “psychological health” refers to “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO, 2013).

1.2.3 Stress and Teaching Profession

Teaching profession has traditionally been regarded as low stress occupation but during the past two decades the situation is somersaulted Olivier & Venter (2003). Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide revealed widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Cotton and Hart (2003), had reported that Occupational Stress is a growing problem worldwide, which results in substantial loss both to employees and organizations. Further, Stress related with a job or occupation is called occupational stress and stress is a universal phenomenon, excess of which results in intense and distressing experience. Before 1970's, teaching was considered as a noble profession. However, in the recent years, researches have proved that teaching profession is one of the stressful professions Ravichandran & Rajendran (2007).

The role of a teacher is demanding and many-sided, and thus, so are the stressors – whether it be the pressure to perform, finding time to master learning objectives or that (seemingly impossible) dream of work-life-balance. While we likely cannot eliminate all our work-related stressors, there are a few strategies to support stress management for teachers in order to better manage day-to-day Amber Osuba (2023).

Occupational stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is an inability to cope with the pressures in a job. Due to stressful situation in job affects an individual's productivity, effectiveness, personal health and quality of work. Rees (1997) stated, Occupational stress is the inability to cope with the pressures in a job. Principals undergo occupational stress as experienced by unpleasant emotions such as tension, frustration, anger and depression. Occupational Stress affects the personal and

psychological well-being by resulting in decreased job satisfaction. There are several factors which lead to occupational stress among school principals. Looking at the everyday increasing work and life complexities stress has now become a major concern. There are many sources responsible for occupational stress among principals but heavy work load or job overload found to be the most prominent causal factor of stress.

1.2.4 Occupational Stress and Teaching Profession

Occupational stress is considered as one of the most important work-related depression in organizations, stress related problems cause poor quality of performance, lower job satisfaction, high turnover and increased work absence. Teachers finding themselves comfortable in a working environment stick to a job for a longer duration irrespective of better monetary benefits in another working place. They develop attachment to a particular institution and refuse to withdraw from their jobs. Teaching is often hailed as one of the noblest professions, shaping the minds and futures of generations to come. However, behind the classroom doors lies a reality that educators face daily: occupational stress. The demands of teaching extend far beyond lesson plans and grading papers; they encompass a myriad of responsibilities, pressures, and expectations that can take a toll on even the most dedicated teachers.

Teachers face a unique set of stressors stemming from the complex nature of their work. From managing diverse classrooms and meeting academic standards to addressing individual student needs and navigating administrative requirements, the challenges are multifaceted and ever-present. Add to this equation factors like limited resources, societal pressures, and the emotional labor involved in building relationships with students, and the result is a profession ripe for stress and burnout.

Understanding the specific dynamics of teacher's occupational stress is crucial not only for educators themselves but also for school administrators, policymakers, and society at large. The well-being of teachers directly impacts the quality of education they provide and the overall functioning of schools. Yet, despite the critical importance of addressing this issue, teacher's occupational stress often goes unrecognized or inadequately addressed. In this presentation, we will delve into the unique stressors faced by teachers, examining their impact on individuals, classrooms, and the education system as a whole. We will explore strategies for recognizing, managing, and preventing teacher's occupational stress, highlighting the importance of supportive school environments, self-care practices, and systemic changes. By acknowledging and addressing the challenges of teacher's occupational stress, we can work towards creating healthier and more fulfilling educational experiences for teachers and students alike.

In the fast-paced world of modern workplaces, the term "stress" has become a common part of our vocabulary. However, when stress becomes a chronic condition in the workplace, it can have profound effects not only on individual employees but also on organizational productivity and well-being. This phenomenon, known as occupational stress, is a pressing concern that warrants closer examination.

Occupational stress encompasses the physical, emotional, and psychological strains experienced by individuals due to work-related factors. From heavy workloads and tight deadlines to conflicts with colleagues and lack of autonomy, there are numerous sources of stress in today's professional environments. Left unchecked, these stressors can lead to burnout, decreased job satisfaction, absenteeism, and even serious health issues. Understanding the nature, causes, and consequences of occupational stress is essential for employers, employees, and policymakers alike.

By recognizing the signs of stress and implementing effective strategies to mitigate its impact, organizations can create healthier and more productive work environments for everyone.

In this study, we will delve deeper into the concept of occupational stress, exploring its root causes, its effects on individuals and organizations, and practical approaches for managing and preventing it. Through greater awareness and proactive intervention, we can work towards fostering a culture of well-being and resilience in the workplace.

1.2.5 Teacher's Occupational Stress

Today's life is full of challenges and in our everyday life we come across many situations. The work of a Teacher is physically and mentally challenging. A Teacher needs to use a lot of energy in his/ her daily chores in the classroom coupled with personal and family commitments. This trend which is routine for a Teacher and it brings in a lot of stress to the teachers. More than ever, before, work was not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation. It is because of the dramatic changes that have taken place in society over the last two decade that work and life stress have become more immediate focal points of interest. This interest has reflected itself in an ever-increasing research orientation into Occupational Stress, the impact of life events on stress with, desperate range of investigations being undertaken into the sources and manifestation of stress. It is important that we should „step back“ and reflect on what should or needs to be done, that is to focus on priorities or issues or problem areas of importance.

Occupational Stress is related to one's job. Occupational Stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational Stress can increase when workers do

not feel supported by supervisors or colleagues, or when one feels he/she is not having control over his/her job. Some of the job stressors are, job significance, workload, work and politics, interpersonal dealings at work, and work conditions. Occupational Stress has become an integral part of almost all occupations in the globe. Advanced technology, unmotivated learner, generation gap has all added to existing stress of the teaching profession.

1.2.6 Type of Occupational Stress

Occupational stress is considered as one of the most important work-related depression in organizations, stress related problems cause poor quality of performance, lower job satisfaction, high turnover and increased work absence. Teachers finding themselves comfortable in a working environment stick to a job for a longer duration irrespective of better monetary benefits in another working place. They develop attachment to a particular institution and refuse to withdraw from their jobs.

Workload Stress: This type of stress occurs when employees feel overwhelmed by the volume or complexity of their tasks. It can result from unrealistic deadlines, excessive work hours, or insufficient resources to complete job responsibilities.

Role Ambiguity Stress: When employees are unclear about their roles, responsibilities, or performance expectations, they may experience role ambiguity stress. Lack of clarity can lead to confusion, frustration, and anxiety about meeting job requirements.

Interpersonal Conflict Stress: Conflict with colleagues, supervisors, or clients can create significant stress in the workplace. Whether it's disagreements over work assignments,

communication breakdowns, or personality clashes, interpersonal conflict stress can affect morale and productivity.

Job Insecurity Stress: Concerns about job stability, layoffs, or downsizing can lead to job insecurity stress. Employees may experience anxiety, fear, and decreased motivation, impacting their performance and well-being.

Work-Life Balance Stress: Balancing work and personal life can be challenging, especially in cultures that prioritize long work hours or constant availability. Work-life balance stress arises when employees struggle to juggle competing demands, leading to feelings of guilt, fatigue, and dissatisfaction.

Career Development Stress: Employees who feel stagnant or undervalued in their careers may experience career development stress. This type of stress can result from limited opportunities for advancement, lack of professional growth, or feeling stuck in a dead-end job.

Organizational Change Stress: Change initiatives such as mergers, reorganizations, or new management can trigger organizational change stress. Employees may feel anxious or resistant to changes in job roles, procedures, or company culture.

Workplace Bullying or Harassment Stress: Bullying, harassment, or discrimination in the workplace can have severe psychological and emotional effects on employees. Victims may experience stress, anxiety, depression, and decreased job satisfaction.

Lack of Control Stress: When employees feel they have little control over their work environment or decision-making processes, they may experience lack of control stress. This can lead to feelings of frustration, powerlessness, and diminished motivation.

Job Demands-Resources Imbalance Stress: This type of stress arises when there is an imbalance between the demands of the job and the resources available to meet those demands. High job demands coupled with low resources, such as time, support, or training, can contribute to feelings of overwhelm and exhaustion.

Physical Work Environment Stress: Uncomfortable or unsafe working conditions can contribute to physical work environment stress. Factors such as noise, temperature extremes, poor lighting, or ergonomic issues may negatively impact employee health and well-being.

Emotional-Labour Stress: Jobs that require managing emotions as part of the role, such as customer service or caregiving professions, can lead to emotional labor stress. Constantly suppressing or expressing emotions to meet job expectations can be draining and emotionally exhausting.

Financial Stress: Concerns about financial stability or inadequate compensation can contribute to financial stress in the workplace. Employees may worry about meeting financial obligations, saving for the future, or coping with unexpected expenses, impacting their overall well-being and job satisfaction.

Perfectionism Stress: Employees who hold themselves to unrealistic standards or fear making mistakes may experience perfectionism stress. The constant pursuit of perfection can lead

to anxiety, self-doubt, and feelings of inadequacy, ultimately hindering performance and satisfaction.

Cultural or Diversity Stress: In diverse workplaces, employees may experience stress related to cultural differences, language barriers, or discrimination. This can create feelings of exclusion, tension, or alienation, affecting teamwork, communication, and morale.

1.2.7 Stress Management

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to everyone's situational factors. These can include a decline in physical health, such as headaches, chest pain, fatigue, and sleep problems as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Life often delivers numerous demands that can be difficult to handle, but stress management provides several ways to manage anxiety and maintain overall well-being.

Stress management is defined as the tools, strategies, or techniques that reduce stress and reduce the negative impacts stress has on your mental or physical well-being. A variety of techniques can be used to manage stress. These include mental, emotional, and behavioural strategies. When stress management is used regularly and in response to stressful life events, we can optimize our well-being says (TchikiDavis)

Stress management is the process of acquiring and practicing a variety of cognitive and behavioural techniques with the goal of managing and coping with stress. Stress is defined as the

perception that demands exceed personal resources, and can result in both physiological (e.g., increased blood pressure, migraine headaches) as well as psychological effects (e.g., anxiety, depression). Potential sources of stress range from major life events such as death of a loved one, divorce, or job loss to “daily hassles” such as traffic and interpersonal annoyances (Joyce A. Corsica).

Stress management offers a range of strategies to help you better deal with stress and difficulty (adversity) in your life. Managing stress can help you lead a more balanced, healthier life. Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to everyone's situational factors. These can include a decline in physical health, such as headaches, chest pain, fatigue, and sleep problems,^[1] as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Life often delivers numerous demands that can be difficult to handle, but stress management provides several ways to manage anxiety and maintain overall well-being.

1.2.8 Benefits of Occupational Stress Management

- Enables you to motivate employees better. Stressful situation can have a devastating effect on the morale of employees, causing increased absenteeism and employee turnover. However, good stress management skills help the morale of employees to stay intact so that they are more motivated and better focused on their jobs and performance.
- Reduced chances of workplace conflicts. Among many other factors contributing to workplace conflicts such as differences in opinions, backgrounds and personalities, the

increased level of stress also plays a major role. It shatters the workplace relationships, undermining the overall culture. However, effective stress management skills prevent such distractions and builds teamwork, making everyone's lives easier and fun.

- Improves productivity even in stressful situations. Since the employee morale and workplace relationships remain intact, stress management skills are considered to be one of the major contributors to the improved productivity. With ideal stress management skills,
- There will be lesser chances of customer complaints or poor decision-making even in the most stressful circumstances.

1.3 LEADERSHIP SKILLS

Leadership is an art of leading others. It is a task of a leader to accomplish his/her endeavors in a stipulated period of time. Leadership causes a person to handle tough situation which involves decision making and risk taking. Leadership is a mission which calls one to sacrifice, regulate the duty, set up goals and objectives as well as to manage the road to accomplish and overcome completely. Therefore, leadership is a challenging task which demands a right person with the right strategy to deal with. A leader is the person who stands at the forefront of an organization, group, or society to bring out and influence another person, by driving their interest and happiness to an extent. He/she is the foremost individual to lead and guide others. A good and responsible leader is hard working and sacrifice for the goodness of others. The leadership personality of a person helps in achievement of goals of the organization as a whole and individuals in particular. On the other hand, an irresponsible leader causes a downfall of the whole organization and in turn causes burdens to many. Behind a successful individual there is always a great leader who stimulates and boosts individuals for great achievements. In an educational setting, mostly, a teacher performs the task of a leader towards their students. Their leadership behaviour is imitated

by the students consistently. The teacher is the one who would dare to take up initiatives to make sure that obstacles encountered by students are overcome successfully (Moore, Latimer & Villate, 2016). Similarly, other teachers and colleagues look up to the successful teacher leaders both morally and professionally, so that each and every teacher transforms into an effective teacher leader. Fairman and Mackenzie (2015) described the various strategies teachers used to influence colleagues in direct and indirect ways, through formal and informal leadership. Effective teacher leaders are always appreciated and obeyed by their all-round developments of the students are influenced by the teacher leaders. Shen et.al. (2020) found that teacher leadership is related with student achievement. As a result, teachers as leaders need to be aware of their deeds and behaviors, as students are their positive recipients. Hence, teacher carries out leadership proficiency as one of the elements in their professional career. This makes the role of the teacher, as teacher leader, more challenging and satisfying.

Hackman and Johnson (2009) suggest some themes to leadership: traits, influence, followership, and collaboration. Each and every individual has the inherent ability to lead. It may be in different roles in various situations such as Non-profit organisations, government, business, and educational institutions etc. One can find out his/her own skills and can increase the talent by some training. A Leader is a person who influences group activities with regard to goal formation and goal accomplishment.

1.3.1 Meaning of Leadership Skills

Teacher leadership skills refer to the abilities, qualities, and competencies that enable educators to take on leadership roles within their schools, classrooms, or broader educational communities. These skills go beyond traditional teaching responsibilities and involve influencing,

inspiring, and guiding others to improve teaching and learning outcomes. Here's a breakdown of the definition and meaning of teacher leadership skills:

Instructional Expertise: Teacher leaders possess deep knowledge and expertise in their subject matter, pedagogy, and instructional strategies. They are skilled at designing and delivering effective lessons that engage students and promote learning.

Communication Skills: Effective communication is essential for teacher leaders to convey ideas, collaborate with colleagues, and advocate for change. They excel in both verbal and written communication, expressing themselves clearly and persuasively to diverse audiences.

Collaboration and Teamwork: Teacher leaders work collaboratively with colleagues, administrators, parents, and community members to achieve common goals. They build trusting relationships, foster a culture of teamwork, and leverage collective expertise to improve teaching and learning practices.

Problem-Solving Abilities: Teacher leaders are adept at identifying challenges, analyzing problems, and developing innovative solutions. They approach issues with a growth mindset, seeking opportunities for continuous improvement and adapting strategies as needed.

Vision and Strategic Planning: Teacher leaders have a clear vision for educational excellence and are skilled at developing strategic plans to achieve that vision. They set ambitious yet achievable goals, mobilize stakeholders around shared objectives, and monitor progress towards desired outcomes.

Empathy and Emotional Intelligence: Teacher leaders demonstrate empathy, compassion, and sensitivity towards the needs and concerns of others. They listen actively, provide

support, and foster a sense of belonging and well-being among students, colleagues, and the school community.

Advocacy and Influence: Teacher leaders advocate for equitable policies, resources, and opportunities that support student success and teacher professional growth. They use their influence to effect positive change within their schools and educational systems, advocating for policies and practices that benefit all learners.

Reflective Practice: Teacher leaders engage in reflective practice, continually assessing their own teaching practices, seeking feedback, and making adjustments to improve effectiveness. They model a commitment to lifelong learning and professional growth for their colleagues and students.

Overall, teacher leadership skills encompass a diverse range of abilities that empower educators to lead, inspire, and positively impact their schools and communities. By cultivating these skills, teachers can play a pivotal role in driving educational innovation, fostering collaboration, and promoting excellence in teaching and learning.

1.3.2 Definition of Leadership Skills and It's Related Terms

Definitions to the term „teacher leadership“ are still mixed up with different concepts and perspectives, yet remain vague and not define clearly (York-Barr & Duke, 2004). The investigator attempts to find out some definitions in relation to the Harris (2003) defined teacher leadership as “the exercise of leadership by teachers, regardless of position or designation”. In the same way, Shah (2017) noted that teacher leadership “delineate various features of teachers” roles, responsibilities and their expected contribution to organizational effectiveness while operating in a wide range of formal and informal leadership roles“.

Further, Lieberman (2013) defined teacher leadership as „a set of roles, part of the discussion about distributive leadership and as a key part of educational improvement efforts“. However, Katzenmeyer and Moller (2011) defined teacher leadership as a practice of leadership „within and beyond the classroom“ which influence and contribute to the teaching-learning processes and are responsible for the outcomes of leadership. In addition, Raj (2009), defined teacher leadership as “the process by which a teacher connects the self’s goals with the goals of education and intentionally works on four dimensions– individual development, team development, student development and organizational/institutional development”. While, Kenjarski, (2015) defined teacher leadership “as a way to assist with school organization and provide a framework for participation in professional networks in an effort to improve teaching practices and student achievement”. Whereas, Lovett (2017) defines teacher leadership as “the opportunity to make a difference to the lives of students that creates the impetus for leadership”.

Teacher leadership can be considered as a vast term which covers the entire process of teaching-learning within the classroom and outside. It comprises of a skill, willpower and dedication of teacher to deal and achieve its prerequisite. Effective teacher leadership in an educational Organisation will bring a positive change to the whole process of education system.

1.3.3 Teacher’s Leadership Skills

Educational leadership helps to enlist the abilities of teachers, pupils, and parents and guide them towards common educational aims. It takes the responsibility of the training for school heads, administrators and other managers. Simply put, Educational Leadership is the Leadership in Education. The Leader needs to 5 strengthen the institution. Once a leader takes the charge s/he has to manage and determine the educational needs of the pupils. A Teacher Leader controls class observation, evaluation, overseeing, and participation in the Professional Development.

Educational leadership helps to form school and classroom conditions by using formal and informal sources.

“Teacher leadership” was first used by John Dewey in 1916 (Shah, 2017). It became popular in the 1980s with the emergence of various authors who tried to elaborate the subject of teacher leadership in their writings through books, research articles and many more (Bond, 2015). Teacher Leadership is commonly perceived as the practice of leadership role by teachers in the form of instructional or administrative work. Instructionally, teacher plays an important role to prepare students lesson, manage curriculum development, monitor student’s progress and evaluate academic outcomes. Whereas administratively, teachers focus on paper work, organize staff meeting, parents meeting, arrangement and organizing curricula and curricular activities and so on so forth. If taken in a wider term, it also includes beyond than the aforementioned. What should be involved in teacher leadership is not express clearly (York-Barr & Duke, 2004; Florez, Rawashdeh & Morales, 2014; Cheung, Reinhardt, Stone, & Little, 2018).

Teacher leadership was explained by Silva, Gimbert and Nolan (2000) in three waves, in the first wave, teacher leadership is described as the role of Head of the Department, Principal, Headmaster etc., in the second wave, teacher leadership was positioned as instructional leader and in the third wave, teacher are free to move beyond the official position and play the role of leadership in their day to day activities. Moreover, Hamzah, Noor, and Yusof (2016) identified the fourth wave called transformational leadership which allows teachers to modify and shape the school pattern and community successfully. In the third and fourth waves mentioned, teachers are shouldered with additional responsibilities apart from classroom teaching. Therefore, it is high time to consider teachers as leader in all sphere and not just “classroom teacher” (Snyder, 2015).

To understand teacher leadership, one must remove the notion that an assignment projected by the authority will only be the responsibility of an individual teacher. However, it must be taken into consideration, that each and every teacher as teacher leaders have their duty and responsibility to the task at hand. Teacher leadership is used for anyone who takes their role in classroom teaching (Lieberman & Miller, 2005). As mentioned in the fourth wave, teachers are agents of change to an unscrupulous family and society. Being a great teacher is not only within the four corners of the classroom but it is beyond that. The teacher leaders are informally shouldered with great responsibility towards the society. Herman and Marlowe (2005) highlighted the necessity for teacher to work on humanity by shifting the role from “classroom mind-set” to “community mind-set” in order to attempt for a positive change in the society through classroom. To be a teacher, is to enlarge certain improvements in school and profession by undertaking roles as mentors, scholars and developers (Lieberman & Miller, 2005). Further, engagement in teacher leadership turns to be the most important issue in order to improve an overall development of the students and the school system as well (Mansor et al., 2018). Since students not only need intellectual development but also needs to develop the different aspects of life, therefore, it might be said that teacher leadership is one of the mechanisms which is responsible to implement institutional plans and policies into an action. For instance, adjustment and adaptation with the continuous change in the present society is a challenging task of the teachers and educational Organisation as well (Mansor et al., 2018). Therefore, in this matter, it might be said that teacher leadership should be taken seriously by individual teachers, educational authorities and policy makers. Wanutha, Tesaputa, and Sri-Ampa (2017) described teacher leadership as an instrument for the maximum effectiveness for the development of education.

1.3.4 Characteristics of Leadership Skills

The main agenda of leadership is to bring adaptive changes through vision, motivation, and inspiration. The following are the important characteristics of Leadership,

Empathy: Making genuine link and relationship with the team members and being empathetic in their concerns will increase the productivity of the organisation.

Honesty: As honesty is the best policy, it brings high growth and best assessment. Honesty makes the relationship between leaders and the followers strong.

Communication: Successful communication helps to achieve expected goals by effectively solving the issues and giving proper advice. This will make the organisation as a whole to work on the proper projects at the right time.

Flexibility: Each issue demand different solutions. The same solution will not fit for all problems. Flexibility in ideas and decisions will help the team tackle any situation in a good manner.

Conviction: Strong vision is one of the important characteristics of leadership. The leader should be vigilant towards the achievement of the goals. This will be an inspiration for the followers.

Situation: As various situations demand, the leader has to judge and decide the best alternatives using appropriate leadership style.

1.3.5 Role of Teacher leaders

Leaders Harrison and Killion (2007) explain ten roles of a Teacher Leader to support student and school success. Regardless of the role assigned formally or shared informally, they raise the strength of school, students, and fellow teachers.

Resource Provider:

As a Resource Provider a Teacher Leader can share teaching- learning materials such as websites, books, articles, notes, lesson plans, and assessment tools among his/her colleagues.

Instructional Specialists:

Teacher leader helps his followers to implement different strategies in teaching by planning lessons in partnership with fellow teachers. They implement research based strategies for classrooms, explore appropriate instructional methodologies, and share the findings and feedbacks with them.

Curriculum Expert:

A curriculum Specialist knows how to deliver the curriculum content effectively, link various components of curriculum together and to implement curriculum in instrumental planning and assessment throughout the school. As Curriculum Expert, Teacher Leader makes the teachers to agree with set standards, follow the desired curriculum, and to facilitate good assessment in schools.

Classroom Supporter:

To support the teachers inside the classroom, a Teacher Leader helps to implement new ideas by demonstrating lessons, observing the class and giving feedback about the class.

Learning Facilitator:

Teacher Leaders make more opportunities to learn among colleagues. Through this the teachers can learn updates from his/her peers and discuss the measures to improve students' learning. This type of learning communities breaks the isolation among them, which will ultimately help the students to get more.

Mentor:

A Mentor acclimate a new teacher to the novel situation of the school, advise them about the curriculum transaction, familiarise them about practices and politics of the school, and work a great deal to help them contribute more professionalism towards students' success.

School Leader:

A teacher Leader acts as a 'School Leader' by serving on some committees such as school improvement committee to represent the school in community committees and forces to share the mission and vision towards the achievement of the school.

Data Coach:

Even though teachers have access to abundance of information and resources they will not be ready to utilise it at full swing in the classroom as they are tied in the limits of frontiers of the syllabus. In this regard, a Teacher Leader can coach them to utilise maximum resources in the classroom instruction by making available more and more ready to use data and information.

Catalyst for Change:

Teacher Leaders transform themselves to make followers to change. Readiness to change according to situation will assure them a security and commitment in the work.

Learner:

A vital role of a Teacher Leader is that s/he should be a learner so as to show the peers and make them to follow the model of continuous development to demonstrate lifelong learning, give more updates to students, and to explore new strategies.

1.4 NEED OF THE STUDY

One cannot be called a physically and socially healthy person until and unless he/she is mentally healthy. Our body, mind and soul are interconnected. Anything that affects mental condition can affect our physical condition and vice versa. Teachers play the most important role in the lives of the students; teachers are the guide, mentors and helpers of the students. They improve their behaviour and make it socially desirable. Therefore, it's important for a teacher to maintain his/her mental health. Teachers should possess emotional stability. They should have a positive attitude towards life. Teachers must be physically as well as mentally healthy so that they can add efficiency to their works. They'll be able to adjust themselves in all sorts of situations in life. They can stand strongly and can tackle stress of modern civilization. Lack of mental health can lead to frustration, anxiety, unhappiness, failure, misery and even insanity in a large number of cases. People who are physically and mentally healthy can easily cope up with all types of difficult situations. They can adapt themselves in all knotty situations of life. The foremost purpose of education should be to produce mentally healthy persons and well-adjusted personalities, because mentally, physically and socially healthy people are the real assets of the society and nation.

“Effective leaders engage in both professional and personal leadership behaviours. Teachers who are engaged in their jobs—those who are enthusiastic and involved in their day-to-day work—tend to perform better. Therefore, understanding the specifics of administrative personnel work-life perceptions is important to educational institutions, because those perceptions influence how well they perform at work” (Rosser, 2000). The prospective leaders of the next century need to radically change their mindset because the leadership skills and qualities which are very important today may not stand the rest of time in the year to come. Therefore, in keeping with changing times it is important that leaders develop their skills. This in turn stimulates them to be engaged in their work. Highly engaged teachers could turn even the less performing students to make better academic performance.

1.5 SCOPE OF STUDY

Occupational Stress is a major concern not only of the developed nations but also the developing nations as well. In many countries teaching profession is considered as the most stressful job. Further the advancement of science and technology accelerates the level of stress like adding fuel to the fire. The greatest part of stress is associated with the rapid pace of changes in educational field at all levels. In the process of learning, stress affects the (taught) teachers, Since the teacher play a vital role in imparting the knowledge to the students. They can know the latest research findings and updating their knowledge as a part of their professional ethics and smartness in order to cope up with the latest development, which in turn cause additional stress to them. Apart from these reasons, low salaries, insecurity of the job and over work load have also contributed to the stressful conditions among Coimbatore district teachers . The scope of leadership among teachers encompasses a broad range of roles and responsibilities that extend beyond the classroom. Teacher leaders play a vital role in improving teaching and learning

outcomes, advocating for equity and inclusion, supporting the professional growth of their colleagues, and fostering a positive school culture conducive to student success. The present study entitled “Factors influencing Occupational Stress and leadership skills among the Coimbatore district school teachers” ventures to analyse the sources of stress under seven dimensions such as work related stressors, working hour related stressors, Interpersonal relationship at work place, Research, Teaching, Service, General work stressors, Work /Family conflict, Gender issues, Impact of stress under two dimensions i.e., Attitude towards Academic Profession and Satisfaction with different facts and insights of the job and the coping strategies adopted by the respondents to get relief from or manage the stress.

1.6 STATEMENT OF PROBLEM

The Education and the teachers have attracted a great deal of concern in these days. One significant reason of declining graph of education is the problems related to the teachers. Job stress, workplace stress and occupational stress among teachers affect their performance and hence eventually affect the whole education system and development of students. Much attention is being given to teachers' occupational stress these days. It has become the subject of increasing public and professional distress. NEA (1979) took the teacher burnout as the central theme of their convention Detroit as and adopted a resolution to encourage local affiliates to work with local school authorities for developing program, which help in recognition, prevention and treatment of stress related problems.

It is very unfortunate that the field of occupational stress among teachers in India lacks the quality research. However, a large number of studies have been done but the quality and application is still a question. No effective steps have been taken regarding this problem so burnout has become a serious issue. Even the competent and intelligent teachers are leaving this profession

due to higher level of stress, multiple role responsibility, conflicts among colleagues and personal and interpersonal relationships etc. In today's society, teaching has become a very demanding and stressful profession. Generally, work-related stress results in teacher burnout, which, in turn, may affect the health and happiness of the teachers (Wood & McCarthy 2002). When potentially threatening event is experienced, a reflexive, cognitive balancing act ensues weighing the perceived demands of the event against one's perceived ability to cope with them is called stress (Lazarus and Folkman, 1984). Events perceived as potential threats trigger the stress response and a series of psychological and physiological changes that occur when dealing capacities are seriously challenged. The specific trigger to the stress response is the perception that one's coping resources are inadequate for dealing with demands of life.

Teacher stress is seen as the negative emotions encountered by teachers as a result of their job (Boyle, et. al., 1995). Some educators have defined stress as fear, anxiety, inability to cope, dissatisfaction and unhappiness (Pratt, 1979), while others attribute stress to personal failure and professional incompetence (Dunham, 1984). Teacher stress has been described as a negative or unpleasant mental condition resulting from work as a teacher (Kyriacou, 1989). When individuals find them incapable of controlling or reducing stress to a manageable level, they may become emotionally exhausted. According to Maslach and Jackson 1993,

1.7 OPERATIONAL DEFINITION

Occupational stress: Occupational stress will be taken as the stress related to teaching occupation in schools. It is a situation where teacher is forced to change his or her psychological and physical condition or deviate from normal functioning. Occupational stress among school teachers is as a result of role overload, role insufficiency, role ambiguity, role boundary,

responsibility and physical environment. It includes the unpleasant emotions, tension, frustration, anxiety, anger and depression.

Leadership skills: Leadership skills refer to the abilities, traits, and competencies that enable an individual to effectively guide, inspire, and influence others toward a common goal or vision. These skills encompass a broad range of capabilities that are essential for successful leadership in various contexts, including business, education, politics, and community organizations. Leadership skills can be both innate and developed through learning, experience, and practice.

School Teachers: School teachers are those who are teaching in the schools from class 1 to 12.

1.8 VARIABLES

- Occupational Stress
- Leadership Skills

1.9 DEMOGRAPHIC VARIABLES

The independent Variables included

- Age
- Gender
- Types of family
- Area of residence
- Years of experience

1.10 OBJECTIVES OF STUDY

- To examine the relationship between occupational stress and leadership skills among the school teachers of Coimbatore district.
- To study the Occupational stress among school teachers.
- To examine the Leadership skills among school teachers.
- To analyze the occupational stress and leadership skills among school teachers based on the demographic variables: Age, Gender, types of family, Area of residence, Years of experience.

1.11 HYPOTHESES

H₀₁: The Occupational Stress among the school teachers is negatively correlated with their leadership skills.

H₀₂: There is no significant difference in occupational stress among the school teachers based on age.

H₀₃: There is no significant difference in occupational stress among the school teachers based on gender.

H₀₄: There is no significant difference in occupational stress among the school teachers based on types of family.

H₀₅: There is no significant difference in occupational stress among the school teachers based on Area of residence.

H₀₆: There is no significant difference in occupational stress among the school teachers based on Year of experience.

Ho7: There is no significant difference in leadership skills among the school teachers based on Age.

Ho8: There is no significant difference in leadership skills among the school teachers based on gender.

Ho9: There is no significant difference in leadership skills among the school teachers based on Types of family.

Ho10: There is no significant difference in leadership skills among the school teachers based on Area of residence

Ho11: There is no significant difference in leadership skills among the school teachers based on Year of experience.

1.12 CONCLUSION

In this chapter the investigator focused on the detailed conceptual work about the variables taken and briefed the need and scope of the study, statement of the problem, operational definitions, objectives and hypotheses.

CHAPTER – II

2. INTRODUCTION

“The literature review brings clarity to the research problem, improves the method of study and broadens the knowledge base. It is a valuable guide in defining the problem, recognizing its significance, suggesting data gathering devices, appropriate study designs and sources of data” (Best & Kahn, 2009).

The review of literature, in any research, is important for the investigator to have an acquaintance with the knowledge of the previous studies conducted in the area and thereby plan the research design needed for the present investigation. It helps the research possibilities that have been overlooked by the earlier researchers. It gives the investigator an understanding of the work that has been done in the field previously. The study of the related literature implies locating, reading and evaluating reports of research that has been conducted earlier by the other researchers. This in turn will lead to significant improvement in planning and organizing the research design for the present investigation. It develops in the investigator an insight into the needs to select his research problem in a specific and concise manner. The review of related literature provides an over view of the current topic which is proposed for the investigation. It helps to develop in the investigator a clear understanding of the methods, measures and approaches employed by other investigators. It prevents repetition of the research work done in a particular area. It helps in locating comparative data useful to the investigator.

Research takes the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It cannot be undertaken in isolation without understanding the background history of the problem and the solutions arrived at by different researchers in that

specific area of research. A careful review of research journals, abstracts, books, dissertations, theses and other sources of information relating to the problem to be investigated is one of the important steps in planning and executing any research study.

2.1 PURPOSE OF REVIEW OF LITERATURE

The review of literature enables the researcher to define his problem in concrete terms. It enlightens the researcher with the limitations of his study. It also helps him to state the objectives clearly and concisely; and formulate suitable hypotheses. Through review of literature, the researcher can avoid duplication of well-established findings. It gives the researcher an understanding of the research methodology which refers to the way how the research study is to be conducted. It helps the researcher to know about the tools and instruments that are proved to be more useful and promising in the earlier studies. It also provides the researcher an insight into the use of different statistical methods and techniques that are useful in establishing the validity of the results. From the review of related literature, the researcher can understand the recommendations provided by the previous researchers in their reports for conducting further research in the respective areas. Thus, literature review makes the journey of the researcher in his search for truth more comfortable.

2.2 NEED OF REVIEW OF LITERATURE

The review of literature is essential due to the following reasons:

1. One of the early steps in planning a research work is to review research done previously in the particular area of interest and relevant area quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.

2. It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study.
3. It avoids the replication of the study of findings to take an advantage from similar or related literature as regards, to methodology, techniques of data collection, procedure adopted and conclusions drawn. He can justify his own Endeavour in the field.
4. It provides as source of problem of study, an analogy may be drawn for identifying and selecting the problem of research.

The researcher formulates his hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the study can also be discussed at length. The review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field.

2.3 OBJECTIVES OF REVIEW OF LITERATURE

The review of literature serves the following purposes in conducting research work:

- It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem.
- It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.
- It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies.
- It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.

- It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.
- It helps in developing expertise and general scholarship of the investigator in the area investigated.
- It contributes towards the accurate knowledge of the evidence or literature in ones area of activity a good avenue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization.

2.4 SOURCES OF REVIEW OF LITERATURE

There are various sources of literature which may be used for this purpose. These sources can be broadly classified into these heads:

1. Books and Text-Books material
2. The periodical literature, and
3. General references

1. Books and Text-Books material

The most useful list of books published in the English language is the Cumulative Book Index and Book Review index, Books Review Digest, Subject guide to books indicates that books are in print or press or forth coming books. National Union Catalogue is also useful for this purpose. There are a number of publications that locate specific references that cover particular area of knowledge.

Sources of information in the social sciences “organized” by subject area and indexed by author and title, this work contains comprehensive list of reference books and monographs.

2. Periodicals

A periodical is defined as a publication issued in successive parts, usually at regular intervals, and as a rule. These include Yearbook, Documents, Almanacs, The Cumulative Book Index, International Abstracts, Journals, News Papers, Magazines, International Index to periodicals.

3. General References

(a) Abstracts

Another type of reference guide is the abstract, review, or digests. In addition to provide a systematized list of reference sources, it includes a summary of the contents. Usually the brief summaries of research studies are given in the form of abstract – educational Abstracts, international abstracts in humanities.

(b) Encyclopedias

Encyclopedias provide concise information on a number of subjects written by specialists. They provide a convenient source of information, and often include illustrations and bibliographies. Only specialized encyclopedias deal with restricted areas of knowledge.

(c) Almanacs, Hand books, Yearbooks and Guides

This general category of references includes those publications that present rather detailed up-to-date information on a variety of subjects, organized around a given them. They are the type of references that one consults to find specific information, often of a statistical nature. Generalized source are listed first, followed by those with a more specialized emphasis.

(d) References on international Education

This type of publications deals with education outside the United States.

(e) Specialized Dictionaries

There are specialized dictionaries of education which includes terms, words and their meanings.

(f) ERIC, (Educational Research Information Centre)

The current knowledge explosion makes selective data retrieval the key to the research enterprise as well as to effective educational practice. The major developments in this regard as they relate to the educational literature are ERIC (Educational Research Information Centre) and SRIS (School Research Information Service). ERIC is an attempt to facilitate information exchange and to increase the value of research to the educational community by simply making its results readily available in usable form. A related service in SRIS initiated to provide an ERIC type of coverage of educational materials.

In our country NCERT has established a separate ERIC cell to facilitate educational research community.

(g) Dissertations and Thesis

The thesis and dissertations which embody the bulk of presenting educational research are usually housed by the institutions and universities that award the authors their advanced degrees. Sometimes these studies are published in whole or in part in educational journals. The related dissertations and thesis are the main sources of review of literature.

2.5 OCCUPATIONAL STRESS

2.5.1 STUDIES CONDUCTED ABROAD

Jenitta (2016) examined on "Elements Affecting the Stress of Teachers; A Special Reference to Trincomalee District". Having the capacity to keep up the anxiety level, a teacher can enhance the nature of work and the personal satisfaction as it prompts better execution. This paper endeavors to decide the components influencing the worry of teachers with the unique reference to Trincomalee District. To accomplish this target, essential information were gathered through the poll. A specimen of 129 respondents was taken for the examination. An exploratory factor investigation is utilized to discover the elements influencing the worry of teachers. The discoveries clarified the variables, for example, work stack, working conditions, individual issues, Environment and issues with the educational programs influence the worry of teachers. The lion's share of teachers announced work stack is the principle factor drives them towards push.

Chinagorom Onwunaka (2015) considered on "Worry among Secondary School Teachers in Ebonyi State, Nigeria: Suggested Interventions in the Worksite Milieu". The point of the investigation was to decide the level of stress experienced by optional school teachers in Ebonyi State. The measurements of stress considered included physical anxiety, mental anxiety, enthusiastic anxiety, and social anxiety. The investigation received the cross-sectional survey configuration utilizing an example of 660 (male 259, female 401) teachers arbitrarily drawn from 33 auxiliary schools in Ebonyi State. The optional schools were chosen from two (Abakaliki and Afikpo) out of three education zones in Ebonyi State. In each school 20 teachers were haphazardly chosen utilizing deliberate arbitrary testing method. A self-created instrument titled: Teacher Stress Questionnaire (TSQ) was utilized to gather information for the examination. Five specialists in Health Education and Psychology were utilized for approving the TSQ. Information gathered

from 30 optional school teachers yielded a general unwavering quality coefficient of $r = 0.72$. The researchers actually gathered the information which was investigated utilizing mean, standard deviation, t-Test, Pearson's connection, and Stepwise 59 Multiple Regression. Six hundred and fourteen duplicates (male 232, female 382) of the survey, speaking to around 93% return rate, were utilized for investigation. The outcomes demonstrated that the optional school teachers had an abnormal state of stress and the distinction in the level of stress announced by male and female teachers was noteworthy with male teachers revealing more elevated amounts of worry than female teachers. Each measurement of stress contributed essentially to the general level of stress experienced by the optional school teachers. Mediations, for example, push administration can be done to diminish worry in the worksheet.

Hina, S. (2013). This study empirically investigates various stressors leading job stress that effect teachers in higher educational system of Pakistan. 166 higher educational faculty members of 17 public and private universities listed under federal region with Higher Education Commission of Pakistan had given their responses. Four determinants which were role conflict, role ambiguity, home-work interface and work overload as predictors of job stress were identified and studied, only one role ambiguity showed insignificant relation. The causal negative relation of job stress and job satisfaction was identified and in a similar vein job satisfaction studied having a moderating effect of professional commitment on burnout that weakens the highly negative relationship between job satisfaction and burnout. Analysis used for exploring the causal path relationship.

Palagolla, W.et Al (2012). Examined the causes and Consequences of Occupational Stress among University Academics in Sri Lanka The study explored major causes of Occupational Stress among university academics and its consequences in terms of job satisfaction, organizational

commitment, and turnover intention. A structured questionnaire gathered empirical data from a stratified random sample of permanent 45 academics in four selected national universities in Sri Lanka. The survey was carried out on a stratified random sample of 139 permanent academic staff members from four selected national universities in Sri Lanka. The sample was stratified by the University (well- established and newly-established universities), and the Faculty (Management, Arts and Science). The well-established universities considered in the study were namely University of Colombo and University of Sri Jayewardenepura. The Rajarata University and the Eastern University were considered under the newly established category. In order to obtain a more appropriate and representative sample, the number of staff members from each sub group was disproportionately distributed. The data were collected through the structured questionnaire methodology. The response rate was 70 percent. Results revealed that the majority of staff were experiencing moderate to high level of Occupational Stress owing to several individual and organizational factors. The key factors commonly associated with stress among academics included: role conflict, management style, job involvement, family relationship, and supervisor support. Results also showed that Occupational Stress decreased job satisfaction and organizational commitment but increased turnover intention of the academics. Comparative analysis highlighted very important findings on different groups of staff. The study recommended potential future strategies for the effective management of stress. The study applied statistical tools namely mean score analysis, frequencies, Pearson's correlations, multiple regression and Analysis of Variance using SPSS. Survey research strategy was adopted to explore potential causes of Occupational Stress and its potential consequences. In addition, the study explored organizational level interventions for managing stress.

Wei Sun, H (2011). Studied Occupational Stress and its related factors among university teachers in China. The objective of the study was to assess the Occupational Stress among university teachers in China and to clarify the related risk factors. A cross-sectional study was performed in Liaoning Province, the centralized area of higher education in Northeast China. Eight universities (2 multidiscipline and 6 specialized) and 10% of academic staff each were randomly sampled. Questionnaires pertaining to Occupational Stress indicated by the Chinese Version Personal Strain Questionnaire (PSQ) and demographic characteristics, health status, work situations, and personal 48 and social resources were distributed. A total of 827 effective respondents (response rate was 76.4%) participated. There was a significant correlation with physical functioning, role limitations due to physical problems, mental health, role overload, role insufficiency, self-care, cognitive coping and social support. The average raw score of PSQ was 91.0 among the university teachers. General linear model analysis showed that the factors significantly associated with the PSQ score were, in standardized estimate (β) sequence, mental health, role overload, role insufficiency, social support, monthly income, role limitations due to physical problems, research finance and self-rated disease with adjustment for age and gender. It was concluded that, in comparison to work-related factors and social support, mental health was a prominent risk factor for Occupational Stress in university teachers in China. The study suggested Improvement of mental health and organizational climate should be considered to lessen the Occupational Stress of university teachers.

2.5.2 STUDIES CONDUCTED IN INDIA

Subramanian P (2021) this study was conducted on occupational stress of higher secondary school teachers in Cuddalore district in Tamilnadu. The random sampling technique with the normative survey method was used to collect 200 samples from the area of study. For the

data collection, an investigator used occupational stress inventory. The data collected were analyzed using frequency counts, percentages, the mean and standard deviation to answer research questions while t-test and coefficient of correlation of fit were deployed to test the hypothesis at 0.05 level of significance. This study revealed that 17% of higher secondary school teachers have a low level of occupational stress, 64% of higher secondary school teachers have an average level of occupational stress and 19% of higher secondary school teachers have a high level of occupational stress. The results of the calculated r-value showed that there is a significant relationship between male and female teachers in their occupational stress.

Harish K et al (2018) studied on “An Empirical Study on the Stressors of Teachers and Its Impact on Occupational Stress and Job Satisfaction of Teachers in Government & Private Sectors”. Stress for teachers is a growing concern, as they incessantly adhere to long working hours and conditions of overwork, unpredictable and the fearness of safety of job, low morale and motivation leading to dissatisfaction in job and lack of authority and responsibilities in roles of decision making. These factors contributing to workplace stress has proved to stand as a detrimental effect on the health conditions, both mentally and physically thereby affecting the wellbeing of teachers. This leads to the negative impact on workplace productivity affecting the development and the progress of the workplace. Teaching as an occupation is regarded as a noble profession but it requires increasing the mental abilities due to an overwhelming and cut-throat competition which sometimes becomes highly tedious. Increasing consciousness for education due to increasing competitions among students for achieving their goals adds more pressure and stress on teachers. This so called ‘Noble’ profession creates leaders, scientists, philosophers, advocates, politicians and administrators. In the educational set up, secondary school teachers must be aware of developments in their subject area, new resources, methods and national objectives. Secondary

education differs from the other levels, where teachers have to be more specialized and the organization is consequently more complex. Since work division is more pronounced, issues of coordination become more important which gives rise to stress. The root cause as well as solution of the problem must be looked after. A sample size of N=300 is taken for the study and the sample population was identified within the teachers of Chennai and its outskirts of both private and government schools. This study emphasizes the factors that cause stress amongst the teachers and a comparative study between the private and the government teachers is also carried out to analyze the level of occupational stress and job satisfaction on various stressors.

Neelam Dhar, et al (2018) studied on “A Study of Occupational Stress among Teachers Teaching in JKBOSE & CBSE in Jammu District: A Comparative Study”. In the studies of occupational stress among various occupational groups, teaching profession was found to be on the top of the list of stress prone occupations. But prior studies were limited mostly to the variables like male and female, govt. and private, experienced and inexperienced, married and unmarried, locality of the school but no such study has been undertaken which deals with two educational boards as its variables. Therefore the present study was conducted to find and compare the level of stress among JKBOSE (schools affiliated to J&K state board of school education) and CBSE (schools affiliated to central board of school education) school teachers. A total of 180 school teachers from four JKBOSE and four CBSE schools of Jammu, India, participated in the study. Occupational Stress Index (OSI) developed by A. K Srivastava and A. P Singh’s was administered for data collection. Data was collected by using simple random sampling method. The information obtained was subjected to statistical treatment by using Mean, Standard Deviation, Sedum and ‘Z’ test. The study revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas.

Selvi et al (2018) studied on “Occupational Role Stress Faced by the Higher Secondary School Teachers in Coimbatore City”. The role of a teacher is critical since it requires rebuilding the knowledge constantly. Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work. This study aims to analyse the nature of occupational role stress faced by teachers working in the private and public schools in Coimbatore city. The study found that 88.80 per cent of the teachers in both public and private schools are forced to work on holidays and weekends that in turn causes stress in them. 63.60 per cent of the teachers have opined that they face tension frequently due to high degree of stress. Teachers handling higher secondary classes always work extra time for handling the special classes and additional coaching classes for the benefit of the students; this in turn causes stress and tiredness in them.

Malvi Kamboj (2017) studied on “A Study of occupational stress among female teachers working in secondary schools in Rewa District”. Today’s life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. Teacher stress is a specific type of occupational stress. Teaching profession can be identified as a stressful occupation in this modern challenging world which can adversely affect the health of the teachers which in turn affects the students and the learning environment. In this respect, female school teachers usually faced lots of occupational stress particularly the married female teachers as they have to play multiple roles both at homes and schools. In this paper, attempts have been made to identify the main causes of occupational stress among the female teachers of secondary schools and the ways for preventing and minimizing the same.

Seema et Al (2016) studied on “Occupational Stress among Secondary School Teachers in Relation to Gender and Types of School”. The present study is related to occupational stress of secondary school teachers in relation to their gender and types of school. Descriptive Survey Method was used to conduct the study. One hundred and twenty secondary school teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis stratified random sampling techniques. Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used. The findings reveal that (i) No significant difference was found between male and female secondary school teachers on occupational stress; (ii) Government secondary school teachers were found to have less job stress than private teachers.

Sabherwal (2015) studied Occupational Stress among faculty members in Higher Educational Institutions with the overall purpose of understanding the phenomenon of stress among staff and to find out how they combat stress operatively and strategically in higher educational institutions. The data was collected through a questionnaire from 200 faculty members of different higher educational institutions in Pune. The sample was selected by using stratified random sampling among the institutions of management, engineering, law, science and other faculties. The sample included all teaching positions: assistants, assistant professors, associate professors, and professors. Seventy six per cent of the respondents were women. The respondents’ 41 responses were measured by the following Stressors: workload, conditions at work, and relationships with colleagues at work, work with students, work organisation, and social recognition and status. The results showed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student’s indiscipline and poor pay prospects as very high ranked stressors. The findings also

revealed that the administrators experienced, on an average a low to moderate level of stress and this did not negatively affect their performance.

Naveen Kumar Pandey et Al (2015) in their research paper critically reviewed the existing literature on Occupational Stress of a teacher and explored its findings to develop a new insights and future directions for further research. This research paper has segmented in four sections Introduction, Review of literature, Comparative Table and Conclusion section. 15 Research paper has been collected for the review, out of these ten are Indian work and remaining five from overseas. The researcher has tried to display all the existing literature findings in a comparative tabular format for the clarity, which assists other for further research in this particular field. Sindhu, K., P. (2014). Conducted a study on Stressors among college teachers. The study was a descriptive and explanatory in nature. Both secondary and primary data were collected and used for the study. Primary data required for the study were collected from 200 Arts and Science College teachers of Kerala. Multi-stage sampling was adopted for selection of respondents for the study. The questionnaire developed for collecting primary data was administered to 200 college teachers and their responses were collected through filled up questionnaire. The collected data were tabulated and analysed with the help of SPSS. The statistical tools used for analysis include Frequency, Percentage and Chi-square test. The analysis showed that majority of the teachers experience stress in their work. There was significant difference between designation and stressors.

Jeyaraj (2013) studied on “Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. The aim of the study is to determine the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations. The scale used in the study has been developed by researches. 185 Aided school teachers and 120 Government teachers have participated in the

present study. At the end of the study it was seen that Aided school teachers have more occupational stress levels than Government school teachers. There is a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers. Policy makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment). Implications for further research are also discussed

Poornima, (2012) conducted a study titled “Occupational Stress and professional burnout of University Teachers in South India” and from the results, it was observed that the university teachers reported high Occupational Stress owing to organizational structure and climate at the university level. It was observed that the majority of teachers working in the universities of south India experience moderate and high levels of Occupational Stress due to organizational structure and climate (84.72 %), personal and professional efficiency (60.10 %), intra and interpersonal interactions (62.09 %), environmental factors (62.52 %) and Occupational Stress as a whole (73.93 %). The results showed, significant positive relationship between Occupational Stress and professional burnout, majority (73.93 %) of the university teachers were experiencing moderate and high levels of Stress. The study suggested to prevent professional burnout of the university teachers, and to check their Occupational Stress from time to time.

Abirami, V. (2012) conducted a study titled stress among college teachers with reference to Coimbatore district. For collecting primary data, the field survey technique was used in the study area namely Coimbatore District. First-hand information and data were collected pertaining

to the respondents" socioeconomic background, aspects, related to the job, symptoms of stress, factors contributing to stress, consequences of stress and the coping strategies followed 47 by them to manage stress. The primary data was collected from the arts and science college teachers teaching in self-financing colleges, aided colleges and government colleges. Stratified random sampling method was used for selecting the sample. Results revealed that: the maximum level of stress was perceived by the college teachers who were below 25 years of age, female teachers had perceived maximum level of job stress than the male teachers, majority of the married teachers had perceived maximum level of job stress in comparison with unmarried teachers, maximum level of stress was perceived by the college teachers who were qualified with Post Graduation, maximum level of stress was perceived by college teachers who belonged to joint family. While analyzing the income group, the college teachers with the income range of Rs. 30,000 to Rs 40,000 experienced maximum level stress, the college teachers who had 3 to 4 dependents had perceived high level of job stress. Professors had perceived maximum level of job stress in comparison with other category of the college teachers, and teachers who were working in self-financing colleges. In the case of location city teachers experienced more stress in comparison with rural, urban and semi urban teachers. Analysis done on the basis of work place (locality) which included "Rural", "Urban", "Semi-Urban" and "City", the respondents opined that the "City" teachers had perceived maximum level of job stress. Teachers working for more than 8 hours and college teachers who had experience of 2 to 5 years had high level of stress.

2.6 LEADERSHIP SKILLS

2.6.1 STUDIES CONDUCTED ABROAD

Berg and Zoellick (2019) said that lack of research in teacher leadership is due to the failure of understanding and consensus about the concept of teacher leadership. Therefore, it was

anticipated that researcher required to insist on the objective, legitimacy, method and support of teacher leadership before carrying on any study in the context of any particular field.

Wilson (2016) done a study on the perceptions of teacher leadership in professional learning community by high school teachers, and to identify the factors of teacher leadership in professional learning community. The findings revealed that only 18% of the participant viewed themselves to be leaders through their classroom teaching whereas 82% viewed teacher leadership as a designated roles or tasks. Further, it was found that limited time is the barriers for the development of teacher leadership in professional learning community.

Kilinc et al. (2015) studied “The Relationship between Teacher Leadership, Teacher Professionalism, and Perceived Stress”. The Teacher Leadership Scale used to gather data. Results indicated that the relationship between Teacher Professionalism and Teacher Leadership is positive and significant. The study found a negative relationship between Perceived Stress and Leadership. The results confirm the importance of teacher professionalism and perceived stress in predicting teacher leadership.

Lin and Chuang (2014) studied “The Effects of the Leadership Style on the Learning Motivation of Students in Elementary Schools” to explore how do leadership styles of science teachers affect on the learning motivation of elementary school students. The result shows that: a) elementary teachers are employing both the leadership styles ie., transformational and transactional leadership styles b) There is “moderate to good relationship” between learning motivation and transformational and the transactional leadership styles.

Colak, Altinkurt and Yilmaz (2014) examined the relationship between teachers’ leadership roles and the levels of organizational commitment. The finding of the study revealed

that teachers with 21 or more years of teaching experience performed more teacher leadership roles than the others. Further, males' teachers were found to be slightly higher than the females in organisational commitment.

2.6.2 STUDIES CONDUCTED IN INDIA

Borko, et. Al. (2021) explores different aspects of Mathematics teacher leader growth and development and found that Mathematics teacher leaders 28 make adaptations in response to school goals, interests, and priorities; and gain confidence in their work with colleagues.

James, et Al. (2021) on leadership of prospective teachers found that 11% of prospective teachers have low leadership qualities, 72% have average leadership qualities and 17% have high leadership qualities. Further, no significant difference was found in leadership qualities based on gender and educational qualification respectively.

Sehjal (2021) study the teacher effectiveness of secondary school teachers in relation to their gender, location and type of school. The result indicated that there is no significant difference between female and male teachers while significant difference exist between the urban and rural secondary school teachers as well as with regard to the form of institution i.e. private and government.

Suryana, et Al. (2020) conducted a study to identify teacher leadership skills inside the classroom. The leadership skills obtained from the findings are ability to build empathy, being a good listener, ability to eliminate the limits of rigidity, ability to build relationship, ability to develop awareness inside the classroom, builds a shared view, painstaking, and commitment.

Bhat et al (2019) conducted a study on teacher's effectiveness and found that high school teachers have average effectiveness. Further significant difference is found between gender and no significant differences exist between teaching experiences respectively.

Shah (2017) reviewed the literature on "The significance of teacher leadership in Teaching of English to the Speakers of Other Languages (TESOL)" and found that the developments of teacher leadership are disturbed and influence by the factors such as hierarchical leadership structures and lack of knowledge about the leadership skills.

Nadarasa et al (2014) studied "The Influence of Principals' Leadership Styles on School Teachers' Job Satisfaction –Study of Secondary School in Jaffna District". The study aims to find out the most common leadership styles of principals in secondary schools. The data have been collected by using Multifactor Leadership Questionnaire (MLQ). Collected data have been analysed with the use of Regression analysis, Correlation analysis, and Percentage analysis. Findings reveal 35 that Autocratic leadership has negative impact and Democratic style leadership has positive effect on job satisfaction of teachers.

Chamundeswari (2013) conducted a study on teacher management styles and their influence on performance and leadership development among students at the secondary level. The sample comprised of 90 teachers and 900 students at the secondary level belonging to matriculation schools. The Classroom Management Styles Inventory was constructed based on Baumrind's (1971) description of teacher management styles. The investigator developed the leadership inventory based on Kouzes and Posner (2003) inventory. It was found that authoritative and authoritarian types of management yield maximum influence on academic performance among the 44 students, followed by leadership development. The permissive style of management had been the least in influencing student performance followed by lack of leadership development. In

fact it did not relate with any of the student variable studied. The indulgent teachers who are knowledgeable but not inclined also showed similar influence with the students. The contingency types of management style among teachers brought influence in areas of academic performance and leadership development. The authoritative management style had an influence of about 40%, which was found to be highly significant. The authoritarian management style had a greater contribution to academic performance of students to the extent of 65% and was highly significant. The third type of management style, contributing to performance was found to be the contingency management style, the percentage being 15 and it was statistically significant. Both the permissive style of management and the indulgent style of management failed to contribute academic performance. The authoritarian classroom management style contributed to the highest for student leadership development, followed by the authoritative style. Similarly, the indulgent management style also contributed to leadership development at a statistically significant extent. The contingency management style also significantly contributed to student leadership development. The permissive style of teachers did not contribute to student leadership development.

Vijayakumari (2010) conducted an investigation on leadership styles of higher secondary school principals, and found that majority of teachers perceived their principals as coaching and supportive, but some principals' leadership styles are perceived as directive and delegating. Some principals follow more than one style as the situation demands.

Saleem (2008) in a study on "leadership styles of heads of primary schools in Kerala" found that 60 % of heads are following democratic style of leadership , 24.17% follow Laissez faire style of Leadership, and 15.83 % follow Authoritarian Style.

2.7 CONCLUSION

The chapter guided the researcher to find the relevant and related studies which helped in fixing the objectives of the present study. Also, the review of related literature helped to find the research gap to enhance the present study.

CHAPTER III

3. INTRODUCTION

Methodology has a major role in any research. It discusses the procedures and techniques adopted for the conduct of the study. It helps to conduct the research in a scientific and legitimate mode. “The whole research process is methodological. At the heart of all the interwoven research activities are endless of selection and in constantly justifying this selection, a good methodology is more a critical design attitude to be found always at work throughout a study” (Kothari, 2004).

Methodology in research is defined as the systematic method to resolve a research problem through data gathering using various techniques, providing an interpretation of data gathered and drawing conclusions about the research data. Essentially, a research methodology is the blueprint of a research or study (Erdenesaikhan gandolgor, 2015). As such, the methodology in research proposal is of utmost importance. In short, research methodology explains how a researcher’s idea turns into a study that will produce a valid and reliable result in accordance with the aims and objectives of the researcher. It is where the researcher indicates and elaborates on the plans that must be implemented. In this chapter, the researcher can justify their reasons for why they intend to carry out the research in a particular way. It explains not just what methodology choices were made but also why they were made. The purpose of a research methodology is to explain the reason behind the approach used in the study to support factors like data collection method, methods of analysis and other vital points of the study to achieve the research objectives. Going off track or departing from the standard methodology while conducting the research is easy. It is much needed to keep the researcher accountable and on track with their original aim and objectives and to give a suitable and sound plan to keep the study manageable, smooth, and effective research

methodology. It keeps the researcher on track and allows the reader to understand the method and approach to reach a conclusion.

3.1 METHOD ADOPTED IN THE PRESENT STUDY

In this study survey method was adopted by the investigator to find the Occupational Stress and Leadership Skills among the school teachers of Coimbatore district where data are collected from the target group. Survey helps the investigator to find solution, to create discussion, and to make decision. It helps the investigator to gather information from the target audience about a specific topic to conduct research. Survey method involves various mediums such as face-to-face surveys, telephone surveys, online surveys, etc. to collect data from the desired sample group. The medium the investigator chooses to collect survey data decides the people to be reached, to reach the requisite number of survey response. In this study the investigator chooses online survey as the medium to collect data from the target sample group.

3.2 SELECTION OF THE SAMPLE

Simple random sampling (SRS), one of the probability sampling methods, is used in this study to collect data. In this method, the researcher randomly chooses participants from a population where each item is equally likely to be selected in the sample. All population members have an equal probability of being selected. This method tends to produce representative, unbiased samples. The sample size is 300 teachers of government schools from Coimbatore district were chosen.

3.3 LOCALE OF THE STUDY

The sample consists of 300 Teachers of government schools from Coimbatore district. The present study is on Occupational stress and Leadership Skills. Being a co-relational study, survey method was adopted for the conduct of the study.

The methodology of the study is presented under the following heads.

- Variables of the Study
- Objectives of the Study
- Hypotheses of the Study
- Tools in study
- Statistical Techniques Used
- Conclusion

3.4 VARIABLES OF THE STUDY

The present study is a correlational type in which the Occupational stress and Leadership Skills among School Teachers of Coimbatore district and their relationship are analyzed.

3.4.1 DEPENDENT VARIABLE

The independent variable selected for the study is

- Occupational stress
- Leadership skills

3.4.2 DEMOGRAPHIC VARIABLES

Following variables were identified as Demographic/ Categorical Variables

1. Age
2. Gender
3. Types of family
4. Area of residence
5. Year of experience

3.5 OBJECTIVES OF THE STUDY

- To examine the relationship between occupational stress and leadership skills among the school teachers of Coimbatore district.
- To study Occupational stress among school teachers.
- To examine the Leadership skills among school teachers.
- To analyze the occupational stress and leadership skills among school teachers based on the demographic variables: Age, Gender, Type of family, Area of residence and Years of experience.

3.6 HYPOTHESES OF THE STUDY

Ho1: The Occupational Stress among the school teachers is negatively correlated with their leadership skills.

Ho2: There is no significant difference in occupational stress among the school teachers based on age.

Ho3: There is no significant difference in occupational stress among the school teachers based on gender.

Ho4: There is no significant difference in occupational stress among the school teachers based on types of family.

Ho5: There is no significant difference in occupational stress among the school teachers based on Area of residence.

Ho6: There is no significant difference in occupational stress among the school teachers based on Year of experience.

Ho7: There is no significant difference in leadership skills among the school teachers based on Age.

Ho8: There is no significant difference in leadership skills among the school teachers based on gender.

Ho9: There is no significant difference in leadership skills among the school teachers based on Types of family.

Ho10: There is no significant difference in leadership skills among the school teachers based on Area of residence

Ho11: There is no significant difference in leadership skills among the school teachers based on Year of experience.

3.7 TOOLS USED IN THE STUDY

To conduct the survey the investigator used the following tools:

- ✓ Teachers Occupational Stress Inventory by Eedenesaikhan gandolgor (2015) and
- ✓ Leadership Skills questionnaire by Peter G Northouse (2015)

Below is the citation for the stress inventory and Leadership questionnaire

<https://www.scribd.com/document/487007649/teacher-stress-questionnaire>

<https://www.scribd.com/document/456679528/Leadership-skills-Questionnaire>

1. Personal data sheet

The section I of the questionnaire includes the sheet in order to collect personal details of the sample such as Name, Age, Gender, Marital Status, Types of Family, Area of Residence, Year of Experience as Teachers, Main stream of Education, Educational Qualification and Professional Qualification.

2. Occupational Stress Inventory (OSI) Developed by Erdenesaikhan gandolgor (2015)

Teachers reported to the Stress Management Questionnaire, 2015, which consists of 24 items. The questions are answered through a 5-point Likert scale, ranging from 1 - Strongly disagree, 2 - agree, 3 – Neutral, 4 – Disagree, 5 - Strongly agree. Leadership Skills Questionnaire.

3. Leadership Skills Questionnaire (LSQ) Developed by Peter G Northouse (2015)

Teachers reported to Leadership questioner ,2015 which consists of 18 items. The questions are answered through a 5-point Likert scale, ranging from 1 - Strongly disagree, 2 - agree, 3 – Neutral, 4 – Disagree, 5 - Strongly agree. Leadership Skills Questionnaire. The leadership questionnaire is

designed to measure three broad types of leadership skills administrative, interpersonal and conceptual. By comparing the score, you can determine where you have leadership strengths and where you have leadership weaknesses. If your score 26-30 you are the very high range. If your score is between 21-25 you are in high range. If your score 16-20 you are in moderate range. If you are in 11-15 you are in low range. If your score lies between 6-10 you are in very low range.

3.8 DATA COLLECTION PROCEDURE

The investigator choose Online survey to collect data with the help of Google Forms which consist of section I ,II & section III and send to the target sample. Below is the link for the Google Form.

<https://forms.gle/58pcntVQ1zTwmfst8>

3.9 STATISTICAL TECHNIQUES USED IN THE STUDY

The statistical analysis of data used for the Relationship between Occupational stress and Leadership skills among school teacher in Coimbatore district

To explore relationships between occupational stress and leadership skills the following statistical procedures were done:

- Mean
- Standard Deviation
- ANOVA test
- t-Test
- Correlation coefficient

3.10 CONCLUSION

Chapter III is the Blue Print of every research. The Researcher explained the Research Methods, Population, Sample, and Research Instruments with their standardization procedure and Statistical Techniques Employed. The Data analysis and Interpretations of the Results is presented in the form of tables and figures in the next chapter IV.

CHAPTER IV

4. INTRODUCTION

This section is the heart of the research report. The report should be highly organized and divided depending on the number of objectives of the study, each being devoted for presenting the results pertaining to an objective. The formulae and statistical procedures which were used in the analysis of the data will be clearly specified and explained in detail here. Analysis can be defined as a detailed study of collected data, which is converted to tabulated data, so as to determine the actual facts, which are inherent. Analysis is a research technique for the objectives, systematic and qualitative description of manifest content of communication.

The analysis of data, involves a number of operation, which are performed with purpose of summarizing the collected data and organizing them in such a manner that they will yield answer to the question in research. If analysis involves data organizing in a particular manner, then it is the interpretive ideas that govern this task if the product of analysis is the setting up of certain general conclusions really mean and reflect is the bare minimum that researcher would want to know. Interpretation is the way to gain knowledge. Thus the task of analysis is incomplete without interpretation coming into play. This chapter takes the crucial job of analyzing and the interpreting data collected from 320 samples of school teachers of from different schools in Coimbatore district.

4.1 DETAILS OF THE INVESTIGATION

The investigator has taken 320 samples of school teachers from different schools in Coimbatore district. The demographic variables used in this study are Age, Gender, Types of family, Area of Residence and Year of experience. The data are collected through Google forms. The questions asked in Google form 24 item for Occupational stress and 18 items for Leadership skills. The statistical method used to calculate the data are Mean, Standard Deviation, t-test, ANOVA test and Pearson correlation coefficient. The Mean test is used to find the average of the sample. The Standard Deviation is used to measure the amount of variation of set of values. The t-Test used in the study is to determine if there is any significant difference in the mean score of two groups. The ANOVA test is used for testing three or more variables. The Pearson correlation coefficient test is used to compare the two variables if they had any relationship between them.

4.2 STATISTICAL ANALYSIS

It is the science of collecting, exploring and presenting large amounts of data to discover underlying patterns and trends. The statistical analysis used in this study is

1. Mean
2. Standard Deviation
3. t-Test
4. ANOVA test
5. Correlation coefficient

4.3 HYPOTHESES OF THE STUDY

Ho1: The Occupational Stress among the school teachers is negatively correlated with their leadership skills.

Ho2: There is no significant difference in occupational stress among the school teachers based on age.

Ho3: There is no significant difference in occupational stress among the school teachers based on gender.

Ho4: There is no significant difference in occupational stress among the school teachers based on types of family.

Ho5: There is no significant difference in occupational stress among the school teachers based on Area of residence.

Ho6: There is no significant difference in occupational stress among the school teachers based on Year of experience.

Ho7: There is no significant difference in leadership skills among the school teachers based on Age.

Ho8: There is no significant difference in leadership skills among the school teachers based on gender.

Ho9: There is no significant difference in leadership skills among the school teachers based on Types of family.

Ho10: There is no significant difference in leadership skills among the school teachers based on Area of residence

Ho11: There is no significant difference in leadership skills among the school teachers based on Year of experience.

4.4 SAMPLE DISTRIBUTION

Table 4.1

Sample based on the demographic variables

S.No	Demographic	Variables	Number of samples	Percentage
1	Age	Below 30	88	27%
		30-40	128	40%
		Above 40	104	33%
2	Gender	Male	115	36%
		Female	205	64%
3	Area of residence	Urban	217	68%
		Rural	103	32%
4	Family structure	Joint	119	37%
		Nuclear	201	63%
5	Year of experience	Below 10 years	183	57%
		Above 10 years	137	43%

4.5 INFERENCE STATISTICS

Hypothesis (Ho):1

Occupational Stress of school teachers is negatively correlated with their Leadership skills

Table 4.2

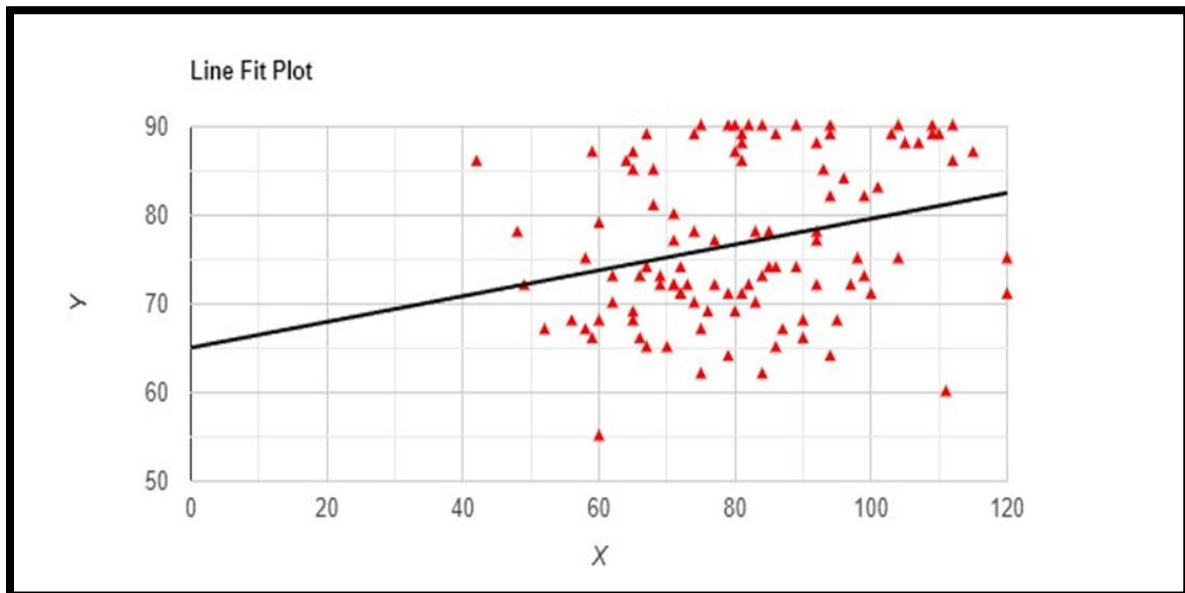
Relationship between occupational stress and leadership skills

Variables	R-Value	Significant Of Level
Occupational stress and Leadership silks	0.27	0.05 level

The table 4.2 shows that the correlation between occupational stress and leadership skills is negligibly correlated with each other. The obtained R-Value is (0.3) and the level of significance is 0.05. Hence it is proved that both are not strongly correlated with each other.

Figure 4.1

Correlation between occupational stress and leadership skills



Hypothesis (H02):2

There is no significant difference in occupational stress among school teachers based on age.

Table 4.3

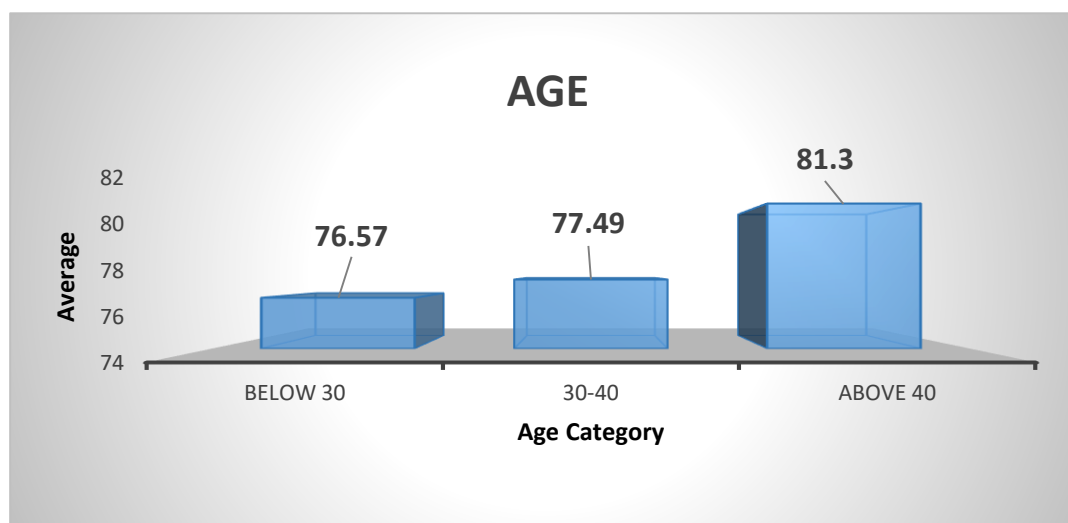
Occupational stress based on age

Variable	Number	Mean	Standard deviations	f- Value	Significant Of Level
Below 30	88	76.58	14.83	2.70	0.05
30-40	128	77.48	15.22		
Above 40	104	81.30	15.42		

The table 4.3 shows the mean score and f-value of differ age group of teachers below 30, 30-40 and above 40. From the obtained f-value 2.70, it is clear that the value is greater than the table value and there is significant difference in occupational stress among the school teachers based on age. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.2

Occupational stress based on age



Hypothesis (Ho3):3

There is no significant difference in occupational stress among school teachers based on Gender.

Table 4.4

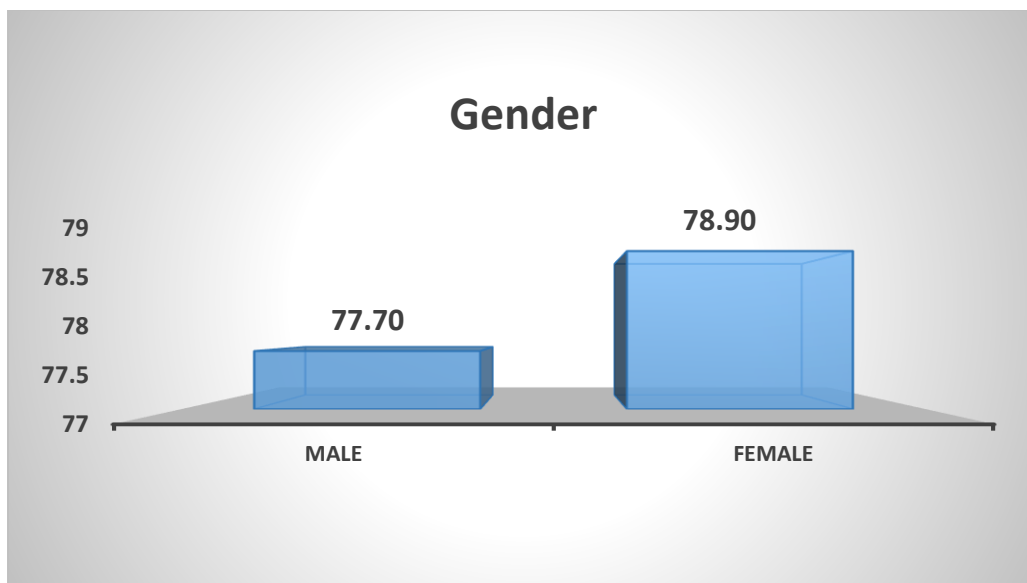
Occupational stress based on Gender

Variable	Number	Mean	Standard deviations	t- Value	Significant of Level
Male	115	77.70	15.24	0.67	0.05
Female	205	78.90	15.40		

The table 4.4 shows the mean score and t-value of male and female teachers. From the obtained t-value 0.67, it is clear that the value is lesser than the table value and has no significant difference in occupational stress among the school teachers based on gender. Hence, the null hypothesis is accepted at 0.05 level.

Figure 4.3

Occupational stress based on gender



Hypothesis (Ho4):4

There is no significant difference in occupational stress among school teachers based on types of family.

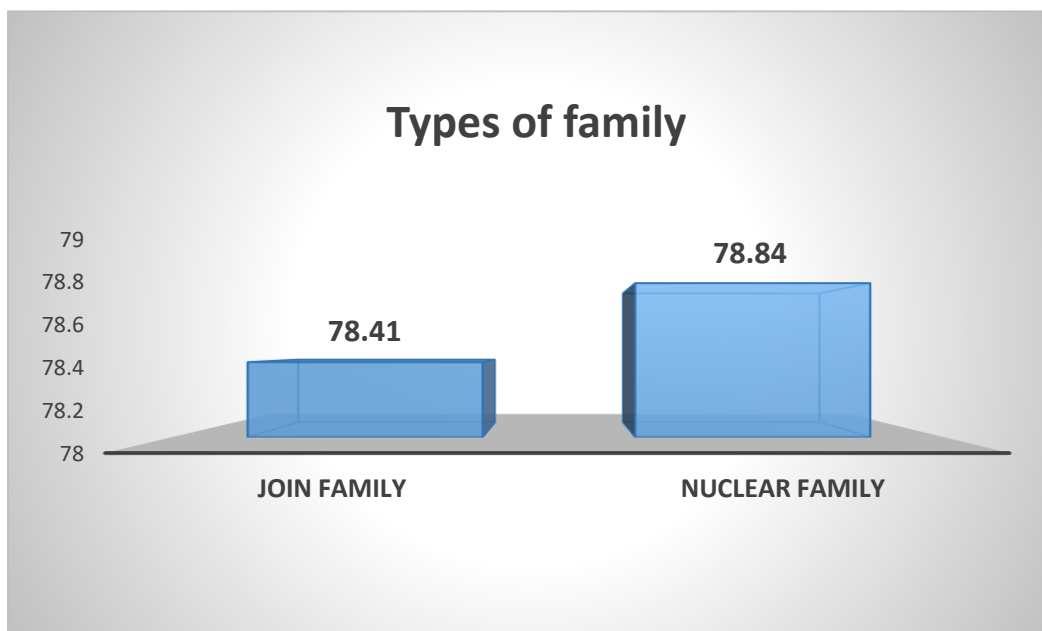
Table 4.5 Occupational stress based on type of family

Variable	Number	Mean	Standard deviations	t- Value	Significant of Level
Join family	119	78.41	15.36	0.24	0.05
Nuclear family	201	78.84	15.40		

The table 4.4 shows mean score and t- value of join and nuclear family. From obtained t- value 0.24, it is clear that the value is lesser then the table value and no significant difference in occupational stress among school teacher based on family types. Hence, the null hypothesis is accepted at 0.05 level

Figure 4.4

Occupational stress based on family type



Hypothesis (Ho5):5

There is no significant different in occupational stress among school teacher based on area of residence.

Table 4.6

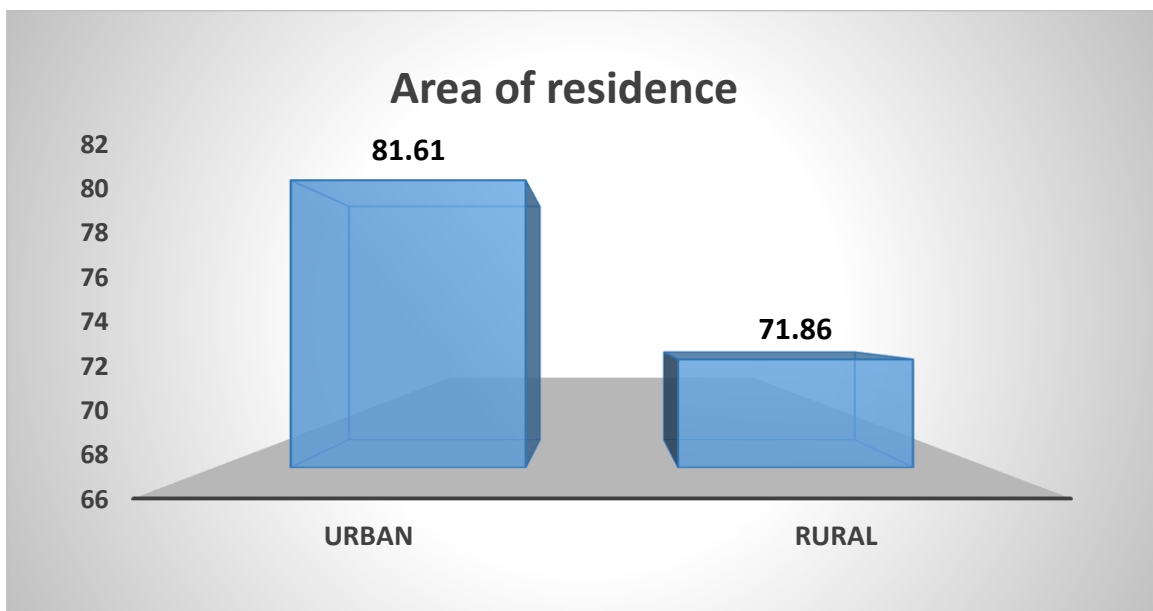
Occupational stress based on area of residence

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Urban	217	81.61	15.31	5.32	0.05
Rural	103	71.86	15.27		

The table 4.5 shows mean score and t- value of rural and urban area. From obtained t- value 5.32, it is clear the value is grater then the table value and there is a significant difference in occupational stress among school teachers based on area of residence. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.5

Occupational stress based on area of residence



Hypothesis (Ho6):6

There is no significant different in occupational stress among school teacher based on year of experience.

Table 4.7

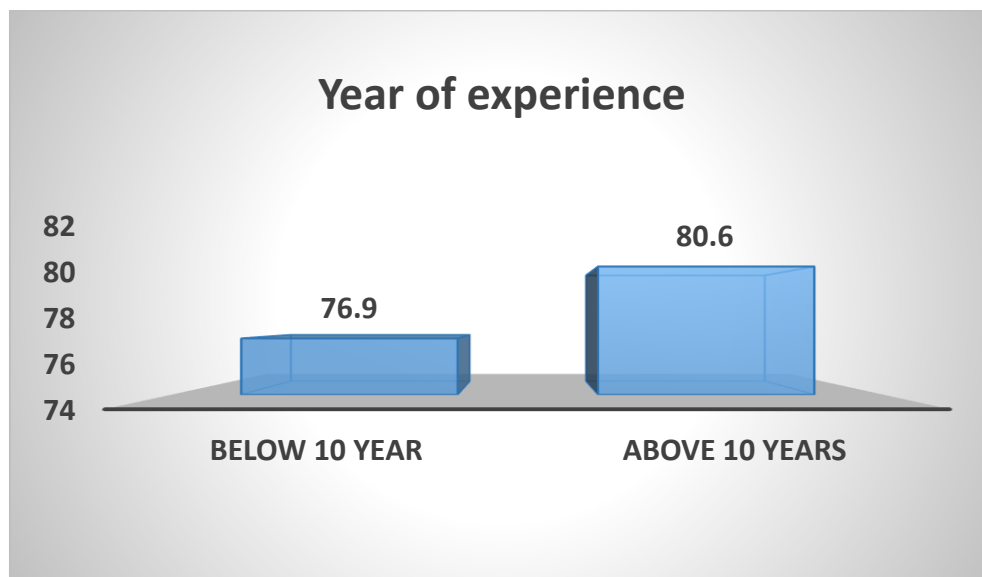
Occupational stress based on year of experience

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Above 10 year	137	80.60	15.40	2.10	0.05
Below 10 year	183	76.90	15.43		

The table 4.6 shows mean and t-value of below and above 10 years of experience. From abstained t-value 2.10, it is clear the value is greater than the table there is a significant difference in occupational stress among school teacher based on year of experience. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.6

Occupational stress based on year of experience



Hypothesis (Ho7):7

There is no significant difference in leadership skills among school teachers based on age.

Table 4.8

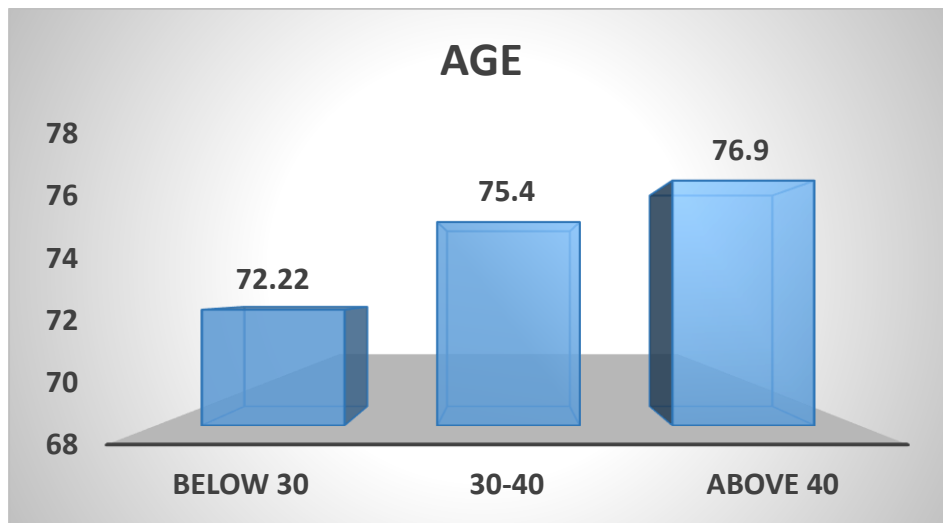
Leadership skills based on age

Variable	Number	Mean	Standard deviations	f- Value	Significant Of Level
Below 30	88	72.22	10.16	5.40	0.05
30-40	128	75.40	10.10		
Above 40	104	76.90	10.08		

The table 4.8 shows the mean score and f-value of differ age group of teachers below 30, 30-40 and above 40. From the obtained f-value 5.40, it is clear that the value is greater than the table value and there is significant difference in Leadership skills among the school teachers based on age. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.7

Leadership skills based on age



Hypothesis (Ho8):8

There is no significant difference in leadership skills among the school teacher based on gender.

Table 4.9

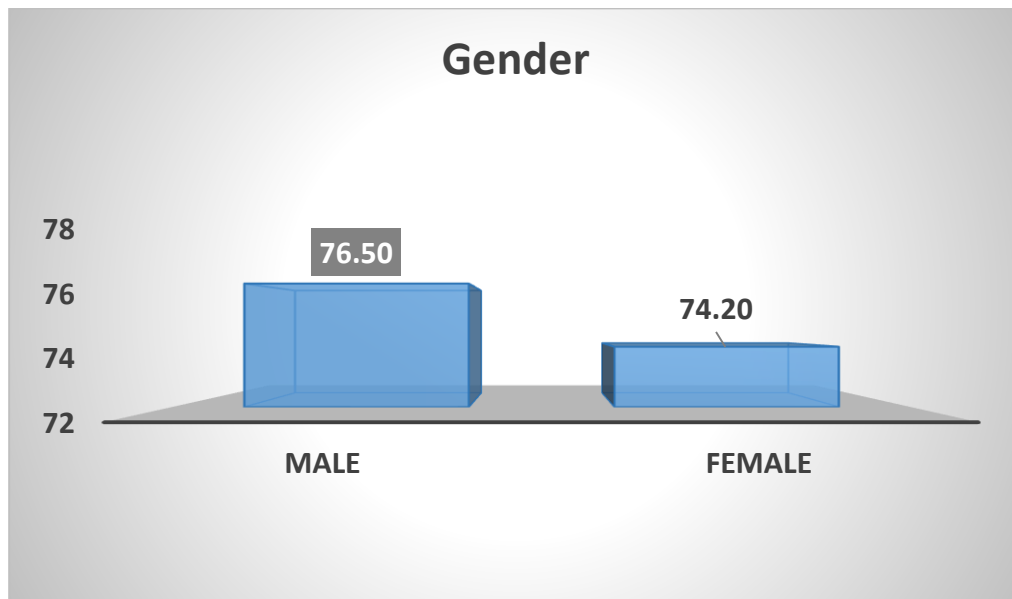
Leadership skills based on gender

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Male	115	76.50	10.07	2	0.05
Female	205	74.20	10.10		

The table 4.8 shows the mean score and t-value of male and female teachers. From the obtained t-value 2, it is clear that the value is greater than the table value and there is a significant difference in leadership skills among the school teachers based on gender. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.8

Leadership skills based on age



Hypothesis (Ho9) 9

There is no significant different in leadership skills among the school teachers based on types of family.

Table 4.10

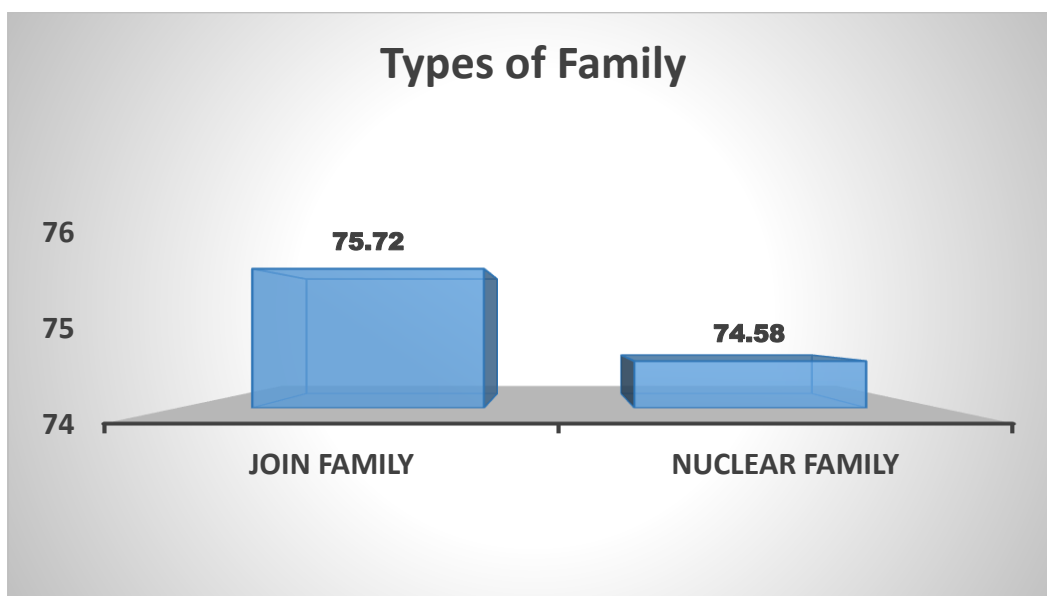
Leadership skills based on Types of family

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Join family	119	75.72	10.07	1	0.05
Nuclear family	201	74.58	10.10		

The table 4.9 shows mean score and t- value of join and nuclear family. From obtained t- value 1, it is clear that the value is lesser then the table value and no significant difference in leadership skills among school teacher based on family types. Hence, the null hypothesis is accepted at 0.05 level

Figure 4.9

Leadership skills based on family type



Hypothesis (Ho10):10

There is no significant difference in leadership skills among the school teacher based on area of residence.

Table 4.11

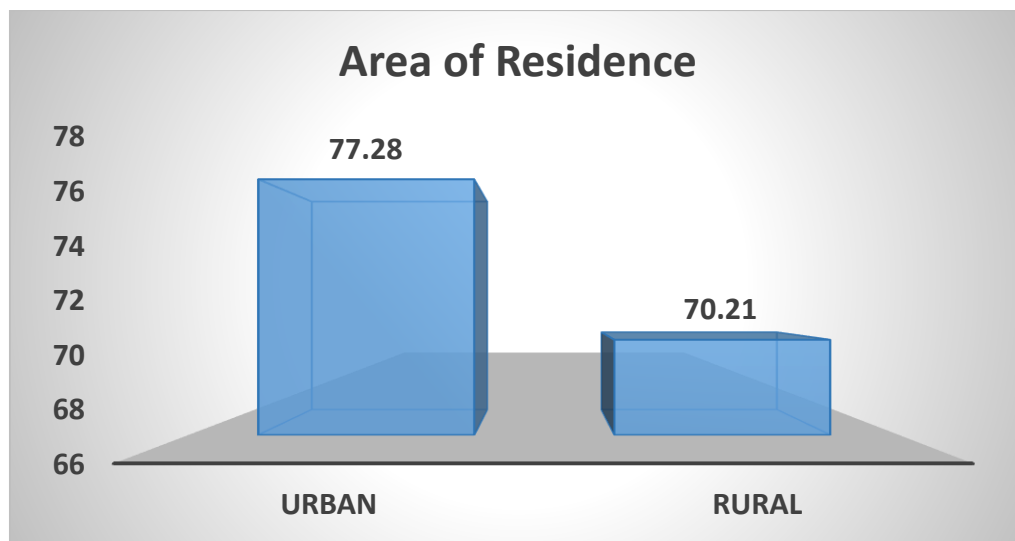
Leadership skills based on area of residence

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Urban	217	77.28	10.10	5.85	0.05
Rural	103	70.21	10.07		

The table 4.11 shows mean score and t- value of rural and urban area. From obtained t- value 5.85, it is clear the value is grater then the table value and there is a significant difference in leadership skills among school teachers based on area of residence. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.10

Leadership skills based on area of residence



Hypothesis (Ho11):11

There is no significant difference in leadership skills among the school teacher based on year of experience.

Table 4.12

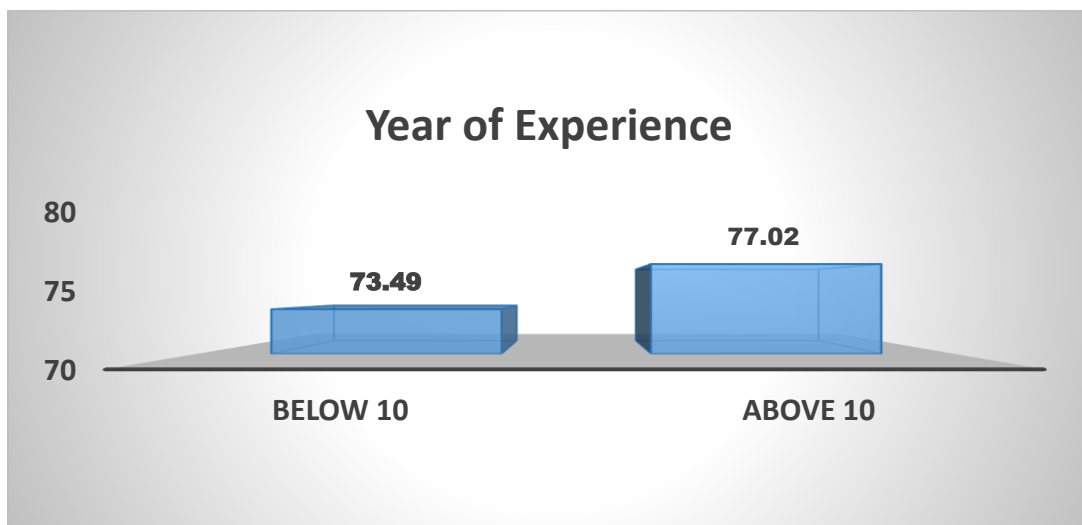
Leadership skills based on year of experience

Variable	Number	Mean	Standard deviations	t- Value	Significant Of Level
Above 10 year	137	73.49	10.10	3.10	0.05
Below 10 year	183	77.02	10.06		

The table 4.12 shows mean and t-value of below and above 10 years of experience. From abstained t-value 2.10, it is clear the value is greater than the table there is a significant difference in leadership skills among school teacher based on year of experience. Hence, the null hypothesis is rejected at 0.05 level.

Figure 4.11

Leadership skills based on year of experience



4.6 CONCLUSION

The correlation between two variables shows that it had negligible correlated or weak positive correlated with each other.

Occupational stress among school teachers:

The analysis of the data shows that occupational stress among the school teachers there is no significant difference in the mean score based on demographic variables of Age, Area of residence, Year of experience and there is a significant means score in occupational stress based on gender and types of family.

Leadership skills among school teachers:

The analysis of the data shows that Leadership skills among school teachers there is no significant difference in the mean score based on demographic variables of Age, Gender, Area of residences, Year of experience and there is a significant means score in Leadership skills based on types of family.

CHAPTER 5

5 OVERVIEW

This study is about Occupational stress and Leadership skills among the school teachers of Coimbatore district. This chapter discusses the summary and findings of the investigation. Conclusion was drawn from the findings and recommendations made by the study.

SUMMARY

Title of research

“OCCUPATIONAL STRESS AND LEADERSHIP SKILLS AMONG SCHOOL TEACHERS OF COIMBATORE DISTRICT”

5.1 OBJECTIVES OF STUDY

- To examine the relationship between occupational stress and leadership skills among the schoolteachers of Coimbatore district.
- To study the Occupational stress among school teachers.
- To examine the Leadership skills among school teachers.
- To analyze the occupational stress and leadership skills among schoolteachers based on the demographic variables Age, Gender, Types of family, Area of residence, Years of experience.

5.2 GEOGRAPHICAL AREA OF THE STUDY

The geographical area taken for the present study is Coimbatore district in Tamil Nadu.

5.3 MAJOR FINDINGS OF THE STUDY

1. There is a negligible relationship between two variables of the study namely Occupational stress and leadership skills. It proves that both variables are positive correlated and not so strong in

relationship. This proves that Occupational stress does not influence the teachers in their leadership skills.

2. There is significant difference in occupational stress among the school teachers based on age. This explains that age influences their Occupational stress. It is evident that the level of maturity plays a vital role in managing the occupational stress.

3. There is no significant difference in occupational stress among the school teachers based on gender. This finding explains that both male and female teachers experienced similar level of stress in their profession.

4. There is no significant difference in occupational stress among school teacher based on family types. This analysis explain that join and nuclear family both dose not influence their level of stress.

5. There is a significant difference in occupational stress among school teachers based on area of residence. This shows that area of residence plays important role their occupational stress. The finding is urban teachers have high level of stress comparative then the rural teachers. From this it is predicted that teachers from rural area are able to manage their stress from their environment while comparing to the teachers from urban area.

6. There is a significant difference in occupational stress among school teacher based on year of Experience. It shows that year of experience influence among school teachers. With the gained experience they are able to handle their stress in the work place.

7. There is a significant difference in Leadership skills among the school teachers based on age. This explains that different age groups of teachers had a Leadership skills depended upon their age groups. The elder teachers possess good leadership quality and it may be due to their maturity level.

8. There is a significant difference in leadership skills among the school teachers based on gender. This finding explains that male teachers are better in their leadership skills when compared to female teachers. It can be predicted that female teachers practice some unique style in managing the students.

9. There is no significant difference in leadership skills among school teacher based on family types. It shows that type of family does not influence the school teachers' leadership skills.

10. There is significant difference in leadership skills among school teachers based on area of residence. This shows that area of residence plays important role their Leadership skills. The teachers from urban area possess high value and it proves that the exposure they get in this area helps them to enhance their leadership skills.

11. There is significant difference in leadership skills among school teacher based on year of experience. It shows that year of experience influence leadership skills among the school teachers. Due to the gained experience in the teaching above 10 years they are able to practice better leadership skills in their field and among the students.

5.4 EDUCATIONAL IMPLICATION

The purpose of this study is to find the level of occupational stress and leadership skills among school teachers of Coimbatore district. Teacher play important role in education field. So teacher should acquire good leadership skills and stress managerial skills. Every school conducting skills develop programs for teachers this help them to improve. Teacher can learn yoga and meditation it help them to reduce their stress level. Teacher education curriculum can be revamped to develop Teacher's leadership skills. Teachers' leadership has the potential to directly and positively impact upon school improvement. Finally, the study proved that various demographical variables influenced both occupational stress and leadership skills of the school teachers. Some

demographical variables directly or indirectly help the teachers to develop their skills and manage their stress positively. Moreover, negligible relationship only was obtained from occupational stress and leadership skills among the school teachers.

5.5 RECOMMENDATION

- Stress management program like arranging workshops, for the teachers from the different schools of the district can lead to overcome the occupational stress. At the same time it can be a gathering for all the teachers to share their experience.
- 1st Saturday or last Saturday of the month can be spared for the teachers or the school to indulge in any kind of extra-curricular activities.
- Schools can conduct leadership skill development programs for teachers.
- Yearly once arranging fieldtrip for teachers will reduce their stress level.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

1. A similar study may be extended to other district of Tamil Nadu and other states of India
A comparative study among the male and female teachers may be conducted.
2. The same study may be conducted on different Managements such as Government and private schools also.
3. Similar research studies may be carried out by taking larger sample of students as well as
4. Replicating such studies at other levels of education.
5. The same study may be conducted among B.Ed student-teachers.
6. The same study can be conducted among school Principals.

5.7 CONCLUSION

In this study the two variables Occupational stress and Leadership skills shows that it is negligible correlated with each other and had a positive and negligible relationship. The hypothesis of each demographic variables for Occupational stress among teachers shows that there is no significant mean score difference based on age, area of residence and year of experience. There is significant difference based on gender and types of family. About Leadership skills there is no significant mean score difference in the Age, Gender, Area of residence, Year of experience. There is significant mean difference in Types of family. Finally, the research concludes saying that both variables are slightly affecting each other and are weakly correlated. A teacher should possess a strong attitude to manage the occupational stress and at the same time he should enhance the leadership skills throughout his career. This is because both the aspects are very much essential for a teacher to do their work successfully.

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INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD,
Estd. u/s 3 of UGC Act 1956) Re-accredited with 'A' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641043, Tamil Nadu, India

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Dr. S. Ganthimathi
Dr. Judith Justin
Dr. Anitha Subash
Dr. K. Sambath Rani
Mrs. P. Dhanalakshmi

Date: 15-03-2024

To
Devi S,
Department of Education
Avinashilingam Institute for Home Science and
Higher Education for Women,
Coimbatore – 641043

Dear Devi S,

Ref: Your proposal No. AUW/IHEC/23-24/EDU-022/05-02-2024.

The Institutional Human Ethics Committee of our University hereby grants approval to your research entitled 'Relationship between occupational stress and leadership skills among the school teachers of Coimbatore district'. The Approval number for the same is AUW/IHEC/23-24/EDU/XMT-022.

We wish you all the best in your research endeavours.




15.3.24
Dr. A Thirumani Devi
Member Secretary

APPENDIX -1

Avinashilingam University for woman

Coimbatore -108

Occupational Stress and Leadership Skills among School Teachers of Coimbatore District

PERSONAL DATA SHEET

1. Email / மின்னஞ்சல் _____
2. NAME /பெயர் _____
3. Age / வயது : Below 30/30-40/ above 40
4. Gender / பாலினம் : Male /Female
5. Marital status / திருமண நிலை : married/Unmarried/Divorced
6. Types of family / குடும்பத்தின் வகைகள் : Join/Nuclear
7. Area of residace / குடியிருப்பு பகுதி : Rural/Urben
8. Year of Experience as a teacher/
ஆசிரியராக அனுபவம் பெற்ற ஆண்டு : Below 10 years/Above10 year
9. Is your school near to home?
உங்கள் பள்ளி வீட்டிற்கு அருகில் உள்ளதா? : YES/NO
10. Do you have any additional Responsibilities like
Curriculum developer, Mentor, Teacher etc? : YES/NO
/ உங்களுக்கு ஏதேனும் கூடுதல் பொறுப்புகள் உள்ளதா?
11. Mainstream of education கல்வியின் முக்கிய ஓட்டம் : ARTS /SCIENCE
12. Educational Qualification / கல்வி தகுதி : UG, PG, M.Phill., Ph.D.
13. Professional Qualification தொழில்முறை தகுதி : B.Ed., M.Ed., M.Phill.,

OCCUPATIONAL STRESS QUESTIONNAIRE

Below are statements about feelings and thoughts about you as a school Teachers. please tick one box that best describes your experience of each over this school year

S.NO	QUESTIONS	SD	D	N	SA	A
1	Students learning problem such as lack of motivation often bring me stress/மாணவர்களின் கற்றல் பிரச்சனை போன்ற உந்துதல் இல்லாமை எனக்கு அடிக்கடி மன அழுத்தத்தை தருகிறது					
2	I am stressed for security of the student/மாணவர்களின் கற்றல் பிரச்சனை போன்ற ஊக்கமின்மை போன்ற பிரச்சனைகள் எனக்கு அடிக்கடி மன அழுத்தத்தை தருகின்றன					
3	I feel stressed for students psychological problem/மாணவர்களுக்கு உடலியல் பிரச்சனையால் நான் அழுத்தமாக உணர்கிறேன்					
4	I feel stressed for the special need of children/ குழந்தைகளின் சிறப்புத் தேவைக்காக நான் அழுத்தமாக உணர்கிறேன்					
5	I have a no way to deal with problem some students/சில மாணவர்களின் பிரச்சனையை சமாளிக்க எனக்கு வழி இல்லை					
6	I feel stressed for student individual differences/ மாணவர்களின் தனிப்பட்ட வேறுபாடுகளுக்காக நான் அழுத்தமாக உணர்கிறேன்					
7	Educational reforms make me stressed/ கல்வி சீர்திருத்தங்கள் என்னை மன அழுத்தத்திற்கு உள்ளாக்குகின்றன					
8	Student quality make me stressed/ மாணவர் தரம் என்னை மன அழுத்தத்திற்கு உள்ளாக்குகிறது					
9	I herd questions students asked make me feel stressed / மாணவர்கள் கேட்கும் கேள்விகளை நான் மன அழுத்தத்திற்கு ஆளாக்குகிறேன்					
10	I feel over loaded with responsibilities/ பொறுப்புகள் அதிகமாக இருப்பதாக உணர்கிறேன்					

11	Many kinds of inspections or evaluation bring me stress/பல வகையான ஆய்வுகள் அல்லது மதிப்பீடுகள் எனக்கு மன அழுத்தத்தைத் தருகின்றன					
12	I feel stressed for promotion system/ பதவி உயர்வு முறைக்காக நான் அழுத்தமாக உணர்கிறேன்					
13	Requirements of teaching and research give stress/ கற்பித்தல் மற்றும் ஆராய்ச்சியின் தேவைகள் மன அழுத்தத்தைக் கொடுக்கின்றன					
14	Complaints of parents make me stress/ பெற்றோரின் புகார்கள் எனக்கு மன அழுத்தத்தை ஏற்படுத்துகின்றன					
15	I feel stressed that parent do not take care their children/ பெற்றோர்கள் தங்கள் குழந்தைகளை கவனிப்பதில்லை என்று நான் அழுத்தமாக உணர்கிறேன்					
16	I feel stressed for the responsibility for students every day/ ஒவ்வொரு நாளும் மாணவர்களுக்கான பொறுப்புக்காக நான் அழுத்தமாக உணர்கிறேன்					
17	Irresponsible for the media make me stressed/ஊடகங்களுக்கு பொறுப்பற்றது என்னை மன அழுத்தத்திற்கு உள்ளாக்குகிறது					
18	I've got enough return for my work/எனது வேலைக்கு போதுமான வருமானம் கிடைத்துள்ளது					
19	I feel overwhelmed for extra work/கூடுதல் வேலைக்காக நான் அதிகமாக உணர்கிறேன்					
20	I don't feel stress for promotion/கூடுதல் வேலைக்காக நான் அதிகமாக உணர்கிறேன்					
21	It is hard for me to understanding for reforms/ சீர்திருத்தங்களைப் புரிந்துகொள்வது எனக்கு கடினமாக உள்ளது					
22	I feel stressed that knowledge quickly/அந்த அறிவு விரைவாக அழுத்தமாக உணர்கிறேன்					

23	I often worry about the student's achievements/மாணவர்களின் சாதனைகளைப் பற்றி நான் அடிக்கடி கவலைப்படுகிறேன்					
24	I feel stressed for the teacher evaluation based the student achievements/மாணவர்களின் சாதனைகளை அடிப்படையாகக் கொண்ட ஆசிரியர் மதிப்பீட்டிற்கு நான் அழுத்தமாக உணர்கிறேன்					

LEADERSHIP SKILLS QUESTIONNAIRE

S.NO	QUESTIONS	SD	D	N	SA	A
1	I am effective with the detailed aspects of my work./எனது வேலையின் விரிவான அம்சங்களுடன் நான் திறம்பட செயல்படுகிறேன்.					
2	I usually know ahead of time how people will respond to a new idea or proposal/ 2. ஒரு புதிய யோசனை அல்லது முன்மொழிவுக்கு மக்கள் எவ்வாறு பதிலளிப்பார்கள் என்பதை நான் பொதுவாக முன்கூட்டியே அறிவேன்.					
3	I am effective at problem solving/சிக்கலைத் தீர்ப்பதில் நான் திறம்பட இருக்கிறேன்.					
4	Filling out forms and working with details comes easily for me/படிவங்களை நிரப்புவது மற்றும் விவரங்களுடன் வேலை செய்வது எனக்கு எளிதாகிறது.					
5	Understanding the social fabric of the organization is important to me/அமைப்பின் சமூக அமைப்பைப் புரிந்துகொள்வது எனக்கு முக்கியம்.					
6	When problems arise, I immediately address them/ பிரச்சனைகள் ஏற்படும் போது, நான் உடனடியாக அவற்றை நிவர்த்தி செய்கிறேன்.					
7	Managing people and resources is one of my strengths /மக்கள் மற்றும் வளங்களை நிர்வகிப்பது எனது பலங்களில் ஒன்றாகும்.					
8	I am able to sense the emotional undercurrents in my group எனது குழுவில் உள்ள உணர்ச்சிகளின் அடிப்பகுதியை என்னால் உணர முடிகிறது.					
9	Seeing the big picture comes easily for me/ பெரிய படத்தைப் பார்ப்பது எனக்கு எளிதாக வரும்.					
10	In my work, I enjoy responding to people's requests and concerns/எனது பணியில், மக்களின் கோரிக்கைகள் மற்றும் கவலைகளுக்கு பதிலளிப்பதில் மகிழ்ச்சி அடைகிறேன்.					
11	I use my emotional energy to motivate others/ மற்றவர்களை ஊக்குவிக்க எனது உணர்ச்சி சக்தியைப் பயன்படுத்துகிறேன்.					

12	Making strategic plans for my company appeals to me/எனது நிறுவனத்திற்கான மூலோபாய திட்டங்களை உருவாக்குவது என்னை ஈர்க்கிறது.					
13	Obtaining and allocating resources is a challenging aspect of my job/எனது நிறுவனத்திற்கான மூலோபாய திட்டங்களை உருவாக்குவது என்னை ஈர்க்கிறது.					
14	The key to successful conflict resolution is respecting my opponent/வெற்றிகரமான மோதல் தீர்வுக்கான திறவுகோல் எனது எதிர்ப்பாளரை மதிப்பதாகும்.					
15	I enjoy discussing organizational values and philosophy/ நிறுவன மதிப்புகள் மற்றும் தத்துவத்தைப் பற்றி விவாதிப்பதில் நான் மகிழ்ச்சி அடைகிறேன்.					
16	I am effective at obtaining resources to support our programs/ எங்கள் திட்டங்களை ஆதரிக்கும் ஆதாரங்களைப் பெறுவதில் நான் திறம்பட இருக்கிறேன்.					
17	I work hard to find consensus in conflict situations/மோதல் சூழ்நிலைகளில் ஒருமித்த கருத்தைக் கண்டறிய கடினமாக உழைக்கிறேன்.					
18	I am flexible about making changes in our organization/ எங்கள் நிறுவனத்தில் மாற்றங்கள் செய்வதில் நான் நெகிழ்வாக இருக்கிறேன்.					

Strongly disagree-1 Agree-4

Disagree-2 Strongly agree-5

Neutral-3

